The content for the CRS FoodFast was developed in partnership with the Center for Ministry Development.

The Center for Ministry Development is an organization which promotes the development of ministry and catechesis with youth and families through leadership formation, service learning, and resources rooted in Catholic tradition and Scripture. For more information, go to: cmdnet.org.
Is it just food or is it JUST food? This FoodFast focuses on the relationship between our Catholic faith and the way we think about and use food. Participants will explore what it means to have a just or “right” relationship with food. Through experience, prayer, art, social media and discussion, young people will discover the effect their own food practices have on the millions of people who go to bed hungry every night. They will discover how Catholic Relief Services supports people who are hungry in acquiring food and gaining long-term food security. Central to this exploration of faith and justice, participants will be challenged as disciples of Jesus to discover their roles in eliminating hunger across the globe.

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

**DAY 1**

Determine arrival times for Planning Team and Participants

5:00 p.m. .... Opening Icebreaker: Welcome/Name-tag Mingling .................................9
5:15 p.m. ..... Opening Prayer .................................................................................................10
5:45 p.m. .... Activity: Right Relationship With Food ..........................................................13
7:15 p.m. .... BREAK .................................................................................................................16
7:30 p.m. .... Activity: Food, Food, Food—A Funny Kind of Friendship! ...........................21
8:00 p.m. ..... Interactive Wall Art ...........................................................................................24
8:30 p.m. ..... Community-Builder: Where in the World Does Our Food Come From? ..26
9:15 p.m. ..... BREAK .................................................................................................................29
9:30 p.m. ..... Melodrama: The Science Fair, An Easy A ..........................................................31
10:15 p.m. ... Activity: Bread Making—A Spiritual Thing, Activity: Food in the Bible 89  
Interactive Wall Art
Personal Prayer Time

11:30 p.m. ... Night Prayer .........................................................................................................47
12:00 a.m. .... Bedtime!

**DAY 2**

8:00 a.m. ...... Wake Up! ..............................................................................................................49
8:30 a.m. ..... Community-Builder: Food Music .......................................................................50
9:00 a.m. ..... Morning Prayer .....................................................................................................53
9:15 a.m. ..... Activity: Six Degrees of Separation... What Difference Does My Relationship With Food Make? .................................................................55
10:15 a.m. .... BREAK ....................................................................................................................58
10:40 a.m. ... Meditation: Mindful Eating ..................................................................................62
11:00 a.m. ... Activity: TED Talks—About Food! .................................................................64
12:00 p.m. ... Activity: Surprise Guest! .....................................................................................66
12:30 p.m. ... Activity: Changing Our Relationship with Food/Action Steps ....................67
1:00 p.m. .... Activity: Create Your Own Food Show .................................................................70
1:45 p.m. .... BREAK ....................................................................................................................73
2:00 p.m. ... Activity: What’s for Lunch? School Lunch Boxes and Menus ........................ 72
2:30 p.m. ... Advocacy: Being a Voice for the Hungry .............................................................75
3:30 p.m. ... Interactive Wall Art ...............................................................................................79
4:00 p.m. .... Break / Cleanup / Packing / Preparation for Liturgy or Prayer Service .......79
4:30 p.m. .... Mass/Commissioning Service .............................................................................80
5:45 p.m. .... Dinner/Break the Fast/Share Stories .................................................................83
SPECIAL NOTES TO ASSIST YOU IN YOUR SOCIAL MEDIA PLANNING AND USE:

In our collective commitment to living our faith in solidarity with our one human family, we find solid ground where we can be active builders of a common good. Social media is one tool—and an important one—through which we can spread the gospel of love, justice and peace. We know young people are all about social media, and encourage you to use your FoodFast as a learning opportunity to help young people understand how it can be a tool to promote the common good! The guidelines below can help you do just that!

1. Ensure that all participants have signed and returned the permission slip, which includes a media release.
2. Determine which social media outlets you would like to utilize during your CRS FoodFast. Consider platforms such as Facebook, Twitter and Instagram.
3. Decide if your fast will be better served by an event page, new profile or an existing social media profile connected to your church, youth group or school.
4. Create a plan for how you will use social media throughout the fast. If desired, create a schedule for when different participants and/or leaders will post videos, pictures and tweets.
5. Promote your media! Make sure that your community is following your posts by advertising your social media outreach with your FoodFast. Encourage your church or school community to like, comment, share, retweet and otherwise promote the great good that you are doing during your fast.
6. Feel free to gather inspiration and quotes from the FoodFast materials to write your tweets and posts. Share pictures and reflections from participants who give permission to do so.
7. Connect with CRS! CRS is active on many social media platforms, and we would love to see your FoodFast pictures and posts. Make sure to find the profiles below and visit the CRS Connect page for all of our social media outlets.

**CRS FOODFAST**

Facebook: www.facebook.com/EducationCRS

#CRSFoodFast

**CATHOLIC RELIEF SERVICES**

Facebook: www.facebook.com/CatholicReliefServices

Twitter: @CatholicRelief

Instagram: @CatholicReliefServices

#CRSFoodFast

**CRS ESPAÑOL**

Facebook: www.facebook.com/CRSespanol

Twitter: @noticias

8. Watch for social media symbols that mark the key points during the FoodFast when posting is most effective.

9. Make sure to include your fundraising information on your profiles and posts. Ask people to support you in your desire to create a more just world.
ADVANCE REPARATION

ADVANCE PLANNING CHECKLIST

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

- Make sure you have downloaded two important guides:
  - CRS FoodFast Coordinator’s Guide provides all the guidance you need for advance planning.
  - The CRS FoodFast Manual that matches your chosen schedule. In the manual, you will find the Advance Planning Checklist and a Supplies & Materials Checklist providing a summary of your advance setup instructions and the list of supplies for your CRS FoodFast. Instructions for Setup/Materials are also listed with each activity and prayer, but this extra summary provides a simple checklist for your advance planning and organization.

- If you want to extend the time designated for your CRS FoodFast or substitute any activity with others, look for additional resources on the CRS Education website (education.crs.org) and the CRS FoodFast website (foodfast.crs.org).

- Order your complementary CRS FoodFast materials well in advance of your FoodFast. These include a poster pack, fundraising envelope, and One Human Family, Food for All prayer cards.

- CRS has made special arrangements with our partner Serrv, allowing you to choose from a selection of fair trade gifts handmade by artisans around the world. These are appropriate for commissioning services and other celebrations. Visit the CRS FoodFast website for the link to our special SERRV.org page to order commissioning gifts for your fast.

- Create your marketing plan for inviting youth to participate in the CRS FoodFast. Consider using different social media platforms to spread the word.

- Follow the safe-environment policies of your local (arch)diocese concerning youth permission slips, adult volunteers, and sleeping arrangements. A sample permission slip is provided in the Coordinator’s Manual.

- Make sure you have internet access for multimedia and social network. If this is not available, download all multimedia prior to your FoodFast.

- Set up a projector and screen for the PowerPoint presentations.
SUPPLIES & MATERIALS CHECKLIST:

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

- CRS FoodFast Poster Pack for décor and inspiration
- Copies of the *Justice and Solidarity Quotes and Scripture Passages* (in the CRS Coordinator’s Guide) for participant use for social media or in sessions and activities in which they plan a presentation
- Copies of all Handouts and Resource Sheets
- Free resources available through the CRS FoodFast website (fundraising envelope, posters, and prayer cards)
- Commissioning gifts from CRS FoodFast’s partner SERRV.
- Chairs
- Tables
- Several bibles
- Music (suggestions are made on both the website and in modules, but feel free to include your own selections)
- Music Player
- Speakers
- LCD Projector and computer for presentations
- Screen
- Depending on size of teams, have on hand a number of fair trade crafts to give as prizes for quizzes
- Access to the internet and to social media
- Decorations (e.g., pictures, plants, cloths, maps)
- Assorted Colored Markers
- Sharpies or thin markers, one per participant
- Large blank name tags for participants
- Pen or pencil for each participant
- Large newsprint or poster-size paper
- Painter’s masking tape
- Post-it notes
- **Interactive Wall Art** supplies:
  - Two or more yards of lightweight canvas (sewn or glued to a 1- to 2-inch casing at the top for display after the FoodFast); using the *Wall Art Resource Sheet*, prepare the canvas to create
  - Numerous craft items (e.g., scrapbooking paper, stamps, ink, buttons, gems, cotton, fabric scraps 1- to 2-inches long, all colors and designs)
  - Several hot glue guns, glue sticks and tacky glue
- 1-2 reams of 8 ½” x 11” paper, primarily for *Where Does our Food Come From?* Quiz and to have on hand as needed for other sessions
Melodrama supplies:

- Select in advance someone to be the narrator. Also, select someone to play the character of Josh. Choose individuals who can read expressively and dramatically. Give them a copy of the script in advance of the FoodFast. (As participants arrive for the FoodFast, ask for volunteers. Let them know they will not have to say anything. Tell them what a melodrama is. They should be ready to enter the melodrama when they hear their character announced, and should wear or carry their prop and their name badge.)
- Materials to set the scene for the melodrama: imitation classroom, with a desk and a couple of chairs and whiteboard.
- Prop Master Cue Cards: Use the list below to make the prop master cue cards on medium-sized poster board. Simply write with thick marker each listed phrase or word on a separate poster board.
  - “EASY A”
  - “IT’S GETTING COMPLICATED!”
  - “I THINK I GET IT!”
  - “SIGH!”
- SCIENCE CLASS
- HOME
- FARM
- FOOD PROCESSING PLANT
- FOOD PACKAGING AND SALES COMPANY
- WALL STREET OFFICE IN IOWA
- GROCERY STORE
- TACO PLACE
- GRANDMA’S HOUSE
- SCIENCE FAIR
- Characters and Props: Make name cards for each character. Make them somewhat larger than usual so they can be read by the audience. Gather in advance the props listed below and distribute them to the individuals playing the characters during the melodrama.
  - Narrator: script and microphone
  - Prop master: signs to hold up every time key words are spoken
  - Josh Keller: letter jacket or sports jersey
  - Mr. Martinez, science teacher: cardigan sweater or lab coat
  - Mr. Weber, farmer: overalls
  - Marco, seed company representative: clipboard
  - Ms. Nguyen, food processing company director: briefcase
  - Jim, food packaging manager: stack of Styrofoam containers
  - John Smith, Smith and Sons food sales representative: tablet, file folders
  - Mr. Mousavi, Mousavi Chemical Company: telephone
  - Mr. Jones, Wall Street price controller: money bag
  - Mr. Wallace, grocery store owner: apron
  - Sarah, grocery store cashier: vest
  - Pedram, consumer: purse and reusable grocery bag
  - Mr. Melendez, Taco Place owner: towel and bottle of water
  - Mrs. Keller, Josh’s mom: sweater
  - Grandma Keller, canning and freezing wizard: gray wig
Talking points for the baker in the *Bread Making—A Spiritual Thing* session

Ingredients for the bread baking, depending on which type of bread you choose to bake (See recipes listed in the *Bread Making—A Spiritual Thing* session or feel free to choose a recipe of your own in lieu of those listed in this resource.) Divide these ingredients in advance for one loaf of bread per small group.

Baking sheets or foil bread pans, parchment paper squares (team names should be written on these)

Make copies of the recipes or put them in the participant journals (so they can bake the bread for a local shelter when they return home)

One small clay or biodegradable pot per person

Water-based craft paints in lots of colors

Small paint brushes

Containers of water to wash brushes

Paper towels set out on tables that have been covered with plastic or butcher paper

Potting soil

Packet of herb seeds

For the *Food Music* activity, slips of paper in a bowl with the following foods described (one per piece of paper): acai berry, kale, spinach, tomato, blueberry, quinoa, Brussel sprouts, salmon, almonds, turkey, flax seeds, coconut milk, peanut butter, black beans

An orange for each participant

Paper towels

Soft meditative music queued up on a music device

Compost bin or recycling bag

If possible, laptops or computers for each team to create *TED Talk* PowerPoint

Fair Trade Commissioning gifts unpackaged and ready to give to the youth and the adult volunteers at the end of the FoodFast

Print enough copies of the Handout, *One Human Family, Food for All* campaign prayer for each participant or order prayer cards through the CRS FoodFast website

If the commissioning does not take place within a liturgy, have two baskets with bread from different cultures/countries.

Any food and meal supplies needed for a simple meal to break the fast (ideas to break the fast are provided in this session)

**FOR SOCIAL MEDIA:**

- Cameras/phones with cameras (these can be provided by participants)

**PRAYER AREA SET UP:**

- a bible
- a colorful multi-cultural cloth
- a candle
- a planter pot of herbs
- a basket of bread
- a cross
- a light stick and a bowl filled with grain
- other items of the planning team’s choosing

We encourage you to provide journals or make your own.

- Search online for ideas about how to make journals out of recycled items. Consider gluing the handouts in the journal before your FoodFast.
OBJECTIVES:
• Help participants feel relaxed and ready to go
• Invite participants to interact with other people
• Begin focusing on the theme of food

SET-UP/MATERIALS:
• Large blank name tags for participants
• Sharpies or pens, one per participant

PROCESS:
1. Welcome participants by saying something similar to the following:

   Welcome to FoodFast, brought to you by Catholic Relief Services and [your local parish or high school]. Catholic Relief Services, also known as CRS, represents you as it serves our sisters and brothers living in poverty and living with hunger in over 100 different countries around the world. Through this FoodFast, CRS invites you to explore the reality of hunger. The theme for this year focuses on understanding our relationship with food. More on that later!

   We are inspired by your willingness to give up food for 24 hours, to raise money for the work CRS does on our behalf for people who live in poverty around the world, and to engage in the experiences which are to come.

   We invite you to participate with abandon—no holding back—in the various activities we’ll be participating in over the next 24 hours! First, let’s get to know each other a little better.

2. Pass out the blank name tags and pens. Instruct participants to create a name tag that has their name at the top (in large writing but with enough room for two lists below their name). Then instruct participants to write just below their names three things they would enjoy doing in the future and below that, three things they would not enjoy doing. At least one thing on each list has to be about food. Here’s a simple example:

   Marcos: Would Enjoy: Travel to Rwanda, Photography, Making brick-oven Pizza
   Would NOT Enjoy: Scuba Diving, Mud Wrestling, Eating Calamari

3. Give them time to complete their name tags. It’s helpful if all adult volunteers wear a name tag too. When name tags are completed, invite everyone to mill around and share each other’s preferences.

4. After 5-7 minutes, call “time,” and invite participants to prepare for opening prayer.
OBJECTIVES:
• To set the tone for the fast, inviting participants to connect the experience of fasting to their faith
• To ask for God’s blessing throughout the fast

SET UP/MATERIALS NEEDED:
• Prayer area set up with a table, a bible, a colorful cloth, a candle, a planter pot of herbs, a basket of bread, a cross, a light stick and a bowl filled with grain
• Reflection sheets for all participants
• If journals are available for participants, invite participants to bring these to prayer
• A pen for each participant

PROCESS:
1. Before you begin, pass out the reflection sheets. Have the musician ready to gather the participants with a few fun songs and then move into prayer.

Gather
Opening Song: One Family by Pasquale Talarico (available on the FoodFast media page or choose another appropriate song.

Leader: We gather in the name of the Father and of the Son, and of the Holy Spirit. Amen.

Lord, we have come together for this FoodFast—taking time from our ordinary lives to spend time learning, having fun, being hungry and growing closer to you. We know that all creation is a gift from you: our lives, the earth, all we eat and enjoy. May this time together help us focus on your generosity and our responsibility to protect and care for the earth, and one another. Open our eyes, our hearts and our minds to all you want for us as we look deeper into what just food and food justice are really all about. We ask this in your name. Amen.

Listen

Reader 1: Recent reports from the United Nations state that around 1.3 billion tons of food, or one-third of what is produced for human consumption, gets lost or wasted every year. (fao.org/food-loss-and-food-waste/en) Much of this is because consumers in developed countries over-purchase food, whether for home or in restaurants. In June of 2013, Pope Francis reminded an audience in St. Peter’s Square that:

“Our grandparents used to make a point of not throwing away leftover food. Consumerism has made us accustomed to wasting food daily and we are unable to see its real value.” He added that “throwing away food is like stealing from the table of those who are poor and hungry.”

Reader 2: James 2:14-17

Respond

There is a challenge for each of us—to take a look at the gift of food. What is our relationship to and with food? How do our choices about food reflect our faith and how we express it in our lives each day? Take your reflection sheet (or journal) and open it to the first page. For the next few minutes, write down your thoughts next to the questions.
Give participants time to write their reflections. After a few minutes, close the prayer.

We have set aside this time together to think about food, justice, the hungry, the poor and how each of us can make a difference. Our Catholic faith has much to say about all of this. Knowing this helps us understand what being a disciple of Jesus is all about. May this time be fun, challenging, surprising and interesting, and may it empower us to do impossible, amazing things! We ask this all in the name of the Father and of the Son and of the Holy Spirit. Amen.

Closing Song: Impossible Things by Sarah Hart (Oregon Catholic Press, from the album Your Time) or another appropriate song
1. What would you like this FoodFast retreat to do for you?

2. What will be the greatest challenge for you?

3. Describe your relationship with food. How important is food to you? Too important? Or could you not care less, and just eat to live? Is nutrition really important to you? Have you ever considered the impact your food choices have on those who are hungry?

4. Write a little prayer for those who go hungry today.
OBJECTIVES:
• To help participants focus on the role food plays in their lives
• To help them identify the effects of having a wrong relationship with food
• To introduce participants to the concept of a “right relationship” with food

SET UP/MATERIALS NEEDED:
• PowerPoint
• Handout, one per small group
• Worksheets (one copy of each, 2 if you have 70 or more participants)
• Large poster-size paper and assorted colored markers
• Painter’s tape
• Cameras/phones with cameras (these can be provided by participants)

PROCESS:
1. Begin by introducing the idea of a fast from food and a “right” relationship with food with the following.

   We have just entered into our fast. For the next 24 hours, we are not going to eat any food. This will be done as a radical act of self-sacrifice to stand in solidarity with those who won’t be eating today—not because they chose this like you and I did—but because they have no food to eat. We are also fasting to raise money on behalf of the hungry. And, finally, we are entering this fast to learn how we can better feed, and be food for, a hungry world.

   In our opening prayer, we began to think about food in a different way. You even spent time journaling on your relationship with food. Let’s continue to reflect on that relationship! Since it’s probably not something you spend a lot of time pondering, I invite you to do so now.

2. Explain that you are going to give participants several statements, and they are to place themselves on a continuum based on their degree of agreement or disagreement with the statement. Give them an easy example, like “I really enjoy eating Brussel sprouts.” Tell them if they strongly agree with this statement, they should move to the far left of the room. If they intensely dislike Brussel sprouts, they should move to the far right. If they could take them or leave them, the middle of the room is where they go. After asking if they have any questions, invite participants to stand and begin.

   The first statement is: “I don’t think about food much. I mostly just eat to stay alive.” If you strongly agree with this statement, move to the left. If you disagree, move to the right. If you really don’t know, go to the middle.

   Allow time for movement, and then invite participants to share with someone near them why they are standing where they are. After they share, call on one or two people from different parts of the room to share with the entire community why they stood where they did. Then continue.

   The second statement is: “I pay attention to where my food comes from, where it is grown or produced.”
Repeat the process of participants moving and sharing with one other person, before inviting a couple of people to share with the large group. Then give the third statement:

The third statement is: “I really savor my food, paying attention to the flavors and the texture and even the look of my food.”

Repeat the process, and then continue.

The fourth statement is: “I would guess that more people die of hunger than of HIV and AIDS in the world each year.”

Repeat the process, and then continue.

The fifth statement is: “I make food choices based on health more than anything else.”

Repeat the process, then continue:

The sixth statement is: “I think about how my food gets to my table and all the people involved in bringing it there: the farmers, people who clean, make and/or package food, the shippers and suppliers, the workers at the markets and grocery stores.”

Repeat the process, then continue:

The last statement is: “What I eat has moral consequences.”

Repeat the process, then invite participants to be seated. Continue, using the PowerPoint to highlight Church teaching.
Slide #1: We hope this has0 you thinking about food in a new way. We don’t usually think about food from a faith perspective.

Slide #2: Perhaps that is why about 3 million children die of hunger every year and nearly one billion people will go to bed hungry tonight. Of course, most of those people—98% in fact—live in developing countries, but that statistic means that there are hungry people in our own communities who often go ignored. In developing countries, many producers of food—sometimes the food they helped to bring to our tables—ironically go hungry. It is typically the farmer, the producer, who is paid the least and who risks getting an unfair wage.

Slide #3: When we only think about filling our stomachs, we don’t pay attention to these other realities... the reality that many helped to bring our food to us, the realities that perpetuate hunger. When we are just filling our stomachs, it’s just food. Sure it may taste good, but we slip into a mindset in which it is just food.

The fact is that what we eat is never just food. Sure there are chemical additives that might make it something more than food... and we’ll talk about that. But tonight, we also want to talk about JUST food!

Have you ever thought about a right relationship with food? Justice is all about being in right relationship. When we think about JUST food, we begin to recognize a bigger story about the food we eat.

Slide #5: In the Gospel, Jesus calls us to assist those most in need and to reach out to the most vulnerable members of society.

Slide #6: One of the most basic principles of our Catholic social teaching is the Option for the Poor and Vulnerable. It reminds us that as Catholics we have a responsibility to ensure that every person has access to food. It is a basic human right.

Slide #7: The Catholic bishops of the United States reiterated this point in a letter they wrote to Congress in 2013. In this letter, they stated:

“Food is a basic need and a fundamental human right; yet one in nine people around the world go hungry every day, even in our own country. This is an injustice that we can and must help to change.”

3. Pass out the handout Living Justly Includes Having a Right Relationship With Food, then continue.
Slide #8: Catholic Relief Services, the official international humanitarian agency of the U.S. Catholic Church and the sponsor of our FoodFast, knows something about hunger. CRS represents all of us through its work of serving the poor in over 100 countries around the world.

Slide #9: A core objective for CRS is to contribute to solutions that end hunger. Through school feeding, agricultural, environmental improvement programs, CRS works to increase food security for people living in poverty—in other words, making sure people have access to enough food to sustain themselves and their families.

Slide #10: The Catholic Church believes that how and where we purchase food, how we relate to food—our eating habits—and how we support those who have no food are actions that have moral consequences.

Slide #11: With an understanding of Catholic Social Teaching, CRS talks about the need for us to have a “right relationship with food,” which is a term we probably don’t use. But CRS points out that if justice is being in right relationship—with God, each other, the global community and the environment—then justice certainly has to include a right relationship with food. But what does that mean? What do you think that means? (invite answers)

We are called to be in right relationship with what we eat in the following ways:

Slide #12: Eating to live, not living to eat

Slide #13: Paying attention to where our food comes from and who brings it to our table

Slide #14: Looking at how much food we buy, eat and throw away, and how that affects us—and others.

Slide #15: Looking at the connection between our eating habits and how they affect the environment (caring for God’s creation)

Slide #16: Looking at the healthiness of our food—both quality and quantity—and what it does to make our bodies energetic and healthy

Slide #17: Exploring the relationship between what and how we eat, and what and how people who are hungry eat

Slide #18: Eating mindfully, paying attention to the God-given gift that natural food is and appreciating it

Pope Francis challenges the throw-away culture of consumerism and invites us to be good stewards of all God’s creation. That means being good stewards of ourselves, each other and the environment. It would also mean being mindful of the food we grow and how we make that available so that no one goes hungry.

OK, we’ve just thrown a lot of words at you. Let’s make this real—for you and your peers. First of all, let’s break up into 7 small groups (14 if the community is really large).

4. Invite each group to think of commercials or ads about food, ones that clearly have consumers in a WRONG relationship with food. Give an example (e.g., Skittles, “Taste a rainbow” or Lay’s potato chips, “You can’t eat just one;” Coca Cola, “Open happiness!”). Ask the groups to choose one of these commercials and remake it, demonstrating the REAL relationship that people have with that particular food. Encourage them to think about the false promise in the commercial and the actual effect that food has on the consumer. Remind them to have a little fun with this.
5. Allow enough time for the groups to complete their work, and then invite them to act out their new “commercials” for the whole community. Thank them for their reflections, and then continue.

Now let’s look at RIGHT relationships with food. Each group will be working with one of the ways we can have a “right” relationship with food. Your challenge is to create a visual representation of what it means to live in right relationship with food. The visual can be art on a poster—and the supplies are right here (point to the supply table)—which you will then take a picture of. Or your visual can be a human portrait of yourselves in poses that demonstrate a right relationship with food. In either case, we will post all of our pictures on Instagram when they are finished. Okay, let’s get started.

6. Distribute the Right Relationship With Food handout. Ask for questions. Then invite the small groups to create a picture of a teen or a group of teens living out a right relationship with food. Give them about 15 minutes to create their picture.

7. Invite each group to share its work and post it—on a wall or on Instagram and Facebook. Give participants a few minutes to browse the pictures.

8. Then wrap up with the following:

Commercials and ads can work both for and against healthy eating; you’ve just demonstrated that by creating ads that could encourage us to think more carefully about food. How do commercials and advertising encourage a wrong relationship with food? (Invite answers from the whole group.)

Reflect back answers. Be sure to explore ideas that relate to the following:

- Commercials encourage an over-reliance on processed and unnatural foods which often offer little nutritional value
- Commercials encourage overconsumption which can lead to waste
- Commercials can foster a sense of entitlement without really helping us to understand food as a basic right of all.
- Related to the previous point, ads can create a demand for food that then has to be shipped from other parts of the world. This increases the carbon footprint of food.
- Advertising can mislead us into believing that food is easily accessible for all. We then simplify or fail to understand the challenges of getting food.

Sadly, this wrong relationship with food contributes to hunger around the world because we often fail to see the bigger picture of nutrition, food distribution, and food security.
How many know that there is enough food in the world to feed everyone? And yet, so many live with hunger every day. If we were more mindful of our connectedness with each other, with the Earth, and, yes, even with our food, perhaps we would recognize better how our choices play a role in ending or contributing to hunger.

You have just begun exploring what it means to have a right relationship with food. It is one that takes into account the hungry as well as those of us who have enough to eat. It is one that values food as a source of health and life, but not as our best friend. It’s a relationship that recognizes that there are many people whose work and efforts contribute to bringing food to our tables. It is acknowledging that many people who work hard to grow, produce or package our food are among the millions who go to bed hungry. It is advocating—as our Church does—that our brothers and sisters around the world deserve fair wages for their work, fair prices for the food they grow, and access to enough nutritious food to feed their families.

Isn’t it inspiring to know the Catholic Church stands for the most vulnerable—the hungry and poor—in our world? You are part of that!

As we continue on our FoodFast journey, let’s keep reflecting on our individual relationship with food, and ask ourselves: “Do I have a right relationship with food?”
Having a “right” relationship with food has several dimensions. Reflect on the following questions.

- Do I eat to live, or live to eat? Is food too important in my life? Is it important enough?
- Do I pay enough attention to where my food comes from and who brings it to the table? Do I know if workers in the food industry around the world receive a just wage for their labors?
- Do I look at how much food my family buys, how much we eat and how much we throw away? Do I think about how that affects us—and how it affects others? (Others might include farmers/growers, those who transport food, grocers, those who will go to bed hungry tonight, etc.)
- Do I consider the connection between my eating habits and the effect my habits might have on the environment? Am I caring for God’s creation when I make choices about what and how much to eat?
- Do I take the time to check out the healthiness of the food I eat—both quality and quantity—and what it does to make my body more or less energetic and healthy?
- Do I explore the relationship between what and how I eat, and what and how people who are hungry eat?
- Do I eat mindfully, paying attention to the God-given gift that natural food is and appreciating its texture, color, flavor and healthiness?
Living justly includes

Having a Right Relationship With Food

RIGHT RELATIONSHIP WITH FOOD
Focus on expressing what it looks like to be a teenager in right relationship with food by eating to live, not living to eat. Draw a picture or take a photograph of a person or a group of people demonstrating this value.

RIGHT RELATIONSHIP WITH FOOD
Focus on expressing what it looks like to be a teenager in right relationship with food by paying attention to where our food comes from and who brings it to our table. Draw a picture or take a photograph of a person or a group of people demonstrating this value.

RIGHT RELATIONSHIP WITH FOOD
Focus on expressing what it looks like to be a teenager in right relationship with food by looking at how much food you buy, eat and throw away. Think about how that affects you, and how it affects others. Draw a picture or take a photograph of a person or a group of people demonstrating this value.

RIGHT RELATIONSHIP WITH FOOD
Focus on expressing what it looks like to be a teenager in right relationship with food by making the connection between your eating habits and how they affect the environment (caring for God’s creation). Draw a picture or take a photograph of a person or a group of people demonstrating this value.

RIGHT RELATIONSHIP WITH FOOD
Focus on expressing what it looks like to be a teenager in right relationship with food by looking at the healthiness of your food—both quality and quantity—and what it does to make your bodies energetic and healthy. Draw a picture or take a photograph of a person or a group of people demonstrating this value.

RIGHT RELATIONSHIP WITH FOOD
Focus on expressing what it looks like to be a teenager in right relationship with food by considering the relationship between what and how you eat, and what and how people who are hungry eat. Draw a picture or take a photograph of a person or a group of people demonstrating this value.

RIGHT RELATIONSHIP WITH FOOD
Focus on expressing what it looks like to be a teenager in right relationship with food by eating mindfully, paying attention to the God-given gift that natural food is, and appreciating the flavor, texture and color of your food. Draw a picture or take a photograph of a person or a group of people demonstrating this value.
OBJECTIVE:
To help participants begin to understand their relationship with food

SET UP/MATERIALS:
- PowerPoint presentation
- Computer, projector

PROCESS:
Invite the group to get comfortable. Tell them they will be exploring their relationship with food by reflecting on pictures, words, statistics and questions that will be projected on the screen. They are to let the slides help them think a little more deeply about how they view and use food.

Begin the presentation, reading the following script with the corresponding slides.

**Slide #2:** Remember when you were little and you wanted all the tasty food that was supposedly bad for you?

**Slide #3:** You know, the food that perhaps your parents may have tried to limit or keep away from you!

**Slide #4:** Oh, what you were missing!

**Slide #5:** Parents know a thing or two! Parents are motivated by wanting what is best for their kids. That means food, health, happiness and a bright future. These go together.

**Slide #6:** Still, all that junk food looked good!

**Slide #7:** And the older we get, the more we realize. It wasn't just about junk food... Food becomes associated with celebration and socializing. Think of holiday feasts, birthday parties, barbecues, formal dinners, a night out with friends. All of this impacts how we view food. Ever been to a huge Italian dinner? Or a Mexican food feast? A seafood boil or crab feast?

**Slide #8:** Our view of food is partly shaped by our family and culture. How does your family view food? Are meals social times to connect and visit? Or do you eat on the run, in which case eating can be more of a nuisance than pleasure? Do family gatherings center around food? Do you have family traditions centered around food and your ethnic heritage?

**Slide #9:** As we age, our relationship with food continues to change... this time the socializing can shift from our families to our peer groups. Teenagers and young adults spend more time and money eating out than any other age group. It's a social thing!

**Slide #10:** But is all that eating always good for us? Could it foster an unhealthy relationship with food? Coffee at Starbucks when you really hate coffee... Late nights at the pancake house or pizza restaurant when you really aren't hungry... Popcorn, candy and sodas at the movies or ballgames. Amidst the friends and fun, we are indeed making choices about food.

At Slide #10, stop and allow time for participants to share their answers to the two questions with a partner.
Slide #10: Turn to the person to your right, introduce yourself and discuss your answers to these two questions.

1. How often did you eat out this week? Where did you go? What did you have? Was most of it fast food?
2. While not all eating out is social (e.g., the drive-through on the way home from the basketball game), how much of your social life centers around food?
3. How often do you eat on the run?

Slide #11: While we enjoy our socializing and savor the taste of many foods, another reality has developed. Look at these facts from the Center for Disease Control:

1. Childhood obesity has more than doubled in children and quadrupled in adolescents in the past 30 years.
2. The percentage of adolescents aged 12 to 19 years who were obese increased from 5% to nearly 21% over the same period.
3. In 2012, more than one-third of children and adolescents were overweight or obese.

Slide #12: The Truth: With all of the unhealthy food choices around, there is a growing concern about teen health. There is another dynamic that influences our food choices and eating patterns: the many mixed messages in the media today making it difficult to determine what is the truth about food and healthy eating habits.

Slide #13: And now, we are a nation obsessed! (The Biggest Loser, Jenny Craig, Curves, Nutrisystem, Nutribullet, Vitamix, Pilates, Jillian Michaels, Doctor Oz, Bowflex, Atkins, South Beach, Special K, Dash, TLC, Weight Watchers, Flexitarian, Ornish, Mediterranean, low fat, low carb, no carb, grapefruit, low glycemic, 3-hour, no fat, etc.)

Slide #14: The question now becomes: How do we really know and choose what is healthy? And what about all the advertising that reflects our society’s obsession with thin, fit, strong, photoshopped models and the desire to see no flaws or imperfection? How does one fit this description of health or beauty? What should a person do?

Slide #15: Our bodies need food, water, and exercise to stay healthy. That we know. Yet, there are so many choices for us to make. Ever walk down a cereal aisle at the grocery store? And there are so many mixed messages about which foods are healthy for us and which are not. It seems every week we hear that a different food product is linked to cancer, heart disease or high blood pressure. How do we learn to make the best choices?

Slide #16: We may have listened to our parents and eaten our vegetables. We may have tried new foods, learning to eat balanced meals. But do you ever wonder what we are really eating? Food labels often list numerous contents that read like a foreign language, making it difficult for us to decipher what's really in our food. And seldom are we able to learn where our food actually originated. A local farm? A factory? Another country?

Slide #17: Movements have tried to bring nutrition into the cafeteria. Still, the new nutrition food plates and the National School Lunch Act are often challenged. Great ideas—but they have a hard time making it in the real world of the high school cafeteria.
Slide #18: Finally, where we are born influences our relationship with food. In the United States, Canada, Europe and other developed countries, there is a sense of entitlement about food. While food is a human right, it is also a blessing and gift from our Creator God. Cultures that still live close to the Earth often understand that better than those who don’t.

Slide #19: In developed nations, obesity is a life-threatening problem. Because of that, it might seem strange to think there is also hunger and food insecurity in developed countries. The reality is that not all people have access to nutritious food. Many poor urban communities and isolated rural communities are food deserts, lacking the healthier fresh food choices and providing mostly processed, high sugar foods. This can lead to high rates of hunger, malnutrition and diseases, like diabetes, in many parts of developed nations.

Slide #20: What about the rest of the world? Do you know what the health or food situation is in neighboring countries like Mexico? Do you know what an average person in Afghanistan, Syria or China might eat in a day? What do you think are the main causes of world hunger?

Slide #21: Looking at our relationship to food helps us understand food issues around the world. We may be challenged to change our perspective and our eating habits.

Slide #22: So here’s a challenge. Reflect on your relationship with food. Reflect on your faith, food and the needs in the world. What can you do to be healthy, fit and knowledgeable about nutrition? How can you better care for God’s creation with the choices you make about food? How can you better understand the reality of hunger and what you can do to change that reality?

Slide #23: One more thing: the next time you sit down to eat—be it in public or at home with family or friends—pause... take a moment to say grace in gratitude for the many people who helped to bring food to our tables. Remember to include our sisters and brothers around the world who are hungry. Visualize yourself as being connected to the farmer and the packager. And ask our God to help you be a voice for our sisters and brothers who are hungry. It could start right then in a dinner conversation, or perhaps by engaging your peers in discussion about food and by speaking up for just policies regarding agriculture and food distribution. Prayer can make us more aware; it can change us. It can even change our relationship with food!

End this session with a spontaneous prayer for those who are hungry in our world today.
OBJECTIVE:
To give participants time to reflect on what they are hearing, feeling and thinking, and to express themselves through art based on the colors and textures of food.

SET UP/MATERIALS NEEDED:
- Two or more yards of lightweight canvas, sewn or glued to a 1- to 2-inch casing at the top; using the Wall Art Resource Sheet, prepare the canvas
- A lot of craft items—scrapbooking paper, stamps, ink, buttons, gems, fabric scraps 1- to 2-inches long, all colors and designs
- Several hot glue guns, and glue sticks and tacky glue

PROCESS:
1. Begin by asking if participants have seen art depicting food in restaurants, museums or even their kitchens. Remind participants that our fascination with food expressed in art is often a way of savoring the enjoyment that comes from eating—the taste, the socializing, etc. Art can be an expression to celebrate that enjoyment.
2. Let participants know that during the FoodFast, they will make a piece of mixed-media art that depicts food. Using the supplies available and following the design on the canvas, small pieces of art work can be made and then glued onto the canvas. This time is used to start the wall art; there are designated times to continue to build on it throughout the FoodFast. You can also encourage participants to build on this during free time.

The end result could be something like a rendition of the food heart picture. (Instructions are provided on the Wall Art Resource Sheet.) Participants can also work on a mural designed in advance by your planning team. Whatever you choose, make sure it is something in which all can participate and contribute. Encourage the participants to add quotes about hunger and food around the art or on a separate canvas. Display the finished product somewhere in the parish/school after the FoodFast.
8:00 p.m.

INTERACTIVE WALL ART

GREEN MATERIALS

RED MATERIALS

ORANGE MATERIALS

TAN/BROWN MATERIALS

YELLOW MATERIALS

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OBJECTIVES:
• To create a deeper awareness of the global nature of our food supply
• To make participants more aware of the people who produce the food they eat
• To help participants see that there are many steps—from the farmer to the table—in food production
• To create an awareness of how much of our food is processed
• To encourage participants to think about the healthiness of their food choices

SET UP/MATERIALS:
• Blank paper and markers, enough for 14 sheets of paper and 1 marker per team of 6 to 8 participants
• PowerPoint with questions

PROCESS
1. Begin the session by dividing participants into small groups in some creative fashion. Invite participants to share with their teammates their favorite and least favorite foods.
2. Tell them you are going to quiz them on what they know about where the food they eat comes from. When they are given a question, each team should caucus about the answer or answers and print them on a sheet of paper. Tell them they will get 1 minute to write their answer. At the end of the minute, they are to hold up the paper with their answer. A team that doesn't immediately hold up their answer is disqualified for that round. Each team will receive one point for every right answer and should keep track of their points. Tell them they can earn up to 40 points.
3. Invite any questions, then begin the process as described: Ask each question and give teams 60 seconds to confer. After 60 seconds, ask teams to hold up their answers. Have one or two teams share their answers with the entire group. Then give them the correct answers and invite them to keep track of how many they get right. You might want to mix it up by giving bonus points for difficult answers (e.g., Iran as a top producer of tomatoes) or for great penmanship. Have fun with this.

The questions on the PowerPoint are listed below with the answers.

1. What made it possible for the human race to discontinue being nomads (hunters and gatherers)?
   Answer: Farming: growing crops and domesticating animals

2. Name 5 of the top 10 tomato-producing countries in the world.
   Answer: The top 10 tomato-producing countries in order are:
   a. China
   b. India
   c. United States
   d. Turkey
   e. Egypt
   f. Italy
   g. Iran
   h. Spain
   i. Brazil
   j. Mexico
3. Name 5 of the top 10 banana-producing countries in the world.  
   **Answer:** The top 10 banana-producing countries in order are:
   a. India  
   b. Brazil  
   c. China  
   d. Philippines  
   e. Indonesia  
   f. Thailand  
   g. Costa Rica  
   h. Colombia  
   i. Mexico  
   j. Ecuador

4. Name 5 of the top 10 coffee-producing countries, according to the U.S. Department of Agriculture.  
   **Answer:** The top ten coffee-producing countries in the world are:
   a. Brazil  
   b. Vietnam  
   c. Colombia  
   d. Indonesia  
   e. India  
   f. Ethiopia  
   g. Honduras  
   h. Peru  
   i. Guatemala  
   j. Mexico

5. Name 5 of the top ten cacao-producing countries in the world, which is where chocolate comes from.  
   **Answer:** The top ten countries in order are:
   a. Ivory Coast  
   b. Ghana  
   c. Indonesia  
   d. Nigeria  
   e. Cameroon  
   f. Brazil  
   g. Ecuador  
   h. Mexico  
   i. Dominican Republic  
   j. Peru

6. What do these ten cacao-producing countries have in common?  
   **Answer:** They are all within 20 degrees of the Equator, either north or south.

7. Let’s say you are having a steak for dinner tonight. From which three states is the steak most likely to come?  
   **Answer:** The top three beef-producing states in order are:
   a. Texas  
   b. Nebraska  
   c. Kansas
8. Which state produces the most broccoli?
   **Answer:** California

9. According to the U.S. Apple Association, which three states produce the most apples?
   **Answer:** The top three states in order are:
   a. Washington
   b. New York
   c. Michigan

10. Name the four main steps that are needed to bring food to your table.
    **Answer:**
    a. Production (planting, tending, harvesting)
    b. Processing and packaging
    c. Transportation
    d. Purchasing

11. In the U.S. diet, what percentage of total calories is provided by “processed” foods?
    **Answer:** Almost two-thirds, between 61% and 62.5%
    a. Is it less than 10%?
    b. About 25%?
    c. Almost two-thirds (66%)?
    d. More than 90%?

12. Why are so many foods processed? Give three reasons.
    **Acceptable answers are:**
    a. To keep them fresh longer
    b. To preserve the antioxidants in the food
    c. To stabilize them so they retain their texture
    d. To add color
    e. To add flavorings
    f. To add fragrance
    g. To make them more appealing

13. How many different types of additives are now used by food companies?
    **Answer:** More than 10,000
    a. About 100?
    b. 1,000?
    c. 5,000?
    d. 10,000?

14. What are the two most consumed foods in the U.S. diet?
    **Answer:**
    a. Potatoes
    b. Tomatoes

4. Have groups tally up their points and continue:

Did any team get 40 points? 30–39? 20–29? 10–19? Less than 10? Let’s give a round of applause to the teams that knew the most about our food and where it comes from, and to all who played the quiz!
5. Invite teams to spend a few minutes sharing insights they gained from doing the quiz. Give them 2 or 3 minutes and then ask for ideas. Make sure to include (if the participants don’t) these key ideas:
- our food comes from around the world
- much of our food is over processed, which can remove the nutritional value of food and increase the cost of food
- we need to pay attention to the steps from farm to table, and how these steps impact the poor and the environment
- sometimes we choose less healthy foods

6. Ask participants why they think potatoes are the #1 source of nutrients in the United States and what that says about our eating habits. Point out that potatoes are the most consumed vegetable in the world. Note that potatoes, while healthy, are not the most nutrient-rich member of the vegetable family. Challenge them to consider how they usually consume potatoes—a healthy baked potato? French fries?

7. Thank the group for their enthusiastic participation.
SOURCE FOR QUIZ STATISTICS

1. Source: Agricultural and Processed Food Products Export Development Authority (APEDA)
2. Source: countryranker.com/world-top-10-largest-producers-countries-of-bananas
3. Source: US Department of Agriculture
4. Source: worldatlas.com/articles/100022-top-10-cocoa-producing-countries
5. Source: National Cattlemen’s Beef Association
6. Source: Agricultural Marketing Resource Center
8. Source: newswise.com/articles/highly-processed-foods-dominate-u-s-grocery-purchases
10. Source: theatlantic.com/health/archive/2014/06/the-most-popular-vegetable-in-america-is-the-potato/372502
In a melodrama, only the narrator speaks. The characters follow along and do what the narrator says. The characters in this melodrama will wear a sign identifying who they are. The audience will participate when the prop master holds up signs telling them to say something together. At the end, the main character will summarize the story.

OBJECTIVES:
• To provide a lighthearted way for participants to trace the path from farm to table
• To help them recognize the complexity involved in feeding people
• To open their eyes to potential injustices when it comes to food distribution

SET UP/MATERIALS NEEDED:
• Select in advance someone to be the narrator. Also, select someone to play the character of Josh. Choose individuals who can read expressively and dramatically. Give them a copy of the script in advance of the FoodFast.
• As participants arrive for the FoodFast, ask for volunteers. Let them know they will not have to say anything. Tell them what a melodrama is. They should be ready to enter the melodrama when they hear their character announced, and should wear or carry their prop and their name badge.
• See the list below to make the prop master cue cards on medium-sized poster board. Simply write with thick marker each listed phrase or word on a separate poster board.
• Make name cards for each character. Make them somewhat larger than usual so they can be read by the audience.
• Gather in advance the props listed below under Characters and Props and distribute them to the individuals playing the characters.
• The opening scene should be set up like a classroom, with a desk and a couple of chairs and whiteboard.

PROP MASTER CUE CARDS
“EASY A”
“IT’S GETTING COMPLICATED!”
“I THINK I GET IT!”
“SIGH!”

SCIENCE CLASS
HOME
FARM
FOOD PROCESSING PLANT
FOOD PACKAGING AND SALES COMPANY
WALL STREET OFFICE IN IOWA
GROCERY STORE
TACO PLACE
GRANDMA’S HOUSE
SCIENCE FAIR

CHARACTERS AND PROPS
• Narrator: script and microphone
• Prop master: signs to hold up every time key words are spoken
• Josh Keller: letter jacket or sports jersey
• Mr. Martinez, science teacher: cardigan sweater or lab coat
• Mr. Weber, farmer: overalls

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Revised: July 2016

foodfast.crs.org
9:30 p.m.

MELODRAMA: The Science Fair, An Easy A

2 of 2

PROCESS:

1. When it is time for the melodrama, be sure to have all the characters in front of the group—or, if there is room, off to the side. Tell them not to appear until their character is mentioned. Once their part is over, they should return to their seat.

2. Quiet the audience and set the stage for the drama to begin. Instruct them to call out whatever is on the signs that the prop master will be holding up throughout the melodrama. Have the prop master practice with the audience with one or two of the signs.

3. After the melodrama is presented, ask the following questions for debriefing the melodrama.

   - The whole food process was not always clear in this melodrama. What do you think that says about how our food is grown, produced and distributed? What factors make this so complicated?
   - If the priority of consumers is that food is first and foremost inexpensive and easy to obtain, how might that affect how food is grown, produced and made available?
   - Whose responsibility do you think it is to inform us about what is in our food and where our food came from? Is it our responsibility to find out, the producer’s responsibility to make it more clear, or both? Why do you think so?
   - If it is our responsibility to inform ourselves, what do you think we need in order to be better informed? Not all of us can do what Josh did; so, how can we become better informed?
   - What are your thoughts about the grandmother’s insights? How realistic is this in our often-busy lives? How can we make it more realistic?
   - Are there any other insights or conclusions from this melodrama? What do you think this says about this idea of a right relationship with food?

This is a great opportunity for social media!

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32
Narrator reads until the closing presentation by Josh

A ninth grader named Josh picks a science project that he thinks will be an Easy A. He just has to trace what it takes to get food from the farm to the table. He figures this one is simple. He finds out quickly that it’s a complicated affair and it takes a lot longer than expected. In the process, Josh has an epiphany regarding his relationship with food.

It is 3 o’clock on Friday afternoon, and Josh is in ninth grade science class. (the prop master holds up the sign that reads “SCIENCE CLASS”) His teacher Mr. Marshall is holding the science fair topic jar. Mr. Marshall calls Josh to the front of the class and says, “Put your hand in the jar and pick a topic for the science fair!” Josh hesitates. He saw what his classmates got: Quantum Physics: Foe or Friend; The Periodic Table: It’s Elementary; and String Theory: AllTiedUp. If the previous topics are anywhere close to that, he will not get what he really wants: an Easy A topic. He puts his hand in the jar and pulls out a piece of paper... From Farm to Table: The Journey of Food. “Yes!” he exclaims. “It’s (the prop master holds up the sign) “an Easy A.”

Josh walks home from school, deciding to start on the project right away so he can finish tonight and have the weekend to do whatever he wants! He smiles devilishly as he thinks (the prop master holds up the sign) “An Easy A.”

He passes Wallace’s grocery store (the prop master holds up the sign that reads, “GROCERY STORE”) on his way home, so he stops there to ask a few questions like, “Is this the beginning of the journey of food?” Josh walks into the store and sees Mr. Wallace. Mr. Wallace says hello and shakes his hand. Josh tells him about his project and asks if this is the place to start. Mr. Wallace laughs out loud. It’s the kind of laugh that fills the entire room. When he finishes, he says, “You can’t start here, Josh. I am close to the end of the journey of your food. Just take a look around—things are all packaged up and ready to sell. Even the fresh things have traveled a long distance to get here. The apples you see aren’t from the orchard down the road, or the milk, or butter or bread. They come from wherever my supplier chooses to buy the apples. You’d be better off starting at the farm. Sarah, the grocery store cashier, smiles at Josh and says she hopes he gets (the prop master holds up the sign) AN EASY A.

Josh begins pumping his fist, relishing the idea of (the prop master holds up the sign) AN EASY A. His next stop is Mr. Weber’s farm. Mr. Weber just happens to be a friend of the family.

When Josh gets home, (the prop master holds up the sign that reads, “HOME”) he yells for his mom: “Mom! Can you drive me to the Weber’s farm? I have a project to do.”

Josh’s mom comes up from the basement with books in her hand, brushing dust off her arms and legs. She says, “Yes, Josh, I can take you to the Weber’s, but why? You have always complained about how it smells like cows and chickens. Actually, I was worried that you never really got over the corn maze you got lost in last summer!”

“Mom, I didn’t get lost, I just got turned around”, Josh says. Mom laughs and says, “Tell that to the 5-year-old who found you crying in fear about 10 feet from the exit.” Josh smiles a sheepish grin remembering that horrible, terrible maze he thought he would never escape. Mom continues, “Well, anyway, let’s go before I have to get dinner on the table.”

As the car approaches the Weber farm (the prop master holds up the sign that reads, “FARM”), Josh can see that there are already some cars in the driveway and Mr. Weber looks angry. All Josh can do is (the prop master holds up the sign) “sigh.” This might take longer than he expected.
Josh gets out of the car and sees that there is someone from a seed company; his name tag says Marco. Josh hears Marco telling Mr. Weber that he (Mr. Weber) cannot use the same seeds as last year, even if he has some left over. While Mr. Weber is committed to using the seeds from the company, he does not understand why he cannot use leftover seeds or seeds obtained from the previous year’s crops. Josh eavesdrops and hears Marco stipulate something about a contract Mr. Weber signed.

Marco says, “These seeds are stronger and more resilient against bugs, viruses and weather. Spiderman himself is no match for this super corn! The sheer power of this corn will have crows shaking in their claws. These are the seeds available this year and this is what you have to use.” Mr. Weber lets out a frustrated (the prop master holds up the sign) “sigh.”

Josh, tired of waiting, decides to crash the party. He says a little too loudly, “Hey Mr. Weber! I have a school project and have a few questions I would like to ask you. Maybe the seed guy can help too! So,” Josh asks, “what is the first step to get food from farm to table?”

Mr. Weber replies, “Well, son, I sure would love to get some local corn to your table—nice, delicious Iowa corn. Look around you: the corn you see is not the corn you will have on your table, son. The corn you eat for dinner tonight will most likely come from Mexico.” Mr. Weber lets out another sad sort of (the prop master holds up the sign) “sigh.”

Josh asks Marco from the seed company a few questions like, “Where will Mr. Weber’s corn go?” and “Why do you call it super corn?” And lastly, “Is it really even corn?”

Marco says, “Well, if Mr. Weber uses our seeds, we make sure it finds a market. Our company works with chemical companies to make sure the corn is strong, can resist disease, drought, insects and more. It is pretty hardy! And it will get processed for all sorts of products.” Josh seems intrigued but realizes (the prop master holds up the sign) “It’s getting complicated.”

Marco continues, “Sure it’s corn. It’s just different from the type of corn that Farmer Weber had been growing. When farmers purchase our patented seed, they sign an agreement that they will not save and replant seeds produced from the seed they buy from us and that they will use the new and improved seeds we make each year. And we’ll keep working to change the seeds each year, creating even greater super seeds for our super corn. And this corn will be used for all sorts of amazing things... not just food on your dinner table”

Josh says (the prop master holds up the sign), “It’s getting complicated!”

Marco picks up his cell phone and calls a colleague at the chemical company, Mr. Mousavi. He hands Josh the phone. “Here kid. Talk to my colleague, Mr. Mousavi. This guy knows all about our food.”

“Hello. Mr. Mousavi, here, from Mousavi Chemicals! I hear you want to know how we work with farmers. Well, we make chemicals that help farmers grow more crops, and raise bigger animals that can produce more.” Josh asks, “Do these chemicals harm living things?” A pause... Mr. Mousavi then responds, “Well, we stand by our motto: ‘We grow bigger and better for you.’ It’s all about progress, you know. And we make sure the farmers use our seeds!” Josh responds, “Hmmm. It sounds like it could be all about profit.” Another pause from Mr. Mousavi, who eventually chimes back, “Money, you say? It’s about money? Well, we don’t want to put that in our motto!”

Josh hangs up the phone and (the prop master holds up the sign) “sighs” and again says (the prop master holds up the sign), “It’s getting complicated!”

Before he leaves, he asks Marco and Mr. Weber whom he should talk to next. They both suggest that he speak to Ms. Nguyen, a food processing company director; Jim, a food packaging manager; and John Smith, a food sales representative. “That might get you a little more information.” Mr. Weber and Marco wave goodbye.
So Josh goes off to interview these folks. This project has become far more work than he expected. For now, it seems like Mr. Weber’s farm isn’t where his food is coming from. He might need another trip to the grocery store too.

Knowing he won’t be finished for quite a while, Josh (the prop master holds up the sign) “sighs.” He and his mom get in the car and drive off.

First stop: a local food processing plant (the prop master holds up the sign that reads, “FOOD PROCESSING PLANT”). Josh steps into the large, fancy building and asks for Ms. Nguyen at the reception desk. Ms. Nguyen, it seems, is a pretty important person here. She knows it all.

Ms. Nguyen invites Josh into her office and offers him a chair. There are all sorts of snacks in her office, and they look pretty good since he hasn’t eaten dinner yet. There are corn chips, candy corn, some little boxes of corn flakes and some caramel corn. She offers the snacks to him, and he mindlessly picks up some corn chips and opens the bag.

Ms. Nguyen asks what she can help him with, and he says, “I would like to know what kinds of things a processing company does with corn from local farms.” Her eyes light up and she gets very excited. “Just look around you, Josh! We make all sorts of things with corn, like the snacks you see here. But we also make corn syrup, flour and cake mixes—we sell some of our products to other companies to make millions of other things too, some of which are edible.” She laughs as if it was supposed to be a joke, but Josh isn’t sure that it really is.

“So basically, you want the corn crops to do well so you can make lots of products that hardly resemble corn and are pretty far removed from the natural state of corn, like when it is on the cob, right?”

“That’s right,” Ms. Nguyen says. It bothers Josh that she says this so casually.

Josh exits, leaving behind the candy corn and other things he usually loves. He lets out a long (the prop master holds up the sign) “sigh.”

Next, he is off to the food packager and the sales company. It sounds super boring, and he wonders what they have to do with getting food to his table.

Josh and his mom hop into the car and speed off. They reach the food packaging company and the sales company (the prop master holds up the sign that reads, “FOOD PACKAGING AND SALES COMPANY”). They just so happen to be in the same big high-rise downtown.

Josh asks at the main desk if he can talk to someone about his science project. That is the secret to getting in without an appointment. Who doesn’t love a cute freshman with a science project?

Josh finds himself in a warehouse of sorts, waiting to talk with Jim, the expert on food packaging. He has his questions ready.

Jim says, “Hello, what can I do you for?” Josh reads off his list of questions. “When do you get the food to package? Is the food right from the farm? Is the packaging ever harmful to the food? Does the packaging drive up the price? Is the food the same food but put in different packages for different companies?”

“I’m surprised by how good these questions are, young man!” Jim says. “I can answer these pretty efficiently for you: Pretty fast; nope; yes; yes; no. Any more questions?”

Josh looks somewhat shocked at his honesty, “So, the food is packaged quickly but it’s not right from the farm and the packaging can be harmful to us but it still drives up the price?! Wow.” Josh stops for a moment to think.

Josh then says, “I just have one more. So, if some of the packaging is harmful to the food, the environment or people, isn’t there another way to do this?”
Jim just smiles. “Most people don’t want the cost of their food to go up—so they take a few chances here and there. Does the can containing your green beans really harm you? Does the plastic your cucumbers are wrapped in really leave residue on them that can make you ill? The tests we run aren’t conclusive. But people want their foods immediately and they want the food to look good and to stay as fresh as possible. If the demand is there, we are here to meet that demand. On the other hand, people also want to keep prices low. Plastic is cheap and so are tin cans; so we use those to package. It’s a chance people are willing to take to keep some green in their pockets. After all, you get what you pay for. Hey kid – you really think anyone cares about this? Well, I gotta go! Hope your science project works out.”

Josh, thinking that the prop master holds up the sign “it’s getting complicated,” finds his way to the food sales office and is surprised to see TVs playing commercials and posters, advertisements and pictures of famous people hanging everywhere. This might be an interesting stop.

Josh meets John Smith, who says he only has a minute because he is meeting with a famous TV star whose name he can’t mention. The star is signing on as the new corn chip spokesperson soon! Josh wishes he could have come just 5 minutes later—he could have met someone famous AND got help with his science project. That would have been awesome!

Josh has his questions ready. “Mr. Smith, I just need a few questions answered. Is your advertising legit? Do the actors and famous people really eat your products? And, lastly, do they know what is or is not in them?”

“Well, Josh, advertising and sales are a little like smoke and mirrors. We need to sell a product,” Mr. Smith tells him. “You are interested in corn, right? Well, we work for companies who want to sell corn and all the things made with corn. People like to think things are fresh and real. If something doesn’t have vitamins or nutrients in it after it’s processed, we just put some back in—it’s not that hard. As for the spokespeople really using our products or eating them—I can’t say for sure. Of course, we do deal in a lot of fine print. Time to call it a day, Josh. Maybe you can come around when we do a commercial and meet someone famous! You might also want to ask Mr. Jones, our financier, about this project.”

It is a bit too much for Josh, so he the prop master holds up the sign “sighs” and the prop master holds up the sign “sighs” and says the prop master holds up the sign, “This is getting complicated!” However, he notices that although at first he wanted the prop master holds up the sign an “Easy A,” he has now become quite concerned about the food industry. He begins to feel like he wants to make a difference.

Just a couple more stops for this supposedly quick project. One of the last stops is the Wall Street financier, Mr. Jones. Then, it’s off to get some take-out with his mom and, lastly, a promised quick visit with Grandma.

Josh wonders, “Who is this Jones guy who works for Wall Street and why is he working in Iowa and not New York City? What does he have to do with corn?” The next building Josh and his mom stop at is pretty old and fancy looking (the prop master holds up the sign that reads, “WALL STREET OFFICE IN IOWA”). He jumps out of the car and runs as fast as he can as someone is leaving and the security guard is about to lock up. It is getting late, and it is Friday, but Josh wants to figure this thing out. He asks the man at the door if he is Mr. Jones. “Yes, I am Mr. Jones—ready to get home and start my weekend. There are some football games to watch, and grandchildren to play with. What do you need?” Josh tells him about his science project, and Mr. Jones says he will answer two questions—and only two.

Josh has them ready. “How do you make money from farmers and their crops? How does the farmer make money on his crops?”

This is a great opportunity for social media!
Mr. Jones thinks for a minute. He says, “I make money by taking the products and putting them out there for people to buy. Sometimes, they have been made to be more glitzy and eye-catching; other times it’s just the raw corn. We know what people will pay, so we keep things steady—money needs to be made by lots of people. We decide the cost of corn by doing our research on companies, weather, farming techniques, seed companies and processing companies. Listen kid! Do you really think people care that much about this? No one likes to know the dark side of things—they just want their box of corn pops, their chips and salsa or their delicious candy corn on Halloween. We sell the idea of farm fresh ingredients—it makes us all feel better. Have a nice weekend.”

Josh (the prop master holds up the sign) “sighs” and says (the prop master holds up the sign), “I think I get it.”

Josh gets back in the car and is very happy that his mom has ordered him a burrito and tamales. After all the rushing around, he has worked up quite an appetite! Josh’s mom stops at the Melendez taco place (the prop master holds up the sign that reads, “TACO PLACE”), and he runs in to pick up and pay for the order.

Mr. Melendez is at the cash register, already waiting with their order. Josh decides to ask a few questions while Mr. Melendez is ringing it up. “Mr. Melendez, when you buy the food for your restaurant, where does it come from?” “I order from a big warehouse,” Mr. Melendez tells him. “It gets brought to me every day fresh as can be. Why do you ask?”

Josh says, “Well, I’m working on this science project about getting food from farm to table, and I was just wondering if anything came from local farms.” But Mr. Melendez says, “No, it’s too expensive to do that and it takes too much time. I need to make money too. So if I buy from these big companies for less, I can keep my costs down and you can get the burrito you love so much at a reasonable price—or I won’t see you again, right?”

“Right,” says Josh.

Josh and his mom bring dinner over to his grandma’s house (the prop master holds up the sign that reads, “GRANDMA’S HOUSE”). When they get into the kitchen he smells something amazing. “What’s cookin,’ Grams?” She says, “I just canned some salsa and spaghetti sauce today—the tomatoes were ready and I had the time.”

They sit down to dinner and Grandma opens one of her new jars of salsa. It is an amazing masterpiece! Her salsa has garden tomatoes, onions, black beans and corn, along with some secret spices. Grams really ought to bottle and sell it!

Josh decides to ask Grams a few questions about her garden and canning, between bites of his burrito, of course! “Grams, why do you spend time on this, anyway? It’s a lot of work for you, and you could buy it pretty cheap at the store.”

Grams says, “I like to know what I am eating. I know where all the ingredients come from and how they were tended. I know how they were canned or frozen, and I am pretty sure they are as fresh and healthy as they can be. That’s why I do it. That, and I also like to see you enjoy things that came right from the garden to the table.”

After finishing up at Grams, Josh and his mom head back home. This science project is very intense, so he gets started right away. He works for a few hours, and as Josh finishes up the last PowerPoint slide, he says (the prop master holds up the sign), “I think I get it!”

(The narrators sets the scene.) Now jump forward a week later! We are at the science fair (the prop master holds up the sign that reads, “SCIENCE FAIR”). and Josh is summarizing what it means to get your food from the farm to the table.

Josh says, (The narrator should now turn it over to the person playing Josh, who reads this aloud.) “As you can see, this is not as simple as going to Mr. Wallace’s farm and getting my corn on the cob. It is much more complicated than that. In fact, I stopped at the store this morning to buy some corn to bring today. While I was there, I ran into Pedram from class; her project is on hydroponic tomatoes, which are cool. But, like the
corn I have here, they came from really far away. They traveled by truck and train, which cost money. Then they were brought to the warehouse, and were finally distributed to stores and restaurants. That doesn’t even include all the other people we know who have a hand in this corn, or those tomatoes, that add things to the crops or take things away from them based on money.

It is crazy! Everyone wants a “bite” of the corn. All that concerns them is what they can get from the corn by being a part of its journey from farm to table. What is really sad about all this is that it would be healthier for us, and less expensive—and way better for Mr. Wallace—if we just drove out to his farm and picked out his best ears of corn or amazing tomatoes. Instead, we send produce every which way and once it comes back to us, it has been processed to look like corn or processed to look like a tomato, but it is not. It is a cheapened version of itself. The good qualities of the crops have been messed with and harmful additives have been put in. It seems quite insane!

What I have learned from doing this project is that this is a crazy, absurd system that has been created before our time—and yet you and I keep it going by the choices we make. Yes, it may grow at the farm, but our food certainly does not have a one-way trip from the farm to the table. It has many connecting flights that should concern us; unfortunately, our society has become more focused on the green we make than the greens we eat.”

(Narrator reads:) The End.

(The prop master holds up the sign.) “Sigh.”

HANDOUT

MELODRAMA:
The Science Fair, An Easy A

This is a great opportunity for social media!

24-HOUR VERSION

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OBJECTIVES:
• To explore the spiritual side of preparing or making food—in this case, bread—and to connect that to our faith tradition of being a Eucharistic people.
• In lieu of their own meals, to offer participants a concrete idea for making something with their own hands for those who might be going hungry in their own community.

PREPARE IN ADVANCE:
Invite a local baker to come share his/her love of bread-baking and teach the participants how to make the bread. Give the baker your talking points. Ask parents or adults in the community to help with the bread-baking and to man the ovens.

SET UP/MATERIALS NEEDED:
• Talking points for the baker, given to him/her in advance
• Pens and blank sheets of paper for every three participants
• Ingredients for the bread, depending on which type of bread you choose to bake (see recipes below for shopping list.) (Feel free to choose a recipe of your own in lieu of those listed in this resource.)
• Prize of your choosing for the winning team (make sure it’s fair trade)
• Baking sheet or foil bread pans, parchment paper squares (team names should be written on these), ingredients for one loaf of bread (they will divide it later into three or four small loaves) for each small group
• Make copies of the recipes or put them in the participant journals (so they can bake the bread for a local shelter when they return home)

OF SPECIAL NOTE:
1. The rising and baking of bread take time. Give the participants various options. Add your own ideas to the following suggestions:
   a. Participants can play the Food in the Bible activity while the bread rises. Instructions follow this activity.
   b. Allow participants to continue with the Interactive Wall Art to foster community building.
   c. Create a prayerful atmosphere with quiet music and soft lighting in the prayer space. Have bibles and prayer books available for participants. Consider printing articles for reading. Some resources are:
      i. the USCCB resource, Eucharist and Social Mission (usccb.org/about/justice-peace-and-human-development/upload/eucharist-social-mission.pdf)
      ii. Busted Halo’s article, Bread and Spirituality (bustedhalo.com/blogs/bread-and-spirituality)
2. Since the time needed for rising and baking may exceed the time for the activity, have 2 adult volunteers to watch time for rising and baking. After baking the bread, cover with cloth and allow to cool overnight. As participants awake in the morning, wrap the bread in recycled paper bags or some other environment-friendly packaging to keep it fresh. The bread will be used to break the fast.
BREAD MAKING
A Spiritual Thing

10:15 p.m.

PROCESS:

1. Begin the session by explaining the following

   Bread is made in every country, town, city and village. This simple food reminds us of many things, including the Eucharist in which Jesus gives us the nourishment we need to be faithful disciples and bread for a hungry world. As a basic staple across the world, bread reminds us that some of us are well-fed while others go to bed hungry every night. It challenges us to share what we have with those who have nothing.

2. Form the participants into groups of 2 or 3 for the entire activity. Distribute a blank sheet of paper and a pen or pencil to each group. Continue.

   We are going to have a contest to see just how many types of bread you may have heard of, tried or even baked! There will be a prize for the winning team. With your partner or group, think of as many kinds of bread as you can. Write them down—you only have 1 minute! Ready. Set. Go!

3. After 1 minute, end the contest. Have the teams count up their list and find out who has the longest list. Once the winners have been announced and given their prizes, continue with the session.

   Your lists were really impressive. You seem to know a lot about bread! Even though the lists were long, there are probably so many more kinds of bread from around the world that we haven’t even heard of. Using the same ingredients of salt, flour, yeast and water, we can identify hundreds of types of bread that can be made. Bread is a rather amazing thing, with such simple ingredients.

   We have invited some people today to help us try our hand at making bread with which we will break our fast at the end of the FoodFast.

Introduce the baker, a professional or just someone who loves to make bread. Invite the baker to share.

4. After the baker speaks, add any of the talking points which she/he didn’t cover. Then invite the teams to follow the steps to make their own loaves of bread. During the long break while the bread is rising before being placed in the oven, engage the participants with the Food in the Bible activity that follows this section. After the activity, tell them that they can work on the art wall.

5. When all is concluded, challenge participants with a follow-up activity.

   Hopefully you experienced how holy making and baking bread can be.

   We’ve put the recipe on a handout for you to take home, and we have a challenge for you. Within the next week, bake bread for someone you know who is hungry or for a local food pantry or homeless shelter. People who are in dire need often don’t get fresh food—especially not homemade bread. If you do this, you will be following the Gospel call of Jesus to feed the hungry, and see him in the least of your brothers and sisters.

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24-HOUR VERSION
We ask that you include the following points in your presentation to the FoodFast participants before you begin the actual bread baking.

- Share something about yourself and why you love to bake bread.
- For Eucharistic people, for us Catholic people, we see connections to God, to our faith, and to creation in the making of bread.
- Measuring, kneading, rising, baking and eating are reflections of the way God forms us. If we pray as we knead—in gratitude for the bounty God gives us, and in petition for those who have no bread, and in thanksgiving for giving us the courage and strength to work tirelessly until all people in our world have bread—then bread-baking can be holy work.
- When putting ingredients into the bowl, you might ask which ingredients in your life help you live a full spiritually-rich life. Do you have things in the right proportions?
- When adding yeast, asks yourself, “What is like yeast in my life? What raises new life in me?”
- Once mixed, the dough must rest and we must too, to let God work in our lives. It is good to pray, reflect, play, be with friends and family, and enjoy creation.
- Bread has to be kneaded and punched down. Suffering and pain are often parts of our lives too. When have you experienced that in your life?
- Once baked, the bread is ready to be consumed—to feed body and soul. If we share our bread, as the Word of God calls us to do, then our bread-making has become an exercise in justice.
- We then become Eucharistic people who are bread for others.
This recipe makes one large loaf of bread or four smaller ones.

**INGREDIENTS:**
- 4 cups strong white bread flour
- 1 1/2 cups warm water
- 1 package (1/4 ounce or 1 1/2 teaspoons) fast-action dried yeast
- 1 tablespoon olive oil
- 2 tablespoons of sugar
- 1 teaspoon of salt

**DIRECTIONS:**
1. Preheat the oven to 375 degrees.
2. Measure out all the ingredients into a large bowl and combine them together using 30 kneading movements.
3. Leave for 10 minutes, then knead again using 30 movements.
4. Leave for another 10 minutes, then knead again using 30 movements.
5. Leave the dough in a warm place (on top of the preheating oven is good) for 30 minutes, with a clean cloth covering the top of the bowl.
6. Then knead lightly and shape the dough into a round. Place it on a greased baking tray or in bread pan.
7. Leave for another 30 minutes in a warm place.
8. Bake the bread for 20–25 minutes.

(You can add one or more of the following: cinnamon, cardamom, oregano, thyme, rosemary or other herbs)
INGREDIENTS
• 2 3/4 cups all-purpose flour
• 1 teaspoon salt
• 1 teaspoon white sugar
• 1 (1/4 ounce) packet active dry yeast
• 1 teaspoon garlic powder
• 1 teaspoon oregano
• 1/2 teaspoon dried thyme
• 1/2 teaspoon dried basil
• 1 dash ground black pepper
• 1 cup warm water (105-115 degrees)
• 2 tablespoons olive oil
• 2 tablespoons parmesan cheese, grated (optional)
• 1 1/2 cups mozzarella cheese, shredded (optional)

DIRECTIONS
1. Preheat oven to 425 degrees.
2. Mix the yeast and water in a small bowl. Let stand for 10 minutes (until bubbles begin to form).
3. In large bowl, stir together flour, salt, sugar, garlic powder, oregano, thyme, basil and black pepper.
4. Add the yeast mix and vegetable oil to the dry ingredients and combine.
5. When dough has pulled together, turn out onto a lightly floured surface and knead until smooth and elastic.
6. Lightly oil a large bowl, place dough in bowl and turn to coat with oil.
7. Cover with a damp cloth and let rise in a warm place for 25 minutes.
8. Punch dough down, and place on greased baking sheet.
9. Pat dough into 1/2-inch thick rectangle (doesn't have to be perfect).
10. Using your knuckle, make indentations in the dough about 1/2-inch apart, then prick dough with fork.
11. Brush top with olive oil, then sprinkle with parmesan and mozzarella cheese.
OBJECTIVE:
To learn a little about food in the scripture and find the connections to our food.

SET UP/MATERIALS NEEDED:
- Copy of the Handout, Food In the Bible, for each participant
- Bibles
- Pen/pencil for each participant
- A fair trade prize for winner, if desired

PROCESS:
1. Once the bread dough has been made and left to rise, distribute the Food in the Bible handout, a bible and a pen or pencil to each team.
2. Instruct teams to look up each verse and, on the handout, note the foods mentioned in each verse.
3. When they have completed the entire sheet, turn it in for a prize.
INSTRUCTIONS:
Look up the Scripture to find out the foods and spices used during biblical times!

Matthew 23:23

Exodus 16:31

Exodus 30:28

Isaiah 28:25

Luke 11:32

Matthew 13:31

Ezra 6:9

Numbers 11:5

Song of Solomon 2:5

Genesis 43:11

2 Samuel 6:19

Nehemiah 13:15

Leviticus 19:10

Micah 6:15

Numbers 20:5

Proverbs 30:33

Job 10:10

John 2:10

Job 6:6

2 Samuel 17:28

Matthew 12:1

1 Kings 17:12

Matthew 15:36

Luke 15:23

Genesis 27:9

2 Samuel 12:4

Deuteronomy 14:4

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<table>
<thead>
<tr>
<th>Scripture</th>
<th>Food Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew 23:23</td>
<td>mint, dill, cumin</td>
</tr>
<tr>
<td>Exodus 16:31</td>
<td>coriander, honey</td>
</tr>
<tr>
<td>Exodus 30:28</td>
<td>cinnamon</td>
</tr>
<tr>
<td>Isaiah 28:25</td>
<td>cumin, caraway, wheat, barley, spelt</td>
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<tr>
<td>Luke 11:32</td>
<td>mint</td>
</tr>
<tr>
<td>Matthew 13:31</td>
<td>mustard</td>
</tr>
<tr>
<td>Ezra 6:9</td>
<td>wheat, salt, wine</td>
</tr>
<tr>
<td>Numbers 11:5</td>
<td>fish, leeks, garlic, melons, cucumbers, onions</td>
</tr>
<tr>
<td>Song of Solomon 2:5</td>
<td>apples, raisins</td>
</tr>
<tr>
<td>Genesis 43:11</td>
<td>almonds, pistachios, honey</td>
</tr>
<tr>
<td>2 Samuel 6:19</td>
<td>bread, meat, raisins</td>
</tr>
<tr>
<td>Nehemiah 13:15</td>
<td>grapes, figs</td>
</tr>
<tr>
<td>Leviticus 19:10</td>
<td>grapes</td>
</tr>
<tr>
<td>Micah 6:15</td>
<td>olives, grapes, wine</td>
</tr>
<tr>
<td>Numbers 20:5</td>
<td>grains, figs, pomegranates</td>
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<tr>
<td>Proverbs 30:33</td>
<td>butter</td>
</tr>
<tr>
<td>Job 10:10</td>
<td>milk, cheese</td>
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<tr>
<td>John 2:10</td>
<td>wine</td>
</tr>
<tr>
<td>Job 6:6</td>
<td>eggs, salt</td>
</tr>
<tr>
<td>2 Samuel 17:28</td>
<td>wheat, barley, flour, grain, beans, lentils</td>
</tr>
<tr>
<td>Matthew 12:1</td>
<td>grain</td>
</tr>
<tr>
<td>1 Kings 17:12</td>
<td>flour</td>
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<td>Matthew 15:36</td>
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<td>Genesis 27:9</td>
<td>goat</td>
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<tr>
<td>2 Samuel 12:4</td>
<td>lamb</td>
</tr>
<tr>
<td>Deuteronomy 14:4</td>
<td>sheep, ox, goat</td>
</tr>
</tbody>
</table>
OBJECTIVE:
To close the first day with prayer

SET UP/MATERIALS NEEDED:
- Bible
- One small clay or biodegradable pot per person
- Water-based craft paints in lots of colors
- Sharpie markers
- Small paint brushes
- Containers of water to wash brushes
- Paper towels set out on tables that have been covered with plastic or butcher paper
- Potting soil
- Packets of herb seeds
- Choose a reader and a leader

PROCESS:
1. Gather the participants in the prayer space and light the candle.

   **Leader**: We have already learned so much since we started. Some of this information may have surprised us or made us just a bit uncomfortable. The idea of a right relationship with food can be complicated and overwhelming.

   We have just begun our look at food, though, and God has each of us here for a purpose. It is not by accident or coincidence that you are here. You are part of a solution that God has intended for us to discover over our remaining hours together. This was just the beginning, the planting of seeds in our hearts and our minds.

   Our evening prayer is partly an activity to ritualize the planting of seeds in our hearts and minds and it is partly a blessing. So let's gather our thoughts and settle our minds.

Pause for a moment

   In the name of the Father, and of the Son and of the Holy Spirit. Amen.

   Generous God, thank you for the gift of food. Help us to appreciate all that you give us. May we never take it for granted. Tonight, we pray especially for those around the world who do not have enough to provide for their families, for our brothers and sisters who do not have enough to eat. We pray that their harvests will be bountiful. We pray that the earth and the weather will be gentle so their crops may flourish. We also pray for generosity of peoples when times are difficult and for commitment to foster systems that are fair and just.

   We ask this through Christ our Lord. Amen.

Pause for a moment and then continue with the reading

Reading: Genesis 1:29
Leader: On the tables you will see some clay pots, paints and markers as well as potting soil and seeds. As a sign of our commitment to letting all we have learned today settle deep in our hearts, we are going to make our own little crop that we can tend, harvest, share and enjoy.

We have about 10 minutes to decorate the pots, fill them and plant seeds of your choice. I ask that you do this quietly and prayerfully. When you are done, gather back in the prayer space.

2. Play quiet instrumental music while the participants decorate and plant their seeds. When participants have regathered, continue by saying:

Leader: Lord, thank you for these incredible people you have gathered. They are creative, compassionate, faithful and generous. Give us good rest this evening and fill us with your peace. We pray this in the name of Jesus our brother and friend who is the Bread of Life for all. Amen.

24-hour version

foodfast.crs.org
Have water and juice for participants along with a light morning snack for those who need it.

As participants awake in the morning, uncover the bread and wrap it in recycled paper bags or some other environment-friendly packaging to keep it fresh. The bread will be used to break the fast. If there is more than enough bread for participants, consider placing ribbon on the packaged bread and deliver to a local shelter or soup kitchen.
OBJECTIVES:
• To provide a fun way for participants to begin the second day
• To get participants thinking about healthy foods that can contribute to a right relationship with food

SET UP/MATERIALS NEEDED:
• Slips of paper in a bowl with the following foods described (one per piece of paper): acai berry, kale, spinach, tomato, blueberry, quinoa, Brussel sprouts, salmon, almonds, turkey, flax seeds, coconut milk, peanut butter, black beans

PROCESS:
1. Have participants find a partner who likes the same type of music they do. Then have the duo find another duo with the same or similar musical taste. Then have the quartet find another set of four who enjoy similar music. In the end, you will have groups of eight.
2. Invite each group to send one representative up to the front of the room to select a slip of paper from the bowl. Have them share their paper with their team. Then continue.

You probably have noticed that you drew a type of food. Here is your morning wake-up challenge. Choose a song that has a melody that all members of your team really like. Make it a singable melody. Your task is to take a verse and the chorus of the song, and make new lyrics. These lyrics are going to be about whatever food your team drew. There is information on the sheet to help you get started, but feel free to add anything about your own experience with or knowledge of the food your team drew. Consider favorite dishes that include that food. Have fun with this! You will have just 10 minutes to create your lyrics. Be ready to sing it to the whole community!

3. Give them 10 minutes, then point from one team to the next, inviting each team to sing its food song.
4. Thank them for the great wake-up challenge and encouragement to eat healthy foods. Then move to prayer.
Print out this sheet and cut it into strips with one food on each piece of paper. Make sure you have enough food for the number of teams (6 to 8 people per team) on your fast. If you have a huge group, add your own foods to the list.

ACAI BERRY
- pronounced “ah-sah-ee”
- most often found in the rainforests of the Amazon
- called a “super-fruit” because it is rich in antioxidants
- beneficial for healing and helps to boost energy

KALE
- a hardy cabbage that produces stems with large leaves but no compact head
- 1 cup of kale provides 684% of the daily value of vitamin K, 206% of the suggested daily amount of vitamin A and 134% of vitamin C
- often considered a superfood because it is rich in antioxidants

SPINACH
- a widely-cultivated edible Asian plant with large, dark green leaves
- can be eaten raw or cooked
- rich in niacin, zinc, protein, fiber, vitamins A, C, E and K, thiamin, vitamin B6, folate, calcium, iron, magnesium, phosphorus, potassium, copper and manganese
- folate in spinach is good for your heart
- magnesium helps lower high blood pressure
- spinach helps to maintain brain function, memory and mental clarity

BLUEBERRY
- one of the few fruits native to North America
- has one of the highest antioxidant capacities among all fruits and vegetables, making it very good for the immune system
- research has demonstrated potential benefits for the nervous system, brain health and memory

QUINOA
- pronounced “keen-wah”
- a grain that is rich in protein
- contains every amino acid
- rich in lysine, which promotes healthy tissue growth throughout the body
- a good source of iron, magnesium, vitamin E, potassium and fiber

BRUSSEL SPROUTS
- a vegetable consisting of the small compact bud of a variety of cabbage
- provide a good source of protein, iron and potassium, rich in Vitamin C, folic acid and antioxidants
- a great source of fiber
- not a very popular vegetable

SALMON
- a large edible fish that is much prized for its pink flesh
- an excellent source of high-quality protein, vitamins and minerals (including potassium, selenium and vitamin B12)
- contains omega-3 fatty acids that contribute to healthy brain function, the heart, joints and general well-being
ALMONDS
• the seed of the fruit of the almond tree, a medium-size tree that bears fragrant pink and white flowers
• high in monounsaturated fats, which help to lower cholesterol and reduce heart disease
• rich in the antioxidant, vitamin E which also contributes to heart health
• a quarter-cup of almonds contains 62 milligrams of magnesium plus 162 milligrams of potassium

TURKEY
• contains the amino acid tryptophan which produces serotonin as well as melatonin in the body creating the relaxing effect we often experience after eating turkey
• offers 32 grams of protein per 4 ounce. serving
• the niacin in turkey may help increase your HDL cholesterol, the good kind, while also helping to reduce your LDL cholesterol, the bad kind
• an excellent source of B12
• contains trace minerals thought to aid in cancer prevention
• contains selenium, which is essential for the healthy function of the thyroid and immune system

FLAX SEEDS
• also called linseeds
• a rich source of micronutrients, dietary fiber, manganese, vitamin B1 and omega-3 fatty acids
• the seeds come from flax, one of the oldest fiber crops in the world
• were originally cultivated in ancient Egypt and China
• a source of healthy fat, antioxidants and fiber
• research suggests that flaxseed can help lower the risk of diabetes, cancer and heart disease

PEANUT BUTTER
• a serving of natural peanut butter has 3 milligrams of vitamin E (a powerful antioxidant), 49 milligrams of magnesium (good for bones), 208 milligrams of potassium (good for muscles) and 0.17 milligrams of vitamin B6 (good for the immune system)
• peanuts can decrease your risk of heart disease, diabetes and other chronic health conditions
• contains heart-healthy monounsaturated fat
• the most widely used spread on sandwiches

BLACK BEANS
• oval beans with a black skin, cream-colored flesh and a sweet flavor
• popular throughout Latin America, the Caribbean and the southern United States
• provide special support for digestive and colon health, particularly the colon, because they allow bacteria in the colon to produce butyric acid which helps to keep the lower digestive tract functioning properly
• may help lower the risk for colon cancer

COCONUT MILK
• highly nutritious and rich in fiber, vitamins C, E, B1, B3, B5 and B6, and minerals including iron, selenium, sodium, calcium, magnesium and phosphorous
• is lactose-free and can be used as a milk substitute by people who are lactose intolerant
• a popular choice with vegans, particularly as a base for smoothies, milkshakes or as a dairy alternative in baking
OBJECTIVES:
• To start the day with praise and thanksgiving
• To reiterate the intention behind this time spent together

SET UP/MATERIALS NEEDED:
• Prayer area set up with a table, a bible, a colorful cloth, a candle, a planter pot of herbs, a basket of bread, a cross, a light stick and a bowl filled with grain
• If journals are available for participants, invite participants to bring these to prayer
• A pen for each participant

PROCESS:
Have readers prepare their reading and have them stand in the corners of the room ready to read, one after another.

GATHER
Opening Song: Welcome to Life, by Matt Maher (Oregon Catholic Press) or some other appropriate song

Begin by saying:

Good morning and welcome to life! What a great way to remind us that we have been given the gift of today—unlike any other day we have ever had. It is full of potential, waiting for us. So we sign ourselves as a community of believers, giving this day to God our Creator. In the name of the Father, and of the Son and of the Holy Spirit. Amen.

Let’s listen to God’s Word.

LISTEN
Reader 1: Genesis 1:1–2
Reader 2: Genesis 1:3–5
Reader 3: Genesis 1:6–8
Reader 4: Genesis 1:9–13

RESPOND
Continue by saying:

We have gathered as a community on this FoodFast to thank God for all he has given us and to and new ways to share the gift of food, water and resources with all people. We look deep into our own hearts to see where God needs us to grow. As a community, we have the opportunity to pray in a powerful way, so we bring our petitions and prayers before God.

(This is intended to be spontaneous, but the leader may need to start things off.)
For communities around the world that struggle with hunger, malnutrition, famine and drought, that those in positions of power will do all they can to create change and bring hope. We pray to the Lord...

For good harvests around the world, and thanksgiving for all who farm and grow food and animals to feed us. We pray to the Lord ...

SEND FORTH
Conclude the prayer

We have this time before us to use our creativity, imaginations and experience to face the issues of food, justice, faith and the future. May all we learn and do be a blessing for each of us, our families, community, Church and the world. We pray this in the name of the Father and of the Son and of the Holy Spirit. Amen.

Closing Song: Another Day by Jesse Manibusan (Oregon Catholic Press) or some other appropriate song.
OBJECTIVES:
• To help participants make the connection between their food consumption and those who are hungry in our world
• To track how food gets to us, from the farmer to our table

SET UP/MATERIALS NEEDED:
• PowerPoint
• Several copies of the handouts set out on a resource table (The handout, Understanding Farm-to-Table and Food Justice, provides web links to relevant online articles about the farm-to-table movement and other just food practices. Make copies of the articles or provide the links if participants are using computers for this activity. This also makes for a take-home resource for young people and their families to learn more after the FoodFast.)
• If possible, have computers and access to the Internet available
• Sow Much Love, (youtube.com/watch?v=yfL3AeT0q2s or on the FoodFast website), cued up and ready to be shown

PROCESS:
1. Ask the group if they know what Six Degrees of Separation is. Take a few answers, then continue.

Six degrees of separation is the concept that everyone and everything is six or fewer steps apart—or, in other words, six degrees - from any other person in the world. For instance, a chain of “a friend of a friend of a friend” statements can be made to connect any two people in a maximum of six steps.

Your task is to make the connection—to create the degrees of separation—between good or bad food habits of people in the United States and the people around the world who go to bed hungry every night. All of us, when we were little, probably heard our mothers say at some point: “Eat your spinach. There are starving children in (fill in the country).” But then we got old enough to realize that if we didn’t eat the spinach, it would go in the garbage—not to those starving children! Today we are old enough to know that there is a real connection between our eating habits and the hunger of people in far-off countries.

Since we know that there is enough food in the world to feed everyone—every man, woman and child across the globe—and since we know that people are starving to death as we speak, something is WRONG. Somebody is not in right relationship with food, perhaps through greed or politics or ignorance about the connection between our food choices and hungry people in the world.

We want everyone in this room to be aware of how our food choices affect those who go without, using the concept of six degrees of separation. Here is an example.

I (first degree) buy fruit in the summer in the big supermarket owned by someone 1,000 miles away (second degree) instead of at the local farmers’ market. The food is grown by farmers in a far-off country (third degree). It takes engineers, pilots and drivers of trains, planes and trucks (fourth degree) to get the food to the supermarket. Lots of fuel is expended, and lots of bad gases are released into the environment, causing damage to the environment and, sadly, the environment of the very farmer who is growing my food (fifth degree). Food production suffers everywhere. And the most vulnerable (sixth degree) go hungry everywhere.

To help you get thinking, let’s watch a little video developed by the organization that is the equivalent to Catholic Relief Services in Canada, the Canadian Catholic Organization for Development and Peace (devp.org/en). The video is called Sow Much Love.
2. Show the YouTube video. Then divide the participants into groups of six, assigning each group one of the following categories: beef, chocolate, and coffee. Continue by saying something like:

Ok, now it’s your turn. As you name your degrees of separation, keep in mind the farmers who produced your hamburgers or your coffee or your chocolate. Our U.S. Catholic Bishops, in their 2003 pastoral letter “For I Was Hungry and You Gave Me Food,” wrote:

“The primary goals of agriculture policies should be providing food for all people and reducing poverty among farmers and farmworkers in this country and abroad.”

Use any resources you can find on the table here or online to help. You will have about 30 minutes to create your degrees of separation.

3. Circulate around the room during this session, offering aid to any group that might be struggling. Do a time-check after 20 minutes to see how much more time might be needed.

4. When you call time, invite each small group to state—in no more than six succinct sentences—its degrees of separation.

5. Once all groups have shared, ask participants to think of one food practice they want to discontinue and/or one food practice they want to start, based on their experience of the degrees of separation. Encourage them to write these down so they remember and commit to doing them. Invite groups to share their ideas with the large group.
See if you can make the connection between a really good or a really bad food habit and the people who will go to bed tonight hungry. You can only have six degrees of separation, meaning you can have no more than four steps between you and your peers and those who go to be hungry every night. If you can create your connections with less than six degrees, that’s great. Your food options are coffee, chocolate and beef. If you choose a good habit, you will be showing us how that good habit helps the hungry. If you choose a bad habit, you will be making the case for how that bad habit hurts the hungry across the world.

**FIRST DEGREE**  
(you practicing a good or bad food habit)

**SIXTH DEGREE**  
(If you started with a good habit, hungry people receiving the food they need. If you started with a bad habit, hungry people being denied the food they need and deserve)
1. Contribute toward everyone on earth having enough to eat. Is it enough if you, your family, your friends and your neighbors are well-fed? Or does every man, every woman and every child on earth have the right to adequate food? And although enough food exists for everyone, one in every seven people in the world is hungry—a scandal.

2. Do not speculate away your neighbor’s bread. Investment funds make profits running into the millions by speculating on rising food prices. Ask your bank whether they are assuming social responsibility and avoiding speculative deals on food commodities such as soya, maize or wheat.

3. Do not fill your tank with the food that hungry people need to eat. The production of agrofuels uses, and uses up, fertile land. (Agrofuels are produced from renewable resources, especially plant biomass, vegetable oils, or treated municipal and industrial wastes) This also leads to an increase in conflicts over land use and sometimes even the forcible displacement of small-scale farmers.

4. Honor the earth and work to combat climate change. We know far too little about the devastating effects of climate change on hungry people in the poorest countries of the world. Lack of rain leads to long-lasting droughts. Floods destroy soil over the long term and contribute toward land erosion. At the same time, drinking water is becoming scarce for millions of people. An internationally binding climate protection treaty with ambitious objectives is urgently needed.

5. Live so that your lifestyle is not at the cost of others. What does your lifestyle have to do with the hunger of people in other countries? It could be responsible for environmental destruction, climate change, the exploitation of vital resources—and hunger. Changing your lifestyle helps improve the circumstances of many hungry people. For instance, you can buy more fair-trade products, reuse instead of throwing away, use energy-efficient appliances, travel by bike, and use public transport.

6. Do not covet your neighbor’s land and property. Foreign investors are buying up huge areas of land in Africa, Asia and Eastern Europe at knock-down prices. Land grabs benefit the rich countries where agricultural products grown on such land are exported. They rarely benefit a nation’s own population, and most certainly not the small-scale farmers who are robbed of their rights and are no longer able to produce for the local market.

7. Use agricultural policy to reduce hunger. In many instances, multilateral agricultural and trading agreements reflect the interests of the Global North, but prevent countries in the Global South from expanding and protecting their own agriculture. The establishment of local food markets is seriously hindered by cheap imports. Local farmers are frequently unable to compete with products from the Global North, which are often subsidized.

8. Take action against corrupt governments and their proxies. Corruption prevents the income of a country from being used to benefit the population. Investment in education, health care, agricultural development programs, and the welfare of the population is too often neglected. International corporations and states use corrupt systems to further their interests.

9. Help prevent armed conflict and wars. Wars and armed conflict cause acute famine and chronic hunger. Economies stagnate, millions of people leave their homes, fields remain fallow, and harvests are left to rot. Through land mines and radioactive munitions, vast swathes of land are left uninhabitable and agriculture becomes extremely hazardous.
10. Fight hunger effectively through development aid. Paradoxically, most people who do not have enough food live in rural areas. If their piece of land does not produce enough, or if rains fail, prices are unstable, or no safety net is provided, they go hungry. Development cooperation achieves effective prevention and structural work; improved cultivation methods, irrigation, education and a strengthening of civil society all bring about long-term food security.

To learn more about the One Human Family, Food for All Campaign, go to food.caritas.org.

Original text for the Ten Commandments for a Future Without Hunger can be found at food.caritas.org/wp-content/uploads/2013/11/10-commandments.pdf.
“The economy should serve people, not the other way around.”

(United States Conference of Catholic Bishops, Economic Justice for All)

Each of us is called to do our part to ensure that the economy works for everyone. As Pope Benedict XVI reminds us, “It is good for people to realize that purchasing is always a moral and not simply economic act. Hence the consumer has a specific social responsibility, which goes hand-in-hand with the social responsibility of the enterprise.” (Caritas in Veritate). The Holy Father went on to say that our daily consumer roles “can be exercised with respect for moral principles without diminishing the intrinsic economic rationality of the act of purchasing.”

Fair trade creates opportunities for us to respond to this call in a small but significant way through the choices we make as consumers. When we make the conscious choice to purchase fair trade items, we are putting the values of Catholic social teaching into action by realizing our vision of economic justice.

The international trading system has not fulfilled its promise to reduce poverty. According to the United Nations, 2.5 billion people in the Global South still live on less than $2 per day. And the trading system is making many of them more vulnerable, not less.

Fair trade represents an approach to trade that is rooted in a commitment to cherish and uphold the sacredness and dignity of every person. The fair trade system is built on principles that reflect this commitment. Fair Trade companies purchase fair trade items as directly as possible from the artisans, farmers and workers who created them to ensure they are not exploited by predatory intermediaries. And fair trade promotes mutually respectful long-term trading relationships with disadvantaged producers around the world. Kwabena Ohmeng-Tinyase is the managing director of Kuapa Kokoo, the fair trade cocoa association in Ghana. For him, the relationship between fair trade and human dignity is simple. “We all have to go shopping,” he says. “Fair trade is just shopping with respect.”

Additional handouts and resources can be found at CRS Fair Trade crsfairtrade.org/crs-and-fair-trade.
**FARM-TO-TABLE** is a phrase that means different things to different people. At its heart, however, it means that the food on the table came directly from a specific farm. Sometimes this means, the table is actually at the farm, and cooks or chefs prepare and serve the food at the farm. Other times the term is used to emphasize a direct relationship between a farm and a restaurant or store. It can also refer to farmers’ markets, urban gardens, community-supported agriculture, and other venues where people buy food directly from growers. Anyone using the phrase farm-to-table should be able to name the specific farm(s) from which they are sourcing.

Use any of these web resources below to help you understand this movement and to learn how you can participate after the CRS FoodFast. Share these with your parents and be sure to explore local resources and organizations in your community.

The Baltimore Food and Faith Project: 
[link](jhsph.edu/research/centers-and-institutes/johns-hopkins-center-for-a-livable-future/projects/BFFP)

Farm to Table Concept: 
[link](ehow.com/about_6611408_farm-table-concept.html)

The Farm to Table Movement: 
[link](jovinacooksitalian.com/2014/03/18/the-farm-to-table-movement)

Meat and World Hunger: 
[link](humaneresearch.org/content/meat-globalization-and-world-hunger)

Can the Planet Feed Us: 
[link](news.bbc.co.uk/2/hi/science/nature/4038205.stm)

The World Hunger-Food Choice Connection: A Summary: 
[link](comfortablyunaware.com/blog/the-world-hunger-food-choice-connection-a-summary)

Catholic Relief Services Farmer-to-Farmer Program: 
[link](farmertofarmer.crs.org)

CRS Fair Trade: 
[link](crsfairtrade.org)

From Crop to Cup and the Life of a Coffee Farmer: 
[link](crsfairtrade.org/fair-trade-resources/print-materials/?resource_topic=coffee)

CRS Rice Bowl Lenten Program: 
[link](crsricebowl.org)

Where Catholic Meets Coffee: 
[link](catholicdigest.com/articles/food_fun/world_of_flavor/2010/10-04/where-catholic-meets-coffee)

Global Tastes and Empty Stomachs: 
[link](heifer.org/join-the-conversation/blog/2014/November/global-tastes-and-empty-stomachs.html)

Faith, Food and the Environment: 
[link](faithfoodenvironment.org)

United States Conference of Catholic Bishops Agriculture, Nutrition and Rural Issues: 
[link](usccb.org/issues-and-action/human-life-and-dignity/agriculture-nutrition-rural-issues)
OBJECTIVES:
• To help participants take a step back and be cognizant of the sights, sounds, smell and taste of the food they consume
• To creatively provide a little nourishment to help young people during their fast

SET UP/MATERIALS NEEDED:
• An orange for each participant
• Paper towels
• Soft meditative music queued up on a music playing device
• Compost bin or recycling bag

PROCESS:
1. Dim the lights or light a candle. Invite participants to find a place where they have some space to themselves, but can still see and hear what is happening.
2. Give each participant an orange, a few paper towels and begin.

Most of us eat our meals in a rush. We may grab some toast or cereal in the morning, go through a drive-through on the way to school or work, or grab a coffee or energy drink. Lunch might consist of fast food, school lunch, or a snack. Dinner might be on the go too, depending on our after-school plans—practice, games, competitions, concerts or work.

The activity we are about to do is about mindful eating. It is a spiritual practice that helps us connect with the amazing things we can eat. We chose an orange for you because oranges are rather incredible. So let’s get mindful.

• Take the orange in your hands and notice its texture, color and shape.
• Now close your eyes and imagine where this orange began. Can you feel the warm sun, smell the blossoms on the trees in the groves? Can you see the fruit-laden trees?
• Roll the orange back and forth on the paper towel and then lift it to your nose and smell its fragrance.
• Open your eyes, and begin to peel the orange, piece by piece. Notice how the orange is put together. Once it is peeled, smell it again. Is it stronger? Sweeter?
• Separate a few segments and take a close look at one of them. What do you see? What is the inner structure of the orange?
• Close your eyes again, take one of the segments and bite into it. How does it feel in your mouth? What do you taste?
• Chew the orange slowly, and think about all the parts of the orange you taste.
• Enjoy the rest of the segments, doing the same with each one while keeping your eyes closed. As you chew, imagine that this is the last orange on earth and that it is all yours.
3. Once everyone is close to being finished, invite them to open their eyes. Ask the following questions:
   - How did it feel to eat the orange this way?
   - What would be different for you if you ate food this way more often?
   - How often do you eat because you are hungry?
   - How much of what you eat is not really about being hungry?
   - If this orange was really the last one on earth and you had to keep the memory of it from being lost to the world, how would you describe the experience?

4. When the discussion is concluded, have participants dispose of the rinds in a compost bin or recycling bag so someone can take it home for composting. Take a break for everyone to wash their hands.
OBJECTIVES:
• To have participants focus on a key point they have discovered about the meaning of a “right relationship” with food
• To invite them to motivate/persuade others to live more justly in the way they relate to food as consumers

SET UP/MATERIALS:
• Copies of the Handout, Creating a Mini TED Talk; one per group of eight (if you have a small group, do this activity all together).
• If possible, access to the Internet
• A few laptops to create PowerPoints
• Resource handouts from earlier session this morning

PROCESS:
1. Divide the community into groups of about eight. Pass out the Handout, Creating a Mini TED Talk, one per group, and continue.

   We’ve been looking at food in several different ways so far. Now it’s time to share what we’ve learned. Each team is going to create a mini TED Talk. TED Talks are short, powerful messages that are no longer than 18 minutes. They are meant to inspire or motivate people to do something with the information shared.

   While a TED Talk is normally 18 minutes, we are going to go for 4 to 5 minutes for our minis! That makes your challenge even greater. You have to choose the most vital information to share in 240 or so seconds!

   TED Talk experts believe that one single idea can change the world, if that idea is communicated effectively. That’s your challenge—to create a message that will inspire others to live more justly in the way they relate to food.

   Follow the steps on the worksheet to create your talk. Begin by having each person in the group share his or her key insight about a right relationship with food. Then look for common threads among all the ideas and narrow them down to the one idea that’s most compelling.

   As you create your talk, think of words and phrases that will capture the imagination of your listeners. You can search for images on the computers and create a few slides in a PowerPoint. You can also refer to the handouts we used earlier to help with additional information if needed.

   Once you have your content, decide who is going to cover which points. You don’t need a fully written script, just key points. That way you will sound more spontaneous.

   You will have about 20 minutes to create the talk. Be prepared to share it with another team when time is up.

   I will be roaming the room. But if you need help, just raise your hands.

2. Do a time check after 10 minutes, and remind participants they have 10 minutes to complete their messages.

3. When groups are ready, invite the spokesperson or spokespeople from each team to share their mini TED Talk. If you have more than three groups, have them share their messages with one or two other teams so everyone experiences two or three talks. Make sure someone makes a video of each talk and shares the video with you. Feel free to share the video with CRS so we can share the wisdom of young people with others!

4. Congratulate the teams on the messages. Encourage them to post their talks on Facebook. Give them a few minutes to think of other ways they can share their talks with their parishes and schools.
1. Have every member of your small group share his or her most significant insight from the fast. Make sure everyone contributes to the conversation.

2. Discuss the common threads among the comments. What are the major points that you heard? Try to stay focused on no more than three key ideas.
   a. First point
   b. Second point
   c. Third point

3. Which of your points is the most compelling? Which idea can change people’s thinking about food and their relationship to it? Choose the one idea you will use as the foundation of your mini TED Talk.

4. What would you like your community (your parish or Catholic school) to know about your major point? Flesh it out a bit. If needed, go online to get statistics or other relevant data to back up your point.

5. What words and phrases can you use to persuade people to your way of thinking?

6. Do you need visuals to make a bigger impact on your audience? How can you integrate them into your TED Talk? The rule of thumb for images is that less is more. One powerful image is better than several images or a collage of pictures. And keep words to a minimum if you are using slides. Two or three lines would be about right.

7. How do you want to share your message? Will one person share? Will all of you take a piece of the message to share with others? Remember, although a TED Talk is usually scripted, it’s important to sound spontaneous. And it’s critical that you act natural. Be yourself! One way to do this is by keeping your tone conversational. Imagine that you are interacting with the people listening to your talk.

8. If time permits, do a walk-through of your presentation. Remember—it’s not about you. It’s about your message and how it can change the world!

9. Be ready to share your TED Talk with another group. Your talk will be recorded, so you can bring the message back to your parish or school. Good luck! Change the world with one idea!
OBJECTIVE:
To inspire the participants with the support and encouragement of a Catholic celebrity

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

PROCESS:
1. Begin by sharing:

   To get us set for the rest of the morning, CRS invited a very inspiring couple, Greg and Mary Walton. Some of you may have seen Greg present at a large Catholic conference or may have heard his music. Greg and Mary are going to share how meals and food are at the center of our lives, how food is nourishment on many levels, and the connection of all this with the Eucharist and breaking bread with others.

2. Show the video of the celebrity guests, Greg and Mary Walton.
3. Invite reactions from the participants, particularly in light of their TED talks.

   If you are extending the session with a guest speaker, introduce that person and transition to the presentation and dialogue.

   For more information on Greg’s music, visit gregwalton.com.
OBJECTIVES:
- To help participants realize that they can develop a better relationship with food
- To challenge them to commit to specific actions which help reduce world hunger

SET UP/MATERIALS NEEDED:
- Copies of the handout “Resources, Ideas, Inspiration,” one for each participant
- One post-it note per participant
- Pens, one for every two participants

PROCESS:
1. Begin this session with the following:

   You have just looked at a simple way you can help create a right relationship with food. Changing one thing, like a food item on a school menu, may not seem like much, but it makes a difference. One thing from you (point to one participant), another from you (point to another participant) and another from the three of you (point to three people) can seriously impact the way our society relates to food—and to those who have no food.

   Sometimes we fail to act to make our world more just because we’re too busy with other things. But sometimes it’s because we honestly don’t know what to do. So for the next 20 minutes, we are going to give you time to explore some of the options that are available to you.

   Take the Resources, Ideas, Inspiration Handout and read through it, circling ideas that intrigue or interest you. Add your own ideas at the end of the list. Then go back to the circled ones, and narrow them down to three. Give yourself a deadline—write it down—for accomplishing each action. On your post-it note, write your name, the three numbers you circled and the date you chose to complete them. You will have about 10 minutes to do this.

2. Play reflective music while the participants work through the handout. After 10 minutes, call their attention back to you and continue.

   Now find a partner. This time, pair with someone who knows you or at least sees you on a fairly regular basis.

   Give them a minute to match up with someone else. Then continue.

   Share your goals with your partner. Ask him or her to sign their initials next to each of your three goals. Give your partner your post-it note and ask him/her to check in with you on each date to see if you completed your action! Remember that Pope Francis said that to be faithful—to be a true disciple of Jesus—you need to go outside. You need to ACT!
Be in the know. Stay informed about what is happening in the world. Know what the Church is doing in the world today and get involved.

Catholic Relief Services suggests a framework for creating a world where no one will be hungry again, and where injustice will be found only in the history books. The four ways of achieving a right relationship with food, a world of JUST food, includes praying, learning, acting and giving. Here are ways you can make a difference in our world today.

PRAY
1. Read the Scriptures that talk about food—there are many!
2. Create a prayer service for your parish that focuses on food, fasting and the hungry. Offer it during Lent or on World Food Day (October 16)!
3. Create your own meal prayers and graces, remembering always to pray for all who are hungry, for all who helped to bring the food to our tables and for all who make decisions about food policies.

LEARN
1. Assess your own consumption habits, including how much food you waste.
2. Assess the consumption habits of your family.
3. Learn about nutrition.
4. Check out local food pantries or soup kitchens to volunteer and learn what the needs are in your community.
5. Interview the elderly in your parish or community and ask them how the concept of food has changed over their lifetime, and their thoughts on the subject.
6. When you choose a restaurant, ask if it buys food locally. Ask if it offers fair trade or organic foods and explain why that is important to you.
7. Interview the elderly in your parish or community and ask them how the concept of food has changed over their lifetime, and their thoughts on the subject.
8. Learn more about the One Human Family, Food for All campaign to end hunger by 2025. This campaign was initiated by Pope Francis and has many learning tools that you can use to educate yourself and others. Visit food.caritas.org.

ACT
1. Make changes in your lifestyle that reflect a greater understanding of food, nutrition, the needs in the world directly related to food, food production and food security.
2. Organize a family discussion on how you can participate in the farm-to-table movement, purchase fair trade and organic foods, and support our brothers and sisters who are hungry.
3. Instead of eating out several times a week, learn to cook a few really good meals with locally produced ingredients. Invite friends to join you.
4. Host a progressive dinner or a Throwback Thursday dinner party with a menu from the ’50s, ’60s or ’70s.
5. Brown bag it a few times a week.
6. Care for your body.
7. Find an exercise that you love and make a habit of doing it three or four times a week.
8. Gather friends from school or your parish and make extra meal bags for people who eat at your local soup kitchen or Salvation Army so they can take them to work. Have a snack later or share with someone who is hungry. *(Be sure to notify the agency ahead of time to make sure this will be helpful and to get a date that works for them.)*

9. Make a meal for a neighbor, for someone homebound, or for new parents.

10. Build a small stand-up garden or planter garden so you have fresh produce.

11. Become a really good bread maker—share your creations with those in need.

12. Try your hand at making pasta or something else that you might like from scratch.

13. When you dine out, ask the waiter not to bring a plastic straw for your water.

14. Look into your ethnic background and find a few recipes that reflect your culture—and try them out.

15. Practice mindful eating for a week—and try it with your favorite fruit or vegetable.

16. Eat locally grown foods for a week, and abstain from any foods that are out of season.

17. Pay attention to any bills before the state or national legislature that deal with aid to the hungry, support for small farmers or nutrition. Email your representatives with your faith perspective.

**GIVE**

1. Look at your family food budget and bills. See how your money is spent. Work to make it reflect a more just way to eat and share with others.

2. Give up bottled water, soda and/or other sugary drinks for a month and donate the money you would have spent to CRS or a local food pantry.

3. Support a person or group through a microloan with CRS faithACTS program that helps communities flourish around the world *(faithacts.crs.org)*. CRS’ Gift catalog also allows you to buy shares of projects that help people around the world *(gifts.crs.org)*. Purchase a share that celebrates or honors someone special in your life. Choose something food-related.

**Come up with your own ideas. What might those be?**

________________________________________

________________________________________

________________________________________
OBJECTIVES:
• To challenge participants to go deeper in exploring what a right relationship with food looks like in everyday life
• To provide them with the opportunity to be creative in educating others on food justice

SET UP/MATERIALS NEEDED:
• Have copies of the handouts, *Pitching A Concept For Our Own Tv Food Show*, ready for distribution
• Ask three adult volunteers to play the television executives who listen to pitches from the small groups.

PROCESS:
1. Have participants form small groups, encouraging them to find people they have not spent time with during the fast. Distribute the Handout, *Pitching a Concept for Our Own TV Food Show*. Then begin with the following.

   The Food Channel occasionally invites people to submit their ideas for a new food show. Based on all the things we’ve shared, discussed, reflected on and learned these past 20 hours, come up with ideas for a brand-new show for foodies.

   Your mission is to create a show based on food justice rather than food indulgence. You will have 20 minutes to create your idea, and 3 minutes to pitch it to the TV execs. We will vote for the best idea after all ideas have been shared. Are there any questions?

   Do a time-check after 15 minutes. When the 20 minutes are up, bring the community back together. Invite each group to make its 3-minute pitch.

   After each team has made its pitch, conduct a vote to see which team wins the Food Channel Challenge. Congratulate them and encourage them to send their idea to the Food Channel—just to see what might happen.

   **1:45 p.m. — 2:00 p.m.  BREAK**
Your mission is to create a 3-minute pitch to television executives, convincing them to give you a food show based on food justice, not food consumption. Use the following questions to develop your pitch.

1. Where will your show be filmed? What city and why?
2. What is the purpose of your show? What are the key points you want to emphasize? These might include things like healthy eating, eating locally grown products, being mindful about the hungry across the world (and sharing our abundance), etc.
3. Do you want to take a serious or more playful approach to your show? How will you get the message across?
4. Who do you want on your show? Will you bring in guest chefs? CRS staff members who help people in developing countries grow better crops? Someone from your local food bank?
OBJECTIVE:
To engage participants in the concept of right relationship with food by looking at what they eat for lunch

SET UP/MATERIALS NEEDED:
• Make copies of the Handouts Is JUST Food on the Menu? and Is JUST Food in Your Lunch Box?
• Pen or pencils

PROCESS:
1. Begin by sharing the following.

Let’s take another step into JUST food. Grab a partner who does school lunch the same way you do—either bringing it from home or participating in the school lunch program!

Give them time to pair up, then continue.

You’ve all had really good and really bad experiences of school lunches, right? Now is your chance to put what you’ve learned into practice. Take the handout that applies to your team—either the Packed Lunch or the School Lunch Menu—and read through the 3 days of school lunches or packed lunches. They may be more nutritious than school lunches were in the past. But are these JUST menus or just menus? Are they JUST packed lunches or just packed lunches?

The two of you will have 5 minutes to make the menus more JUST. Then you will find another pair, exchange menu ideas and give each other feedback on your menus. Did you make the menu more JUST?

2. Give participants 5 minutes to complete the exercise, and then invite them to get into groups of four and share their ideas.

3. Conclude with the following.

Maybe you can go to your own school (if you have a hot lunch program) or your parish grade school and make suggestions to the principal or the head of the cafeteria on offering a more JUST menu! Or, if you are bringing a lunch from home, you can be more conscious of the foods you pack and eat.

After a break, we are going to look at more ways you can bring justice to your food habits.
Here is an actual menu from a public school system in the Midwest. It’s pretty nutritious. But would you change anything about it based on your experiences during the fast?

**MONDAY, AUGUST 18**

Lunch: California burger on a bun, baked school fries, chilled pears, milk  
Snack: Yogurt, dried cherries, chilled orange juice

**TUESDAY, AUGUST 19**

Lunch: Cheese pizza, fresh spinach salad, fresh Granny Smith apple half, milk  
Snack: Animal crackers, fresh kiwi

**WEDNESDAY, AUGUST 20**

Lunch: Soft shell taco, steamed golden corn, fresh banana, milk *(taco marked as locally made)*  
Snack: Frozen strawberry cup, Vanilla Bear Grahams

What would you change and why?
Here are three packed lunches and snacks that a child might bring to school. What would you change, based on your experiences during the fast?

**MONDAY**

Lunch: Processed lunch meat and American cheese sandwich on white bread, bag of chips, apple

Snack: Candy bar

**TUESDAY**

Lunch: Flour tortillas with peanut butter, carrot sticks, orange

Snack: Animal crackers, Kool-Aid

**WEDNESDAY**

Lunch: Turkey wrap with lettuce, onions and tomatoes, packaged fruit cup

Snack: Microwave popcorn

What would you change and why?
OBJECTIVES:
• Creating a deeper awareness about what advocacy is
• Motivating participants to advocate for the hungry in our world
• Giving participants the skills they need to become effective faith-based advocates

SET UP/MATERIALS NEEDED:
• Check the CRS link on advocacy (confrontglobalpoverty.org/get-involved/action-center) and the United States Conference of Catholic Bishops (cqrcengage.com/catholicbishops/action) link to see if there is any pending legislation regarding food or agriculture. If there is, focus on advocacy for food security, food justice, rights of small farmers or distribution of food to those most in need. If not, encourage participants to focus on general advocacy for legislation that provides aid to the vulnerable and poor who are hungry—at home and abroad.
• Have four participants prepped to proclaim Jeremiah 1:4–10.
• Have bibles for all participants, or make copies of the Scripture passage for all participants. You can also project the passage on a PowerPoint slide.
• Have the bible on the prayer table marked at Jeremiah 1.
• Make copies of the Handout, How to Advocate for Structural Change, one per participant.

PROCESS:
1. To begin this session, invite participants to sit in groups of 5 or 6. Ask them to reflect on all they’ve experienced over the past 22 hours. Ask them:
   
   What was the most surprising thing that you learned or that happened while here?
   
   What did you learn that made you stop and think?
   
   What do you feel called to do after this fast (besides eat)?

2. Allow 7 or 8 minutes for the sharing, then offer the following.

   You came to this FoodFast, unsure about what would happen, but knowing you’d feel really hungry by this stage in the experience. You learned what you do and don’t know about where our food comes from, and why we should care. You reflected on your own relationship with food. You experienced a melodrama, you baked bread for those in need and you created a TED Talk to share your own wisdom about food justice. You even pitched an idea for a food show on JUST food! You know the connection between your food habits and the people who are hungry. You have ideas for changing the way you view and use food in your own life.

   You have experienced how we can help end hunger in our world through prayer, learning, acting and giving. We have prayed throughout our time. Together, we have been learning about food justice and we are giving the money you collected for fasting to Catholic Relief Services as they assist people around the world. And when you made the bread, you acted. You committed to more action when you looked at the things you can do to help those who are hungry. Some of those might be lifestyle choices, ways to stand in solidarity with the most vulnerable. We are going to round out action by looking at ways you can be a voice for the hungry.

   Our last big reflection will be on how you can be an advocate for those who are denied the basic human right, which is food. When we think about having a preferential option for the poor and vulnerable, which of course would include all of the hungry people in our world, we usually think the most important thing is to feed them. And that is what Jesus challenged us to do when he said, “What you do for the least of my brothers and sisters, you do for me.”
But Jesus also challenged unjust structures that kept people from living a life of dignity and hope. He wants us to be spokesmen and women on behalf of those whose voices are not heard by the powers that be.

Let’s listen to the words spoken by the prophet Jeremiah about being the voice of God for those who don’t have a voice.

3. Have a reader proclaim Jeremiah 1:4–10. Have bibles or copies of the passage in front of the participants.

The word of the Lord came to me:
Before I formed you in the womb I knew you,
before you were born I dedicated you,
a prophet to the nations I appointed you.

“Ah, Lord God!” I said, “I do not know how to speak. I am too young!”

But the Lord answered me,
“Do not say, ‘I am too young.’
To whomever I send you, you shall go;
whatever I command you, you shall speak.

Do not be afraid of them, for I am with you to deliver you - oracle of the Lord.”

Then the Lord extended his hand and touched my mouth, saying to me,

“See, I place my words in your mouth!
Today I appoint you over nations and over kingdoms,
to uproot and to tear down, to destroy and to demolish,
to build and to plant.”

The Word of the Lord

RESPONSE: THANKS BE TO GOD!

4. Invite participants to reflect on that passage. Ask them to share any word or phrase that struck them. Take about 3 minutes.

5. Have the second reader proclaim the passage again. Then invite participants to share what they think God is saying to them personally in that passage. Again, take 3 or 4 minutes for this.

6. Invite the third reader to proclaim. This time, ask the participants to offer a prayer—silently or aloud—that asks God to guide them or thanks God for the grace they have been given to do his will. Take about 3 minutes for this.

7. Finally, have the fourth reader proclaim the Word. This time, invite participants to rest silently in that Word, letting it sink into their hearts and minds, bones and muscle. Keep a few moments of silence after the reading has been proclaimed. Then continue.
We have just completed “Lectio Divina,” which is Latin for “divine reading.” (For more information, go to usccb.org/beliefs-and-teachings/how-we-teach/catechesis/catechetical-sunday/word-of-god/upload/lectio-divina.pdf). It is an ancient practice in our faith tradition, going back to the time of St. Benedict in the sixth century. It is a way of breaking open the Word of God that Pope Benedict and the bishops of the world encouraged us to do in 2008. Pope Francis continues this encouragement today.

We just asked God to help us be a voice for those who are hungry, for those who are starving, for those who will die today because they have no food. In a world of abundance, babies and children, old people and teenagers, young adults and middle-aged people will die today because of malnutrition. This is not just, and it is not right. We know there is enough food in the world to feed everyone. That means someone has a wrong relationship with food. But is it only individual people who are at fault? Are there any laws or systems or structures that cause people to be hungry? Advocacy means that we pay attention to these structures. And when they are wrong, we speak out—like Jeremiah—even if we are young.

8. Distribute the handout, How to Advocate for Structural Change. Then continue.

This handout offers ways you can advocate for those who are hungry. Let’s go over the possibilities together.

Move quickly through the list of 10 ways they can advocate, answering any questions participants might have.

9. Invite participants to discuss which of these 10 actions match up with what they heard God calling them to do in the “Lectio Divina” process. Then invite all participants to regroup according to the one number that most closely matches what they hear God calling them to do. Do this quickly by inviting all those who chose #1 to gather in one spot, those who chose #2 to gather in another, etc.

10. Once everyone has settled into their new groups, encourage them to brainstorm the best ways to advocate for the poor. Give them about 15 minutes to do this. Then invite the large group to share ideas.

11. Suggest that they add their advocacy action to the list of individual acts they have committed to doing. Thank them for being open to God’s Word and encourage them to become voices for those who are hungry.
1. Educate yourself about hunger, nutrition, agriculture policies, etc., and on any legislation that is coming before Congress or the state legislature.

2. Find out if there are organizations in your parish, city or diocese that are advocating for the hungry. This might include Catholic Charities, a parish social concerns committee, St. Vincent de Paul, etc.

3. Meet with or email your national and/or state representatives, sharing your viewpoint about protecting the vulnerable and feeding the hungry, about nutrition for all, and about a right relationship with food.

4. Send a message to your congressional representatives (usa.gov/elected-officials) at the beginning of a new session of Congress, sharing your values and beliefs about how they can represent you in caring for the most vulnerable.

5. Donate money to organizations that advocate for the poor and vulnerable, and for hungry people around the world. One example is Catholic Relief Services. CRS operates or supports projects in more than 100 countries that help people become self-sufficient. Another is a local Catholic Charities agency or the Catholic Campaign for Human Development, two organizations that work to address domestic poverty and hunger.

6. Talk to your friends. Encourage them to have a right relationship with food—in their families, their parishes, and their community.

7. Catholics Confront Global Poverty, or CCGP, is an initiative of the United States Conference of Catholic Bishops and Catholic Relief Services that addresses issues that hurt the poor and hungry. Sign up today for advocacy alert emails (confrontglobalpoverty.org/get-involved/action-center). Then whenever a bill comes up before Congress that has to do with caring for the most vulnerable, you will be alerted to email your senators and representative.

8. Pray! Prayer is a legitimate way to advocate (with our God in heaven!) on behalf of those who are suffering from unjust structures that cause them to be hungry or malnourished.

9. Call the White House. Let the President of the United States know how you feel about an issue. The number is 202-456-1111!

10. Mobilize your parish or school to do a food drive or some other form of food collection for a local food pantry. Inform your community about the need and why it’s so important for them to participate.
**Process:**

1. Participants will complete the wall art at this time.
2. When everyone has finished, ask two or three people to carry it up to the prayer space so it is part of the closing prayer and commissioning.

4:00 p.m. – 4:30 p.m.  **Break**
OBJECTIVES:
• To remind participants of God’s abundant love
• To inspire them to share the resources they have with those in need, just as Jesus did
• To recognize the sacrifice and commitment to justice that the young people made in fasting
• To encourage them to continue to work for food justice for all God’s people when they return home
• To spread the good news by inviting parents, friends and other community members to learn about the experience and to help commission them

SET UP/MATERIALS:
• Decide if the commissioning outlined below will take place in the context of Eucharist. If so, meet with the presider ahead of time to inform him of his role, the placement of the commissioning in the mass and what will take place.
• Encourage a dialogue homily during the liturgy, inviting young people to share something they want to remember.
• Use the readings of the weekend/day or choose your own. Use songs from this FoodFast or check the CRS FoodFast website for additional music suggestions. For a sending song, use One Family by Pasquale Talarico, available on the CRS FoodFast website for download.
• Have fair trade commissioning gifts from the Serrv website ready to give to the youth and the adult volunteers.
• Print enough copies of the Handout, One Human Family, Food for All campaign prayer for each participant or order prayer cards through the CRS FoodFast website.
• If the commissioning does not take place within a liturgy, have two baskets with bread from different cultures/countries.
• Include any other objects made throughout the FoodFast (e.g., a loaf of bread, the wall of art) in the prayer or sanctuary focus.
• Choose readers to proclaim the Word.

GATHER
Opening Song: King of My Heart by Greg Walton (Oregon Catholic Press) or Home in Me, by Ben Walther (Spirit and Song) or another song of your choosing

Lord God, we thank you for an incredible time together. Thank you for all we have shared. We have learned about food in more ways than we could imagine. We have been challenged to be mindful, thoughtful, generous and compassionate. We ask now that you give us courage to make changes in ourselves and our communities. Open our eyes to the hungry in our schools and neighborhoods. Help us to listen carefully to the sounds of injustice and find ways to challenge others to join us. We pray this in the name of the Father and of the Son, and of the Holy Spirit. Amen.

LISTEN
Reader 1: Matthew 25: 35-36
**COMMISSIONING PROCESS**

**Reader 2:**
Please respond, “I will say yes!”

When I am made uncomfortable by the needs in the world and you ask me to share...

When I am tempted to waste, to throw away food or drink and you remind me to take less...

When I have a choice to buy locally and support my neighbors who farm...

I will be reminded whose hands and labor brought food to my table and in gratitude...

When I am asked to challenge systems that deny basic rights and food for all people...

When asked by God to take what I have learned and share it with others and continue to make a difference...

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

**Leader:**
We invite the adult leaders to come forward for a blessing.

Please raise your hands in blessing over these special adults.

Lord, we thank you for these leaders gathered here. We are grateful for their ministry and for all they do to bring young people closer to you. May they be reminded of the work done here at FoodFast and continue to be a teacher about the gift of food, openness to others, and what it means to live like Christ. Amen.

Present the adult leaders with their gift. Then continue:

We invite the young people to come forward for a blessing.

Please raise your hands in blessing over these special young people.

Lord, these young people have taken time to learn, to grow and to be challenged. We ask you to continue to work in their hearts so they may know your will, meet the challenges before them and rely on you for strength, courage and inspiration. May they be reminded to be in right relationship with all God’s creation. May this CRS FoodFast inspire them to find joy and strength in the Eucharist and be ready to go out into the world to make a difference. Amen.

Present the young people with their gift individually. Then invite everyone to share a Sign of Peace.
Thank all those who helped with the FoodFast and invite the group to show their appreciation with a round of applause.

SEND FORTH

Offer your own words or use these for a closing reflection:

Food connects us all and helps us to know that we are one human family bound together by this beautiful planet and all she has to offer us. As we go forth, let us celebrate our common unity and stand in solidarity with those who will face hunger tonight.

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

End the commissioning by inviting the entire community to pray the One Human Family, Food for All Campaign Prayer. For the sending song, sing the song One Family by Pasquale Talarico.
PROCESS:
1. Consider a simple meal for the closing meal. Warm up the bread that the participants made at the start of mass. The current CRS Rice Bowl (crsricebowl.org) and the CRS Rice Bowl recipe archives offer international recipes that make for a nice simple meal (crsricebowl.org/recipe-archive).
2. If parents and other members of your community are joining you, invite each participant to share a highlight or a brief reflection on what they learned during the CRS FoodFast.
3. Take a group picture. Post it in your parish and share it with CRS!
4. Invite the entire group to pray the One Human Family, Food for All prayer at the close of the evening.
One Human Family, Food For All

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

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

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

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

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

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