



LEADER'S GUIDE

*90-MINUTE
GIVE BACK DAY*



Fuller Youth Institute



LEADER NOTES: The Step Into My Shoes 90-Minute Give Back Day is an intergenerational church-based event that invites kids and parents to see the world from a different perspective without leaving home. This experience leads participants through three movements:

First, participants will “travel” to the Payatas community on the island of Luzon to meet Audrey Mae and her family. We’ll learn more about life in the Philippines and how our loving action here can help show Jesus’ love there.

Next we will imagine ourselves as members of the Payatas community in the Philippines, responding to a storm that brought flooding and damaged our neighborhood. Participants will gather a few items and work together to craft a shelter that would help them survive 2-3 days in a crisis.

Finally, we will spend some time in Scripture and prayer, inviting God to show us how to put love in action as we follow Jesus, specifically how we might take a next step to help children in poverty near us or far away.

AHEAD OF TIME

OPTIONAL: One of the opportunities available through this event is to show families a “both/and” expression of care — we can put love in action both near AND far! Through The Step Into My Shoes 90-Minute Give Back Day families can not only learn about global poverty, but also make a difference in their local community. If this model is a fit for you, then we encourage you to coordinate a local opportunity to care for others prior to bringing everyone together for The Step Into My Shoes 90-Minute Give Back Day.

If you already have local partnerships, lean into those existing relationships to determine the best way your families can serve. If you don’t have a local partnership, here are 3 phone calls you can make to help you pick a neighborhood service project:

- Your local food bank or pantry. Ask them if there is a particular item or category of provisions (dry goods, toiletries, etc.) that would be useful to them.
- Your local emergency housing services or homeless/transitional shelter. Ask them if there are specific items they need for residents that your church could collect.
- A public school in your community. Ask what supplies you could gather to serve teachers and students there.

Let participants know what to bring with them for the event, and collect these items in bins as they walk in.



YOU WILL NEED

- Check-In Slideshow and a way to view the images
- Copies of this leader guide for all leaders involved, in particular those leading portions of the script and/or activities
- One envelope per family containing:
 - › Copies of the 3 Filipino families' profiles: 1 of these 3 choices per family/group stepintomyshoes.org/church-resources
 - › Trash Discussion Question Card stepintomyshoes.org/church-resources
 - › Family Takeaway Card stepintomyshoes.org/church-resources
- 90-Minute Presentation Slides stepintomyshoes.org/church-resources
- “Meet Audrey Mae” video and a way to view it as a group (included in the presentation).
- 1 large trash bag per family
- Various (clean) trash items, such as bottles, boxes, tarps, plastic grocery and trash bags, newspapers, cardboard pieces, cans, old pots and pans, discarded clothing items — 1.5 per person (that is, plan to have extras, because choices are integral to this experience)
- 1 writing utensil per group
- 1 lighter-colored flip-flop per family. These can be ordered in bulk for about \$1 each by searching “bulk white flip-flops” online. Stores like Old Navy, Walmart and Target often carry pairs for \$2-\$3 as well. Black or navy blue soles will not work for the activity.
- Permanent markers (Sharpie® brand work best)

FREE CHURCH RESOURCES

All videos and presentation slides for Steps 1–4 are available at stepintomyshoes.org/church-resources.

VOLUNTEER ROLES

- Leader to host the experience. This person should be comfortable up front serving as a facilitator who helps people share their thoughts and invites question-based conversation and debrief.
- Setup team to bring clean trash items, create a check-in space, and bring bins to collect your local project donations.
- Welcome team to be at check-in before the event.
- Host team or at least one other helper to distribute envelopes and craft supplies to groups during the event, and help answer questions.

SETUP

- Prepare family envelopes for check-in
- Place all of the trash items together in one section of the space to represent the “dump.” Include the flip-flops with the other items.
- You might choose to offer chairs for participants, but given that this is a simulation and people will be moving at various points throughout, we recommend having people form circles on the floor. Consider how best to appropriately accommodate those with limited mobility.

EVENT SCHEDULE


[0:00-0:10]


[0:11-0:14]

CHECK-IN (0:00-0:10)

- Welcome each group or family to The Step Into My Shoes 90-Minute Give Back Day
- Give each family or group an envelope with 1 of 3 family profiles from Audrey Mae's community, Trash Discussion card, and Family Takeaway card

PICTURE/SLIDE: WELCOME SLIDESHOW

As families are waiting for the event to begin, provide a slideshow of photographs from the Philippines to help introduce our context.



INTRODUCTION (0:11-0:14)

NOTE: Scripted portions for the leader to say aloud (or adapt accordingly) are noted in black type from here forward.

SAY: Welcome to The Step Into My Shoes 90-Minute Give Back Day. Today we are going to talk about children living in poverty around the world. We want to better understand how we can follow Jesus together in ways that help these children become all God hopes they will be.

In some communities, like the one we will be visiting today in the Philippines, most people experience poverty as a daily reality.

Today we're learning about the kids who live in extreme poverty — those who live on less than \$1.90 per day. Almost 1 out of every 10 people in the world lives like this — on less than \$2 each day. That's less than \$14 per week, which is about how much you might spend here in our community buying one fast-food meal for two people. It's hard to live like that.

These children have less than we do, but they aren't less than we are. This is VERY important to remember!

Can you say that with me? They have less than we do, but they aren't less than we are.

They are smart, creative, fun, and loving, just like you. We're going to meet a few of them today!

If you feel comfortable, take off your shoes and put them under your seat. Join us as we travel to the Philippines.



VIDEO TIME

MEET AUDREY MAE



[0:15-0:30]
VIDEO

PICTURE/SLIDE: VIDEO TIME

TRAVEL TO THE PHILIPPINES (0:15-0:30)

SAY: First, we're going to step into the shoes of Audrey Mae. She is 8 years old, and she lives in Payatas (can you say this with me: pa-YA-tahs), on the island of Luzon in the Philippines. The Philippines comprise roughly 7,600 islands. Only 2,000 of these islands have people living on them. To step into Audrey Mae's shoes, you have to imagine that is where you live now, too. Let's see a little bit of what this life in Payatas looks like for you.

PICTURE/SLIDE:

WATCH VIDEO: "MEET AUDREY MAE"

PICTURE/SLIDE: VIDEO DEBRIEF

Q. What was the most interesting part of Audrey Mae's story to you?

Q. Do you have any questions about what we watched?

Example: Audrey Mae has many people who love and care for her: her sponsor, pastor, teacher, mom, and grandmother.

SAY: Let's learn about some of the other families who live in Payatas. You're going to step into the shoes of these families today. In your small group, open your envelope and take out the Family Profile card and have one person read it aloud.

Wait for teams to read.

Moving forward, you will imagine that you are no longer part of your family; you're part of this family you just heard about.

You may wish to find a family in the room, and ask their last name and that of the family they read about. Then say, "You are no longer the 'X' family; you're the 'Y' family."

After reading, have them answer these questions:

PICTURE/SLIDE: QUESTIONS (1 SLIDE PER QUESTION)

Q. What is something we have in common with this family?

Q. What is one challenge this family faces that is less familiar to us?

Q. Since you now live in Payatas, what are some of the things that are part of your daily life? Let's start with the night before. So we need to lie down on the floor, like we're sleeping.

Give everyone time to lie down, and encourage the whole group, not just kids, to participate if they're able.

Now, not everyone has to sleep on hard ground, but not everyone has a nice soft mattress either. And homes may not be big enough for beds with frames, so sleeping mats may be moved to the side during the day and then pulled out at night.

SAY: Let's take our mat out and get ready for bed. Let's lie down. Remember, we are asleep.

LEADER NOTE: This "mat" is a garbage bag. 1 per family... also families can try and all fit onto one "mat" together...

SAY: Okay, let's make a rooster sound. Cock-a-doodle-do! Great! Up we go!

Now, do roosters crow early in the morning or late? Early! Really early, maybe 4 AM. So, let's get up.

Have families stand until they are released for the trash activity.

SAY: 4 AM is early, but it is good to get up early, because if you are up early, you can get to the dump to see the morning garbage trucks drive up, and you can start to look for items that can be recycled or resold. There are a lot of people in need who are coming to the dump, so being first gives you the chance to find the best stuff. The best trash. Sometimes people throw things away that are still really useful.

LEADER NOTE: Kids may start to rush to your "dump" site before finishing directions. One thing you can say as you call them back is, "Hold on a second! I understand why you're in a rush.... Of course you are, you want to get the best trash. But before you go..." and then continue your final directions. Leaning into the entire scenario will promote imaginative engagement.

PRESENT STORM SCENARIO



[0:30-0:45]

PICTURE/SLIDE:

PRESENT STORM SCENARIO (0:30-0:45)

SAY: Today this is especially important because last night a powerful storm came through our community. Here in the Philippines, our weather is tropical and makes things green and beautiful. But sometimes, we get tropical storms, called typhoons.

PICTURE/SLIDE: “BEFORE” PICTURE OF COMMUNITY

Q. Does anyone know what a typhoon is?

A typhoon is a tropical storm with incredibly powerful wind.

The fast wind not only sends things flying around, but also breaks some of the buildings. Many of our buildings are not strong; some are made of thin wood, and many of our windows are open to the outside. So the rain and wind from last night have ruined many homes.

PICTURE/SLIDE: “AFTER” PICTURE OF COMMUNITY

Our job now is to go out to find what we can to help us recover and survive.

Q. Where do you think we will go to get things we need to recover and survive?

That’s right, the dump.

ACTIVITY

SAY: I need the children in each family to gather 4 pieces of trash [per family] from our garbage dump. You will have 5 minutes to do this. I will set a timer and I will let you know when to come back to your tables.

LEADER NOTE: Watch a clock for 5 minutes. While this might not feel like enough time to them, the urgency helps replicate the challenge of this situation in real life.

While children are at the trash, instruct the parents/guardians to open the discussion questions, titled: Trash Discussion.

TRASH DISCUSSION QUESTIONS

Q. What did you pick? What would you use your item for, if you had to use it to survive? Go around the group and share, since everyone will have different items. Or if several of you pick the same thing, be creative and think of other ways you could use this item.

Kids may have fun ideas, like turning corrugated tin into an Ironman suit. You can respond by saying, “I like that idea, it’s very fun. And you are right, children everywhere want to play, which is good. Can I also ask what you would do with that if you needed to use it for your family to survive?” That child might then add, for example, “Find more pieces to build a house.”

LEADER

SAY: Can I have a few kids volunteer to show me your trash?

Select several volunteer and have them come stand by you, then have them share with the room:

Q. What would you do with it if you needed to use this for your family to survive?

CREATE A SHELTER-BUILDING COMMUNITY



[0:45-1:00]



ACTIVITY

CREATE A SHELTER-BUILDING COMMUNITY (0:45-1:00)

Transition to the next exercise.

LEADER

SAY: Now we are going to gather together as a community. Let's have 3 families/groups at the same table combine together for this activity.

This is now your community and you need each other to survive.

Quickly introduce yourselves — as your Filipino families — to the other family and share a little about yourselves.

Give them time to get to know their new community, then continue.

Now, go around the group and think of ways that you can combine your items to help build a shelter.

Give them time to discuss, and then continue.

Once you have talked about how you can be resourceful with a combination of things, start to build a shelter together and use all the items in the group. You'll have 10 minutes.

Wrap up shelter building and talk together about the experience. The leader will facilitate a large group discussion.



TALK ABOUT IT

SAY: Let's have a few people share what that was like.

Q. What was easy, or fun?

Q. What was hard, or frustrating?

Q. In what ways did being a group — a community — make your goal of survival easier than when you were alone?

Take a few moments to invite some people to share with the large group what their family group experienced. Then say:

SAY: Let's step back into our own shoes. You can literally put your shoes back on. Today we've only done this for about 30 minutes. What if you lived like this every day of your life? What would be the biggest change from what you are used to now?

Q. From what you've learned today, what does it mean to be poor?

Take answers.

Q. How would you feel if you were poor and there wasn't any hope of changing your circumstances?

Again, wait for several answers — children will come up with a lot of responses here and it's good that they are connecting with the emotion of the experience.

SAY: That is what poverty is. It's a lack of hope and opportunity. People feel that it defines who they are and it makes them feel that they are not worth anything at all.

Transition to the Bible Focus section by saying,

SAY: Stepping into the shoes of kids and families like Audrey Mae's helps us see that our daily realities are similar in some ways, and very different in other ways. They are living in such difficult situations day in and day out — especially kids, who are most vulnerable to the effects of poverty. But there's an even bigger reality that we hold in common with kids like Audrey Mae.



BIBLE FOCUS



[1:00-1:10]

1 JOHN 3:16-18

PICTURE/SLIDE:

BIBLE FOCUS: WE ARE CALLED (1:00-1:10)

SAY: Did you know that every single one of us is called? “Call” can mean a lot of things. We call people on the phone. We call out across a noisy room — “Hey!” We sometimes hear someone call someone else a name. But none of those are what I mean by saying we are called.

I mean that Jesus calls us! And do you know what he says when he calls us? “Hello? Is [your name] there?” Not quite ... Jesus says **“follow me.”** And we can say “yes!”

Then, as we follow Jesus, we get to join other followers — the Church. The Church is the family of God all over the world. And best of all, as we follow Jesus together, we get to care for people in need, especially children in poverty.

Check out how John talks about our call in 1 John 3:16-18:

PICTURE/SLIDE:

We know what real love is because Jesus gave up his life for us. So we also ought to give up our lives for our brothers and sisters.

PICTURE/SLIDE:

If someone has enough money to live well and sees a brother or sister in need but shows no compassion — how can God’s love be in that person?

PICTURE/SLIDE:

Dear children, let’s not merely say that we love each other; let us show the truth by our actions.

John is reminding us in these verses that there’s a difference between saying a message and showing it. Sometimes we say things but don’t show them.

EXAMPLE: Sometimes we say we will clean our room, but we really don’t mean it; sometimes we say we are a friend but don’t show it; sometimes we adults/children say we care but don’t do things that show we care.

John is telling us that saying and doing must go together.

LEADER NOTE: Here you can affirm the critical connection between actions and words. And in some cases, our words don’t mean much without action to follow them up.

Q. As we think about people like Audrey Mae, what can it look like to follow Jesus together? How could we show love with action?

Q. In your group, talk about what kinds of actions might matter most to someone like Audrey Mae.

Give families a couple of minutes to talk, then transition to Our Next Step.



OUR NEXT STEP



[1:10-1:20]

OUR NEXT STEP (1:10-1:20)

In order to give each participant enough space to ask God to lead them to respond to what they've learned, we will do 3 things: invite God to speak to each participant, offer them a glimpse of how sponsorship can be a next step, and give participants a chance to pray for children awaiting sponsorship.

SAY: As we follow Jesus together, we get to put love in action in our world — on our street, in our schools, in our neighborhood, and around the globe.

OPTIONAL

If your group brought items to serve a local partner or school, this is a great window to highlight the project as a concrete example of following Jesus locally. You might add:

SAY: We already did that in a huge way tonight with our [LOCAL PROJECT]! And tomorrow, Jesus will call us again: *“follow me.”* And we can say “yes,” all over again.

If your group doesn't have a local project incorporated into the event, say, “Jesus calls us right now: *‘follow me.’* And tomorrow, Jesus will call us again: *‘follow me.’* And we can say ‘Yes’ all over again.”

PICTURE/SLIDE: VIDEO TIME

Let's watch this video of possible next steps for you and your family.

PICTURE/SLIDE:

WATCH VIDEO: "OUR NEXT STEP"

SAY: On your table are packets sharing the photo and some information about a real child living in poverty right now [just like Audrey Mae]. These are children who often don't have enough; they often go without what they need. We'd like to pray for each of these children, so would you pick a packet up and hold it while we pray? I'm going to open our prayer, and then there will be a time for you to pray for the child whose packet you are holding.



WE GET TO PUT
LOVE IN ACTION IN
OUR WORLD.



OUR NEXT STEP CONT'D



[1:10-1:20]

PRAY TOGETHER

Dear Jesus,

We all need to know that you made us, value us, and love us. This is especially true for children in material poverty, and we see some of their faces and names right now. So we lift these children up to you.

Provide a minute or 2 of quiet so people can pray by name.

And God, we'd like to ask you: what is our next step? When you invite us to follow you, we want to say "yes." Help us now to know what it looks like for us to put love into action for people near and far.

In your name, Amen.

SAY: Sponsorship is a step that you and your family can take to show love around the world. If you are interested in sponsoring a child as a next step, here a few things we want you to know:

Sponsorship costs just \$38 a month, and brings hope to a real child in another part of the world. Compassion sponsors in a 1-to-1 model, meaning that you are this child's only sponsor. It takes just 4 minutes to sign up today, and you can begin building a relationship with that child as you pray for and write to him or her, and let that child's life and story change your family.

LEADER NOTE: Handle completed sign-up forms with care; they carry confidential information [credit card numbers]. When The Step Into My Shoes 90-Minute Give Back Day ends, put all completed forms into the FedEx envelope provided by Compassion and drop the labeled envelope into a FedEx Ground dropbox.

TALK ABOUT IT

Transition to a short family discussion time. This isn't meant to be a full conversation, but rather to give groups time to start talking, knowing they'll continue in the days ahead.

SAY: Whether we have a lot or a little, we can always show love to others. Right now, your family will have 5 minutes to answer these 3 questions together on your Family Takeaway card:

- Q. How do we already put love into action right now?
- Q. What ideas do we have to start caring for others in new ways?
- Q. What is our next step?

Host, you can comment [here](#) that families might need to learn more, or make a plan, or their next step might be to do something right away.

Give 5 minutes for this discussion.

MAKE A TAKE-HOME PRAYER REMINDER



[1:20-1:30]

ACTIVITY

MAKE A TAKE-HOME PRAYER REMINDER (1:20-1:30)

Give each child one shoe, markers, and time to write. If you have time, you may wish to give them time to decorate this further, either now or later on. Also be sure they write their name somewhere on the shoe.

SAY: Whatever your next step is, we want you to have a reminder of our experience tonight, to help you remember to respond to God through both word and action. As a family, take one flip-flop and using the markers, write the words **“follow me”** on the sole, as a reminder of Jesus’ invitation to us.

If you’ve picked a next step, you might want to write it on there as well. If you aren’t sure yet, that’s okay too. Place your flip-flop in a place you’ll see it every morning, and when you see it, pray for Audrey Mae, her family, her neighborhood, the Philippines, and other places experiencing poverty. And pray for yourself and your family, that you will have the courage to say “yes” to Jesus’ call each day.

Thank you for spending time today visiting the country of the Philippines and meeting Audrey Mae.

Transition to playing a Filipino game with the flip-flops. Play the game “Knock Down the Can” with kids while parents finish up the sponsorship process.



“FOLLOW ME”



ACTIVITY:

KNOCK DOWN THE CAN

LEADER

SAY: At the end of the video, Jonas and his friends played a traditional Filipino game called Knock Down the Can, or Tumbang Preso [pronounced “toom-bong PRESS-oh”]. Let’s try it together!

LEADER NOTE: Like any new game, this can seem a bit complex, but once everyone gets rolling, it’s fast-paced, involves the whole group, and is a lot of fun. You might wish to teach a group of kids how to play ahead of time, then invite them to demonstrate while you talk through the rules, so kids can see it in action. Similarly, you can play a slower-paced practice round as you explain the rules rather than just reading the rules from the front. Then kids can learn by doing before taking over themselves.

DESCRIPTION & RULES OF THE GAME

1. SETUP: Divide kids into groups of 4-6 and make sure they take their flip-flops. Set down the can, then make a line about 10 feet away from it using either chalk (if you’re outside on a paved surface) or rope (jump ropes work nicely).

Create a circle around the can itself with chalk, rope, or a Hula-Hoop (so it holds its shape).

2. CHOOSE WHO WILL BE “IT”: The “It” will guard the tin can and try to tag throwers.

To choose the “It,” kids take turns flipping the can, trying to get it to land standing up. When players flip the can and it lands standing on one end, they are safe and not “It.” If the can lands on its side, the player waits until everyone has had a turn, then flips again. This continues until only one player hasn’t landed the can on its end. That person is “It.”

Players then stand behind the line, and the “It” stands on the other side of the circle around the can. The “It” signals the start of the game.

3. PLAY THE GAME: Players take turns throwing their flip-flop at the can, attempting to knock it down. If they succeed, they have to run, pick up their flip-flop, and get back across the line without getting tagged by the “It.”

Meanwhile, the “It” has to run and get the can and set it back upright in the circle before running to try to tag the player. If tagged, that thrower becomes “It” for the next round.

When players throw their flip-flops and do NOT hit the can, they run and stand by their flip-flop while the other players throw. If the can is hit while they wait, they also pick up their flip-flop and try to run back without being tagged.

If all players have missed and are near their flip-flops, they all try to pick up their flip-flops and run back to the line without getting tagged. The “It” cannot begin chasing a player until that player has picked up his or her flip-flop.

4. HOW THE GAME ENDS: Each round lasts until there is a new “It.” Then it’s a fresh start for all players. Play can end after any round, depending on how much time you have to play.

When you’re done playing, gather the group together and introduce the Family Toolkit that they get to take home. Be sure to open it and show them the virtual reality goggles they can use at home to view special 360-degree videos after each session. These videos take them a step closer to the kids we’re meeting by showing them more scenes from homes and communities, kids playing games like tumbang preso, and sometimes introducing other children. Plus there are family discussion cards that help reinforce today’s learning at home. Instruct kids to take one toolkit per family and share it with a parent or caregiver, taking care not to open it until they get home.