

Programming Guide

Grade: All ages! Notes and tips on how to adapt content for younger audiences are included in the guide
Duration: Up to five 45-min. sessions
Date: Any

Topics: Belonging, Displacement, Community

Guide Description:

A guide and template for you to host a variety of programs in your school, church, and/or community. Our Engagement team at ADRA International developed and shared this hands-on week of prayer first in March of 2023 in Arlington, TX..

Uses:

- ▶ Themed Week of Prayer
- ▶ 3 to 5-week Chapel Series
- ▶ 3 to 5-part worship talk

Subtopics:

- ▶ Introduction and 'why?' of Belonging
- ▶ Belonging within yourself
- ▶ Belonging within your Family
- ▶ Belonging within your (This is one of the perfect days to do outreach in the community)
- ▶ Belonging in a global community

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A Series on Belonging

Why talk about Belonging?

The central purpose of this guide is to engage with the topic of displacement, an event that millions of people experience worldwide. People can be displaced within their city or town when securing housing becomes difficult. Other times, displacement occurs when citizens of a country experience war, famine, violence, or persecution. People everywhere and of all ages can experience and relate to the feelings that come with displacement.

ADRA's work around the world often includes supporting people experiencing displacement. It is essential to listen to these stories and recognize the stories of hope, strength, courage, and purpose shared in the search for a place to belong.

We hope this guide helps you guide intentional conversations that result in greater understanding and kindness toward displaced people. The goal is to inspire and take action to support people in your community.

We have included five sub-topics each representing a different facet of belongingness, from the most minor (micro) level to the larger picture (macro).

We worked closely with a campus pastor and school leadership to modify the weekly schedule for students to have hands-on activities and opportunities for outreach in their community. At the inception of these 'Belonging talks,' our team had three days to dive into some of the topics and two days for outreach. We encourage you to make intentional community outreach a part of your plans too!

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A Series on Belonging

Introduction and 'why?' of Belonging (45 min program)

Worship (15 mins)

Student leadership in this part of the program is encouraged!

Game Time (8mins)

Spend a few moments to connect with the audience through a short game of "Would you rather" Some prompt and action examples:

- ▶ Clap if you like summer, stomp if you prefer winter
- ▶ Stand up in place if you play an instrument, stay seated if you don't
- ▶ Make a 'shh' sound if you prefer dogs, make a 'lelele' sound if you prefer cats
- ▶ 'Moo' if you like crunchy peanut butter, 'Meow' if you like smooth peanut butter.

Tip: It helps to give an example of the motions/ sounds. If there is space to move around, you can also have students move from one side to the next. Keep in mind this will increase the time to reset the group.

Speaker and ADRA introduction (5 mins)

Take a few moments to introduce yourself. Introduce ADRA and explain the connection between our global work and our focus on helping communities everywhere thrive.

Belonging (15 mins)

Introduce the topic for the week, especially concerning displacement and the feeling of not belonging.

Interview a few students by asking:

- ▶ What does belonging mean?
- ▶ Where do you feel like you belong?

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Connect with the topic. Have *you* ever felt like you didn't belong somewhere? Perhaps you grew up in a different country or community, etc.

Share the **verse** in Exodus 23:9 "Also thou shalt not oppress a stranger: for you know the heart of a stranger, you were strangers in the land of Egypt."

Draw a **parallel** between the story of the Israelite's liberation from Egyptian rule and wandering in the desert and that of people who have become refugees, unhoused, etc. The verse invites us not to add to their oppression and burden but to know their hearts.

Tips to modify for younger students:

- ▶ Give examples of where they might belong, like school clubs, sports teams, church groups, etc.
- ▶ Have students identify things that 'don't belong' within a group. Visual aids on slides work best.
- ▶ The examples you share of your own experience with belongingness should be appropriate and understandable for the age group.

Closing (2 mins)

Take this time to state the topic for the week, explain the outreach opportunities for the week, and close with prayer and announcements if appropriate.

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Belonging within your Family (45 min program)

Worship (15 mins)

Student leadership in this part of the program is encouraged!

Game Time (8mins)

Take a few moments to connect with the audience through a short game.

- ▶ Ask for three audience volunteers. Organize to have three chairs, a way to cover one student's eyes, to block another student's hearing, and the last students' talking.
- ▶ Think of an activity that is not complicated for the students to complete (draw a certain animal on a sheet of paper, operate a small camera, add the address, and post to an envelope, etc.)
- ▶ Have the volunteer who can't talk read an instruction card and use hand motions and charades to explain it to the volunteer who can't hear. This second volunteer will speak the instructions as they understand them to the last volunteer who can't see. This last volunteer will complete the activity by listening to instructions while blindfolded.

Tip: Younger audiences will have an easier time completing easier tasks. Consider your language in the instruction card.

Speaker and ADRA introduction (5 mins)

Share more about your family. Share how ADRA operates in 120 country offices, making us a big family worldwide.

Belonging (15 mins)

Introduce the topic for the day. And make a point to share that families look different. For some, it can mean something different than biological relatives. It can also mean a group of friends or a school or church community.

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Interview a few students by asking:

- ▶ What is a tradition in your family?
- ▶ What is your family's favorite thing to eat?
- ▶ Do you have an assigned 'role' in your family?

Connect with the topic. What does your family look like? What roles did you have growing up?

Share the family story of Esau and Jacob and their eventual troublesome relationship, especially in *verses* in Genesis 27:41-46

Draw a *parallel* between the story of these siblings, and how the relationships with our families impact all other relationships in our lives for good or bad. Especially because of the family roles.

Tips to modify for younger students:

- ▶ Give examples of potential roles, like 'youngest child,' 'taking the trash out,' or 'planning family activities.'
- ▶ Have students identify things that 'don't belong' within a group. Visual aids on slides work best
- ▶ Use the story of Naomi and Ruth in Ruth 2:11 for younger audiences.

Closing (2 mins)

Take this time to state the topic for the week, explain the outreach opportunities for the week, and close with prayer and announcements if appropriate.

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Belonging in a Global Community (45 min program)

Worship (15 mins)

Student leadership in this part of the program is encouraged!

Speaker and ADRA introduction (3 mins)

Share what communities you feel a part of (religious, hobbies, cultural, etc.)
Share how ADRA operates in communities through the pillars of health, education, livelihoods, and emergencies.

Belonging (15 mins)

Introduce the topic for the day. And make a point to share that families look different. For some, it can mean something different than biological relatives. It can also mean a group of friends or a school or church community

Interview and debrief with students about either their community or the outreach experience.

- ▶ What did you do in your community?
- ▶ What is something you weren't expecting to notice or experience?
- ▶ What is something you learned?
- ▶ Have you traveled outside of your community?

Connect with the topic. You can use overlapping and increasingly larger circles to represent the individual, family, friends, school, church, town, state, country, and religious denomination until the circles envelop all the earth.

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Share your personal experiences connecting to others who may be different in your community or through an abroad experience.

Make the important point that other communities one may encounter can be vulnerable, so it is crucial to safeguard their integrity, empower that community instead of imposing a separate agenda, contextualize the goals for that community, and reflect on your preconceptions or assumptions before interacting.

The *verses* in Matthew 25:35 remind us of what Jesus commands us to do.

Draw a *parallel* between the week's topics and invite the whole audience to become part of the change needed to create spaces all can belong in and continue learning.

Tips to modify for younger students: Sometimes different grades will have different outreach opportunities, so the interview questions allow them to hear the different experiences of their peers.

Closing (2 mins)

Take this time to make any last closing remarks and end with prayer and announcements if appropriate.