



# TOGETHER WE TRIUMPH:

## YOUTH RESPONSE TO DISASTER

LEADER'S MANUAL

A resource for Church Youth Leaders  
created by a joint task force of United Methodists and Presbyterians (USA)

sponsored by  
Presbyterian World Service, Presbyterian Church (U.S.A.)  
United Methodist Committee on Relief, United Methodist Church

written by  
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# Together We Triumph: Youth Response to Disaster

## CHURCH YOUTH LEADER'S MANUAL

### *We Believe...*

...that God calls all people, including youth, to respond to disaster as a witness to the Gospel of Jesus Christ.

...that young people can be prepared, through skill building, Bible study, and learning activities, to take an active part in relief and recovery efforts following disasters.

...that youth have energy, concern, and commitment to offer to those who are suffering from the effects of both major, wide-spread disasters and local emergencies. With training, young people can fully participate with adults in the work of clean-up and rebuilding.

**THIS MATERIAL** has been developed to provide resources for youth leaders, church pastors, camp directors, and others who want to prepare young people for ministry in disaster situations. This resource can help your group plan and prepare for a work camp or mission trip, or it can help you prepare for dealing with disasters in your own community. The five modules can be used over a period of several weeks or in one weekend retreat setting.



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Presbyterian World Service, Presbyterian Church (U.S.A.)

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# Table of Contents

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<b>Introduction</b> .....	1
<b>Module One: The Earth, the Water, the Fire, the Air</b> .....	5
<i>Understanding the nature of disaster</i>	
<b>Module Two: Becoming God's Hands and Feet</b> .....	11
<i>Responding to human suffering</i>	
<b>Module Three: Keeping My Head and Heart</b> .....	17
<i>Preparing to help others</i>	
<b>Module Four: The Pain, the Power, and the Promise</b> .....	23
<i>Participating in recovery</i>	
<b>Module Five: Re-creation out of Chaos</b> .....	29
<i>Celebrating God's creation and love</i>	
<b>Resources</b>	
<b>Video Guide</b> .....	34
<b>Experiential Activities and Learning Games</b> .....	35
<b>Resource List</b> .....	41





## Introduction

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**D**isaster can strike our lives in many forms. Often disaster occurs when the forces of nature take on a terrifying dimension in the form of flood, hurricane, tornado, or earthquake. Some disasters such as fires or chemical spills can be caused by human error or negligence. Occasionally, even, we see disasters such as bombings that are caused intentionally by evil design. In any case disaster turns our lives upside down. Victims are often left without homes or possessions. Some disasters claim thousands of lives. People are wounded. The very necessities of life such as clean water and food may be unattainable.

People suffer emotional and spiritual losses as well. Victims grieve the losses of lives and property. They are left with the impression that they are vulnerable and no longer in control of their lives. Disasters even cause people to question the existence and the goodness of God. Some victims feel deserted by neighbors, family, and God.

It is into this bleak picture of human suffering that people of faith are called to come offering a cool drink of water, a healing hand, a listening ear, and the good news of God's love. It is in the midst of disaster that God's presence can offer the most reassurance and healing. We go into the rubble of human existence to be God's ambassadors, bringing the gift of new life.

This resource is designed to help young people become prepared to help in the case of disaster. However, in many ways the idea of becoming prepared to respond to disaster is misleading because when a disaster occurs, no one is really prepared for it. Disaster, by its very nature, contains the element of surprise. However, by learning about different kinds of disasters, by studying people's responses to disasters, by learning new ways of listening to the needs of others, and by learning to place our trust in God, we can all become friends to people in need.

This resource contains five modules or session plans, each devoted to a different aspect of preparing for disaster response. The modules are meant to be used in sequence. Each module will take approximately one hour. Optional additional activities are included to allow you to adapt the material to fit into a longer time frame.

## Who Will Use This Resource?

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Many young people feel a strong need to put their faith into action by doing something significant to help others in need. Summer work camps and mission trips are popular activities with groups of Christian teenagers. They provide participants with opportunities to grow in their faith, to do something significant for others, to gain understanding and concern for the needs of others, and to find community with other Christian young people and adults.

In order to become effective helpers in the midst of a disaster, young people need to be prepared. This resource will help young people plan for a work camp or mission trip in an area where disaster has struck or to become prepared to deal with potential disasters right in their own community. The material is designed to be used with groups of older youth or college students. It can be adapted for use with younger youth or even adults.

The modules can be used in Sunday School classes, youth fellowship programs, camps, conferences, or interdenominational groups of young people. You may choose to use all five modules together as the program for a week-end retreat.

## Your Group

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You may be working with an already-formed and established group such as a church youth fellowship group or Sunday School class. You may find, however, that the nature of this material lends itself to use by groups of teens brought together by a common concern for disaster victims. The group may involve youth from different churches and even different denominations. This is a good opportunity to invite unchurched youth who are looking for a meaningful way to make a difference in the world. In any case it will be important to find ways to help your group grow to know and to trust each other well so that they can work together comfortably.

## Group size

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Most of the activities in this resource assume that you are working with a group of 10-30 young people. Suggestions are made at times to divide the group into smaller clusters to allow for more participation in the discussions. If you have a youth group of fewer than ten members, you may want to consider doing most of the activities as a whole group. Those leaders of very large youth groups may want to use the small group approach even more frequently than called for in the session plans.

When small group discussion is going on, it is important for everyone to understand the following guidelines:

1. Give everyone an opportunity to speak.
2. Listen carefully when others are speaking.
3. Be supportive and ask questions.

Generally it is a good idea to assign participants to small groups at first until they are accustomed to this way of working so that no one feels left out by not being chosen for a group and so that the youth are encouraged to spend time with new people. There are a number of creative ways of dividing people into groups such as:

- Those with summer birthdays (autumn, winter, spring) meet together.
- Place colored dots or stickers on name tags. Have people meet with others who have the same color.
- Pass out folded slips of paper with numbers or words on them. Have people find the others who have the same number or word.
- Give each person a puzzle piece. Have people wordlessly try to find the others whose pieces fit their own. These people make a group.



## Group Building

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To be effective in the field of disaster response, your young people will need to become comfortable working together as a team. There are activities in each module designed to help build community. As group leaders you will want to be sensitive to the importance of each person feeling a part of the group. Please allow adequate time for participation in and debriefing of group-building activities.

## Activity Guide

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An Activity Guide accompanies this resource. It is suggested that you provide one copy of the Activity Guide for each participant in the program.

## Journals

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You may choose to ask participants to keep journals of their experiences of working together on this group study. Explain that a journal is a private record of thoughts, feelings, reactions, and ideas. It can include poetry, prayers, and sketches. In some of the modules, you will find suggested ideas for subjects to include in the journals. Participants will want to keep their journals with them if they go on a work camp or mission trip to record their experiences.

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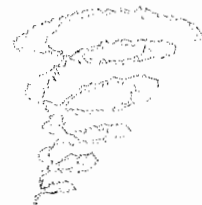
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# MODULE 1

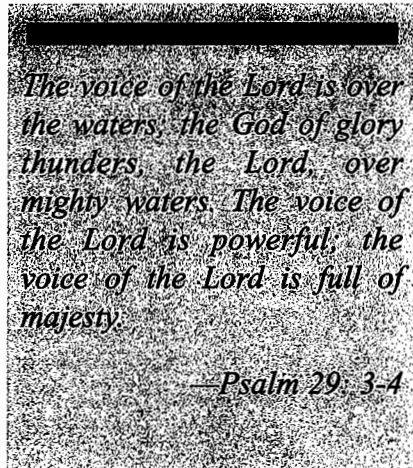
## *The Earth, the Water, the Fire, the Air* Understanding the Nature of Disaster



## MODULE 1

### *The Earth, the Water, the Fire, the Air* Understanding the Nature of Disaster

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### Scripture

Psalm 46

Luke 10: 29-37

Psalm 29:3-4

### Theme

God the Creator is sovereign over all of creation. The natural forces of God's world can be frightening and destructive. This realization often causes people of faith to ask difficult questions about the nature of God. Participants will begin to understand the nature of disasters and how disasters impact individuals and the human community as they begin to form a community of their own.

### Objectives

Participants will:

- begin to create a community for learning and working together
- discover how the forces of God's creation can overwhelm human beings
- experience the importance of quick decision-making and team effort in disaster situations
- explore the meaning of the word DISASTER
- become aware of the emotional impact of disaster
- examine the biblical call to reach out to help people in need

### Resources Needed

- room large enough for small groups to spread out at tables or on the floor
- circle of chairs
- name tags for a new group
- easel and newsprint pad
- markers, masking tape
- VCR and monitor (optional)
- video (optional): *When Disaster Strikes* (20 minutes, order from FEMA, P.O. Box 70274, Washington, D.C. 20024, #FEMA-79)
- Bibles
- hymnals or songbooks
- a set of pictures and headlines cut from magazines or newspapers and mounted on construction paper, depicting a variety of emergencies and disasters (optional)
- copy of the Activity Guide for each participant
- materials for All in the Same Boat: 12 feet of rope, roll of masking tape, 3 x 5 ft. rug or paper (approximate), colored paper or ribbon, kitchen timer or stopwatch, flashlight

## Session Plan

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### Getting Started 15 minutes

As participants arrive, you may want to supply nametags if the group consists of people who do not know each other well. Introduce yourself and then explain to the group that they are about to embark on an exciting and challenging adventure together. They are about to discover what happens when the beautiful world of nature goes out of human control and creates a nightmare of destruction. We all read about floods, hurricanes, earthquakes, tornadoes, and fires in newspapers and books. Some of us have even encountered a natural disaster in person. There are also terrifying disasters such as fires and explosions that are caused by human neglect or evil intent. Explain that in your time together you will be learning more about disasters and how they impact the people who are caught in their midst. You will also be exploring how Christians can celebrate and bear witness to God's goodness even in the middle of disaster. Give an overview of the five modules that you will be using.

Explain that it will be important for your group to learn to care for and trust each other if you are going to be effective helpers at a time of disaster. Therefore, you will be spending time during each session in creating your own community.

If your group consists of fewer than ten participants, you will want to arrange chairs in a circle and have everyone participate in the following get-acquainted activity together. If there are more than ten people in the group, suggest that the group divide into small clusters of 4-5 people each. You may choose to assign people to small groups by placing numbers or colors on chairs or name tags. If the participants know each other fairly well, *skip question #1*. Have every person in the group give an answer to one question before going on to another question.

1. Invite group members to give their names, where they live and go to school. If this is an ecumenical or interchurch group, they might also share their church affiliation.
2. Then ask each group member to name a favorite activity, sport, hobby, job, or project. Comment on the variety of activities that offer enjoyment.
3. The third time around invite group members to share a small "triumph" they have experienced. It may involve a challenge that was accepted, an obstacle overcome, or an accomplishment that involved hard work. Encourage them to describe how they felt about that "triumph". The group leader should be prepared to tell about a personal triumph first while the participants are thinking.
4. Ask each person to tell about a time she/he felt frightened or out of control.

If your time is limited, you may choose to select either question 3 or 4.

When the group has finished, comment on the value of our feelings as important aspects of who we are as human beings. Explain that during this course, participants will be exploring their own feelings and learning about what happens to people who have survived major disasters in their lives. They will also practice listening to the stories and feelings of other people.



### What is a Disaster? 10 minutes

Introduce this activity by explaining that your group will be spending a considerable amount of time together learning how to be effective helpers in situations of disaster. It is important first to come to an understanding about what a disaster is.

Ask: What do you think of when you hear the word disaster?

As people suggest responses to that question, have a volunteer write the suggestions on newsprint. This is a brainstorming session. Encourage participants to give as many responses as they can. If participants have difficulty responding to the question, the leader may prompt the discussion using the following questions:

- What kinds of disasters are there?
- What feelings do you associate with disaster?

Turn to the definition of disaster on page 2 of the Activity Guide, WHAT IS A DISASTER. Ask a volunteer to read the definition aloud.

Ask: Is there anything you would like to add to this definition or any changes you would make?

Explain that your group will continue to learn more about disaster as you work together. You may want to write the definition of disaster from the Activity Guide on a piece of poster board to hang in your meeting room as a reminder of what brings your group together.

### OPTIONAL ACTIVITIES

#### Feelings about Disasters

Spread the mounted pictures of disasters on a table or tape them to a wall. Tell participants to walk around for one or two minutes studying each picture. Then ask each person to select one picture that has particular interest for that person or which catches his/her attention. (It is fine if more than one person chooses a particular picture.) When each participant has chosen a picture, he/she may take the picture back to the circle.

Ask each person to show the picture she/he has chosen and then to complete aloud the following sentence: "When I see this picture, I feel..."

Again, if there are more than ten people in your group or if your time is limited, you may want to divide into smaller circles.

Summarize the responses by naming all the feelings that were mentioned by the participants. A volunteer may write all the feelings on a sheet of newsprint.

### Group Game, "All in the Same Boat" 20 minutes

See page 6 of this Leader's Manual for materials needed for this game.

Explain that the purpose of this game is to involve the group in teamwork and decision-making under a simulated crisis. The instructions for playing the game are found on page 1 of the Activity Guide. Have everyone follow along as you read the instructions aloud.



## Session Plan

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### Bible Study 10 minutes

Ask participants to follow along in their Bibles as a volunteer reads Luke 10:29-37 aloud.

Have participants turn to page 3 of the Activity Guide. In small groups of three or four, have participants take turns verbally completing the statements in the Activity Guide. Suggest that each person complete one sentence in turn. If there is extra time, let others in the group give responses to each statement.

When the small groups have finished their work, have the entire group join together to discuss the following question:

What responsibility do Christians have to help people who are hurting?

#### OPTIONAL ACTIVITIES:

##### Dramatization

Have the group plan and present a dramatization of the Bible passage (Luke 10:29-37). After participating in the dramatization, ask the group to complete the sentences on page 3 of the Activity Guide.

##### Video and Discussion

Use the Video Guide on page 34 of this Leader's Manual to lead you in a viewing and discussion of the video *When Disaster Strikes*.

##### Group discussion or journaling

Explain that the experience of disaster often leads people to ask difficult questions about the nature of God or God's relationship to the world. Suggest that participants turn to page 4 of the Activity Guide to look over the list of HARD QUESTIONS. Ask whether anyone can think of any other difficult questions that come to mind when confronting disaster. Add each suggestion to the page. Have the group choose one or more of the questions for group discussion or for writing about in their journals.

### Closing 5 minutes

Ask group members to indicate their willingness to commit to the group and the study for the designated period. Explain that their effectiveness in helping others is related to the strength of their commitment to the program and to each other.

Read Psalm 46 aloud.

Read in unison CLOSING PRAYER on page 4 of the Activity Guide.



# MODULE 2

## *Becoming God's Hands and Feet*

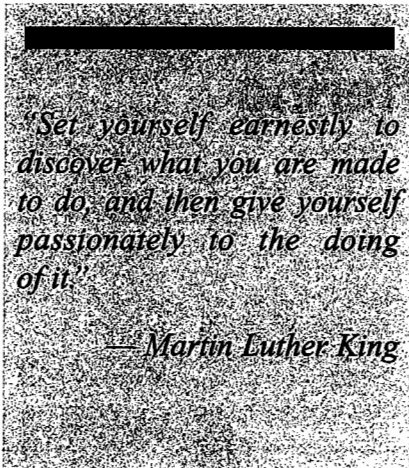
### Responding to Human Suffering



## MODULE 2

### *Becoming God's Hands and Feet* Responding to Human Suffering

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#### Scripture

Psalm 46

I Corinthians 12:12-31

#### Theme

The church has an important role to play in the healing of human pain and suffering after disasters. The pain is physical, emotional, and spiritual, and often it lasts long after the disaster has stopped making news.

#### Objectives

Participants will

- become aware of the cycle of response following disasters and the role of the church and community in this cycle
- develop skills for discerning each person's unique calling to bear one another's burdens in the face of disaster
- see and celebrate the Body of Christ at work in the world

#### Resources Needed

- easel and newsprint pad
- markers
- masking tape
- VCR and monitor (optional)
- video (optional):
  - *Why We Care—Hurricane Andrew* (7-8 minutes, order from your local United Methodist Conference Office) or
  - *Missouri Flooding* (25 minutes, order from Media Services, PC(USA), 100 Witherspoon St., Louisville, KY 40202-1396, telephone 502-569-5211, PRISM #42)
- Bibles
- hymnals or songbooks
- posters depicting the work of the church in disaster response (optional) The following posters can be ordered: *Don't Let Disaster Tear Your Family Apart* (poster #11, FEMA, P.O. Box 70274, Washington D.C. 20024) and *Holistic Disaster Cycle* (available @ \$3.00 each from Church World Service, Disaster Response Office, 475 Riverside Drive, New York, NY 10115-0050, telephone 212-870-3151)
- copy of Activity Guide for each participant
- local telephone books

# Session Plan

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## Getting Started 5 minutes

Greet the participants as they arrive. Review the names of all group members. Review the theme and some activities from the first module. Ask if anyone can recall any key words from the first module. Write these words on newsprint.

## Story 20 minutes

Read aloud the story about the Sandez family in Big Muddy on page 5 of the Activity Guide as group members follow along. Use the discussion questions included with the story.

- Ask: What different kinds of help do you think the Sandez family or others might need after being involved in a disaster?

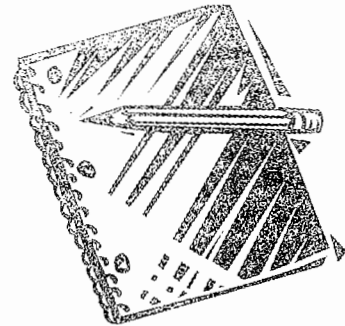
Write all answers on a sheet of newsprint. The categories mentioned will probably include: food, shelter, clothing, medical attention, resuscitation, psychological counseling, child care, water, money, etc.

Ask the following questions:

- Which of these needs are immediate at the time of the disaster?
- Which are long term needs?
- Mark each item with an I for immediate need or an LT for long term.
- Ask: Who do you think provides for all of those needs?

Some people in the group may be aware of organizations that help out during disaster. If so, write the names of those groups on the chalkboard or newsprint. If not, explain that your group is about to find out who responds to disasters.

Turn to page 8 of the Activity Guide, "Stages of Disaster." Have a volunteer read it aloud as others follow along. Explain that there are such a variety of needs after a disaster that no one group, church, or individual can respond to all of them. You are about to investigate how some of these needs are met.



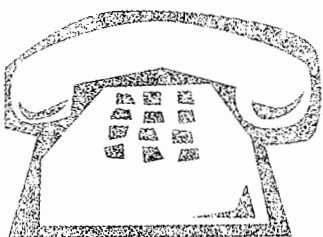
### Emergency Services Search 15 minutes



Introduce this activity by saying that your community already has some emergency services. Many churches and church-related organizations also have programs and services that help people in need. There are also national organizations that are known for their work in disaster response. Ask whether anyone in the group has ever been involved with disaster response work. If so, ask what organizations they worked for and what they did. Turn to the EMERGENCY RESPONSE INFORMATION form on page 9 of the Activity Guide. Ask the group members first to write down the names of emergency response organizations or community services that they know about. Then turn to page 10 of the Activity Guide, WHO RESPONDS TO DISASTER? to find names of local and national organizations that are known for their work in disaster response.



Using the telephone directories, find out which organizations have programs in your city or community. Write down their names and telephone numbers on the EMERGENCY RESPONSE INFORMATION sheet. If you have the time and several telephone lines available, you may want to divide up the list and make the phone calls at this time. The object of the telephone calls is to try to obtain the necessary information to fill out the rest of the chart. You may also choose to divide up the list and give each participant or each small group of participants the assignment of making the phone call and obtaining the information before the next meeting.



Some of the organizations listed are national or international organizations and may have no local listing. Consult the Resource List on page 41 of this Leader's Manual for information on how to get in touch.

**NOTE TO LEADER:** You may want to spend some time helping the participants prepare to make the phone calls. They will need to decide how to introduce themselves on the telephone, what to say about your group, and what questions to ask. Together with your group go over the TELEPHONE GUIDE on page 11 of the Activity Guide. You may want to try role-playing a few telephone conversations until group members feel comfortable making the calls.



## Session Plan

### Bible Study 15 minutes

The apostle Paul writes that Christians are all part of the one body of Christ. Read aloud I Corinthians 12:12-31 as the rest of the group follows along. Ask participants to respond to the passage by individually completing the sentences on page 12 of the Activity Guide (BIBLE STUDY, 1 CORINTHIANS 12:12-31). When they have had about 5 minutes to write down their answers, ask volunteers to tell how they responded to each of the questions. Conclude by asking each person to think about which part of the body he/she is most like. Ask each person to share a response.

**Discuss:** Considering the individual talents that exist in this group, what aspect of disaster response do you think your group would be most effective in undertaking?

### OPTIONAL ACTIVITIES

#### Journals

In their journals, have participants respond to one of the following questions:

- What part of the body of Christ are you?
- How do you think God might be able to use your unique talents in helping others?

#### Poem

Turn to the poem, *TRIUMPH OF TENDERNESS*, in the *WORSHIP RESOURCES* section of the Activity Guide, page 35.

Provide each person with a sheet of paper for notes. Invite participants to close their eyes and listen as you read the poem aloud. After the reading, ask the youth to write down any words or images that they remember. After people have had about a minute to write what they remember, ask them to share the words and images with the group. Write the responses on newsprint or chalkboard so that everyone can see the variety of images recalled.

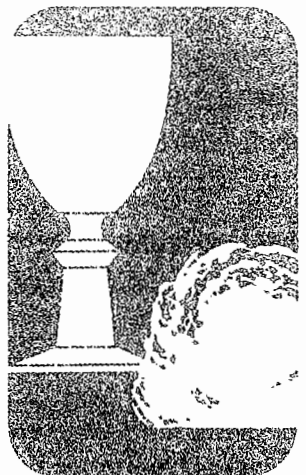
Ask participants to read the poem again quietly to themselves.

Lead a group discussion using the following questions:

- Why did the author write this poem?
- What images show how creation comes from chaos?
- Why do you think the author chose the images that he did?
- How can you express the ideas of the poem in your own words?
- How can people be a part of God's healing work in a disaster situation?

### Closing 5 minutes

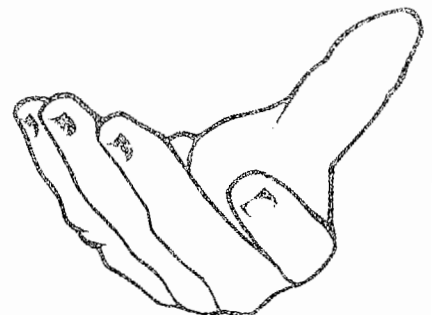
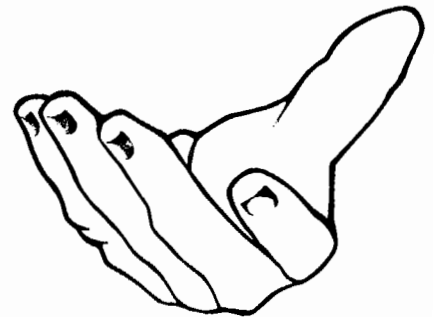
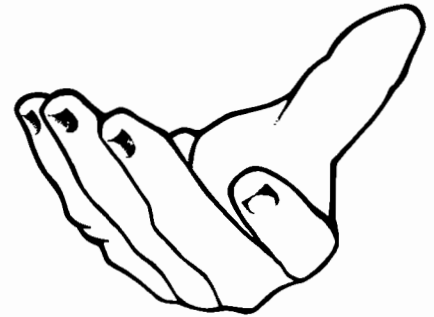
Choose a hymn from the worship resources section of the Activity Guide and pray the unison prayer on page 32 of the Activity Guide.





# MODULE 3

## *Keeping My Head and Heart* Being Prepared to Help Others

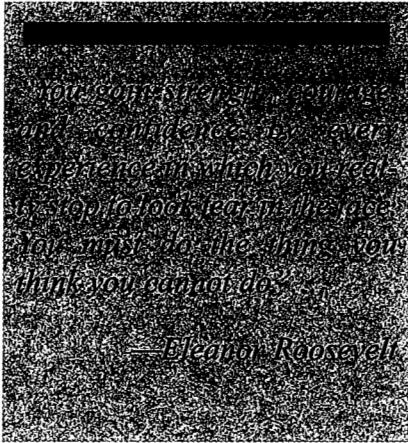


## MODULE 3

### Keeping My Head and Heart

#### Being Prepared to Help Others

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#### Scripture

Psalm 22

Ephesians 6: 10-20

I John 4:7-13

#### Theme

This module will offer opportunities for personal faith development and community building. Participants will prepare for disasters by learning to care for others through listening and understanding.

#### Objectives

Participants will

- recognize the characteristics of stress
- practice coping skills necessary in crises and disasters
- learn and practice skills with which to offer compassion and support to others

#### Resources Needed

- easel, newsprint pad
- markers, masking tape
- Bibles
- items for Stress Test, such as cardboard, paper clip, coat hanger, dead twigs, green twigs, plastic spoons, squares of cardboard, tongue depressors, other inexpensive objects that have some flexibility but will eventually break or tear
- picture of a Roman soldier from illustrated Bible or encyclopedia (optional)
- copy of the Activity Guide for each participant

## Session Plan

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### Getting Started 5 minutes

Begin by reviewing the themes and key activities for the first two modules. Introduce the “Remember to Breathe!” exercise by first demonstrating what you are going to ask them to do. They may feel a little silly and that is OK.

#### REMEMBER TO BREATHE!

**Instructions:** Talk for a few moments about the importance of breathing. “This exercise will remind us that just like plants need water and sunshine, and cars need gasoline to run, and our bodies need food to grow and function, we need air to feed oxygen to our blood. We need oxygen in our brains to think clearly, and we need to think clearly to make quick decisions in emergencies. Often when we are scared or tense, we forget to breathe as much as we should. So let’s practice breathing. Relax, no one will be watching you!”

**Exercise:** Ask everyone to stand quietly, facing away from others. Ask them to close their eyes, breath in slowly as they raise their arms up in front of them and over their heads. Hold for the count of five. Then quickly let the arms drop back down, exhaling quickly as the arms come down. Do this three times. Now open the eyes for about 15 seconds. Then repeat the exercise 2 or 3 times. When everyone is finished, invite group members to sit down in their chairs. Ask them how they felt doing the exercise.

#### Write on newsprint:

- When I am scared: Breathe in, breathe out, relax!
- When I am tense: Breathe in, breathe out, relax!
- When I am frustrated: Breathe in, breathe out, relax!

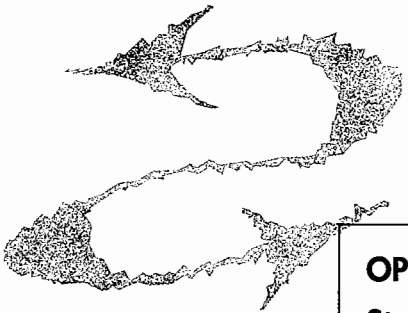
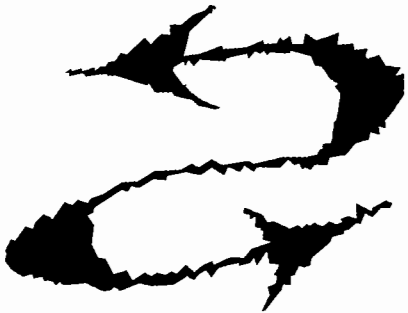
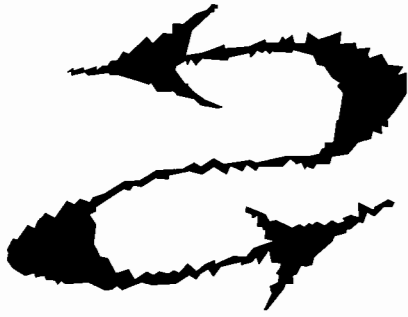
Explain that we need to learn ways to help us relax when we are in stressful situations. This breathing exercise is one way to relax. We will be talking about some others.

#### Emergency Response Information 5 minutes

If you gave out assignments during the last session asking participants to make phone calls or write letters to disaster response organizations, have those people make reports at this time. All participants should add the new information to their *Emergency Response Information* charts on page 9 of the Activity Guide.



# Session Plan



## Bending, not Breaking: Coping with Stress 20 minutes

Begin this activity by reading aloud the Story of Elena Sandez from page 15 of the Activity Guide (ELENA). Save the discussion questions for later. Ask the group members to describe how they think Elena is feeling. Write the feeling words that are mentioned on newsprint. If participants need help in thinking of feeling words, you might suggest: lost, depressed, stressed, worried, lonely.

Ask a group member to read aloud BENDING, NOT BREAKING: WHAT IS STRESS?, Activity Guide page 16, as the others follow along.

Explain that human beings are designed to be flexible, to grow, to bend, to change. Say the following: “These objects (refer to cardboard, paper clip, coat hanger, twig, popsicle stick, etc.) are designed to take a certain amount of pressure. Let’s see what too much pressure does to these things.” Ask group members each to pick up one item from the table and flex it gently. Then ask them to continue flexing and bending until the object no longer retains its original shape or until it breaks into pieces.

Ask the following discussion questions:

1. What happens when too much pressure or stress is applied to the objects?
2. What characteristics make an object better able to withstand stress?
3. How does prolonged stress or pressure affect human beings?
4. What kinds of things create stress for you or your friends?

Write the responses to question #4 on newsprint.

Review the events of “Big Muddy,” the story from module 2, or read it again if there are new people in your group. Then read “Elena” aloud one more time. Lead a discussion of the story using the questions at the end of the story.

### OPTIONAL ACTIVITIES

#### Stressors and Coping Responses

Turn to page 17 in the Activity Guide, *Stressors and Coping Responses for Teenagers*. Ask group members to check all of the stressors that Elena and the Sandez family have experienced since the floods in the summer.

Then, have the group members check off coping responses that they think may be helpful to Elena.

#### How Do I Respond to Stress?

Turn to page 20 of the Activity Guide, *Personal Worksheet on Stress*. Have each person respond personally to the questions on the worksheet. Then, in small groups of 3 or 4 people, have people share some of their responses. Remind people that this information is personal and they should share only the responses they want to tell.

#### Journals

Write about an experience which caused you to feel stress, or write about how you deal with stress.



## Session Plan

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### Someone To Hear Me: Listening Skills 18 minutes

Point to one person in the room. Ask if anyone can repeat the very last thing that was said by that person. Repeat the question two or three times, pointing to different people. Observe that we often do not listen very carefully to what the people around us are saying.

Ask: What can help us to really hear what another person is saying?

Their ideas may include: Get in a quiet place, get rid of distractions, care about the person who is talking, stop worrying about myself for a while, look at the other person, try to listen and understand what the person is saying, etc. Write their suggestions on newsprint. If they don't have any ideas, proceed with the activity.

**ROLE PLAY:** Invite two group members to pretend that they are your parents or older siblings. You are going to try to get their attention and tell them something and they are going to be too busy or involved with something else to listen. After two or three minutes of this, say "Cut!"

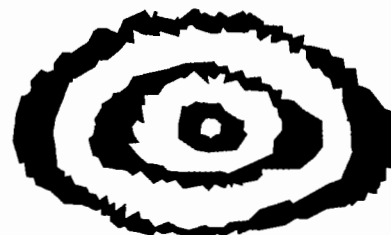
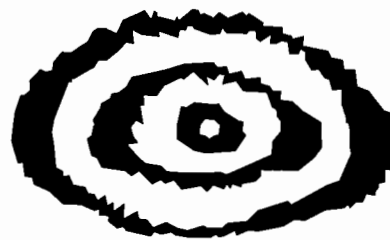
Ask: How does it feel to be ignored when you are trying to say something?

Write these four words on newsprint or chalkboard:

Facing, Focusing, Feeling, Affirming

Have volunteers read aloud the four key parts to effective listening described on page 22 of the Activity Guide, *THE ART OF LISTENING*, as the others follow along.

Introduce the practice session by reminding students that everything we learn to do takes time and practice. Learning to listen to another person takes practice, too.



## Session Plan



**Instructions:** Each person will work with a partner. Each partner takes a turn talking for three minutes about one of the topics listed below while the other person listens carefully, using the suggestions from THE ART OF LISTENING. Write the topics on chalkboard or newsprint.

Topics:

- Something you did that you are proud of
- Something you are worried about
- A mistake you have made
- An embarrassing moment
- A plan you have for the future

After three minutes, trade roles.

When the group reconvenes, ask:

- How did it feel to have someone listen carefully to what you were saying?



### Bible Study 10 minutes

Introduce the Bible study by explaining that Roman soldiers used shields to protect themselves. If you can find a picture of a Roman soldier in an illustrated Bible, encyclopedia, or history book, show what the shields looked like. Remind the group that the shield offered protection against swords, rocks, burning darts, and other dangerous weapons of the times.

Ask: What are some of the dangers that we face in our lives today against which we need protection?

### Read aloud Ephesians 6: 10-20.

Write the following words on newsprint or chalkboard:

- Truth
- Righteousness
- Gospel of peace
- Faith
- Salvation
- Spirit
- Word of God
- Prayer

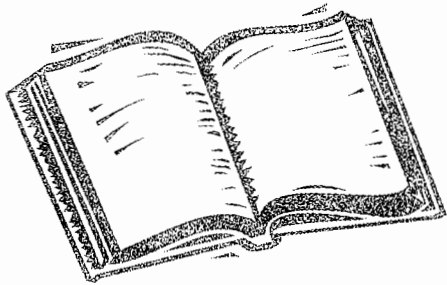
Explain that these are the parts of the armor of God.

Ask:

- How can these things protect us against the evils that we may encounter in our lives?
- How can they provide help or protection in a disaster situation?

### Closing 2 minutes

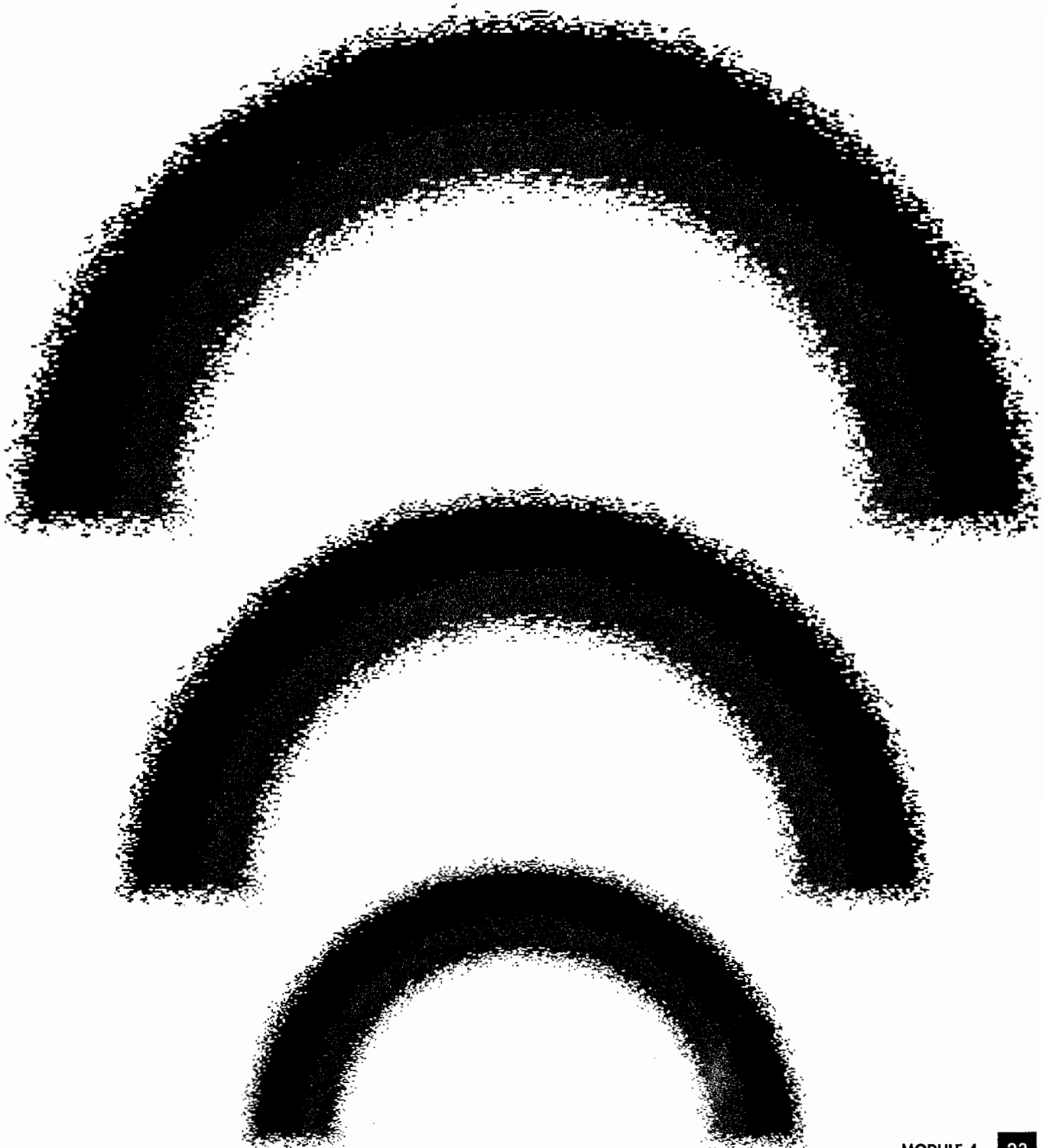
Sing *I'm Gonna Live So God Can Use Me*, PC Hymnal #369, or "rap" the words with clapping and foot tapping. Or choose another hymn or prayer from the WORSHIP RESOURCES section of the Activity Guide.



# MODULE 4

*The Pain, The Power, and The Promise*

**Preparing to Participate in Recovery**

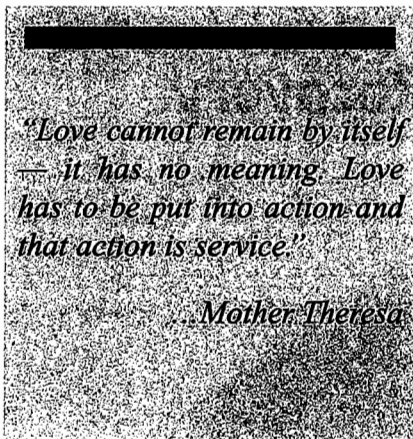


## MODULE 4

### *The Pain, The Power, and The Promise*

#### Preparing to Participate in Recovery

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#### Scripture

Matthew 25: 31 - 40

Micah 6: 6-8

Galatians 6:2

#### Theme

As a team, participants will begin to plan and develop a Christian ministry project in which they will participate in response and recovery after a disaster.

#### Objectives

Participants will

- plan an actual mission project that will engage them in disaster response
- continue to grow together as a faith community

#### Resources Needed

- circle of chairs
- tables for writing
- easel and newsprint pad
- markers, masking tape
- 3” x 5” index cards
- thumbtacks and tack board (optional)
- dot stickers (optional)
- Bibles
- hymnals/songbooks
- copy of the Activity Guide for each participant
- one bean bag for each participant (optional—See page 39 of this Leader’s Guide for instructions)
- materials for Islands in the Sea game: construction paper or half sheets of newspaper, whistle or chime or audio-cassette player and upbeat music, pack of lifesavers (optional)

**NOTE TO LEADERS:** It may take several meeting sessions to complete the planning for your group project.

## Planning and Doing a Project

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### Getting Started 20 minutes

Begin with a quick review of the previous modules.

Warm-up Activity: Play the Bean Bag Juggle or the Islands in the Sea game (Instructions on pages 37, 39–40 of the Leader's Manual).

### Let's Do a Mission Project 30 minutes

(Actually, this planning process will probably take you a good bit longer than this. If you are planning an elaborate project such as a mission trip, the planning process will have to be done over several weeks. If you have a large group, you may choose to divide the participants into committees that will work on different parts of the planning process. Spend 30 - 40 minutes at this meeting getting started.)

It is important that all group members participate in the planning and take some of the responsibility so that each is invested and committed to the action plan. The leader should read over all the information on planning a project in this Leader's Manual and in the Activity Guide.

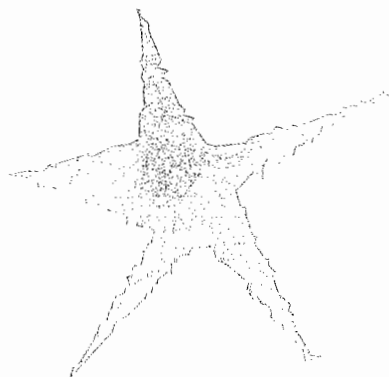
Remind participants that planning starts with a dream. Now is the time to dream of making the world a better place through acting in faith and of finding ways to put that dream into action. Youth can take action in ways that will strengthen their bonds with the church and with each other and God as they make a difference in the world. Effective planning can make dreams come true.

You may wish to decide ahead of time whether your group should plan a local community project or whether you will want to consider the idea of a mission trip or work camp that will involve traveling to a different area of the country or even to a different country.

The worksheets to be used for planning can be found on pages 24–26 of the Activity Guide.

### Reminders for Group Leader:

1. **Encourage maximum participation.** The more enthusiasm and investment the group members have, the more successful the program will be.
2. **Start with "brainstorming".** Allow for all ideas to be heard, no matter how absurd they might sound. This stirs up creative energy and raises excitement about possibilities. Capture input from each person on newsprint or on index cards. This makes ideas visible to all.
3. **Discourage "put-downs".** Encourage everyone to listen to each other person without ridiculing or judging the merit of the ideas. Remind them that they are building a team that can work together.
4. **Stay with the agenda.** Guide conversation away from discussion of "the problem" back to the planning process. Hold off on choosing specific strategies until a mission and goals have been agreed upon.
5. **Pay attention to the feeling tone of the group.** When the members are having difficulty staying focused, it may be time to narrow down the choices and make a decision about the mission and project goal.
6. **Emphasize the dual outcomes** of a successful project and the collaborative process of working together in Christian love and respect.



## Planning Together

Introduce the idea of a work camp or mission project. Explain that everyone will be involved in the planning process, and describe the steps for planning.

Turn to page 23 of the Activity Guide, MISSION PROJECT IDEAS. Have each participant read it over to get some ideas.

Use the ACTION PLAN, worksheets 1 and 2 on pages 24 and 25 of the Activity Guide, to lead you through the following steps in planning your project.

### VISION

This is the time for brainstorming. Emphasize that no idea is too wild or impossible to be included here. Have the group members generate as many project ideas as possible. One way to do this is to have 3" x 5" index cards and markers within the reach of all participants. As a person mentions an idea, that person should write it in a word or short phrase on an index card that a helper can then tack to a bulletin board or tape to the wall.

When all the brainstorming is complete, ask the following questions:

- How much time are we willing to spend on our project?
- How much money do we have to spend (or can we raise)?
- How responsive will church leaders and parents be to our ideas?
- Do we have the skills to complete the projects in a satisfactory way?

Then tell the group that each person gets three "votes." They will be voting for the project ideas that they are most interested in pursuing.

Each person "votes" by placing three dots (either sticker dots or marker dots) on the index cards with their favorite ideas on them. (They may vote for three different projects or give two or three votes to one project.)

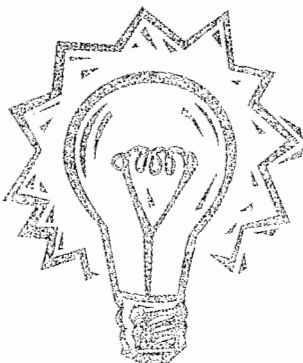
Leaders may decide whether the top vote-getter is the project to pursue or may decide to develop plans for the top three vote-getters and present the plans to the church's session or administrative board to make the final decision.

### MISSION STATEMENT

When the project(s) has been selected, write a MISSION STATEMENT which is a sentence or two that expresses what it is you have decided to commit to and why.

### OBJECTIVES

Next the task is to name the GOALS OR OBJECTIVES that need to be met in order to make your vision a reality. Brainstorm as many as you like and then choose 3 to 5 that seem particularly necessary and feasible.





## Planning Together

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### ACTION STEPS

Now turn to worksheet #2, page 25 of the Activity Guide. It's time to get down to the nitty-gritty and decide what exactly needs to be done and who should do it. It is a good idea to assign a "due date" for each task to keep the group on task and accountable. Finally, part of the job will be to assign an approximate cost to each part of the project.

### REPORT

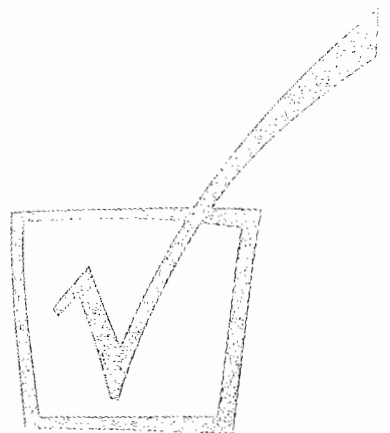
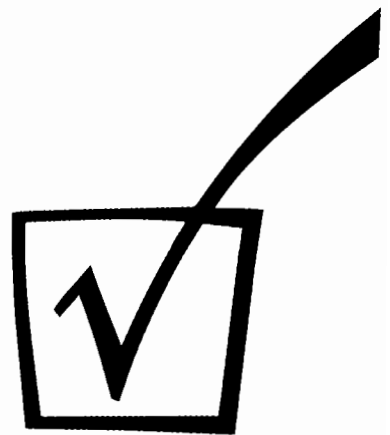
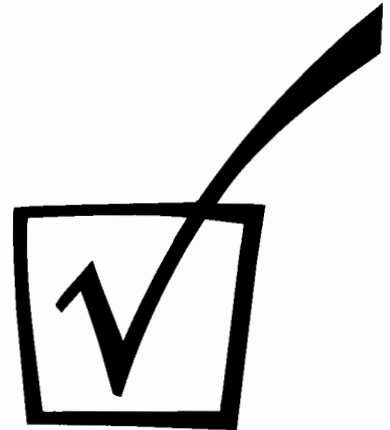
Make a detailed REPORT to your church's session or administrative board and the parents explaining your mission, your objectives, and your anticipated expenses. Use the REPORT form on page 26 of the Activity Guide.

### Bible Study 10 minutes

Use page 27 of the Activity Guide to direct your study of Matthew 25:31-41. Read the passage aloud. Have participants complete the sentences on their own and then share some of their responses aloud.

Conclude the session by reading aloud one of the prayers in the WORSHIP RESOURCES section of the Activity Guide.

Note to Leaders: It can be meaningful to participants as well as to the entire congregation if you can plan a short commissioning ceremony as part of a regular Sunday worship service prior to the beginning of the mission project. Several of the prayers or litanies included in WORSHIP RESOURCES, pages 31-36 of the Activity Guide are appropriate for inclusion in such a ceremony. The young people may enjoy participating in planning the commissioning ceremony, selecting a scripture passage that is meaningful to them in their understanding of the mission in which they are engaged. The ceremony should be short. It might include reading a scripture passage, praying a unison prayer or litany, and asking God's blessing on the project. Elders or parents might be invited to come forward to lay on hands during the prayer.

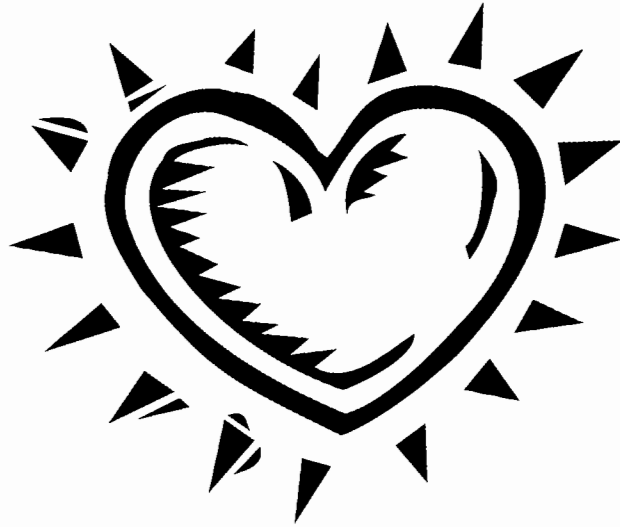




# MODULE 5

## *Re-Creation Out of Chaos*

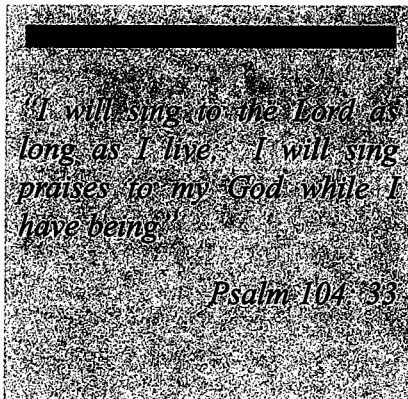
### A Celebration of God's Creation and Love



## MODULE 5

### Re-Creation Out of Chaos

#### A Celebration of God's Creation and Love



**NOTE TO LEADERS:** This module is meant to be used after the project is complete. It will guide your group in reporting back to your congregation what you have accomplished.

#### Scripture

Psalm 104 plus other passages to be selected by group members as part of their review and planning process

#### Theme

Participants will summarize, evaluate and celebrate what has been learned and accomplished together.

#### Objectives

Participants will

- give thanks for Christian community in times of need
- celebrate what has been learned and accomplished
- commit to on-going preparedness and action in disasters

#### Resources Needed

- easel, newsprint pad, markers
- pictures, videos, records of project activities
- news clippings, etc.
- hymnals, songbooks
- Bibles
- used church bulletins
- copy of the Activity Guide for each participant

**NOTE TO LEADERS:** Before the meeting get permission from the minister for your group to plan and lead a worship celebration in the church. Invite the minister, youth minister, director of music, and others who have responsibility for planning worship to attend this last session, if appropriate. Planning and leading a regular Sunday morning worship service may not be the best option for every group. You may choose to plan a worship celebration just for your group or consider inviting parents and friends to worship with you. Or you may wish to plan an evening program that includes a slide show or video of your project as well as a time of worship.

## BEGIN THIS MEETING 15 minutes

Begin with prayer. With the group sitting in a circle (or several smaller circles if the group is large) ask each person, in turn, to recall one activity, game, experience, task, learning, etc. from the previous four learning sessions or from your project. Go around the circle as many times as there are still memories being generated. Remind participants that it is OK to say “pass” if they cannot think of anything to contribute. (Note to Leaders: Don’t be surprised if the teenagers in your group remember lots of the silly things that happened. Encourage those memories, too. They are an important part of the community that has formed in your group. Remember, Leaders, to contribute your own memories as you get to your turn in the circle.) Conclude by making comments such as: “We have had some valuable experiences together. Those of us who are here for this meeting have kept a commitment to work and learn and play together. It is time to celebrate the work we have done.”

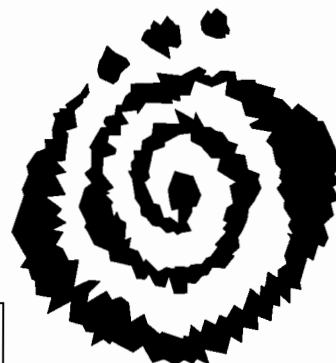
### OPTIONAL ACTIVITIES

#### Sharing Memories

If you have recorded the project experience with photographs or videos, now is the time to share those.

#### Game

Play one of the games from the Experiential Activities and Learning Games section of this Leader’s Manual that you have enjoyed playing together before.



## Evaluation 10 minutes

Use the *Evaluation Sheet* on page 29 of the Activity Guide. Give each person about five minutes to jot down some responses to the four questions on the sheet. Write the questions on newsprint:

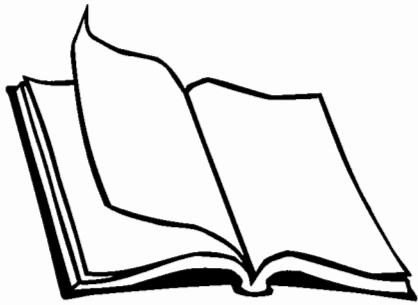
- What brought us together into this group in the first place?
- What kept us together as a group?
- What is different about our group now?
- What have we accomplished?

After everyone has had a chance to respond individually, ask volunteers to share some of their responses aloud.

Summarize by asking the following question: How is our Christian community different from some other club or group of people who work together?

## Planning a Worship Celebration 30 minutes

Explain that since your disaster response activities are an expression of your faith, the work you have done might best be celebrated within the worshiping community. Suggest that your group plan a worship service or a program for others in your church community to share some of your experiences. The following questions may be used to guide the planning of the worship experience. Have someone keep notes on newsprint. Pages 31–36 of the Activity Guide contain *Worship Resources* that may help you with your planning.



### **Theme:**

What themes or ideas from your experiences together would you like to share with others? What stories can you tell that would help others to understand what you have experienced?

### **Order of worship:**

What are the parts of a worship service that you will want to include? Use a church bulletin to identify parts of a usual worship. Decide what parts you want to include in your celebration.

### **Scripture:**

Select the scripture passages that reflect what you have learned about God during your time together.



### **Music:**

Choose songs, soloists, special recordings, or a musical group that have meaning for your group.

### **Leaders:**

Who will lead and participate in the service of worship? Who will tell stories or read scripture?

### **Social time:**

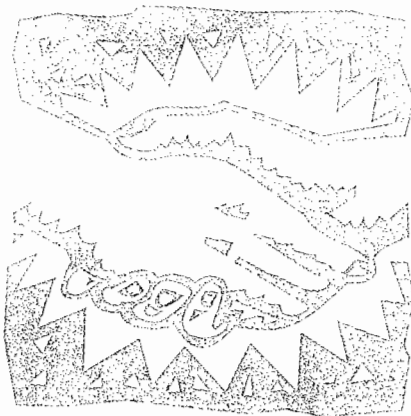
Do you want to serve refreshment or decorate the fellowship hall? Perhaps your group would like to get together one last time for a luncheon or fellowship time after the worship service. If you are able to do that, use the time together to encourage participants to talk about their experiences of leading worship.

Use the WORSHIP PLANNING sheet on page 30 of the Activity Guide to help you in your planning.

Now divide up into “committees” to work on different parts of the worship service. Have smaller groups do some actual planning for about 15 minutes and prepare to present their recommendations back to the total group. Review the tasks and responsibilities. If necessary, schedule additional planning and/or rehearsal time.

### **Closing the Meeting 5 minutes**

Sing one of the songs or read one of the scripture passages that have special meaning for your group. Have the group take hands in a circle for a time of gratitude. Invite each person who wishes to offer a “thank you” and have the group respond after each one, “We thank you God for your blessings.”



## Follow-Up

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If the group is an intact group, then they will continue to work and learn together. If it is not an intact group (young people from several churches), it will be important to have occasional meetings for worship, preparation, and additional re-training. As it is possible, find projects in the community for the group to do together that will enhance their cooperation and skills.

Disaster response is never done. There is always something to finish, something to learn, and disasters in which people will need relief and encouragement from helping hands. The Body of Christ will remain alive and strong in the world as it takes action to heal hurts, rebuild communities, and witness to God's love in word and deed.



### Equipment:

VCR and monitor; Video (Include video titles and information concerning where to obtain the videos.)

### Recommended Videos:

*When Disaster Strikes* (20 minutes) Order from FEMA, P.O. Box 70274, Washington, D.C. 20024, #FEMA-79.

*Why We Care—Hurricane Andrew* (7-8 minutes) Order from your local United Methodist Conference Office.

*Missouri Flooding* (25 minutes) Order from Media Services, PC(USA), 100 Witherspoon St., Louisville, KY 40202-1396; telephone 502-569-5211, PRISM #42.

### Preparation:

- Read through the video guide in the cassette case and preview the video to familiarize yourself with it.
- Set up the video equipment and arrange the room so that everyone can see the monitor.
- Introduce the particular video segment you are about to show. Suggest that participants pay attention to their own emotional responses and observe how people in the film are reacting. Remind them that the focus is not only on the tragedy of what is happening but, more importantly, on how the disaster affects human beings and their communities.

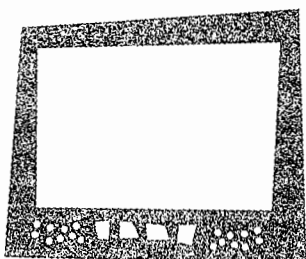


### Learning Objectives:

- to understand the awesome power of natural elements
- to be in touch with personal feelings about loss
- to express compassion for those who have experienced such a disaster

### Instructions:

- When the video is over, have group members take 2-3 minutes alone to write down their reactions, feelings and observations using the VIDEO RESPONSE GUIDE on page 37 of the Activity Guide.
- If the group is larger than ten members, break them up into pairs or triads to share what they have written. Remind them that each one will have noticed different things and even had different feelings. It is normal for persons to respond a bit differently to the same event.



### General questions for discussion:

Each video will bring up different concerns and reactions. These questions are intended to provide a general guide for learning from the video viewing.

1. What did you observe happening to buildings, utilities, roads, trees, and animals?
2. What did you see happening to the people in the film?
3. How do you think the people were feeling?
4. What were you feeling as you watched? How would you feel if this had happened to you and your family?
5. What kind of help do you think the people needed?



## Experiential Activities and Learning Games

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### All in the Same Boat

#### Objectives:

This learning activity provides the opportunity for persons to:

- experience some of the dimensions and issues of rescue operations;
- practice planning, problem solving and decision-making
- experience the roles of rescuer and survivor, of helping and being helped.
- have fun

#### Equipment:

12 feet of rope, roll of masking tape, 3 x 5 ft. rug or paper (approximate), colored paper or ribbon, kitchen timer or stopwatch. If the game is played at night or in a room that can be darkened, you will need a good flashlight.

#### Preparation:

Place a rope or a strip of masking tape on the floor at one end of the room about three feet away from the wall. Place the rug or paper on the floor five or six feet away from the line and tape it in place. Prepare armbands made from ribbons or strips of colored paper with masking tape.

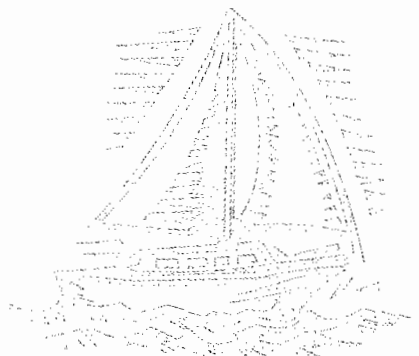
#### Instructions:

Scenario: There has been a terrible flood in our town and you are all waiting on the roof of a garage to be rescued. Only four people including the rescuers can fit into the boat each trip. The others will have to wait for another boat or helicopter. The water is rising rapidly, and it is getting dark.

These instructions are appropriate for groups of 10-20 participants. If your group is smaller than ten, you may want to shorten the amount of time available before the flood waters rise or make a smaller boat (one that holds only 3 people). If your group is larger than twenty, try dividing into smaller groups for the game.

#### Step 1.

Leader select two persons to be “rescuers” and have them stand on the paper in the center of the room. (If it is a mixed group, select one male and one female.) Instruct the remaining members of the group to stand behind the line next to the wall. They are on the “roof”. If possible, turn the lights off. The game is effective with or without lights on, but the challenge is greater with lights off, using only a flashlight. The flashlight remains with the group on the roof. Explain the instructions to the group and when everyone is ready, set the timer for ten minutes and say “GO.”





### Step 2.

The group must decide quickly who will get into the boat first and who will stay behind. Remind the group that planning ahead is important. The group must make this decision collectively and be in agreement and then place the armbands on the people to be rescued.

### Step 3.

The rescuers and the group must assist those people wearing armbands into the “boat” without losing anyone in the “water”. If anyone falls or gets both feet into the “water” (space between the roof and the boat), that person is considered “lost”. “Lost” persons must sit quietly on the sidelines. Leader times the rescue operation with stopwatch or timer. When the first boat load is rescued, time is announced, and those rescued go quietly to another part of the room.



The process of decision-making, arm-banding, and rescue continues until all are rescued or the time runs out and the remaining people are lost.

### Step 4.

When all are rescued, bring the “lost” souls back to life and everyone back into the big circle. Discuss the experience using the following discussion questions from the Activity Guide.

### Discussion Question

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1. How did your group decide who would be rescued first?
2. How did it feel to be one of those being rescued?
3. How did it feel to stay behind?
4. How did it feel to be “lost” or to lose a member of your group?

### Potential learnings for young people might be:

1. Refraining from acting on impulse and taking time to plan ahead may make the difference between life and death in a disaster.
2. Making decisions about another person’s life and safety is a heavy responsibility.
3. Most people really want to help one another in an emergency situation.
4. There may be a cost to helping others. Rescuers risk injury and death while helping others.



## Islands in the Sea - a version of "musical chairs"

### Objective:

Warm-up - a fun energizer!

### Equipment:

- construction paper or half sheets of newspaper
- a whistle or chime or an audio-cassette player and upbeat music
- a pack of lifesavers

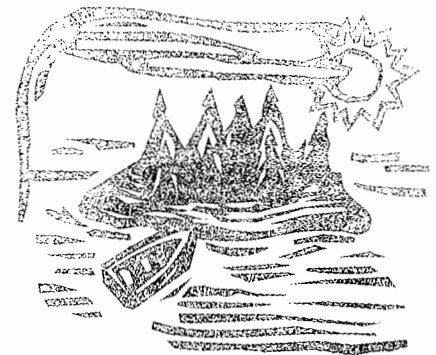
### Preparation:

In a large room, place several sheets of 9" x 12" construction paper on the floor in a circle with about five feet between them. Make sure that there are as many pieces of paper as players.

### Instructions:

Each player stands on one "island" facing in a counter clockwise direction. When the music starts or the leader says "go", players move forward, stepping on each island as they come to it. They must keep moving. No standing on islands until the music stops! Leader removes one "island" and, after about 30 seconds, blows a whistle or rings a chime to stop. (Note: Catchy music can be played and stopped instead of blowing a whistle.)

Players can share an island, if that is possible, as long as no feet are in the "sea"! Anyone standing in the sea, is out of the game. Leader starts the movement again and removes another "island". Start and stop until all but one is out of the game. The winner gets a pack of lifesavers.





## Hazard Hunt

### Objective:

Participants will increase their awareness of potential dangers in their environment.

### Equipment:

- Notebooks and pencils
- Camcorders or Polaroid cameras (optional)

### Preparation:

Before sending people out, have a brief discussion about what is a “hazard”. (Something potentially dangerous, an accident waiting to happen.) Brainstorm in the group what kinds of hazards might present themselves in a hurricane, a tornado, an earthquake.

### Instructions:

#### Step 1.

Awareness - Have group members look around the room they are in and identify anything that might be dangerous to a small child. Look for objects that could fall if there was a tremor. Look for areas or objects that might be hazardous to elderly people or people with disabilities. Report these out verbally.

#### Step 2.

Divide up in teams of two with notebooks (and camcorders or Polaroid cameras, if this is an option). Instruct teams to spend 15 minutes investigating the building and the grounds of your church with instructions to record potentially hazardous objects or dangerous areas that could be a problem if there were a hurricane, tornado, or earthquake in the area. For an extended activity, teams could spend 30 minutes out in the neighborhood and report back hazards they have found.

Adapted from *FEMA Tremor Troops K-6 Earthquake Preparedness for Schools curriculum*.



# Bean Bag Juggle

## Objectives:

Participants will

- experience group collaboration while having fun
- understand the concept of sending and receiving complete messages for effective communication

## Equipment:

bean-bags, one for each player. (Hackysacks will work, bouncing balls will not work for this game. Simple bean bags can be made out of socks and lentils. Fill the toe of the sock with lentils. Tie the top like a balloon and fold the top part of the sock back over the toe part. No sewing!)

## Space:

You will need a fairly large open space outdoors or in a room where nothing can get broken by a misdirected bean bag.

## Instructions:

### Step 1.

Start with a group of 8 - 12 players, standing in a circle, with elbow room between. Do not distribute the beanbags to players.

### Step 2.

Tell players that the bean bag represents a “message” and that you will be practicing sending and receiving messages. Together you will create an “organizational plan” (Plan A) in which each person has a part. The organization will only work if each person communicates clearly - sends and receives messages successfully.

### Step 3.

Leader begins by first calling the name of a person across the circle and then tossing (underhand, please) one beanbag to that person. The receiver says “Thank you.” Then the receiver calls the name of a different person across the circle and tosses the bean bag. The process continues until each person has received the “message” once and sent it to one other person. No one should receive the bean bag more than once.

### Step 4.

When the “organization” is complete, call a huddle. Ask everyone to greet their two partners (the one they sent the message to, and the one they received the message from). Ask everyone to agree to follow the pattern the group has developed. The measure of success is based on sending and receiving messages with no “drops”. Practice the game three times with one beanbag.

### Step 5.

Remind players that the game is not about throwing bean-bags. It is about successful team work and communication. Therefore, the game will be stopped if it is not going well. Give the rules. The leader starts the game again. Then, as the first bean bag is well on its way, sends another beanbag, using exactly the same “organization”. Add beanbags to the game until several are being sent and received at the same time.



## Rules:

1. Each player agrees to follow the pattern as established and only to change the pattern if leader calls on a different plan.
2. If a person leaves the game or a new person enters the game, a huddle is called to determine how best to adjust the organization.
3. Any player can say "slow down" in order to slow the pace of throws.
4. Leader can call a huddle anytime it is necessary in order for learning to occur or to stop harmful behavior.
5. No throwing at anyone else. Remember the purpose is to send and receive messages.
6. Persons who choose not to collaborate in the agreed upon manner may sit out the game.

## Step 6.

As the communication becomes more complex (more bean-bags), more will be dropped. Stop the game by saying "Huddle". Bring the group close together in a huddle. Ask players to meet with each of their partners briefly to adjust their communication and to give support and affirmation for a job well done. This feedback time is very important as it puts the responsibility for team success on each individual player.

## Step 7.

Resume the game until the group is quite successful (no bean bags dropped).

## Processing:

- Call a huddle. Sit down and discuss the game using the following questions.
- Why is teamwork important to disaster response work?
- What kinds of circumstances make teamwork difficult?
- What kind of behavior makes decision making difficult?
- What helps with decision making?

## Variations:

There are endless variations on this game. Some easy ones are:

## Plan B

Assuming the original pattern of throwing is "Plan A", tell the group to reverse the pattern. Throw to the one from whom they had been receiving and receive from the one to whom they had been throwing. Give them a minute to think it through and then call "Plan B!" You can go back and forth between Plan A and Plan B. This adds another challenge.

## Disaster:

Tell the group that your group is rescuing people in a disaster. (Name it a flood, earthquake, burning building or whatever.) Each time they drop a bean-bag, a person dies. In processing this variation, have players talk about qualities of caution, care, patience, thoroughness, and perseverance that are necessary in emergency situations.

## Earthquake:

To add a challenge to "Disaster" variation. Inform the group that when you yell "Earthquake" they will continue to send and receive messages (according to either Plan A. or B, which ever is operable) but . . . they may not stand in one place for more than two seconds. They must change their positions and keep moving anywhere in the room until you call "All clear". Then call a huddle. Use same processing questions as Plan A.

## Resource List

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### For Further Information

Presbyterian World Service  
Presbyterian Church (USA)  
100 Witherspoon Street  
Louisville, KY 40202-1396  
502-569-5806

United Methodist Committee on Relief  
United Methodist Church  
4630 Holston Drive  
Knoxville, TN 37914  
615-521-6027

Church World Service  
P.O. Box 968  
Elkhart, IN 46515  
1-800-456-1310

Federal Emergency Management Agency (FEMA)  
P.O. Box 70274  
Washington, D.C. 20024

American Red Cross  
Disaster Services  
8111 Gatehouse Road  
Falls Church, VA 22042  
703-206-8637

NVOAD (National Voluntary Organizations Active in  
Disaster)  
17th and D Street NW  
Washington, D.C. 20006  
301-270-6782

### Books About Disaster, Trauma, and Stress for Adult Leaders

Ahearn, F.L. and Cohen, R.E. Disasters and Mental  
Health: An Annotated Bibliography. Washington,  
D.C.: National Institute of Mental Health, 1984.

Augsberger, David. Caring Enough to Be Heard.  
Herald Press, 1982.

Cohen, R.E. Handbook for Mental Health Care of  
Disaster Victims. Baltimore, MD: Johns Hopkins  
University Press, 1980.

Erikson, K.T. Everything in its Path: Destruction of  
Community in the Buffalo Creek Flood. New York:  
Simon and Schuster, 1976.

Everstine, D. and L. Everstine. People in Crisis:  
Strategic Therapeutic Interventions. New York:  
Brunner/Mazel, 1983

Faberow, N.L. and Frederick, C.J. Training Manual for  
Human Service Workers in Major Disasters. National  
Institute of Mental Health: Rockville, MD, 1978.

Johnson, Kendall. Trauma in the Lives of Children:  
Crisis and Stress Management Techniques for  
Teachers, Counselors, and Student Service  
Professionals. Hunter House, Inc., Claremont, CA.

Kennedy, E. Crisis Counseling: A Guide for  
Nonprofessional Counselors. New York City:  
Continuum Publishing, 1981.

Kushner, H.S. When Bad Things Happen to Good  
People. New York: Avon Books, 1983.

Sowder, B. ed. Disasters and Mental Health: Selected  
Contemporary Perspectives. Rockville, MD: National  
Institute of Mental Health, 1985.

Van Orum, W. Crisis Counseling with Children and  
Adolescents: A Guide for Nonprofessional  
Counselors. New York City: Continuum Publishing,  
1983.

Wiley Interscience Series, Childhood Stress: Stress in  
Children and Adolescents. New York: John Wiley and  
Sons.

Worden, J. William. Grief Counseling and Grief  
Therapy. New York: Springer Publishing Co., 1982.

### Resources on Grief and Loss

*Centering Corporation*, 1531 N. Saddle Creek Rd.,  
Omaha, NE 68104. A non-profit organization provid-  
ing supportive grief literature and workshops.

*Project Rebound* Los Angeles County Department of  
Mental Health, 2415 West Sixth St., Los Angeles, CA  
90057. Free information in English and Spanish on  
coping after a disaster.

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