



Children's CHE TOT 1

E-version Manual

*Community
Health
Evangelism*



CHILDREN'S CHE TOT I

OVERVIEW

Children's CHE is community health evangelism with children. God is working with and through children to bring transformation to their lives, and they then share what they have learned with their family, friends and community. This happens naturally—if children are excited about something, they spontaneously tell others. Children can be God's agents, both in sharing the good news of Jesus Christ, as well as training or showing others new health or practical skills.

This manual introduces Children's CHE, and can be used as a Children's CHE TOT I. There are two accompanying manuals: Children's CHE TOT II, which explores other Children's CHE topics, and Teaching Children's CHE, which includes sample Children's CHE lessons as well as sample Health Stories, Bible Storying, Discovery Bible Studies, Picture Pages and Picture Books to practice teaching. That manual also includes lessons on Teaching Children's CHE and Children's CHE in Schools.

Children's CHE Training of Trainers I is divided into 5 sections, along with some supplemental or optional lessons. The first section includes basic CHE or community health evangelism principles, for those who have not taken a CHE TOT. The second section focuses on entering the community and getting started with Children's CHE. The third section is an introduction to Children's CHE. The fourth section gives techniques and ideas for teaching Children's CHE. The final section focuses on Children's CHE and families—how families can take the lead in discipling their own children, with Children's CHE coming alongside.

The lesson plans in this manual can be used to equip trainers to lead Children's CHE ministries.

Electronic Version compiled and updated 03/2020



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HOW TO USE THIS MANUAL

This lesson plan manual is part of an extensive series for use in Community Health Evangelism (CHE) or Neighborhood Transformation (NT).

CHE and Neighborhood Transformation

Community Health Evangelism (CHE) seamlessly integrates evangelism and discipleship with disease prevention and community-based development. The work is wholistic, seeking to meet the whole need of individuals and communities through complete obedience to everything that Jesus commanded.

CHE lessons have been written to provide CHE trainers with tools that can be used to assist communities out of poverty while bringing people to faith in Christ. CHE trainers, skilled in participatory learning methods, use these materials to enable communities around the world to escape cycles of poverty and live as followers of Jesus. For information about CHE and how you can be trained as a facilitator, go to www.chenetwork.org.

Neighborhood Transformation is a strategy which helps churches minister in a wholistic manner to people in urban poor neighborhoods. It empowers people to take responsibility for their own lives. It helps neighbors to help their neighbors and moves them from welfare and relief to empowerment. It focuses on assets found in the neighborhood, rather than on fixing needs. Neighbors learn to work together and build local ownership, instead of waiting for outsiders to fix their problems. For more information about Neighborhood Transformation, or NT, go to www.neighborhoodtransformation.net.

Neighborhood Transformation (NT) and Community Health Evangelism (CHE) work side by side and are based on the same principles. CHE began in rural areas of Africa and has spread to more than 105 countries. However, the world is becoming more urbanized. Through Neighborhood Transformation, CHE was adapted to work in urban poor areas in North America. Urban CHE applies the strategies of Neighborhood Transformation to cities around the world.

How does CHE/NT training work?

CHE/NT training is intended to empower individuals and communities as architects of their own development. The CHE/NT trainer does *not* deliver pre-packaged solutions in a lecture, but facilitates discussions that involve the people themselves in creating their own solutions. The purpose of this lesson plan material is to enable the trainer to facilitate those discussions. This basic principle must be understood and guide the user of these materials in the training process. The chart below compares the two approaches:

Lecture (Traditional Approaches)	Discussion (The CHE/NT Way)
Content Focused	Learner Centered
Advice giving	Awareness raising
People listen	People create solutions
Outsider owns solutions	Insiders own solutions
People wait for outsider to resource the project	People act

CHE/NT lessons are formatted to make it easy for the trainer to facilitate *discussions* and involve the people themselves in analyzing problems, identifying resources, and creating solutions. There are a few simple keys to using this material for its intended purpose:

1. Keep the group small and sit in a circle. Rather than standing in front of participants who are seated in rows, sit with them in a circle. The optimal size for participatory learning is between 15 and 30 people. Never stand up when you speak. Break frequently into smaller groups of 3-6 for more in-depth discussion.
2. Focus on facilitating activities and encouraging discussion. The left column of each lesson plan contains the methods, questions, and activities the CHE/NT trainer will use to facilitate learning. The CHE/NT trainer's primary responsibility is to create a learning environment. The methods, activities, and questions in the left column of the lesson plan are designed for that purpose.

3. Value and record the contributions of each participant. When solutions are being brainstormed, always have one member of the group serving as a scribe to record the group's ideas on a large sheet of paper. Post these sheets of paper on the walls of the room for the remainder of the seminar. When facilitating discussion, ask the questions in the left column of the lesson plan and repeat the answers of each participant verbally while their contribution is being recorded by the scribe.

4. Contribute knowledge as a participant in the discussion rather than as the expert. The knowledge in the right column of each lesson plan is a list of ideas that the group will likely come up with as they brainstorm together. The CHE/NT trainer compares these ideas with the knowledge in the right column of the lesson plan and contributes important thoughts from that column that have been overlooked only after the group's ideas have been presented and recorded.

5. Be learner centered. Use name tags and call participants by name. Begin where the people are and involve them in the process of topic selection. Use language they can understand. Remember that building relationship is essential to a creative process, and to cooperative efforts that bring about change.

6. Focus on assets. Ask God to help you see what the people have, not what they lack. Help them to see themselves as stewards of resources rather than victims of circumstance. Identify local resources. Help them appreciate and build on their successes.

7. Be action oriented. The purpose of the session is not to transfer knowledge from the trainer to the participants. The purpose of a CHE/NT session is to involve participants in creating solutions that they will own and implement. The process should be one of self-discovery. People are more likely to act on their own ideas, then on ideas presented to them by another.

8. Learn to use starters and the SHOWD questions. Starters are used at the beginning of a lesson to visualize real life situations and pose a single problem concisely. The purpose of a starter is to focus an issue and stimulate the thinking process. Each starter, whether it is a picture, a role play, a case study, a story, or an object lesson, is followed in the lesson plan by one of more of the SHOWD questions. These questions serve as a framework for CHE/NT lessons, but often only the first two or three questions are asked after a starter because the other questions will be answered in the body of the lesson:

- What do you **S**ee? (Retell the story, describe the picture)
- What is **H**appening? (Focus the problem or the issue to be discussed)
- Does this happen in **O**ur place? (Relate the starter to real life)
- **W**hy is this happening? (Identify causes)
- What can we **D**o about it? (Create solutions)

What outcomes are we looking for?

The success of our training activities can be measured by the following transformational indicators. These are the outcomes that we consistently see in mature CHE/NT programs around the world, and what we are looking for in the lives of those we train:

1. Shared vision: The community sees a better future and has hope that it can be achieved.
2. Leadership: Godly Christian leaders are positioned and equipped to lead the community toward the accomplishment of its vision.
3. Ownership: People are taking responsibility for their own health and wellbeing.
4. Cooperation: People are united and working together for the common good.
5. Volunteers: People are taking initiative and acting sacrificially to meet the legitimate needs of others.
6. Dignity: People have recovered their identity as made in the image of God and their vocation as stewards of creation. Instead of being controlled or victimized by their environment, they are stewards of it.
7. Learning, Skill, and Resources: People are equipped to identify needs and resources, put together a plan, and mobilize volunteers to accomplish their vision. People are continually reflecting on what is happening in order to learn how to be more effective.

8. Christian Community and Witness: People are becoming followers of Jesus. Believers are meeting together for fellowship, prayer, Bible study and worship, and are sharing Christ with their neighbors in word and deed.
9. Multiplication: Knowledge and skills learned are being transmitted to others.

Once the above outcomes are achieved in the lives of people, their communities change. Health improves, infant mortality decreases, agriculture becomes more productive, jobs are created, water systems, roads, schools and clinics are built, and churches are established or strengthened. Peace, justice, compassion, and righteousness are witnessed in the community and God is glorified. All of this will be the result of solutions created and owned by the people, not programs blueprinted and delivered from the outside.

Adapting the lesson to the context

It is impossible to create lesson plans that can be used universally without adaptation to the context and culture of the participants. The stories and illustrations used in these lessons are intended to provide a framework for discussion of key issues but will need to be adapted by the user to the context. The participatory process, however, that involves the participants analyzing problems, identifying resources, and creating solutions, must never be compromised.

CHILDREN'S CHE TOT 1

Section One - Basics of CHE

Lessons

THE GREAT COMMANDMENT & THE GREAT COMMISSION

Date: 10/2018

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. See that Jesus came to meet the needs of the whole person, not just one aspect of his being.
 2. Understand that Jesus commands his followers to meet the needs of the whole person.
 3. Determine to be obedient to the commands of Christ by aiming their lives and ministries to meet the needs of the whole person.

OVERVIEW FOR TRAINERS: This is the basis for an integrated approach to development. If the participants do not see this, they may have a difficult time with other sessions later. This lesson is an alternative to the lesson on The Gospel of the Kingdom.

Class members should look up the scripture references below.

Luke 4:16-21

Luke 10:27

Matthew 28:18-20

Matthew 25:35-46

Luke 9:1,2 & 10:1,8,9

Role Play (5 min): Two people are arguing.

- 1st** The only thing that we should be concerned with as Christians is winning people to Christ. Matthew 28:18-20 clearly tells us that.
- 2nd** You are wrong. The Bible tells us we should be concerned about the physical needs of people as well as their spiritual needs. Matthew 25:35-40 says that when we help a person physically, we are ministering to Jesus. What about the teaching of the Good Samaritan?
- 1st** What good is it to save a man's life physically if he is going to spend eternity in hell?
- 2nd** How can a man hear the Gospel when the cries of his physical needs are so loud?

----SHOWD questions----

S = What do you See?

H = What is Happening?

O = Does this happen in Our place?

W = Why does this happen?

D = What will we Do about it?

I. Group Activity (10 min)

Give the following instructions to the group:

- A. Usually pastors and evangelists deal with spiritual work and other people with another type of work. Most people do not equally combine spiritual work with other types of work. We are going to make a "human continuum" and arrange ourselves in a line across the room according to the nature of our work.
1. If your primary work is to care for the physical, emotional, or intellectual needs of people, then take your place and stand on the right side of the room.
 2. If your primary work is to care for the spiritual needs of people, then take your place on the left side of the room.
 3. If your primary work is equally applied between the physical (including intellectual and emotional) and spiritual, then take your place somewhere in the middle of the room.
- B. While participants are all standing in their chosen locations, ask for volunteers to share why they chose to stand where they are standing.

THE GREAT COMMANDMENT & THE GREAT COMMISSION

II. Jesus' Ministry - Luke 4:16-21 (10 min)

Jesus came to minister to the whole person. Read Luke 4:16-21 with the group and discuss the following questions.

- A. At what point in Jesus' ministry did this interaction take place?
 1. At the beginning of his public ministry, after being tempted in the wilderness for forty days.
 - B. Where did this take place?
 1. In his hometown of Nazareth at the synagogue.
 - C. Why do you think Jesus said these things at the start of his public ministry?
 1. Jesus was stating His purpose, or mission, and defining the nature of His work.
 - D. What do the Scriptures say about why Jesus came?
 1. To preach the gospel to the poor. (economically disadvantaged).
 2. To proclaim release to captives (socially and politically disadvantaged).
 3. To give sight to the blind (physically disadvantaged).
 - E. Read the following quote: "Jesus came with concern for every area of our lives. His mission was to restore wholeness to a lost and broken world. He would address not only spiritual concerns, but physical, social, intellectual, and emotional concerns as well."
-

III. Jesus' Commands (15 min)

With the large group, read the following passages and discuss the questions below.

- A. Luke 10:27. What parts of our lives are included in the word "all"?
We are to love God with our whole being: Luke 10:27
 1. Heart – Emotion
 2. Soul – Spiritual
 3. Mind – Intellect
 4. Strength – Physical
 - B. Matthew 28:18-20. What items are described by words that mean "all"?
"All" in Matthew 28:18-20 describes:
 1. All authority belongs to Jesus.
 2. All (every) nations (peoples) are to be disciplined.
 3. All (everything) Jesus commanded is to be obeyed. (We are to help others do what we are doing in following Christ. AKA – make disciples)
 4. Promise – Jesus is always with us, even when we fail.
 - C. Which of the three commands (the two great commandments and the great commission) is optional?
 1. None of them. All three commands are from God and are given with equal authority.
 2. In obeying the command of Christ to make disciples, we must teach love for God and neighbor.
-

IV. Read Matthew 25:35-46 & Discuss (5 min)

Read Matthew 25:35-46 with the group and discuss the following.

- A. What is the basis of Jesus' judgment in these verses?
 1. Jesus based his judgment on how people responded to the needs of others.
- B. What kinds of needs were met by those who are judged to be righteous?
 1. Hunger – Fed
 2. Thirst – Given drink
 3. Homelessness – Hospitality
 4. Nakedness – Clothed
 5. Sickness – Cared for
 6. Imprisonment – Visited
- C. Read the quote here: "Jesus did not say, 'I was hungry and you preached to me,' or 'I was thirsty and you preached to me.' He expects his followers to respond to people according to their need. Being responsive to the needs of others, and obedient to both the great commandment and the great commission, will take very great commitment."

THE GREAT COMMANDMENT & THE GREAT COMMISSION

V. Jesus Sends Out His Disciples (5 min)

- A. Read Luke 9:1,2 & 10:1,8,9 Who did Jesus send out, and what did he send them to do?
1. He sent out 12 to heal, preach, and cast out demons, and he sent out 72 to heal and preach.
- B. What should we do as disciples of Jesus in today's world?
1. Do the same thing, aiding the whole person
-

VI. Conclusion: Ask the group the following questions (5 min)

- A. If Jesus joined us at the start of this lesson, in our "human continuum" line across the room, where would he stand?
1. He would have stood in the middle of the room.
- B. What does this teach us about the kind of ministry we should have?
1. We need to take our place with Jesus in the middle of the room and minister to people according to their need. Our ministry should be wholistic. We need to care about every aspect of a person's life.
-

VII. Reflection (10 min): Ask the group to consider the following questions and evaluate whether there is balance in their lives and ministries.

- A. When was the last time you led another person to faith in Christ?
- B. When was the last time you helped a new believer on the road to spiritual maturity?
- C. When was the last time you helped another person to become a disciple of Christ?
- D. When was the last time you helped to meet a neighbor's physical need or problem?
- E. When was the last time you helped someone to grow in such a way that they can do for someone else what you have done for them?
- F. Read the quote here: *"Community Health Evangelism is a wholistic ministry strategy that will enable you to bring balance to your ministry by being responsive to the needs of people in the communities you serve. This seminar is aimed at equipping people to minister to the whole need of the individual, and to be obedient to both the great commandment and the great commission."*
 "Let's pray about how we can best obey all the commands of Jesus."
-

ATTITUDE: Facilitators are committed to meeting the needs of the whole person: physical, spiritual, emotional, and intellectual.

SKILL: Participants can identify ministries that are truly wholistic, addressing the physical, social, mental, and spiritual needs of people.

EVALUATION: Facilitators will know that participants have learned the content of this lesson when they are involved doing wholistic ministry.

MATERIALS:

- Poster-size sheets of paper, marking pens, masking tape
- Bible
- *The Great Commandment & The Great Commission* Role Play

This lesson is used in: This lesson is used in: Social – Adoption; Spiritual – Discipleship; Program Trainings TOT I, HIV TOT, Urban TOT; Family-Based CHE TOT I, Vision – Mobilizing the Church, Extra; Business and NGO Development – Kingdom Business – Vision

THE GREAT COMMANDMENT & THE GREAT COMMISSION

Role Play (5 min): Two people are arguing.

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- 1st** What good is it to save a man's life physically if he is going to spend eternity in hell?
- 2nd** How can a man hear the Gospel when the cries of his physical needs are so loud?
-

THE GREAT COMMANDMENT & THE GREAT COMMISSION

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- 1st** What good is it to save a man's life physically if he is going to spend eternity in hell?
- 2nd** How can a man hear the Gospel when the cries of his physical needs are so loud?

DEFINING GOOD HEALTH

Date: 04/02

(1 HOUR)

- OBJECTIVES:**
1. Participants understand that God made everything healthy, but sin has adversely affected our health.
 2. Participants understand that good health requires living in harmony with God, self, others, and the environment.

OVERVIEW FOR TRAINERS: This lesson will help participants understand good health in terms of harmony with God, self, others, and the environment. This is one of three pictures presented in the first day of TOT 1 visualizing the desired impact of CHE ministry:

1. Restoring harmony with God, others, self, and the environment, (Defining Good Health)
 2. People living out God's vision of community (God's Vision of Community)
 3. Cultures rooted in the truth of God (Worldview and Development).
-

Mr. Mafu Story (10 min):

Mr. Mafu had a very nice horse. As he rode to work one day, the horse stepped into a hole. Mr. Mafu fell off and broke his leg. His neighbor, a good friend, took him home and the family called the traditional doctor. The doctor said the neighbor brought this evil on him. He also advised him to go to the hospital. At the hospital his leg was put into plaster of paris. In the hospital Mr. Mafu kept saying, "It shows you cannot even trust your best friend!" When the plaster came off, he was so glad the leg was healed, but he wanted to pay back the evil his friend had done, so he started to do wrong things against his neighbor.

----Questions----

Was Mr. Mafu healthy once his leg was healed?
What does this teach us about good health?

Mr. Mafu was not healthy, even after his leg was healed. He not only had a physical problem, but social, emotional, and spiritual problems as well. He will not be truly healthy until all these problems are dealt with.

I. What is necessary for a person to live a healthy, meaningful, and full life?

- A. Food
- B. Clean water
- C. Medication
- D. Education
- E. Friends
- F. Purpose and meaning in life
- G. Employment
- H. Peace with God
- H. Emotional stability
- I. Rest
- J. Strong families
- K. Safety

DEFINING GOOD HEALTH

II. Good Health Diagram

Medical treatment is not all there is to good health. Read the statement: *For a person to be truly healthy, many things are involved. To this end CHE attempts to deal with the elements presented below:*

Spiritual Care

Health Education-	\	I	/-	Clean Water
Agriculture--	\	I	/-	Maternal Care
Literacy--	\	Good	/-	Employment (microenterprise)
Sanitation--	/	Health	\-	Medical Treatment
Nutrition--	/	I	\-	Well Baby
Immunization-/		I	\-	Prevention of Common Disease

Emotional Self-Worth

III. In the Beginning (10 min):

In the beginning people lived in harmony with God, self, others, and the environment. Read Genesis 1:1,10,12,18,21, and 25.

- A. What do these verses say about God's creation?
1. God created all things.
 2. Everything God created was good.
- B. Read Genesis 1:26-31. What do these verses teach us about the creation of human beings and the environment in which they originally lived?
1. God made the first people in His image and likeness.
 2. The first people lived in harmony or peace with God in the beginning.
 3. The first people lived in harmony with themselves, with others, and with nature.
-

IV. When Adam and Eve Sinned:

When Adam and Eve sinned, harmony with God, self, others, and the environment was lost.

Read Genesis 3:16-19 and answer the following question.

- A. What happened to the harmony and wholeness in the garden of Eden after Adam and Eve sinned?
1. Relationships became strained.
 2. The ground was cursed.
 3. Disease and death entered the world.

God's Word uses "shalom" to describe peace, wholeness, soundness, well-being, and good health. In the Old Testament, "shalom" is used when there is harmony between people and between people and things. To be in harmony means to live in peace with someone or something.

- B. If we are to experience wholeness and well-being, with whom must we live in harmony?
1. God
 2. Others
 3. Oneself
 4. Nature
-

V. Wholeness and Well-Being

Good health is living in harmony with God, self, others, and the environment.

Read the statement:

God's Word uses "shalom" to describe peace, wholeness, soundness, well-being, and good health. In the Old Testament, "shalom" is used when there is harmony between people and between people and things. To be in harmony means to live in peace with someone or something.

- A. If we are to experience wholeness and well-being, with whom must we live in harmony?
1. God
 2. Others
 3. Oneself
 4. Nature

DEFINING GOOD HEALTH

VI. Small Group Discussion

Divide into four small groups and have each group discuss one of the following questions. Report.

- A. What does it mean to live in harmony with oneself?
 1. Happiness and emotional stability.
 2. Seeing ourselves as God sees us.
 3. Understanding ourselves.
 4. Accepting the reality of sin in our lives and realizing our need to ask forgiveness.
 5. Understanding that the basis of harmony with self is a relationship to God.
 6. Maintaining good health emotionally, physically, socially, and spiritually.
 7. Coping with adversity and disease.
 8. Maintaining healthy attitudes.
 - B. How can we live in harmony with others?
 1. Obeying God's commandments for how to treat others.
 2. Being helpful, being with others, and showing love.
 3. Being at peace with ourselves.
 4. Forgiving others when they do us wrong.
 5. Obeying the authorities God has placed in our lives.
 6. Giving sacrificially to meet the legitimate needs of others.
 - C. How can we live in harmony with nature and the environment?
 1. Protect the environment.
 2. Conserve and develop God-given resources.
 3. Understand disease processes.
 4. Obey the laws of nature and take safety measures.
-

VII. Conclusion

- A. If health is harmony with God, self, others, and the environment, then what is illness?
Illness is disharmony in any one of the four areas in a person's life.
 - B. What is healing?
Healing is restoring harmony in any area where there is disharmony.
-

ATTITUDE: Facilitator has the conviction that good health involves harmony with God, our own self, others, and nature.

SKILL: Participants will be able to understand that God made everything healthy, but sin has adversely affected our health. They will also be able to understand that good health requires living in harmony with God, self, others, and the environment.

EVALUATION: Facilitators will know participants have learned the content of this lesson when they seem to be in good health in the four different areas.

MATERIALS:

- Bibles, marking pens, masking tape
- Poster size sheets of paper
- *Mr. Mafu Story* – Starter
- *Good Health CHE Chart*

DEFINING GOOD HEALTH – MR. MAFU STORY

Starter

Tell the Story: Mr. Mafu had a very nice horse. As he rode to work one day, the horse stepped into a hole. Mr. Mafu fell off and broke his leg. His neighbor, a good friend, took him home and the family called the traditional doctor. The doctor said the neighbor brought this evil on him. He also advised him to go to the hospital. At the hospital his leg was put into a cast. In the hospital Mr. Mafu kept saying, “It shows you cannot even trust your best friend!” When the plaster came off, he was so glad the leg was healed, but he wanted to pay back the evil his friend had done, so he started to do wrong things against his neighbor.



COMPARING RELIEF AND DEVELOPMENT

Understanding CHE as a Program for Wholistic Development

Date: 05/12

(1 HOUR)

- OBJECTIVES:**
1. Participants will understand the difference between relief and development.
 2. Participants will know when to do relief and when to do development.
 3. Participants will understand principles of development that lead to self-reliance and sustainability.

OVERVIEW FOR TRAINERS: The *River Crossing* story points out the concept of self-reliance and introduces the concept of multiplication for all development that is taking place.

Role Play: River Crossing (30 min)

Draw two lines on the floor using chalk, to represent banks of a river. Draw two circles representing steppingstones and a larger circle in the middle to represent an island. Role play the two scenes below and ask the corresponding questions.

Scene 1: Two men come to the river and want to cross but do not know how to swim. The current is strong, and they are afraid to cross. An outsider comes along and sees their difficulty. He offers to help them cross using the steppingstones, but they are afraid. He agrees to carry one on his back but only manages to reach the island in the middle. He leaves the first man there and returns to shore where the other man is waiting.

Facilitator asks:

- What happened to the outsider in this role play?
- What happened to this first village member?
 - A. Observations about community work from scene one of the role play:
 1. When you carry a person, you don't teach him to do it for himself.
 2. We hurt more than help by doing things for people that they can do for themselves.
 3. When we do things for people that they can do for themselves, we can leave them stranded in the middle.
 4. Doing things for people doesn't get the job done.
 5. If people are carried, the project will die when the developer leaves.
 6. Sometimes we only do half the job.
 - B. What can we observe about community work from this role play?

The people, not the outsider, should identify the need.

Scene 2: The outsider returns to the riverbank to the waiting village member but is now too tired to carry him. He refuses to carry the second man but agrees to help show him how to walk across on the stones. Halfway across, the village member feels confident enough to manage on his own. The 2nd village member and outsider cross the river, but the first villager is still left on the island. He shouts for help. The outsider walks away and instructs the second village member to go back and show the village member on the island how to walk on the stones and reach shore.

Facilitator asks:

- How were the results of the second scene different from the first?
- How was the process different in the second scene from in the first?
- What were the keys to success in the second scene?
- What does the second scene teach us about community work?

What scene two teaches about community work:

1. Real development is helping people to do things themselves and not just doing things for them.
2. If you teach someone to do something, teach so he can teach another person so there can be multiplication.

COMPARING RELIEF AND DEVELOPMENT

3. You learn better by doing and not just seeing or hearing.
 4. Just because someone can do something doesn't mean they can teach others.
 5. Use local resources.
 6. A teacher is needed.
 7. We learn by example and encouragement.
 8. Step-by-step instruction is given as a person needs to know.
 9. Repetition is important.
 10. The trainer himself needs to know how to do the task.
 11. You don't need vast experience to teach someone else.
 12. The goal is multiplication.
-

I. Relief and long-term Development Comparison (25 min):

Divide people into small groups to compare relief and development on the following points:

- Required situation
- Duration of the project
- Source of resources
- Ownership of the project
- Outcomes and end results
- Type of action

	Relief	Development
Required Situation	Disaster, life and death situation, Emergency	Chronic poverty. "Normal" life that people want to improve.
Duration	Short-term	Long-term
Resources	Bring outside resources	Maximize the use of local resources
Ownership	Outsider	Local people
Result	Return to normalcy	Improvement, progress
Type of action	Doing things for the people. Reactive, curative.	Enabling, teaching people to do it by themselves. Pro-active, prevention

II. Conclusion (5 min)

- A. What happens if we do relief when it is development that is needed?
We make people passive recipients rather than active participants and create dependencies.
- B. What happens if we do development when it is relief that is needed?
People are not rescued from their crisis and may die.

COMPARING RELIEF AND DEVELOPMENT

ATTITUDE: Facilitator understands that development must be approached from the grass roots level, involving the people and helping them to become self-reliant under God's direction. It is not the developer's role to develop the community. People must develop themselves. Work is to be from the bottom-up (community-based) and not top down (institution-based).

SKILL: Participants will be able to understand the difference between relief and development for their areas of responsibility.

EVALUATION: Facilitators will know that participants have learned the content of this lesson when they are able to work as part of the community from the bottom up and not top down. Also, the project will be fostering self-reliance under God's direction, and it will be wholistic, considering the whole man.

MATERIALS:

- Poster-size paper, marking pens, masking tape
- Bible
- *River Crossing Story* handout

RIVER CROSSING STORY

(Draw two lines with chalk on the floor to represent banks of a river. Draw two circles representing steppingstones and a larger circle in the middle to represent an island).

Scene 1: Two men come to the river and want to cross but do not know how to swim. The current is strong, and they are afraid to cross. An outsider comes along and sees their difficulty. He offers to help them cross using the steppingstones, but they are afraid. He agrees to carry one on his back but only manages to reach the island in the middle. He leaves the first man there and returns to shore where the other man is waiting.

Scene 2: The outsider returns to the riverbank to the waiting village member but is now too tired to carry him. He refuses to carry the second man but agrees to help show him how to walk across on the stones. Halfway across, the village member feels confident enough to manage on his own. The second village member and outsider cross the river, but the first villager is still left on the island. He shouts for help. The outsider walks away and instructs the second village member to go back and show the village member on the island how to walk on the stones and reach shore.

Points from the river crossing role play:

- A. When you carry the person, you don't teach him to do it himself.
- B. If you teach someone to do something, teach so he can teach another person so there can be multiplication.
- C. Sometimes you hurt, more than help, a person by doing it for him.
- D. You learn better by doing and not just seeing or hearing.
- E. When the developer leaves and the people are not taught, the project will die.
- F. Use local resources.
- G. A teacher is needed.
- H. We learn by example and encouragement.
- I. Explanation is needed.
- J. Repetition is important.
- K. There is more motivation when there is a need.
- L. Sometimes we only do half a job.
- M. Doing it for someone doesn't get the job done.
- N. The task is too great for one.
- O. Just because someone can do something doesn't mean they can teach others.
- P. The trainer himself needs to know how to do the task.
- Q. Give step-by-step instruction as a person needs to know.
- R. You don't need vast experience to teach someone else.
- S. Bring out the point that real development is helping people to do things themselves and not just doing things for them.

CHE CONCEPTS: UNDERSTANDING THE NEED FOR CHE

Date: Revised 10/11

(1 HOUR)

- OBJECTIVES:**
1. Participants understand prevention is as important as cure in health care.
 2. Participants can explain the Pyramid of Health, what happens at each level, and who staffs each level.
 3. Participants see how evangelism, follow-up, and discipleship fit into a CHE Program.

OVERVIEW FOR TRAINERS: This gives the underlying foundation for understanding a Community Health Evangelism program. This lesson can be used in a TOT, to introduce the CHE program to a community, as part of committee training, or to help the CHEs understand the importance of their job.

Dr. Anna Story (5 min)

Preparation:

Before beginning this lesson, write one disease on the back of each paper cut-out patient attached to the end of this lesson plan. Some examples of suggested diseases are given with the figures. You may want to add some diseases that are specific to your area. If there are more diseases than cut-outs, simply use cut-outs more than once. (The attached cut-outs are Dr. Anna from Mongolia. Cut-outs of Dr. Akili from Africa are also available on the Lesson Plan DVD).

Tell the Dr. Anna story (attached) using the cut-outs to visualize the story (9 min).

After telling the story (20 min):

Tell the participants, we are going to see if we can help solve Dr. Anna's problem. Give each participant one of the paper cut-out patients from the story. One disease found in the area is written on the back of the paper cut-out patient. Then, one-at-a-time, each participant reads aloud the name of the disease found on their paper cut-out patient and places their patient in one of three places:

1. Hospital – building with cross (Cure)
2. Clinic – syringe (Immunization)
3. House (Prevention)

Each participant should consider these instructions for each disease when placing their patients:

Hospital - represents a disease which cannot be prevented and can only be treated in a hospital, as well as injuries that can only be treated in a hospital

Clinic - a syringe represents diseases that can be prevented by immunizations or minor injuries

Home - represents home treatable or preventable diseases and injuries

I. Lesson from The Story (10 min)

Ask the group: "What can be learned from this story?"

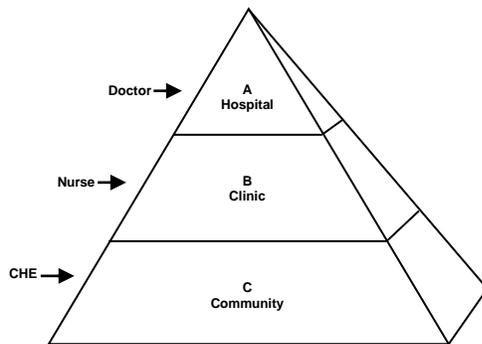
- A. Most of the diseases being treated could have been prevented through health education.
 - B. Prevention is better than cure.
-

II. Health care can be viewed as a pyramid (10 min):

Announce that we have created a pyramid of health with our cut-outs. Have a drawing on Poster-size sheets of paper showing the Pyramid of Health. Explore the different aspects of the pyramid by asking the following questions of the group and recording their answers in a table.

(an example table is shown at the end of this lesson)

COMPARING RELIEF AND DEVELOPMENT



Say to the group, "Let's compare the three levels in the pyramid of health. We will use the following scale to help us":

H = high or much

M = medium

L = low

Please note that answers can be used more than once for each question. Also, an answer does not need to be used in each question. See the answers for question "D" (below) as an example.

- A. How would you describe the complexity and cost of the equipment used? H / M / L
 - B. How would you describe the cost for training the people who work there? H / M / L
 - C. How would you describe the funding required per person for services? H / M / L
 - D. How would you compare the opportunity for evangelism? (sharing the Gospel) H / M / L
 - E. How would you compare the opportunity for discipleship? (continual, frequent meeting for training and encouragement) H / M / L
 - F. How would you rate each place for the ability and focus of preventing common illness? H / M / L
-

III. **Benefits of a community-based health program (10 min)**

Ask the group: "What are the benefits of a community health program?"

- A. Community health takes health services to the community instead of asking the people to come to a central institution.
 - B. Community health prevents common illnesses, which make up a large percentage of the disease burden.
 - C. Community health reaches a larger number of people at less cost.
 - D. Community health completes the health care system. Both curative and preventive health initiatives are needed.
 - E. Community health allows the integration of the physical and spiritual.
 - F. Community health empowers the community to take responsibility for their own health.
-

IV. **Community Health Evangelism (10 min)**

Ask the group: "Based on what you have learned thus far, what is Community Health Evangelism?"

- A. A community coming together to identify their health and spiritual needs and then organizing to meet these needs.
- B. Individuals, families, and communities taking responsibility for their own health care.
- C. Making disciples who can teach others what they have learned.
- D. Obedience to both the Great Commandments and the Great Commission.
- E. Local volunteers sharing the transferable truths they have learned about areas such as garden agriculture, nutrition, water purification, sanitation, maternal childcare, and spiritual care.

COMPARING RELIEF AND DEVELOPMENT

V. **Conclusion (1 min)**

In Community Health Evangelism, our focus is on disease prevention and health promotion rather than on cure. Most illnesses can be prevented.

In Community Health Evangelism, our focus is on the community, rather than on the hospital or clinic. Most illness can be prevented or cared for at home.

Curative care in hospitals or clinics is still needed. But now specialists like Dr. Anna can focus on a smaller number of people who have serious or complicated illnesses.

ATTITUDE: Participants will value community-based health promotion and disease prevention knowing that prevention is better than cure.

SKILL: Participants will be able to understand and learn the important underlying foundations of Community Health Evangelism.

EVALUATION: Facilitators will know that participants have learned the content of this lesson when they can draw and describe a health pyramid with its three levels and tell who staffs each level.

MATERIALS:

- *Dr. Anna Story* and cut-outs to tell story
- *Pyramid of Health* diagram
- Poster-size sheets of paper
- Marking pens
- Masking tape

This lesson is used in: Program Trainings – Vision, Urban TOT

EXAMPLE OF TABLE FOR SECTION II

QUESTION	Rating for:		
	Hospital	Clinic	Community
equipment complexity and cost			
cost for training			
cost for treatment			
evangelism opportunity			
discipleship opportunity			
opportunity and focus to prevent disease			

Use the paper cut-outs attached to the end of this lesson plan to tell the story. Sit in the middle of the circle of participants and visualize the story by placing the cut-outs on the floor.

Dr. Anna story

(Place the cut-out of Dr. Anna sitting at her desk on the floor for everyone to see)

Dr. Anna had just finished medical school and wanted to help the poor in her country. She set up a temporary clinic in a nearby village and went to work. She was excited and happy about being able to put her good training and skill to use. She wanted to share Christ with her patients and see them grow spiritually.

(Place about half of the cut-out patients on the floor as if they were lining up to see Dr. Anna)

A large queue of people had begun to form as they had heard a new doctor had come to work at the hospital. Dr. Anna spent a lot of time with the patients who had come to see her getting their proper histories and prescribing right treatments. She shared Christ and prayed with each one. She wanted to do the best possible examination for each patient.

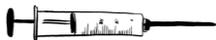
(Place the other half of the patients on the floor in the line to see Dr. Anna)

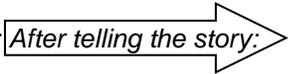
However, as the morning went on, the queue continued to grow, and Dr. Anna decided to miss tea and then her lunch in order to see patients. She became irritable and discouraged when she saw how many more patients were waiting and started to take less time with each patient. She stopped sharing Christ and eventually even praying with them. By the middle of the afternoon, Dr. Anna was seeing patients very quickly and was saying "next, next, next..." She was no longer taking the time to use her expert skills but was trying to finish seeing patients so everyone could go home.

Ask the group, "What can we do to help Dr. Anna?"



(Put the cutout of the hospital, syringe, and home on the floor, in front of the group, as shown at the left: hospital on top, syringe in middle, and home at the bottom.)



Now return to the first page of the lesson at:  *After telling the story:*

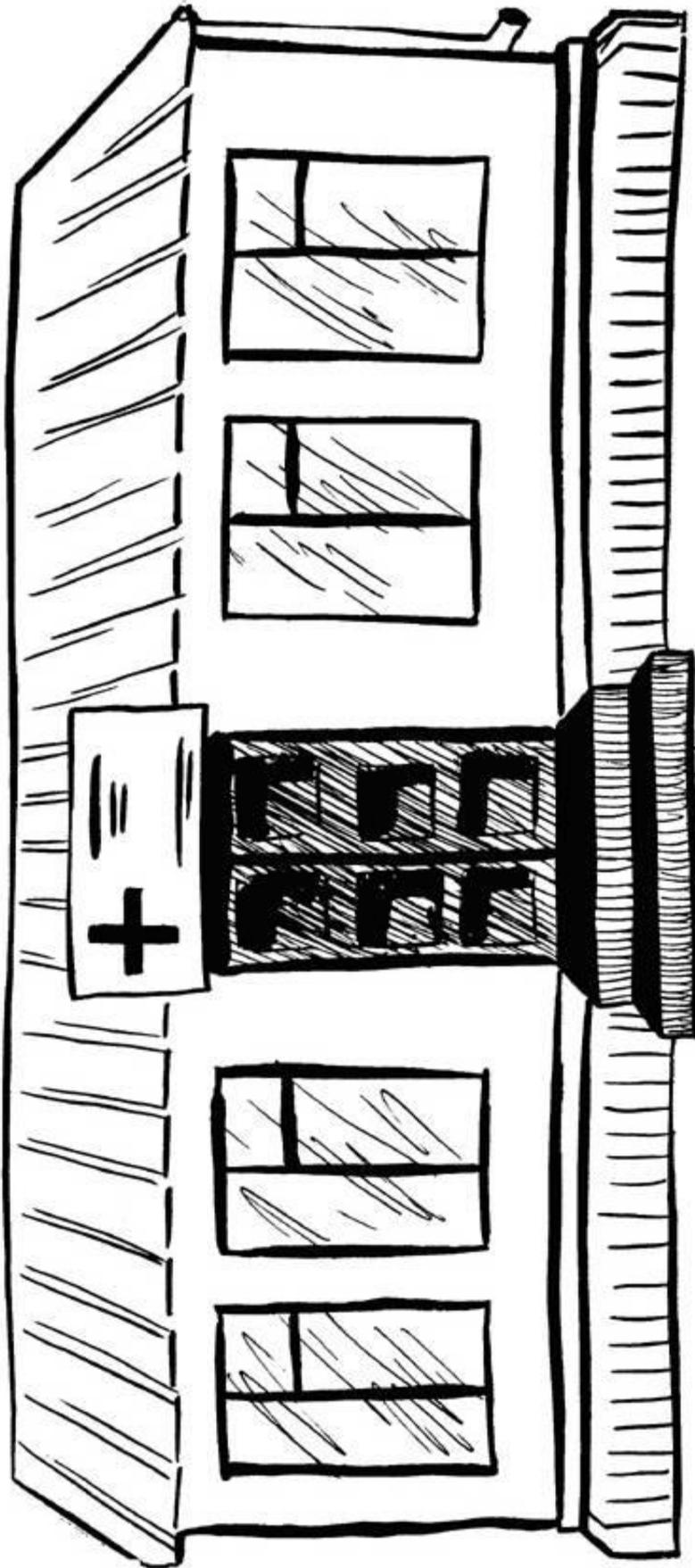


Hospital - represents a disease or condition which cannot be prevented and can only be treated in a hospital.

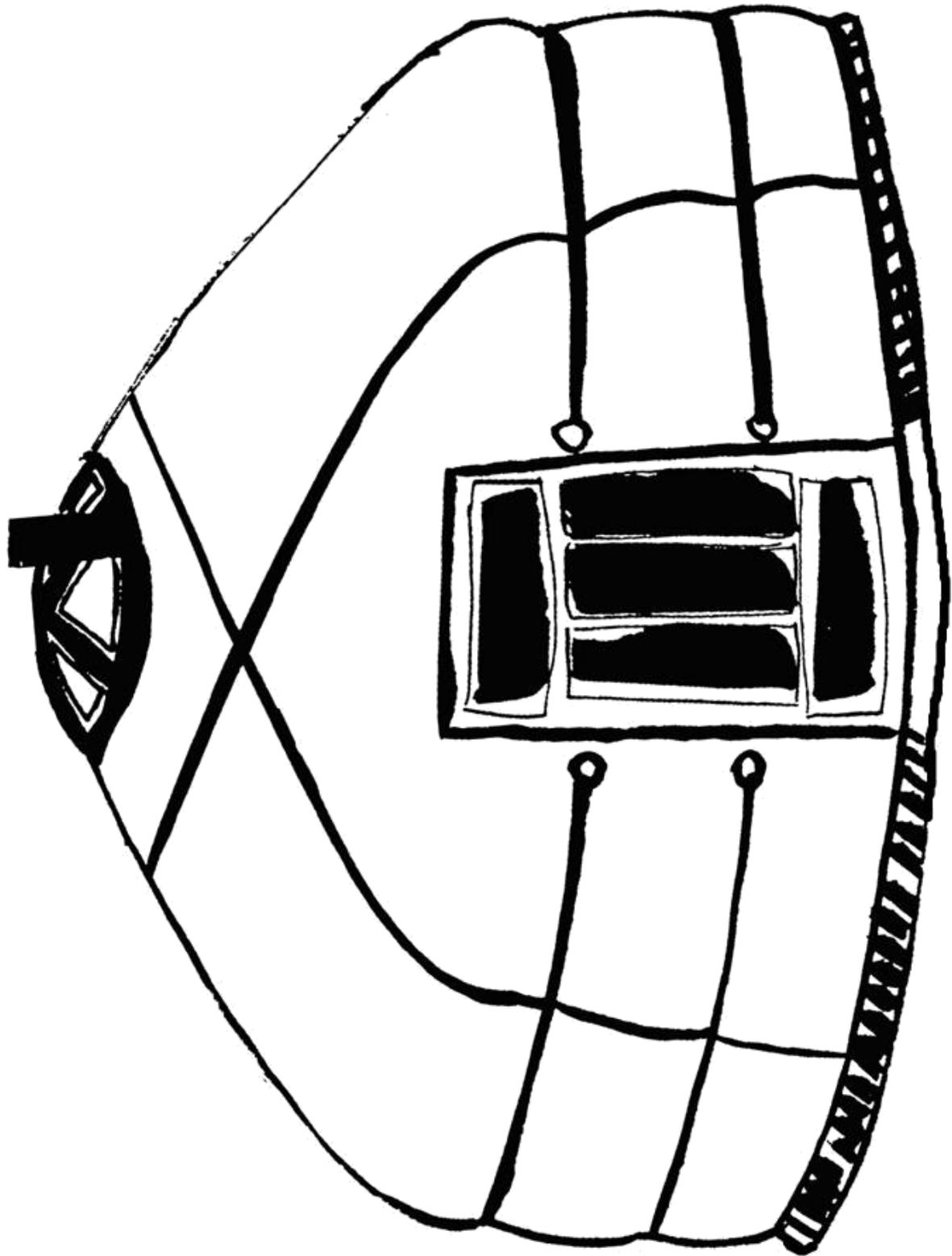
Clinic - a syringe represents diseases that can be prevented by immunizations.

Home - represents the home treatable or preventable diseases

Here is a suggested list of diseases for this exercise. Write one disease on the back of each cut-out: Worms, Syphilis, Broken arm and cut on forehead, Chest pain, Scabies, Goiter, Malnutrition, Anemia, Gonorrhea, First pregnancy, Conjunctivitis (Pink Eye), Flu, Arthritis, Infant with Diarrhea, Toothache, Measles, Malaria, HIV, Lung cancer due to smoking, Tuberculosis, High blood pressure, Alcoholism, Pneumonia, Loss of hearing, Ulcer, Asthma, depression, Weak due to old age, Typhoid fever, Cancer.

















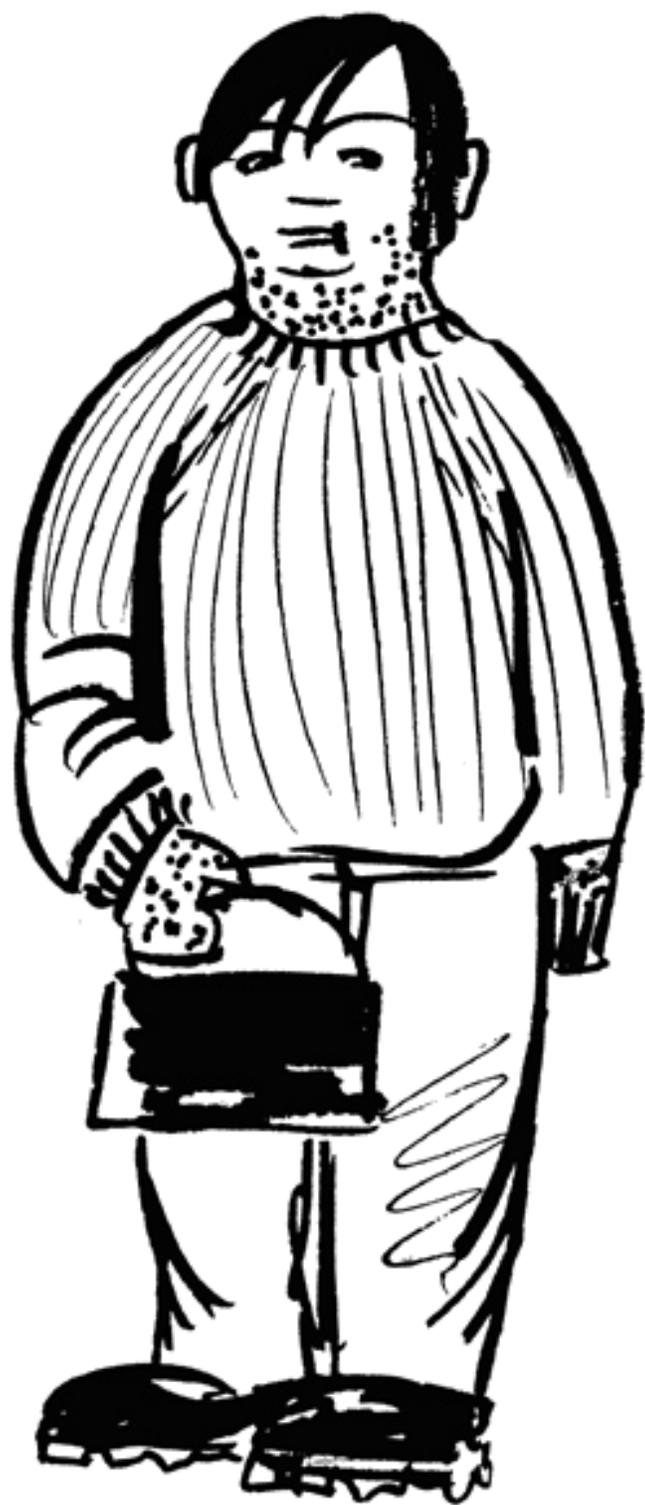












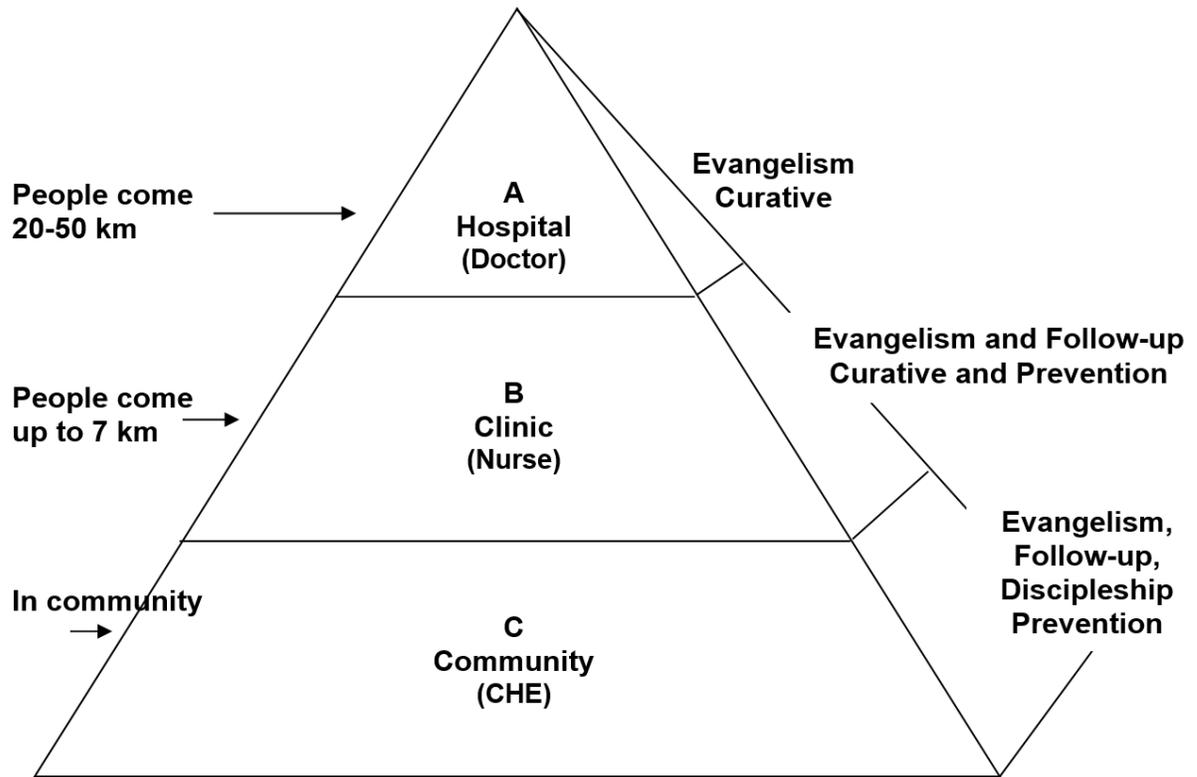








PYRAMID OF HEALTH



CHE DESCRIPTION - THE BASIC ELEMENTS OF A CHE PROGRAM

Date: Rev 4/11

(1 HOUR)

- OBJECTIVES:**
1. Participants will understand the goals of a CHE program.
 2. Participants will be able to explain the key elements of a CHE program.

OVERVIEW FOR TRAINERS: This is the second hour explaining a CHE program, beginning to get into the details of the CHE process. This lesson should be followed by the lessons on the role of the CHE, Committee, and Training Team.

- Role Play (5 min):** Two people talking
- 1st I believe God wants us to minister in meaningful ways to the poor. I want a ministry that brings people to faith in Christ, and lifts communities out of poverty. I have no idea how to structure such a thing.
- 2nd I'm not sure either. The task seems so big and complex.
I know how to witness to people and how to feed people for a day. But I have no idea how to structure a ministry that helps people out of poverty.
- 1st

----SHO questions----

S = What do you See?
H = What is Happening?
O = Does this happen in Our place?

I. Basic Elements of a CHE Program (30 min)

Hand out the attached CHE Case Study. Divide into small groups and have each group read the case study and identify the following:

- A. What are the three main groups of people in a CHE program, and what are their jobs?
1. Training team: Believers who initiate the CHE process and train the committee and the CHEs.
 2. Committee: Volunteers elected by the community to manage the program choose and supervise the CHEs.
 3. CHEs: Volunteers who visit homes, teach physical and spiritual topics, and facilitate behavior change.
- B. What are three goals of CHE ministry?
1. Health promotion
 2. Poverty alleviation
 3. Making followers of Jesus
- C. How is training done?
1. Training team made up of 3-5 trained people with different vocational backgrounds.
 2. Committees are trained first for 18 hours.
 3. Train 3 days per week until 30-50 training days completed. One Physical and Moral Value each day.
 4. Participatory methods which foster small group discussion and create solutions.
- D. How are the physical and spiritual integrated?
1. Integration begins with people who have a burden to minister physically and spiritually.
 2. People are trained as generalists rather than specialists. Nurses do evangelism and pastors teach agriculture.
 3. There was emphasis and success on the physical and spiritual.
 4. Evangelism, follow-up of new believers, and leading of Bible studies
- E. What were other accomplishments of the project?
1. Many people committed their lives to Christ and were discipled.
 2. Each CHE led one Bible Study or Intercessory Prayer Group.
 3. Home visits were made by the CHEs every week.
 4. 40 springs were protected.
 5. One bore hole was drilled.
 6. Malnutrition was radically decreased.

THE BASIC ELEMENTS OF A CHE PROGRAM

7. Fishponds, kitchen gardens, poultry, and bee keeping
 8. Incidents of death due to measles were reduced by 80% through immunization program.
 9. Contouring and/or terracing hilly areas was done to prevent erosion.
 - 10 Fuel saving stoves and fireless cookers
 - 11 Water jars and water filters
 - 12 Healthy Home Certificates were given to many in the community.
- F. Who is the target of the project?
1. Target is individuals, not community.
 2. Interested in lives transformed by Christ.
 3. Results measured in terms of multiplication, not addition.
 4. Target population 2000-5000.
-

II. Tin Can Demonstration (10 min)

This demonstrates the importance of keeping all three elements in balance.

Take a tin can and write on it: "Training Team", "Committee", and "CHEs". Bend in one side and show that the can will not roll. In the same way the CHE process will not roll if it is not in balance.

III. Summarize the CHE Process (5 min)

Use the "CHE Description" sheet found at the end of this lesson to show and explain the CHE process.

ATTITUDE: Facilitator has come to understand the elements that go into making up a CHE program and is prepared to help the students implement one.

SKILL: Participants will be able to explain how the CHE process would work in their home area.

EVALUATION: Facilitators will know that participants have learned the content of this lesson when they can explain the major elements in a CHE program

MATERIALS:

- Poster-size paper, Marking Pens, Masking Tape
- Empty Tin can
- *Basic Elements of a CHE Program Roleplay*
- *CHE Case Study*
- *CHE Description Diagram*

THE BASIC ELEMENTS OF CHE MINISTRY

Role Play

Two people talking:

- 1st** I believe God wants us to minister in meaningful ways to the poor. I want a ministry that brings people to faith in Christ, and lifts communities out of poverty. I have no idea how to structure such a thing.
- 2nd** I'm not sure either. The task seems so big and complex.
- 1st** I know how to witness to people and how to feed people for a day. But I have no idea how to structure a ministry that helps people out of poverty.

----**SHO questions**----

S = What do you **S**ee?

H = What is **H**appening?

O = Does this happen in **O**ur place?

THE BASIC ELEMENTS OF CHE MINISTRY

Role Play

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----**SHO questions**----

S = What do you **S**ee?

H = What is **H**appening?

O = Does this happen in **O**ur place?

CHE DESCRIPTION--CHE Case Study

Community Health Evangelism is a program to help people in the church minister to the physical and spiritual needs of each other as well as to all people in their communities. The goals of a CHE program are health promotion, poverty alleviation, and making followers of Jesus.

Community Health Educators/ Evangelists - CHEs, do this ministry. They train others in the transferable truths that they have learned: agriculture, nutrition, maternal/childcare, protection of water sources, proper sanitation, prevention of common diseases, etc.

Evangelism and discipleship are at the center of the ministry. We are concerned with the spiritual side of people as well as their physical problems including common diseases, social problems, emotional needs, education, etc.

Physical and spiritual problems are often interrelated in people's lives. Jesus Christ changes us from the inside out. He gives us healthy beliefs and attitudes which result in healthy behaviors.

Health care is viewed in two ways: 1) cure or treatment, and 2) prevention through promotion of healthy habits. Curative care seeks to cure diseases after one is sick. It is expensive and is not available to many people. Prevention of disease through promotion of healthy living helps people avoid getting sick in the first place. Concepts of disease prevention are easily transferable from one person to the next, and can be done in an inexpensive manner. Prevention is very inexpensive because one community member can teach other community members the healthy habits they have learned.

Both types of health care are needed. We need to have people in the curative area caring for the sick. We also need teams of people who minister in the preventive/promotion area.

The CHE Program involves three different groups of people:

1. Trainers initiate the CHE process by mobilizing the community to work together to solve their own problems. They cast vision, inspire hope, and catalyze action. They are called trainers because one of their main tasks in training the committee and the CHEs.
2. Committees are made up of volunteers elected by the community to manage the development process in the community. The committees are trained by the trainers. They plan, budget, implement projects, and supervise the work of the CHEs.
3. CHEs are men and women who are chosen by the committee with counsel from the trainers. The CHEs are trained by the trainers. The CHEs visit homes and work with families, teach physical and spiritual topics, and facilitate behavior change. CHEs need not have a formal education.

The committee generally receives 18 hours of initial training on how the CHE program functions, and their role in it. They learn to initiate and manage projects. The goal of the training is to empower them to lead the development process in their community. In addition to the initial training, they will receive ongoing training in how to carry out community projects and how to expand CHE into new communities.

The CHEs receive a minimum of 30 to 40 days of ongoing training. Each time they meet, they receive training in one physical and one spiritual topic. After receiving training in a

specific topic, they implement what they have learned in their homes, and then share it with their neighbors through home visits. They receive one physical and one spiritual topic during each day of training. Teaching methods are participatory using role plays, stories, and small group discussions.

The job of the volunteer CHE is to visit the homes of their neighbors sharing the physical and spiritual truths they have learned. They visit any community member who wishes to participate - not just those from their own church. CHEs are primarily concerned with the prevention of disease and promotion of good health and living the abundant Christian life. The CHEs DO NOT dispense drugs. This is the responsibility of the curative clinic. The CHEs effectiveness is measured in terms of multiplication.

Trainers train committees and CHEs. CHEs train their neighbors.

CHE in Practice

In one CHE ministry, 24 volunteer trainers from a large area were trained. The area was divided into 8 zones, and each zone was served by three trainers. A CHE committee was selected for the area and trained. The committee mobilized the area to select people to be trained as CHEs.

In one of the eight zones in this area, the following took place:

There were 22 CHEs trained. At the beginning of the training, only 8 had a personal relationship with Jesus Christ, but by the end of the training all but one had given their lives to Christ.

The results were as follows:

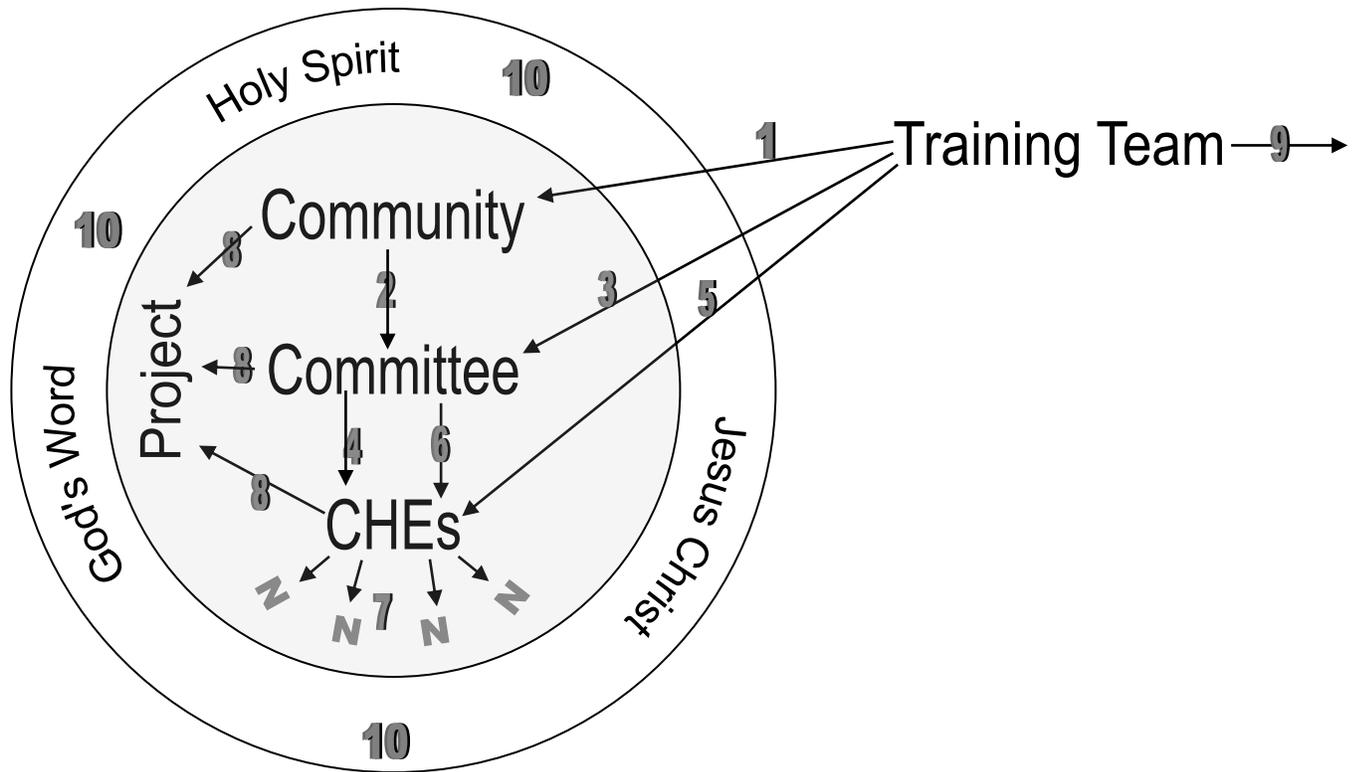
- Many people committed their lives to Christ and were discipled.
- Each CHE led one Bible study or intercessory prayer group.
- Home visits were made by the CHEs every week.
- Forty springs were protected, and one bore hole was drilled with the help of an NGO.
- Malnutrition was radically decreased; a kitchen garden, fishponds, poultry rearing and bee keeping were some projects that helped improve nutrition.
- The CHEs mobilized the community for government immunization days. The incidence of death due to measles was reduced by 80%.
- Mothers were taught to make Oral Rehydration Solution (ORS). Deaths due to diarrhea were reduced to 50%.
- Reforestation was encouraged. Seedling nurseries were developed.
- Contouring and/or terracing hilly areas was done to prevent erosion.
- Fuel saving stoves and fireless cookers were introduced as well as water jars and water filters.
- Healthy Home Certificates were given to many in the community.

CHE volunteers desire to see people taking initiative and spreading CHE. One CHE volunteer trainer moved to another area, where she began home visits and CHE was initiated in the new area.

The CHE program is helping to change individual lives physically, spiritually and socially. As individuals change, communities are transformed.

CHE DESCRIPTION

- People take responsibility for their own physical and spiritual health.
- The goal is individual changed lives who affect others, who in turn affect others thereby the community becomes changed from the inside out.



1. A training team of two to four people come from the outside with different vocational skills. They come to a community (give definition of community) to do the following:
 - Raise up a vision in the community for a wholistic ministry
 - Help the community identify their needs
 - Help the community to do something
2. The community then chooses a committee to represent them in overseeing the work.
3. The training team then trains the committee in their role and helps them decide how they will supervise the program.
4. The committee then chooses the CHES.
5. The training team trains the CHES in health and spiritual topics, two half days a week and does prevention and care, as well as evangelism and follow-up.
6. The committee oversees the day to day work of the CHES.
7. CHES visit 10 - 15 neighboring households (N) sharing what they have learned on health and spiritual topics.
8. Community projects are started with the committee mobilizing the people and the CHES giving technical supervision.
9. The training team leaves the area after working with the community three to five years, but the CHE program continues because the community owns it.
10. The process is encompassed by the Holy Spirit, Jesus Christ, and God's Word.

ROLES OF THE TRAINING TEAM, COMMITTEE, AND CHES

Date: 11/02 (revised 10/08)

(1 HOUR)

OBJECTIVES: After working through this lesson, participants will be able to:

1. Describe the role of the trainers, committee, and CHES
2. Briefly discuss the characteristics of the trainers, committee, and CHES
3. Describe how the training team, committee, and CHES take part in community-based CHE.

OVERVIEW FOR TRAINERS: This is a combined lesson on Trainers, Committee members and CHES. It can be used in a Vision Seminar or as review of the different roles in TOT II.

Starter (10 min)

Once several outsiders came to a village. They saw children who were poorly nourished and clothed. They heard that many were dying due to measles. Many also had diarrhea. There was much witchcraft in the village. These people wanted to help so they went to the church to talk about what they could do.

They gave the village a vision that they could see their community change physically and spiritually, but the people had to do it.

The outsiders helped the community form a village health committee to lead the project. The committee was then trained by the outsiders.

The committee chose the CHES who were also trained by the outsiders on physical and spiritual topics. The CHES then began to visit their neighbors, sharing with them what they learned, and the village began to change physically and spiritually.

----SHO questions----

S = What do you See?
H = What is Happening?
O = Does this happen in Our place?

I. Training team, Committee Members and CHES Roles (40 min):

What is the role of the Training team, Committee members and CHES?

- A. Break into six groups with two groups studying the Training Team, Committee, and CHES
 - B. For each group ask:
 1. What do they do?
 2. Who are they?
 3. How many are needed?
 - C. Use the handouts *Three Groups Involved in CHE* and *Community-Based CHE*, or a brochure about CHE, as a reference for your work.
-

II. Training Team (15 min)

A. Roles of the Trainers.

Have the 2 groups who dealt with the training team's roles report, alternating back and forth between the two groups. They do not need to give all the answers below. *Denotes most important aspects.

- * 1. Be a model.
2. Train committees.
3. Choose the community to work in.
4. Enter the community using a variety of activities.

ROLES OF THE TRAINING TEAM, COMMITTEE, AND CHES

5. Assist in getting the committee started.
 6. Be trained (through TOTs)
 7. Encourage committees and CHES.
 8. Help committee to identify needs and find resources.
 - * 9. Evangelism and follow-up.
 - * 10. Discipleship of committee and CHES.
 11. Impart vision of how God can change their area.
 12. Mentor the committees and CHES.
 13. Evaluate and report.
 14. Contact resource people for advice and help. Be a catalyst.
 15. Training, modeling, and evaluating in home visiting.
 16. Be a motivator.
 17. Train CHES.
 18. Act as a resource of knowledge.
 19. Get community to see program as their own.
 20. Initiate self-help – “We did it ourselves.”
 21. Prepare training materials.
 22. Help them learn how to solve problems.
 23. Spend time in the village.
 24. Need to have some type of skill or training to offer.
- B. Who are Training Team Members?
Discuss as large group.
1. Can be all national teams but can include a few expatriates.
 2. Members should have some good life experience and be mature people.
 3. They must be committed Christians.
- C. How many people should there be and what kinds of educational backgrounds should they have?
1. There should be at least 2 - 4 members on a team. One person is not enough.
 2. Educational and job backgrounds should be varied and can include nurses, water and sanitation, agriculture, nutrition, etc.
 3. A university degree is not necessary.
 4. Variety is important so development will be balanced.
-

III. Committee (10 min)

- A. Roles of a local committee:
Have the 2 groups who dealt with the Committee's roles report, alternating back and forth between the two groups.
Once again, they do not need to cover all these points.
1. Select and oversee CHE volunteers and help evaluate their work.
 2. Represent the community.
 3. Visit homes with CHES.
 4. Plan and find resources for the projects – both local and outside.
 5. Be an encouragement.
 6. Own and control the project.
 7. Coordinate between training teams.
 8. There needs to be a champion. An influential person on this committee who takes responsibility for the program. He is an initiator, a motivator.
 9. Participate in committee training.
 10. Be open to spiritual content.
 11. Act as resource people.
 12. Be promoters of CHE in other places.
 13. Be models themselves, both physically and spiritually.
 14. Promote and publicize projects within the community.
 15. Visit CHES on a regular basis to communicate interest and to express appreciation to them. This is biggest motivation factor for CHES.
 16. Be organized.

ROLES OF THE TRAINING TEAM, COMMITTEE, AND CHES

17. Help identify needs of community and then prioritize those needs.
 18. Meet regularly.
 - B. Who can serve in the committee? Where do they come from?
 1. The committee members are usually leaders from the community.
 2. They represent the community.
 - C. What are guidelines for setting up a committee?
 1. One committee per 2000 villagers within 1-2 kms.
 2. Each committee having 7-11 members. This is a good number for voting.
 3. Both men and women if possible.
-

IV. CHEs (10 min)

- A. CHE roles (tasks or jobs)

Have the 2 groups who dealt with the CHE's roles report, alternating back and forth between the two groups.

*Denotes most important roles.

 1. Do survey work.
 - * 2. Be a model.
 - * 3. Do home visitation.
 - * 4. Initiate self-help projects.
 5. Do evangelism and discipleship.
 6. Follow-up of new Christians.
 7. Be committed to be trained and attend the training.
 8. Report to committee what he finds.
 - * 9. Promote health, prevent disease, and participate in the abundant Christian life.
 10. Teach in community, one-on-one.
 11. Multiply teachings into adjacent areas.
 12. Be an encourager to help people in the community see the project as their own.
 13. Be a multiplier of what he has learned within his own area.
 14. Be a part-time volunteer.
 15. Do group trainings at harambees, barazas and in primary schools.
 16. Meet expected standards set by trainers and committee.
 17. Work with resource people.
 18. Refer patients to clinics.
 19. Conduct Bible studies and home growth groups.
 - B. Who are the CHEs? Where are they from?
 1. The CHEs are from the community.
 2. They are well-respected responsible people.
 3. They do not need a high level of education.
 - C. How many CHEs are needed?

Ratio of families per CHE: One CHE per 10-15 families
-

V. Overview (10 min)

- A. Community-Based CHE

Using the diagram of *Community-Based CHE*, ask questions to review the roles of the trainers, committee and CHES.
- B. Who chooses the Committee?
 1. The Committee is chosen by the community or church, depending on which model of CHE you are using.
 2. The trainers do not choose the committee.
- C. Who chooses CHES?
 1. The Committee chooses the CHES

ROLES OF THE TRAINING TEAM, COMMITTEE, AND CHES

ATTITUDE: Facilitator is aware of the importance of the trainer position and is prepared to help the participants learn this role without taking responsibility from the committee.

SKILL: Participants will be able to learn how to fulfill the trainer position without taking responsibility from the committee and will also understand the roles of the CHEs and Committee members.

EVALUATION: Facilitators will know that participants have learned the content of this lesson when they can begin to assume the role of a trainer without taking responsibility from committee members.

MATERIALS:

- Poster-size paper, marking pens, masking tape
- *Vision for CHE Story* Handout
- *Three Groups Involved in CHE* Handout
- *Community-Based CHE* Handout

This lesson is used in: Program Trainings – Vision, HIV TOT

ROLES OF THE TRAINING TEAM, COMMITTEE, AND CHEs

Starter – Vision for CHE Story

Once several outsiders came to a village. They saw children who were poorly nourished and clothed. They heard that many were dying due to measles. Many also had diarrhea. There was much witchcraft in the village. These people wanted to help so they went to the church to talk about what they could do.

They gave the village a vision that they could see their community change physically and spiritually, but the people had to do it.

The outsiders helped the community form a village health committee to lead the project. The committee was then trained by the outsiders.

The committee chose the CHEs who were also trained by the outsiders on physical and spiritual topics. The CHEs then began to visit their neighbors, sharing with them what they learned, and the village began to change physically and spiritually.

ROLES OF THE TRAINING TEAM, COMMITTEE, AND CHEs

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THREE GROUPS INVOLVED IN CHE

The CHE Training Team

The training team initiates the program and usually comes from outside the area. Each training team consists of two to four people with a combination of vocational skills (medical, agricultural, pastoral, social work, etc.).

The trainers investigate and choose the community to work in, working to build relationships and enter the community. They train the committee and the CHEs, and mentor them as the committee and CHEs organize the community to carry out community projects.

The Committee

A successful Community Health Evangelism program that will be multipliable, transferable, and ongoing must be community-based rather than outside agency-based. The committee carries out this goal.

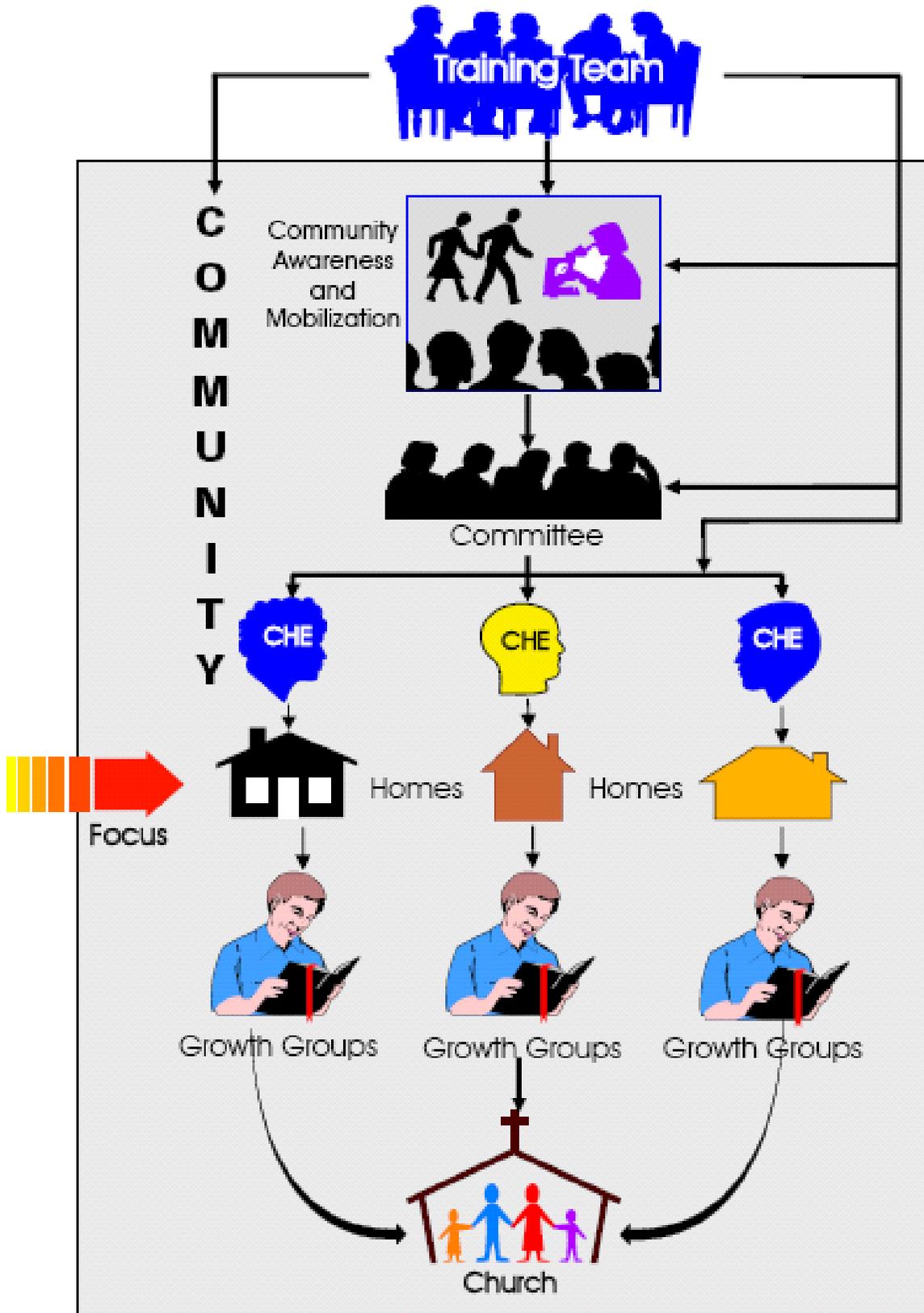
The members of the committee are mature, well-respected individuals who represent different segments of their community. The committee oversees the CHEs. They investigate community needs, gather resources, and plan, carry out, and evaluate community projects.

Volunteer Community Health Evangelists

The Community Health Evangelism volunteer is the major worker in the program and is chosen by the committee. Adequate attention to their ministry will require about six to eight hours a week. As they are being trained, they will:

- Put into practice what they have learned around their home and with their family; modeling what they have learned.
- Promote good health, prevent disease, and model abundant Christian life with their neighbors.
- Practice evangelism and discipleship with individuals and groups.
- Do home-visiting on a regular basis; sharing the spiritual and physical truths they have learned.
- Train their neighbors in a way so that they can train others
- Work with the committee on community projects.

COMMUNITY-BASED CHE



BUILDING COMMUNITY OWNERSHIP

Date: 10/11

(1 HOUR)

- OBJECTIVES:**
1. Participants will understand how to leave ownership of a project with insiders, and not to take control as outsiders.
 2. Participants will understand the benefits of projects owned by insiders, and the hazards of projects funded and controlled by outsiders.
 3. Participants will know what outsiders can do to help a community take control of its own development and create their own solutions.

OVERVIEW FOR TRAINERS: This lesson was created as part of a series for training short term teams.

Mountain Story (5 min)

Tell the Mountain Story (attached).

- Break into small groups and remain in small groups for the remainder of this session.
 - Be sure every member of the small group fully participates in the group's discussion.
 - After allowing time for discussion of the first question, have each small group report back and scribe their answers. Move to the next question and repeat the process for each question.
-

I. Potential Hazards of Outsider Solutions (10 min)

What are the potential hazards of solutions designed and funded entirely by outsiders? (Small groups)

- A. Addressing symptoms but not the cause.
 - B. Creating dependencies.
 - C. Introducing solutions that are unsustainable or impractical.
 - D. Denying community opportunity to think together and create their own solutions.
-

II. What Outsiders Can Teach the Community (20 min):

- A. What can outsiders do to teach the community to take control of their own development?
- B. Help people see what they can do for themselves instead of doing things for them.
- C. Be a facilitator, not a controller.
- D. Build relationships.
- E. Spend time with the people – building trust, friendships, and a mutual commitment.
- F. Encourage people to make changes themselves rather than doing things for them.
- G. Give input as needed and requested.
- H. Resist giving things away. People value what they pay or work for.
- I. Map assets and identify local resources.
- J. Raise awareness of causes and hazards. Help people understand why they have a problem and make it a priority to find a solution.
- K. Facilitate discussion and planning.
- L. Start with small, viable projects.
- M. Walk in the Spirit and pray.
- N. "Get dirty" and work together with the people on their initiatives even if it isn't what you would have done.
- O. Facilitate community meetings.
- P. Involve people in analyzing their problems and creating solutions.
- Q. Help the community to see the actual root problem, not just the obvious challenges.
- R. Wait for them to take initiative. Be patient.
- S. Build confidence in people by considering their ideas as worthwhile.
- T. Help them develop plans to accomplish their objectives.

III. Community Ownership Definition (5 min)

Community ownership is the people of a community choosing their own priorities, finding their own resources, and managing their own development programs.

ATTITUDE: Facilitator has a teachable heart, willing to be an encourager and motivator, but not a doer in community development.

SKILL: Participants will be able to get the community involved and owning the project.

EVALUATION: Facilitators will know that participants have learned the content of this lesson when they see that the community is in control of the project and taking ownership of it. The project will be sustainable after the outside training team leaves the area and they will not continue to look to outsiders to initiate everything or provide all the inputs for them.

MATERIALS:

- Poster size paper, marking pens, masking tape
- *Mountain Story Showing Ownership*
- *Mountain Story Illustrations*

This lesson is used in: Program Trainings – TOT II, Urban TOT

MOUNTAIN STORY – BUILDING COMMUNITY OWNERSHIP

There once was a village located on top of a steep mountain. On a regular basis, as people were walking down the mountain, they would slip off the trail and fall to the valley below. Several people were injured, and some even killed.

A short-term team came to their village, saw this problem and wanted to do something about it. They considered what they could do and then decided that the best thing would be to station an ambulance at the base of the mountain. Then when a person fell, a driver could rush in the ambulance to pick him up and bring him to the closest hospital 10 kilometers away. The people in the village were excited about this idea. The short-term team went home and raised the funds for the ambulance. The people at home were excited that they could get involved and help.

One day the ambulance broke down, but the people ignored the problem until another person fell off the trail and needed the ambulance to be taken to the hospital, but there was no transport available. Then they became very concerned and looked for the short-term team that had put the ambulance there. They complained that the team's ambulance was broken down and wanted to know why they didn't keep the vehicle in good repair. The team raised more money and fixed it for them. However, the same problem happened several more times with the villagers going to the team again wanting them to solve the problem.

The short-term team finally decided that there were too many repairs required on the vehicle and they couldn't keep raising more money to fix it. They told the people it was their problem. The team had tried but could no longer help. The people felt sad about this but did nothing. They were now back where they had started.

Representatives from the church diocese came, saw the problem and said they wanted to help. The diocese decided that what was really needed was a clinic at the foot of the mountain, so if someone fell, they could get immediate medical care. The diocese then built a clinic, provided equipment, staff and drugs. The people were very happy that those who fell could now get immediate attention and not have to make the 10-kilometer drive to the other clinic.

This worked well for a while, but eventually those working at the clinic wanted some time off, so the clinic was left unattended. The people went to the diocese and complained about the poor service that the clinic was providing and said the diocese had to give them better care. The diocese provided extra staff to cover during the holidays.

Several times the clinic ran out of drugs and the people complained about the poor care the diocese was providing for them. The diocese ran low on money and had to stop some of their operations to conserve their money. They decided to stop staffing this clinic and providing drugs for it, and then shut it down. The people were very angry with the diocese.

The people didn't know what to do. The two solutions the outsiders had provided for them - the ambulance and clinic - were no longer available and working. A respected man in the community said, "Let's meet to talk about the real problem." They looked back at their original need, which was to somehow take care of those who fell off the path as they were traveling up and down the mountain from the village. The two solutions helped somewhat, but there were problems with each solution.

As they talked, the respected man said, "I had an idea when we first talked about the problem, but no one would listen to me. The outsider was going to do everything for us for free. My idea would have taken some work and money on our part, so no one was interested in what I had to say."

He then told them his idea, which was to build a fence along the trail to keep people from falling over the edge. It would take work on the part of the people to cut the wood for the fence and to put it up. It would take a little money to put the fence posts in cement, so they would last longer.

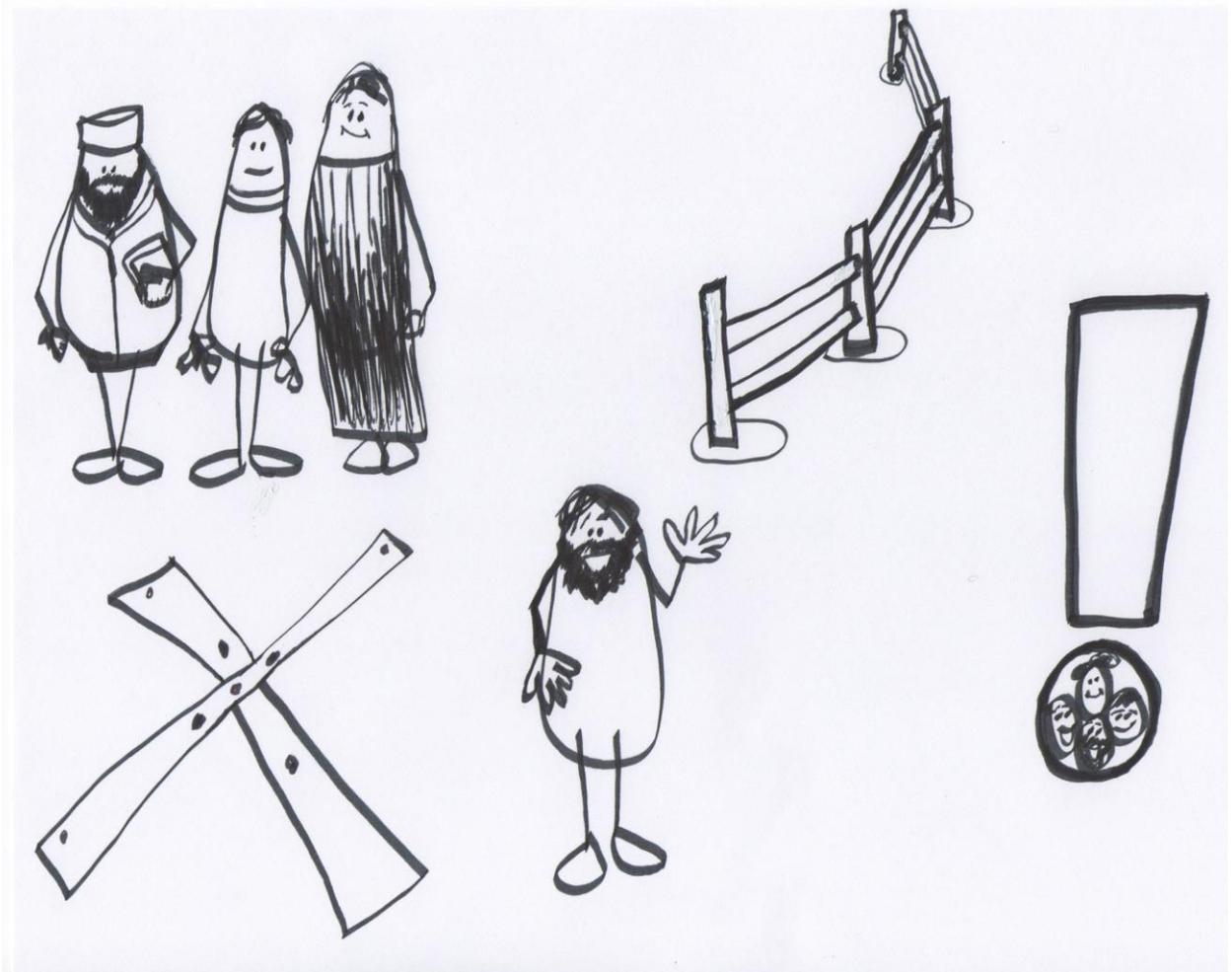
The people responded with, "That's a great idea. Let's do it." They raised the little money they needed and began to work. After several weeks the work was done. Now, when someone slipped, the fence stopped them from falling over the edge to the valley below. After a few years the wood began to rot, but instead of going to an outsider, they fixed the fence themselves.

Now, instead of looking to the outside for help, they began to look to their own community to solve problems. This one project gave them confidence that they could do things for themselves. Now when someone from the outside came to give them something, they said "Thank you, but if we think it is important, we will do it ourselves."

MOUNTAIN STORY ILLUSTRATIONS

Provided by Jeannie Seck





CHILDREN'S CHE TOT 1

Section Two – Getting Started

Lessons

GATHERING INFORMATION AND CHOOSING THE BEST COMMUNITY

Date: 06/02

(1 HOUR)

- OBJECTIVES:**
1. Participants will be able to understand how to gather information in order to choose the best place to work.
 2. Participants will understand how to go about choosing the best place to work.

OVERVIEW FOR TRAINERS: This is a critical session to get a team moving in the right direction for a CHE program.

Role Play (5 min):

Two people are talking

- 1st Do you have any idea of how we can begin to set up a CHE program in our area?
2nd No, I don't. There are a couple of communities that might be a good place to start, but where do we begin?
1st I know what you mean. If we are going to start a program having the right information and place to start would really be helpful!
2nd I sure wish there was someone who could help us.
1st Me too!

----SHO questions----

S = What do you **See**?
H = What is **H**appening?

I. Choosing a Community Exercise (10 min)

Break into small groups

- A. Hand out *Selecting a Community in Which to Begin* CHE Case Study of four villages, with each group deciding which village would be the best place in which to start a CHE project.
 - B. Each group present reasons for the decision.
-

II. Praying for Guidance (5 min)

Ask what the most critical thing is that we can do to find the best location in which to work?

- A. Praying God would prepare people's hearts in the right community for CHE.
 - B. Praying for discernment and God's guidance.
 - C. Once an area is chosen, walk around it and claim it for God.
 - D. After chosen, continue to pray that God will transform the community.
-

III. Field Information Gathering (20 min)

Break into three groups and ask each group a different question.

- A. What would you want to know about a community if you think it is a possible location for a project?
 1. Spiritual beliefs and atmosphere.
 2. Size of the community.
 3. What development projects have been done in the past and are they willing to try one?
 4. Are they receptive to change?
 5. Who the leaders are – formal and informal.
 6. Anything that hinders the community.
 7. How does the community work and does it work well?
 8. Statistical and demographic data.
 9. What facilities and resources are available?
 10. Standard of education.

GATHERING INFORMATION AND CHOOSING THE BEST COMMUNITY

11. Skills and resources available.
 12. Physical access and communication.
 13. Traditions, beliefs, and culture.
 14. Identify other work in community.
 15. Access points into projects.
 16. Community structure, size etc.
- B. Where can one get information about the community?
1. Marketplace
 2. Leaders (church, government, informal, schools)
 3. Government offices (health, agriculture, vet, education)
 4. Neighboring communities
 5. Children
 6. Maps and books
 7. Statistics, records
 8. People who work in the area
 9. Group meetings
 10. Home visits
 11. Other NGO's (Non-Government Organizations)
 12. Individuals who live there
- C. How can one get information needed to start a project, and when is it appropriate to use the method?
1. Questionnaires, formal
 2. Informal, just being there, be a listener.
 3. Have a conversation, not an interview.
 4. Observing.
 5. Spending time.
 6. Listening, not a questioner/talker.
 7. Use the senses – smell, taste, hearing and sight.
 8. Develop friendships/relationships.
 9. Walk through the proper authority
 10. Study and evaluate government/church statistics.
 11. Previous studies done in the area.
 12. Asking questions
-

IV. Community Development Form (5 min)

Briefly explain form

V. Important Factors for Choosing a CHE Location (15 min)

In large group discuss and report back:

- A. What factors should we look for in a community, that would improve our probability of the CHE project being successful in that community?
1. Spiritually open.
 2. Initiative taken previously.
 3. Willing to be trained physically and spiritually.
 4. Take action when they say.
 5. Curative care available within 7 kilometers.
 6. Probability of success.
 7. Champion available.
 8. Live within 45 minutes of project.
 9. Community desires program.
 10. Saved pastor.
 11. Churches willing to work together.
 12. Local government approves.
 13. Understands importance of prevention versus cure.

GATHERING INFORMATION AND CHOOSING THE BEST COMMUNITY

14. People available to be trained.
 15. 4000 people (500 families) in village.
-

VI. Site Selection Factors (10 min)

Hand out Site *Selection Factors* and discuss how to use it.

- A. As we visit sites, evaluate them in light of the sheet.
 - B. Decide how negative or positive each factor is for the location. 0 is neutral.
 - C. Some factors are more important than other factors, thus some go from +5 to -5 and others go only from +3 to -3.
 - D. After weighing all factors, total the score.
This gives an indication as to which site may be better.
 - E. This rating is done from the information you have gained in your Look, Listen and Learn Survey which is continually been added to and changed as time is spent in the village.
 - F. This is only a guide. You may want to add or delete factors.
-

ATTITUDE: Facilitator has learned how important it is to gather the right information so the right place to work and implement a CHE project can be determined.

SKILL: Participants will be able to understand the importance of gathering the right information so they can then choose the right area to implement a CHE project.

EVALUATION: Facilitators will know that participants have learned the content of this lesson when they can explain the Look, Listen and Learn Form and can share the important factors for choosing a CHE location.

MATERIALS:

- Poster-size paper, marking pens, masking tape
- *Choosing a Community Roleplay* Handout
- *Selecting a Community in Which to Begin CHE* handout
- *Project Planning for Community Development* form
- *Site Selection Factors* handout

This lesson is used in: Program Trainings – TOT I, HIV TOT

GATHERING INFORMATION & CHOOSING THE BEST COMMUNITY

Role Play

- Two people are talking:
- 1st Do you have any idea of how we can begin to set up a CHE program in our area?
- 2nd
- 1st No, I don't. There are a couple of communities that might be a good place to start, but where do we begin?
- 2nd
- 1st I know what you mean. If we are going to start a program having the right information and place to start would really be helpful!
- I sure wish there was someone who could help us.
- Me too!

----SHO questions----

S = What do you **S**ee?

H = What is **H**appening?

GATHERING INFORMATION & CHOOSING THE BEST COMMUNITY

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SELECTING A COMMUNITY IN WHICH TO BEGIN CHE CASE STUDY

Study the four villages and decide which village would be the best place in which to begin CHE in a brand-new District.

VILLAGE 1

The village is rather remote over 3 hours away from the team's base. The community is interested in a physical and spiritual ministry and they are spiritually open. The nearest clinic is 3km away from the village. When given a job to do, they do what they are supposed to do. There are four individual churches that are interested in CHE with the desire to use it to only take care of their own church members. The churches in the community are not willing to work together.

VILLAGE 2

They are interested in both a physical and spiritual outreach. There is a key man in the village that has caught the vision and is causing things to happen. There is a clinic within 5 kms which they are satisfied with. There are five churches in the area which have worked together in the past. They see CHE as a way to minister to non-Christians in the village. Three of the pastors are saved.

VILLAGE 3

The village is not interested in spiritual matters and only wants to be trained in physical topics. When asked to do something they readily agree to do it, but their words are not readily turned into action. They are only 30" walk from the team's base. They are the poorest community in the area. There is no clinic with 15 km of the village.

VILLAGE 4

The village is neutral concerning spiritual training but is willing to be trained in both physical and spiritual topics. There is one good size church in the village, but the pastor is threatened by outsiders. Their main interest is in obtaining a clinic. The nearest clinic is 2 km away, but the people want one in their own village. They have good agriculture in the area. No one person is excited about taking the program as their own and making it happen.

PROJECT PLANNING FOR COMMUNITY DEVELOPMENT

1. **COMMUNITY/NEIGHBORHOOD**

- a) Define the Geographic boundaries.
- b) What are some important past events which influence the community today?
- c) What other projects have taken place recently in the community? What lessons are there for us to learn?

2. **KINSHIP/FAMILY**

- a) What tribes live in the community?
- b) What cultural or social values will help to bring about change?
- c) What is the structure of the family?
- d) What is the average length of time families have lived in this location?

3. **ECONOMICS**

- a) List different ways people earn their living?
- b) Who controls resources (i.e. credit, markets, land, jobs, etc.)? How does this affect the lives of people?
- c) Who owns the land that the people live on?

4. **EDUCATION**

- a) Number of schools: Primary _____ Secondary _____ Other schools (i.e. Nursery): _____
- b) Percent of primary and secondary age children in school: _____
- c) Estimate of adult literacy rate: _____

5. **POLITICAL/GOVERNMENT**

- a) How do the local government and churches relate to one another?
- b) How will the local infrastructures help or hinder change?
(roads, bridges, government services, markets, City Council, etc.)

9. **LIVING ARRANGEMENTS**

- a) Type of individual houses:
 - Walls (brick, wood, mud, cardboard, plastic): _____
 - Roof (tile, iron sheets, plastic sheets): _____
 - Floor (tile, wood, cement, mud): _____
- b) Average total floor space per living area: _____
- c) Availability of electricity: _____
- d) Water piped into house: _____
- e) Where cooking occurs (inside or outside): _____
- f) Ventilation or window in each room: _____
- g) Bathing facilities (in house or outside): _____
- h) Toilet facilities (in house, outside or no latrines):
Condition of latrines: _____
- i) Water supply (always available or irregular supply): _____
- j) Water quality (clean or not clean): _____
- k) Source of water (well, standpipe in street, rain off roof, drainage):

10. **COMMUNICATION**

- a) Who makes the community decisions?
- b) How are they made?

11. **TRANSPORTATION**

PROJECT PLANNING FOR COMMUNITY DEVELOPMENT (continued)

12. **PROJECT**

- a) What skilled people are available locally that might help the project?
- b) What services of the government and other agencies are available that might help the project?
- c) What contribution of labor, money, or goods could the local people make?
- d) How could other local projects help or support our project?

12. **NEEDS OR PROBLEMS OF THE COMMUNITY**

List all the basic needs or problems of the community.

NEED OR PROBLEM

THEIR VIEW

OUR VIEW

SITE SELECTION FACTORS

SPIRITUALLY OPEN	-5	4	3	2	1	0	1	2	3	4	5+	
INITIATIVE TAKEN PREVIOUSLY		-5	4	3	2	1	0	1	2	3	4	5+
WILLING TO BE TRAINED PHYSICALLY AND SPIRITUALLY	-5	4	3	2	1	0	1	2	3	4	5+	
TAKE ACTION WHEN SAY	-5	4	3	2	1	0	1	2	3	4	5+	
CURATIVE CARE AVAILABLE WITHIN 7 KILOMETERS	-5	4	3	2	1	0	1	2	3	4	5+	
PROBABILITY OF SUCCESS	-5	4	3	2	1	0	1	2	3	4	5+	
CHAMPION AVAILABLE			-3	2	1	0	1	2	3+			
LIVE WITHIN 45 MINUTES OF PROJECT			-3	2	1	0	1	2	3+			
COMMUNITY DESIRES PROGRAM			-3	2	1	0	1	2	3+			
CHURCHES WILLING TO WORK TOGETHER			-3	2	1	0	1	2	3+			
GOVERNMENT APPROVES	-3	2	1	0	1	2	3+					
UNDERSTAND IMPORTANCE OF PREVENTION VS CURE		-3	2	1	0	1	2	3+				
PEOPLE AVAILABLE TO BE TRAINED		-3	2	1	0	1	2	3+				

TOTAL SCORE

NEEDS ASSESSMENT TOOLS FOR CHILDREN

Date: 5/07 (Revised 7/14)

(1½ HOURS)

- OBJECTIVES:**
1. Participants will learn several tools to assess the needs of their communities.
 2. Participants will be able to use these tools with children or adults.

OVERVIEW FOR TRAINERS: These are PLA tools that children can use to assess the needs of their communities. Adults can often use the same tools. The lesson is based on *Roots 7: Child Participation*, published by Tearfund.

The Coconut Game (10 min):

Pass a coconut or a ball around a group of children seated in a circle. One child closes his/her eyes and claps at a random time. The child who has the coconut or ball at that time will answer a question about their community. Another person records the answers. Here are some examples of questions:

- What are your favorite things to do in your community?
- Are there people with special skills who live near you?
- What community projects have you done?
- How is your community getting better?
- What are the needs in your community?
- Are there people with special needs?
- Where do you get your water?
- What kinds of food do you eat?
- What would you like to change in your community?
- What has been the most important change in your community in the last year or so?

----SH questions----

S = What do you See?
H = What is Happening?

I. Interviewing Children (10 min)

- A. What was the purpose of the coconut game?
 1. A way to hear the ideas and opinions of the children.
 2. They share their impressions of the strengths and needs of their community.
 - B. Why is it important to ask the children about their community?
 1. Their observations give baseline information about the community.
 2. The information they give will help plan community projects.
 3. Their information can also help assess the impact of projects done in the past.
-

II. Needs Assessment Tools (60 min)

Divide into small groups.

Give each person a copy of the *Needs Assessment Tools* handout. Each group will choose one needs assessment tool to teach to the large group. They will need to gather all the materials to demonstrate this tool.

- A. Tools
 1. Community Theater
 2. Dream Trees
 3. Transect Walks
 4. Ranking
 5. Mapping
 6. Mapping the Future
 7. Daily Activities Chart
 8. Songs
 9. Focus Groups

III. Conclusions (10 min)

Discuss in large group.

- A. What did you learn from these needs assessment tools?
 1. We learned more about the children.
 2. We learned more about their communities.
 3. We learned about their needs.
 - B. How could you use these tools in your Children's CHE programs?
 1. To hear the thoughts and opinions of the children.
 2. To get to know the children better.
 3. For baseline information.
 4. To know the needs and strengths of the communities.
 5. To help plan community projects.
 6. To monitor how the projects are working.
 7. To evaluate the impact of a problem after it is finished.
 - C. How could these tools be used with adults?
 1. Most of these tools could be used with adults.
 2. You can modify these tools and use them with adults or with children of different ages.
-

References:

Stephenson, P., S. Gourley and G. Miles. 2004. *Roots 7: Child Participation*. Tearfund. Available from <http://tilz.tearfund.org/Publications/ROOTS/Child+participation.htm>

SKILL: Participants will learn needs assessment tools that they can use with children, to learn more about their communities.

EVALUATION: Facilitators will know the participants have learned the content of this lesson when they have used these needs assessment tools with a group of children (or adults!)

MATERIALS: Sheets of poster-size paper, marking pens, masking tape
 -*Coconut Game Starter*
 -Coconut or ball for the starter
 -*Needs Assessment Tools* handout
 -Needs assessment tools: Post-It notes or cards and tape, beans or stones, crayons, chalk or markers

This lesson is used in: Children's CHE

NEEDS ASSESSMENT TOOLS-COCONUT GAME

The Coconut Game (10 min):

Pass a coconut or a ball around a group of children seated in a circle. One child closes his/her eyes and claps at a random time. The child who has the coconut or ball at that time will answer a question about their community. Another person records the answers. Here are some examples of questions:

- What are your favorite things to do in your community?*
 - Are there people with special skills who live near you?*
 - What community projects have you done?*
 - How is your community getting better?*
 - What are the needs in your community?*
 - Are there people with special needs?*
 - Where do you get your water?*
 - What kinds of food do you eat?*
 - What would you like to change in your community?*
 - What has been the most important change in your community in the last year or so?*
-

NEEDS ASSESSMENT TOOLS-COCONUT GAME

The Coconut Game (10 min):

Pass a coconut or a ball around a group of children seated in a circle. One child closes his/her eyes and claps at a random time. The child who has the coconut or ball at that time will answer a question about their community. Another person records the answers. Here are some examples of questions:

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- Are there people with special skills who live near you?*
- What community projects have you done?*
- How is your community getting better?*
- What are the needs in your community?*
- Are there people with special needs?*
- Where do you get your water?*
- What kinds of food do you eat?*
- What would you like to change in your community?*
- What has been the most important change in your community in the last year or so?*

NEEDS ASSESSMENT TOOLS

Description of Tool	Examples of Questions to Ask
<p>Community Theater The children and adults will work together to identify an important community need, a strength, or an asset of their community. Develop a short skit or drama around that issue. Perform your drama for the large group. When you finish, discuss the issue with the group using the SHOWD questions.</p>	<p>SHOWD questions</p> <p>S = What do you <u>S</u>ee? H = What is <u>H</u>appening? O = Does this happen in <u>O</u>ur place? W = <u>W</u>hy does this happen? D = What will we <u>D</u>o about it?</p>
<p>Dream Trees As a group, draw two trees with roots, a trunk, and branches. On one tree, focus on the problems. On the second tree focus on the solution or on your dreams for your community. Use Post-It notes or cards to add notes to the trunk, roots, and branches.</p>	<p>Problem Tree</p> <ul style="list-style-type: none"> ▪ What is the main problem or need (the trunk)? ▪ What are the causes of this problem (the roots)? ▪ What are the results of the problem (the leaves and fruits)? <p>Dream Tree</p> <ul style="list-style-type: none"> ▪ Think of your community, as you would like it to be. What major change would you like to see (the trunk)? ▪ What root changes - in attitudes, skills or behaviors - are needed to do this (the roots)? ▪ How would this make it a better community (the leaves and fruits)?
<p>Transect Walks Go for a walk around the community with the children. As you go, ask the children to point out special features of their community.</p>	<p>Questions</p> <ul style="list-style-type: none"> ▪ What is important to you about your community? Why? ▪ What are your favorite parts? What do you like about your community? Why? ▪ What don't you like? Why? ▪ What are you afraid of? Why? ▪ Where do the children with disabilities or special needs live?
<p>Ranking Give each child ten beans or ten stones. First list some of the positive aspects or strengths of their community. Ask the children to place their beans next to these positive aspects to vote or show which are most important to them. Then list some of the problems or needs of the community. The children will vote again with their beans on which problems or needs are most important to them.</p>	<p>Which are most important to you?</p> <p>Positive aspects or strengths of your community:</p> <ol style="list-style-type: none"> 1. ●●● 2. ●● 3. ●●●● 4. ● <p>Problems or needs of your community:</p> <ol style="list-style-type: none"> 1. ●● 2. ●●●● 3. ● 4. ●●●

Needs Assessment Tool	Examples of Questions
<p>Mapping Ask the children to draw a map or drawing of their community. They can draw in the dirt, or with chalk on the sidewalk, or with water-based markers on tile floors. Their maps should answer one or more specific questions.</p>	<p>Questions</p> <ul style="list-style-type: none"> ▪ Where do you live? ▪ Where do you go every day? ▪ Where do you come from? ▪ What are your favorite parts of your community? ▪ What are the worst parts of your community?
<p>Mapping the Future Ask the children to draw a map or drawing to show what they would like their community to be like in the future. They can draw in the dirt, or with chalk on the sidewalk, or with water-based markers on tile floors.</p>	<p>Questions</p> <ul style="list-style-type: none"> ▪ What changes would you like to see? ▪ How would you like to improve your community?
<p>Daily Activities Chart Give each child a large piece of paper. Ask them to draw pictures to show the activities of a typical day. Also show how long they take—how much time are they in school? How much time do they spend playing, watching television, working, or helping with chores?</p>	<p>Questions</p> <ul style="list-style-type: none"> ▪ What do you do on a typical day? ▪ How long does each activity last?
<p>Songs Ask the children to make up a song or rap song about their concerns for their community.</p>	
<p>Focus Group Form a focus group of eight to twelve children of similar interests (such as street children, children from one neighborhood, or children with special needs). Sit comfortably in a circle. One facilitator will lead the discussion of an issue pertinent to them, while another will take notes.</p>	

Source:

These needs assessment tools are adapted from *Roots 7: Child Participation*, 2004, Tearfund.

USING YOUR SKILLS FOR GOD

A Lesson for Children

Date: 10/2017

(1 HOUR)

OBJECTIVES: After working through this lesson, children will be able to:

1. Write a poem about their skills.
2. Draw a picture of their future self.
3. Discover the skills of their neighbors.

OVERVIEW FOR TRAINERS: This lesson is adapted from Footsteps.

Role Play (5 min): Two children are talking.

1st I'm not good at anything!

2nd Why do you say that?

1st I struggle with my math homework. And nobody wants me to be on their soccer team.

2nd But look at these pictures you've drawn! And you are a whiz on the computer.

1st Well, maybe I can do some things.

----**SHO questions**----

S = What do you See?

H = What is Happening?

O = Does this happen in Our place?

I. Skills game (10 min)

Give out the *Skills Game*. Find someone who enjoys each skill and put their initials in the box. Make sure that everyone signs at least once. You can add other skills to the game or change them.

A. What did you learn from the *Skills Game*?

1. I didn't know that...
 2. I found out that...
 3. I learned that...
 4. Everyone has a skill!
-

II. Write a Poem (10 min)

Write a poem about your skills. Take a piece of paper and write your name down one side. Then write something you are good at beginning with each letter.

For example, Ajit might write:

Amazing at singing

Joyful

Intelligent

Thinks about other people's feelings

A. Share your poems with the group.

B. Did you learn anything new?

III. Draw a Picture (15 min)

A. Draw a picture of what you would like to be when you grow up. For example: a farmer, a health worker, a parent, a businessperson...or something completely different! Write some of the skills you will need around the picture.

B. Share your picture with the group. What are some skills you will need?

1. I will need to be able to...
2. I need to learn how to...
3. Some skills I will need are...
4. I need experience in...

- C. How can you gain that experience or those skills?
1. I will have to go to school to learn...
 2. I will take classes in...
 3. I will practice doing...
 4. I know someone who can teach me how to...
- D. How will these skills or that job help other people and serve God?
1. My work will help other people by...
 2. My skills will help to...
 3. This will serve God by...
-

IV. Memory Verse Game (10 min)

Use a memory verse game to learn this memory verse.

'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.'

(Colossians 3:23)

V. Visit Your Neighbors (5 min)

- A. During the next week, visit your neighbors, your friends, or talk with people in your neighborhood or school. Find out what their skills and interests are.
- B. Report back next week.
1. My neighbor is good at...
 2. My friend likes to...
 3. He knows how to...
 4. She likes to...

References:

Footsteps 103. 2017. *Using our gifts for God*. Available from <http://learn.tearfund.org/>

ATTITUDE: Each person has skills or gifts

SKILL: Children will identify some of their skills and think how they may help others and serve God.

EVALUATION: Do the children know some of their skills?
Are they finding out about the skills of their friends and neighbors?

MATERIALS: -Poster-size paper, markers, masking tape
-Papers, crayons, pencils or markers for drawing
-*Using Your Skills for God* Roleplay
-*Skills game* Handout
-*Memory verse games* Handout

This lesson is used in: Children's CHE

USING YOUR SKILLS FOR GOD

Roleplay

Role Play (5 min): Two children are talking.

1st I'm not good at anything!

2nd Why do you say that?

1st I struggle with my math homework. And nobody wants me to be on their soccer team.

2nd But look at these pictures you've drawn! And you are a whiz on the computer.

1st Well, maybe I can do some things.

USING YOUR SKILLS FOR GOD

Roleplay

Role Play (5 min): Two children are talking.

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2nd Why do you say that?

1st I struggle with my math homework. And nobody wants me to be on their soccer team.

2nd But look at these pictures you've drawn! And you are a whiz on the computer.

1st Well, maybe I can do some things.

SKILLS GAME

Find someone who enjoys each skill and put their initials in the box.
Make sure that everyone signs at least once.

I PLAY FOOTBALL (SOCCER).	I PLAY BASKETBALL.	I PLAY ANOTHER SPORT.
I LIKE TO SING.	I PLAY AN INSTRUMENT.	I LIKE TO DRAW OR PAINT.
I KNOW HOW TO FIX THINGS.	I CAN MAKE THINGS.	I AM SMART.
I KNOW HOW TO USE A COMPUTER.	I LIKE TO RUN.	I LIKE TO DANCE.
I AM FRIENDLY.	I LIKE ANIMALS.	I KNOW BIBLE VERSES AND STORIES.
I LIKE TO READ.	I AM GOOD AT MATH.	I LIKE TO ACT.
I LIKE TO HELP OTHERS.	I CAN RIDE A BICYCLE.	I CAN RIDE A HORSE.
I LIKE TO COOK.	I AM GOOD AT:	OTHER SKILL:

MEMORY VERSE GAMES

Take-It- Away: The verse is printed out (on a chalkboard or pieces of paper) from which words can be removed one word at a time. Have the children repeat the verse a few times, and then start removing one word at a time. The children guess which word was taken away; continue to repeat the verse, removing one word each time until all the words are removed.

Add-A-Word: This is just the opposite of Take-It-Away. You add the words of the verse one at a time, having the children say as much as is revealed each time. Once the verse is complete, have them say it several times.

Scrambles: All the words of the verse are put on a board or on pieces of paper, but in the wrong order. The children must put them in the right order and then say the verse. Have a contest between teams, or against time, to add excitement to this.

Riddles: A picture can be used for each word in the verse, or a question can be asked, which when answered, reveals a word of the verse.

Songs: Put the verse to a song or rhythm.

Puzzles: Write the verse on a large piece of heavy paper and cut it into several odd-shaped pieces. This can be used along with any of the first three methods.

Seek and Find: Write each word on a separate piece of paper and hide them. Hide the words of the memory verse in balloons, flour, under leaves or around the room. The goal is to keep the children moving and curious as they search for the words. They may have to pop balloons or dig through flour, mud or leaves or hay to find the in order to find part of the verse. The children must find the words and then put them in the proper order. For added excitement make two sets of words (of different colors) and have a race between two teams.

Code: Make up a simple code. The children must work out the code in order to unscramble the memory verse.

Treasure hunt: Create a treasure hunt with a series of clues. The final treasure is the memory verse.

Call and respond: The leader calls out a portion of the verse and a question, and the children respond. For example, for John 3:16,

Leader

Who loves the world?
What did he do?
Who is his Son?
If you believe in Jesus

Children

God
He gave his only Son
Jesus
You will not die but have eternal life

Actions:

Make up actions for each part of the Bible verse. For example, they could illustrate 1 Peter 5:8: "Be alert and of sober mind. Your enemy the devil prowls around like a roaring lion looking for someone to devour." At first, they would be alert, like a soldier on guard. Then they would prowl around, acting like a lion or crawling on their hands and knees.

SIMULATION OF SCHOOL SCREENING - PARENT'S MEETING

Date: 10/11

(1 HOUR)

- OBJECTIVES:**
1. Participants will be able to understand how a School Screening/Parent's Meeting can be used to mobilize a community for action.
 2. Participants will be able to lead a Parent's Meeting.

OVERVIEW FOR TRAINERS: This lesson simulates a school screening and parents' meeting with follow through by a local trainer. School screenings are an effective way of entering a community.

School Screening Role Play (5 min):

Before beginning this lesson, choose someone to play the role of the doctor who examined the children at the school screening. Give that person a copy of the attached *School Screening Case Study* as well as copies of the sample *Medical Certificates* on each child to be distributed to parents. The person chosen to play this role should prepare to present the findings of the case study to the whole group.

Read the following story:

For many months, Mila and her team have been anticipating a meeting that is about to take place. Several months before, they met with district health officials to discuss the concept of a school screening. They then met with the faculty and administration of the school to discuss the plan with them. They also went to the local village council to enlist their cooperation and to stress the importance of community participation.

Now the school screening has been done, and the training team is preparing to meet with the parents to report their findings.

The whole purpose of the school screening is to identify one health concern and to rally the parents to work collectively to resolve that problem for the sake of their children. This is the moment of truth. The physician who assisted the team has filled out a form for each child showing the results of their screening. This form will be given only to parents who attend this meeting.

In addition, the physician has prepared a report on the whole community, listing which illnesses are most common and what percentage of the children are affected. The report showed that 80% of children in the community had caries (cavities), that 21% had various skin diseases, and 12% had episodes of diarrhea in the last week.

The parents have gathered, and it is time to begin the meeting. After sharing the story as background, explain that you will assume the role of the Trainer that has been working in the village where the health screening took place.

Conduct the rest of this lesson as if you were leading a parent's meeting.

Welcome each participant to the parents meeting by giving them the **MEDICAL CERTIFICATE** with the results of their child's screening. (A sample sheet at the end of this lesson is provided.)

Welcome the district health officials, the village council members, and the school faculty and administration.

"I would like to welcome..."

"In addition, I welcome..."

"Now let me introduce Doctor..."

I. Doctor Presents Problems (5 min)

The person chosen to play the role of the physician now presents the findings of the school screening to the community. Have the doctor identify caries (cavities) as the problem affecting more children than any other and suggest that might be something the parents would want to work on.

- Skin Diseases: 21%
 - Episodes of Diarrhea in the last week: 12%
 - Cavities (Caries); 80%
 - Malnourishment: 3%
 - Anemia: 5%
 - Enlarged Nodes: 2%
 - Fevers: 2%
 - Worms: 15%
 - Eye Problems: 4%
 - Upper Respiratory Infections: 9%
 - Heart Problems: 1%
-

II. Doctor Shares Hazards of Caries/Cavities (10 min)

Brainstorm with the large group the hazards of caries.

- Pain
 - Loss of Teeth
 - Gum disease
 - Infections
 - Bad Breath
 - Insecurity or poor self-esteem
 - Shame
 - Loss of appetite
 - Trouble eating
 - Inability to concentrate
 - Sleep loss
 - Might affect who we marry and what jobs we can get
-

III. Causes (10 min)

Doctor asks: What causes cavities?

- Children not brushing their teeth
 - Children eating too many sweets
 - No toothbrushes
 - No money for toothpaste
 - Children don't understand the importance of tooth brushing
 - Parents not monitoring their children's tooth brushing
 - Parents not modeling good oral hygiene
 - Lack of education
 - No dentist
 - Lack of motivation
-

IV. Solutions (10 min)

Doctor asks: Understanding the causes, what are some possible solutions?

Have the group think of the opposite of the causes.

- Children brushing teeth
- Children eating right
- Toothbrushes and toothpaste
- Children educated about good oral hygiene
- Dentist accessible to community at least periodically
- Parents monitoring their children's tooth brushing
- Parents modeling good oral hygiene

SIMULATION OF A SCHOOL SCREENING

V. Local Assets (10 min)

Trainer thanks Doctor and resumes leading the meeting.

Identify local assets.

Brainstorm with the large group and make a list of locally available resources: People, institutions, materials and supplies, facilities, etc.

- Teachers
 - Schools
 - Health Department
 - Businesses
 - Parents
 - Teaching pictures
 - Baking soda
 - Salt
 - Sticks for toothbrushes
-

VI. Date and Time of Follow-up Parents' Meeting (5 min)

Trainer leads the group to set a date for a follow up meeting. At that meeting the group can evaluate its progress on the plans they have made together today, and can discuss what action they want to take as a result of the meetings with the training team.

References: World Health Organization. 2007. *Growth Reference Data*. Available from:
<http://www.who.int/growthref/en/>

ATTITUDE: Facilitator has the conviction that people need to be actively involved in their own development.

SKILL: Participants will be able to lead a parent's meeting after a school screening.

EVALUATION: Facilitators will know that participants have learned the content of this lesson when they have conducted a parent's meeting.

MATERIALS:

- Poster-size sheets of paper, Marking Pens, Masking Tape
- Portion of lesson for the Dr. doing the Screening Simulation
- *School Screening Case Study* handout
- *Medical Certificate* handout
- *School Health Screening Package* handout
- *Sources of Materials* handout
- *Growth Curves* handout

This lesson is used in: Program Trainings – TOT I – Extra, Community Development – Entering – School Screening

This page is for the “Doctor” to use in the role play

I. Doctor Presents Problems (5 min)

The person chosen to play the role of the physician now presents the findings of the school screening to the community. Have the doctor identify caries (cavities) as the problem affecting more children than any other and suggest this might be something the parents would want to work on.

- Skin Diseases: 21%
- Episodes of Diarrhea in the last week: 12%
- Cavities (Caries); 80%
- Malnourishment: 3%
- Anemia: 5%
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- Upper Respiratory Infections: 9%
- Heart Problems: 1%

II. Doctor Shares Hazards of Caries/Cavities (10 min)

Brainstorm with the large group the hazards of caries.

- Pain
- Loss of Teeth
- Gum disease
- Infections
- Bad Breath
- Insecurity or poor self-esteem
- Shame
- Loss of appetite
- Trouble eating
- Inability to concentrate
- Sleep loss
- Might affect who we marry and what jobs we can get

III. Doctor asks: What causes cavities? (10 min)

- Children not brushing their teeth
- Children eating too many sweets
- No toothbrushes
- No money for toothpaste
- Children don't understand the importance of tooth brushing
- Parents not monitoring their children's tooth brushing
- Parents not modeling good oral hygiene
- Lack of education
- No dentist
- Lack of motivation

IV. Solutions (5 min)

Doctor asks: Understanding the causes, what are some possible solutions?

Have the group think of the opposite of the causes.

- Children brushing teeth
- Children eating right
- Toothbrushes and toothpaste
- Children educated about good oral hygiene
- Dentist accessible to community at least periodically
- Parents monitoring their children's tooth brushing
- Parents modeling good oral hygiene

School Screening Case Study

Sample Medical Certificate	
Pupil's Name:	Name of School: La Salle
Age:	Sex: M
Weight:	Hemoglobin:
Urine Findings:	Stool Findings:
Clinical Exam Findings:	
Medical Advice to Parents:	
Prescription, if necessary:	

Type of Problem	Number of Male Children Affected out of 47 boys that were examined	Number of Female Children Affected out of 53 girls examined	Total number of cases out of 100	Percentage of children in the community who are affected
Skin Diseases: 21%	12	9	21	21%
Episodes of Diarrhea in the last week: 12%	7	5	12	12%
Cavities: 80%	41	39	80	80%
Moderate to severe Malnourishment: 3%	1	2	3	3%
Anemia: 5%	3	2	5	5%
Enlarged Nodes: 18%	9	9	18	18%
Fevers: 2%	1	1	2	2%
Worms: 15%	9	6	15	15%
Eye Problems: 4%	3	1	4	4%
Upper Respiratory Infections: 9%	4	5	9	9%

MEDICAL CERTIFICATE

NAME OF SCHOOL: Mediocre Elementary

PUPIL'S NAME: Justin Case

AGE: 9

SEX: M

HEIGHT: 140 cm

WEIGHT: 30kg

HEMOGLOBIN: OK

URINE FINDINGS: OK

STOOL FINDINGS: OK

CLINICAL EXAM FINDINGS: multiple dental carries

MEDICAL ADVICE TO PARENTS: clean teeth twice each day

PRESCRIPTION, IF NECESSARY:

SIGNATURE OF CLINICIAN: Semore Hiney

NOTES

FORM #4

MEDICAL CERTIFICATE

NAME OF SCHOOL: _____

PUPIL'S NAME: _____

AGE: _____

SEX: _____

HEIGHT: _____

WEIGHT: _____

HEMOGLOBIN: _____

URINE FINDINGS: _____

STOOL FINDINGS: _____

CLINICAL EXAM FINDINGS: _____

MEDICAL ADVICE TO PARENTS: _____

PRESCRIPTION, IF NECESSARY: _____

SIGNATURE OF CLINICIAN: _____

NOTES

SCHOOL HEALTH SCREENING PACKAGE

PURPOSE FOR DOING HEALTH SCREENING

School screening is done to help the parents see the health problems of their own child, as well as see that many of the children in the community have the same problems.

The whole purpose of the screening exercise is to get the parents to choose one problem the parents will work on solving collectively for their children.

Therefore, the most important part of the process is the Parents Meeting. Seeing their own child's problem, they want to do something about it. When they see that a good number of the children have the same problem this really motivates them to action more than just providing overall statistics.

STAGE 1: Discuss the concept paper with the District School Health Program Committee (if applicable).

STAGE 2: Discuss the concept paper with the teaching staff of the selected school. Allow the teachers to comment on the ideas contained in the concept paper and take note of important ideas generated during this meeting.

STAGE 3: The health team, together with the head teacher, make an appointment to discuss the program with the local village committee. This meeting should stress the community participation and prevention aspects of the program.

The importance of the parent's meeting to work out a prevention strategy for their children will, therefore, be explained in great detail. The success of this program will depend mainly on the quality of this meeting.

STAGE 4: Make an appointment with the head teacher to specify the actual days for implementing the activities in his/her school. Make sure you have the staff and equipment.

STAGE 5: Conduct the screening of the children. About 100 to 150 pupils can be examined for one day, for the following:

1. Height
2. Weight
3. Upper arm circumference.
4. Hemoglobin (Talquist Strips)
5. Stool for immediate microscopic examination.
6. Urine for immediate microscopic examination.
7. Clinical examination, which should include answering one or two specific questions, e.g. episodes of diarrhea in the last month, eating habits, etc.
8. Quick physical examination for obvious clinical abnormalities.

Technical Staff

1. Clinician - one medical assistant or RMA.
2. Lab technician.
3. Trained nurse.
4. Nursing assistant or health assistant.

Non-technical Staff

1. For weighing - one person.
2. For measuring height - one person.
3. For registering - one person.
4. For assisting the lab technician - two persons.

Note: The non-technical staff listed in Stage 4 can be teachers from the school, senior pupils or the driver.

STAGE 6: Analyze the findings of the screening to ascertain what percentage is found for each problem and prepare report.

Also prepare an individual form for each child showing the results of their screening. This is only to be given out at the Parents Meeting.

Stage 7: Hold Parents Meeting:
Hand out individual child's report to the parents who are attending. If the parent for that child does not attend, the reports are NOT sent home. The purpose is to get as many parents to the meeting as possible, so they can take some action.

Discuss what the results mean by problem area.

Present the overall findings for all the children.

The next step is the most important thing in the whole screening process. Ask the Parents "What are they going to do about the results?"

This will lead to a very long discussion of several hours. The result is to get the parents as a group to choose one problem that they (the parents) will address.

Then, at the meeting if time permits or later work out the steps to accomplish their decision.

SOURCES OF MATERIALS

Hemoglobin (Talquist) strips

Available from TALC at <http://www.talcuk.org/accessories/haemoglobin-colour-scale.htm>



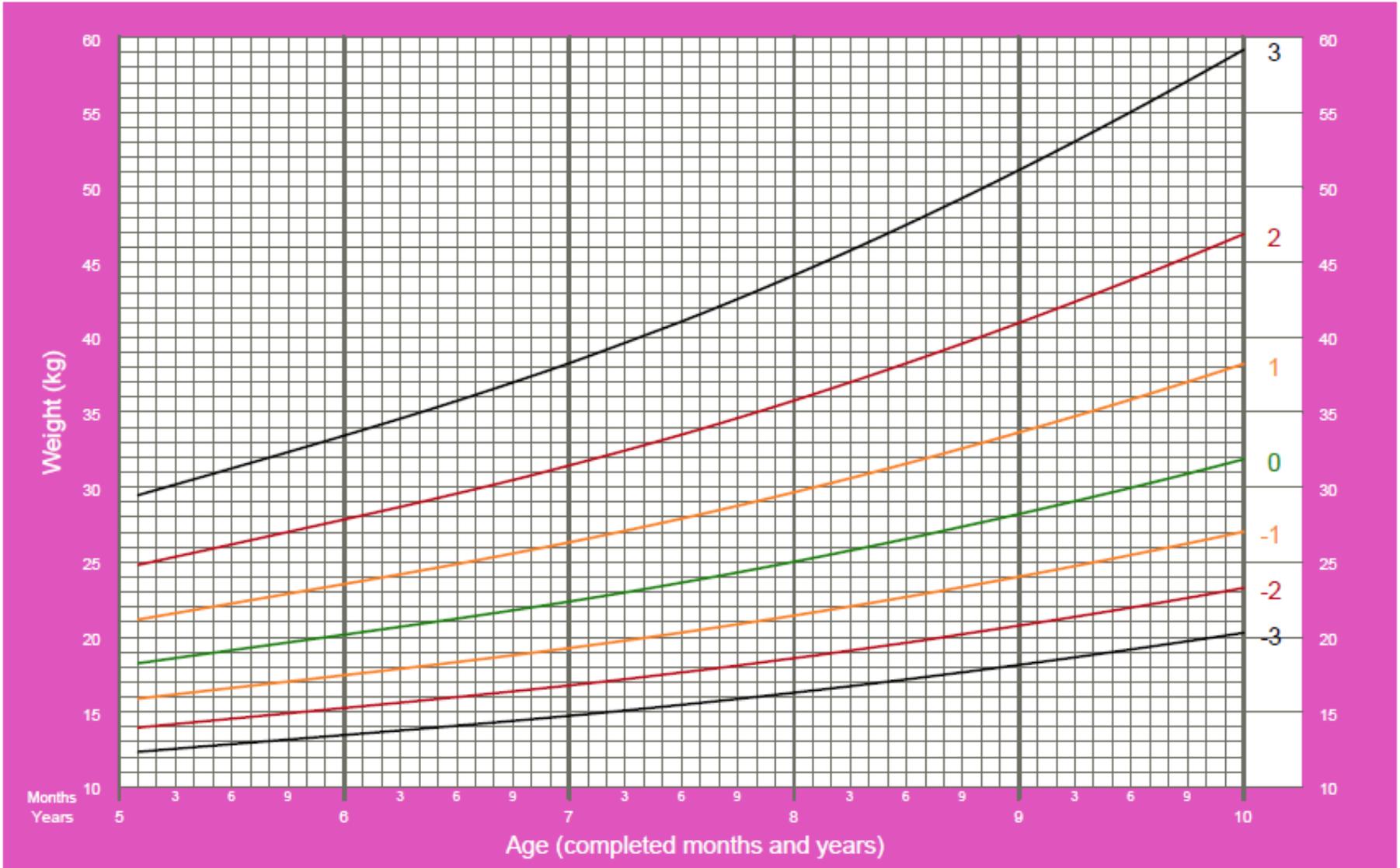
Growth Curves

For the latest World Health Organization growth curves, see <http://www.who.int/growthref/en/>

GROWTH CURVES

Weight-for-age GIRLS

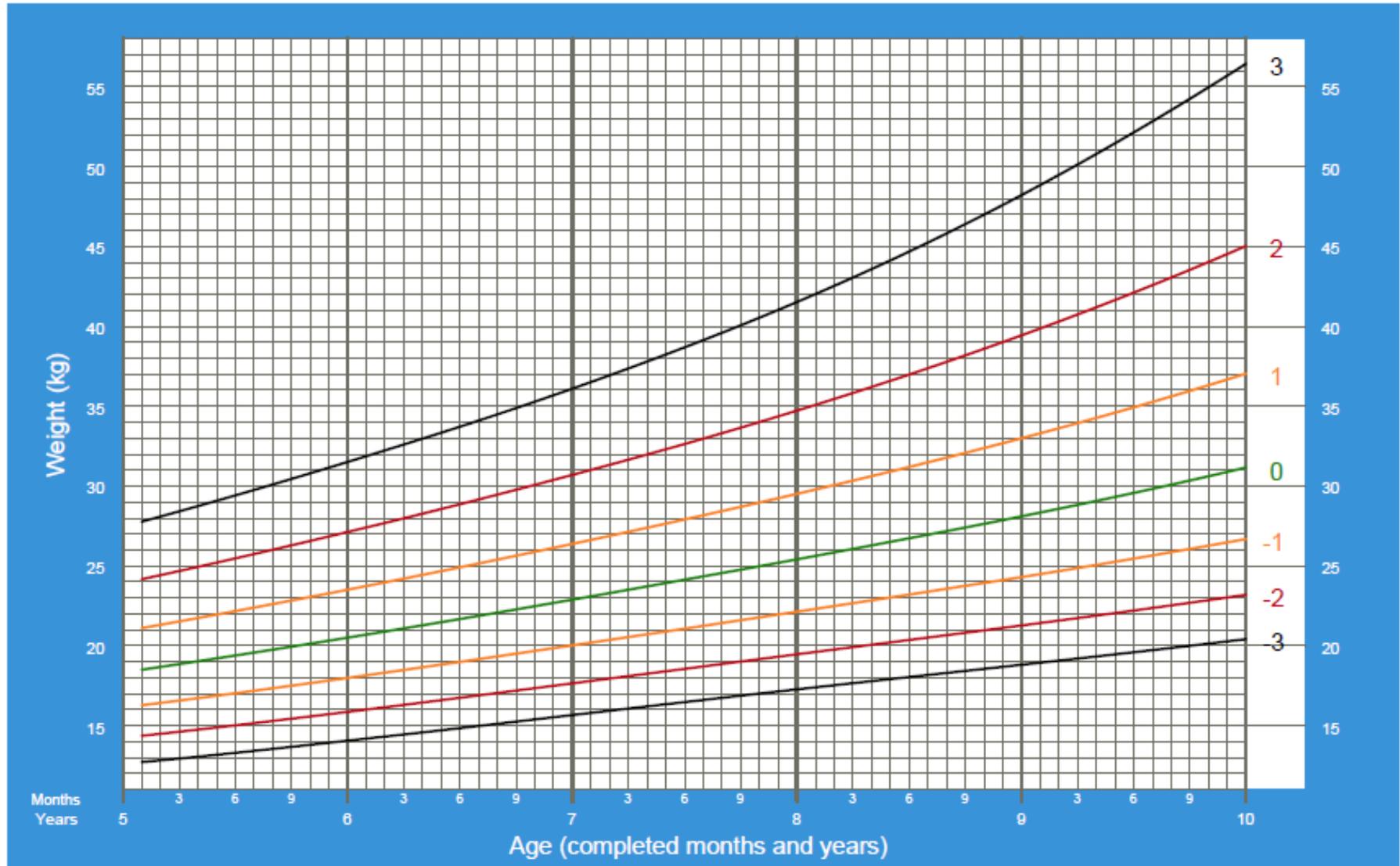
5 to 10 years (z-scores)



2007 WHO Reference

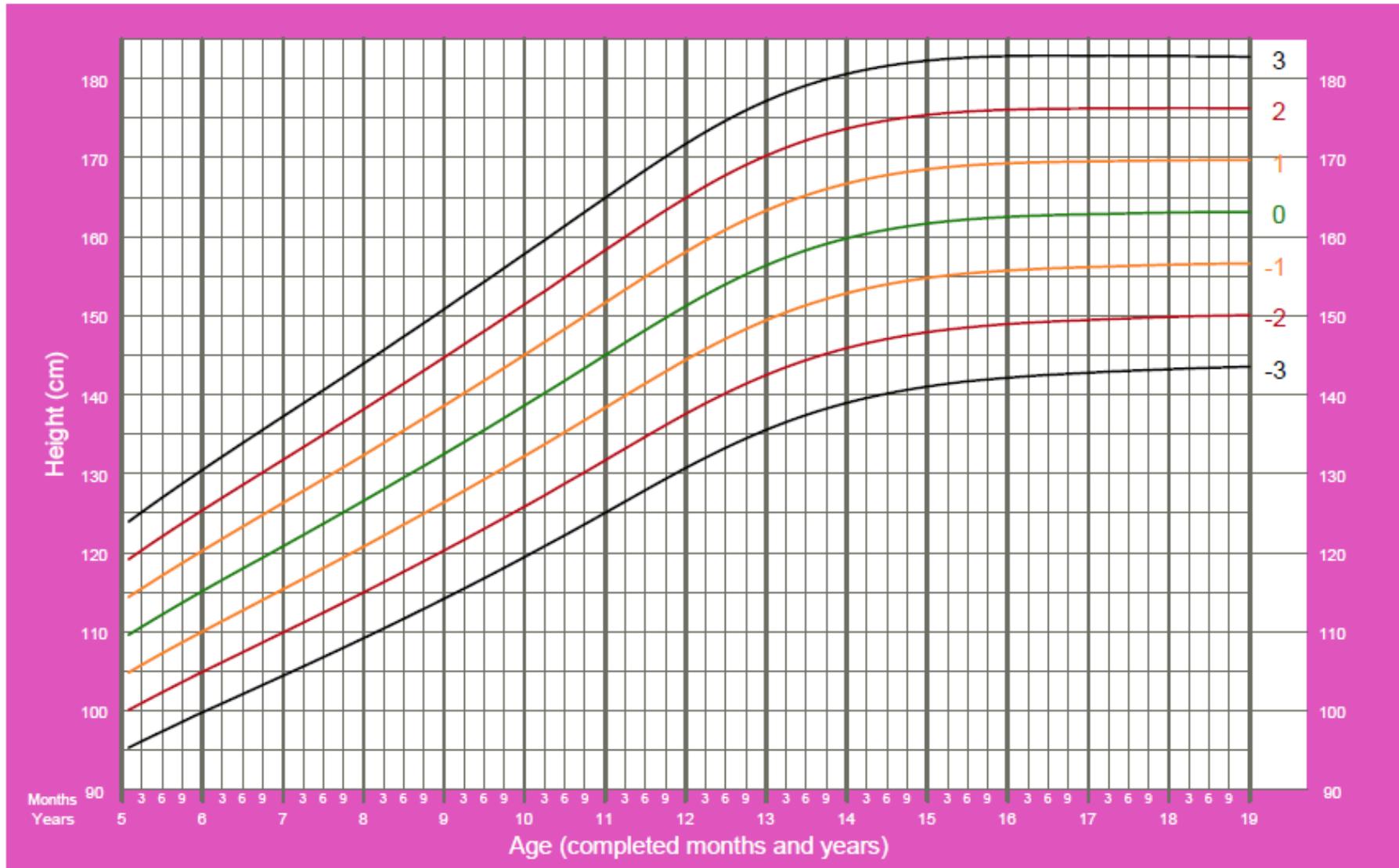
Weight-for-age BOYS

5 to 10 years (z-scores)



Height-for-age GIRLS

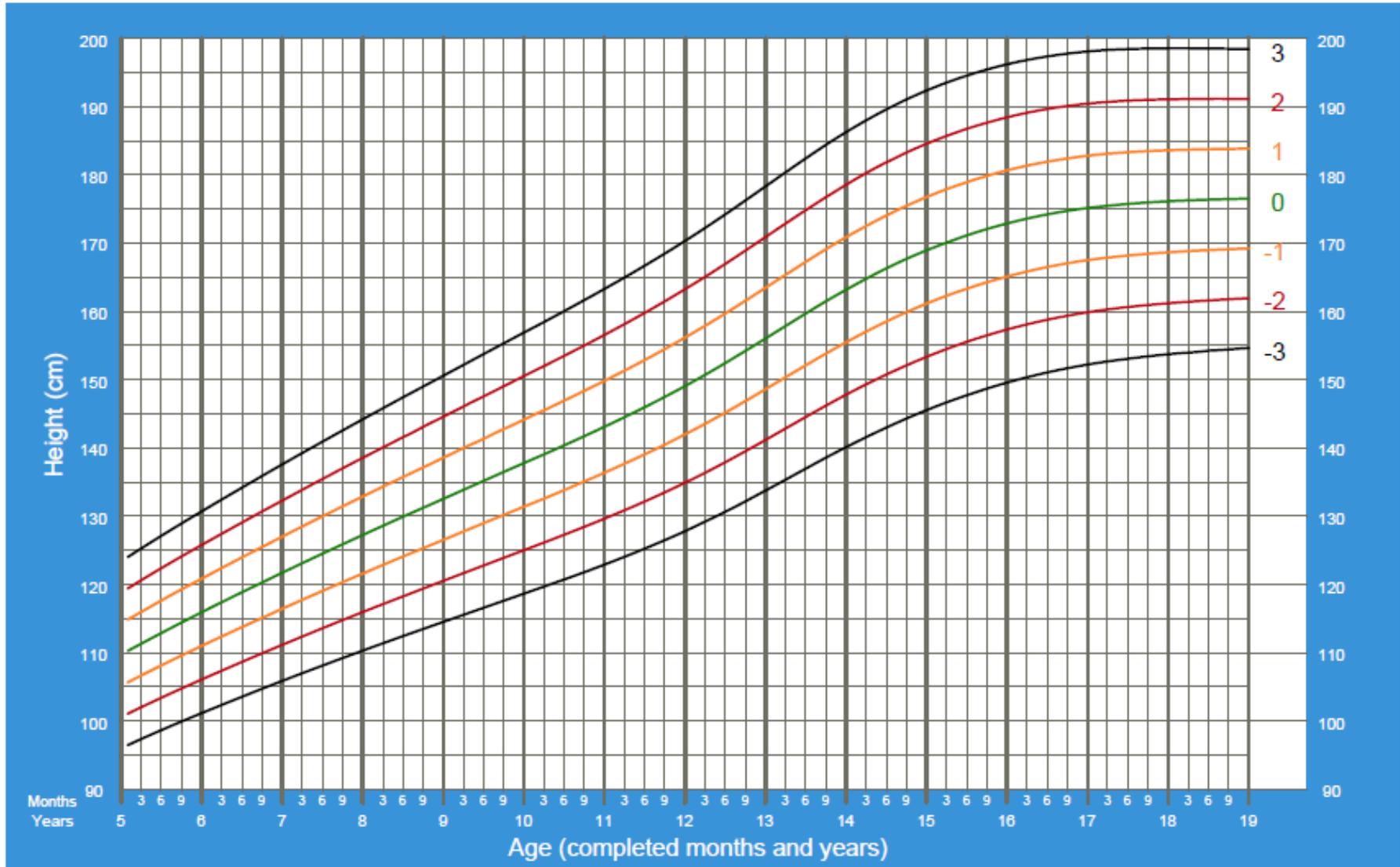
5 to 19 years (z-scores)



2007 WHO Reference

Height-for-age BOYS

5 to 19 years (z-scores)



2007 WHO Reference

STEPS TO IMPLEMENT A CHE PROGRAM

Date: 09/13

(1 HOUR)

- OBJECTIVES:**
1. Participants will gain an overview of the process for implementing a CHE program in a community.
 2. Participants will know steps for starting a CHE program.
 3. Participants will be able to map out a process for their own CHE program.

OVERVIEW FOR TRAINERS: CHE is a set of principles that often must be adapted for the context in which we serve. The lesson titled “Different Approaches to CHE” describes a few of the adaptations that are possible. Still, participants need to become familiar with the steps involved in developing and maintaining a community-based health program. All projects will not take every step, and other steps may be added. However, this lesson gives the overall flow for starting a CHE program. This session will help participants think through what is necessary for their project.

Starter (10 min): *Select different participants for each of the roles below. Have them read their monologues in turn.*

Narrator – Let me introduce you to the types of people needed to start a CHE program.

Stimulator – “I am the Stimulator. I have a dream, an idea. My dream is that Jesus can change a person on the inside, and the Spirit can empower people to transform their styles of living. Working together with God, people can change their community and improve their health. I need to share my dream with someone in the community who can influence others and make things happen.”

Initiator – “That is me, the Initiator. Yes, I think this would really help solve some major problems in our community – hopelessness, alcohol, measles, etc. Let’s talk to our community leaders – the chief, pastor and elder.”

Legitimizer(s) – “That is me, the Legitimizer. I give the official permission to begin CHE. CHE is a good idea for our people. Let us call a community meeting and share the dream. Let the community choose people to be decision makers for CHE.”

Decision-Makers – “The community chose me to be one of the decision makers. I am a member of the CHE committee. We plan and direct the program and supervise the workers.”

Action – “I am one of the workers who takes ideas and puts them into action in the community. I am called a CHE

Note: These five roles continue to be renewed throughout the CHE process, as there is identification of new: 1) problems, 2) solutions, 3) methods and 4) new people to fill vacated positions.

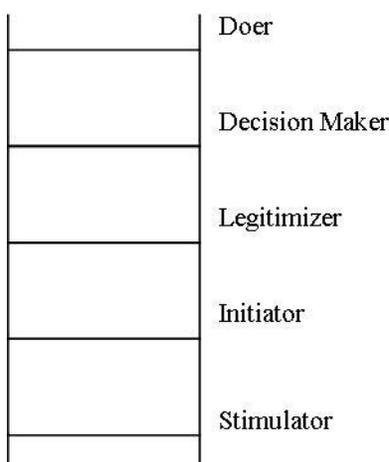
I. Framework for Development (10 min)

Make a ladder with five rungs. Label each rung with the five people/roles above. Begin with the "stimulator" at the bottom rung and work up in sequence. Title the ladder "A Framework for Development". Explain that each rung is one of the types of people needed in implementing a CHE program.

Start at the bottom rung and have the group tell who the first step in the CHE process is. Then have them share all they can remember about that position from the skit.

Repeat with each rung using the information at the right to assist.

STEPS TO IMPLEMENT A CHE PROGRAM



- A. **Stimulation of Community:** Here is a stimulator, somebody who talks about change. He stimulates the community to think and talk about change. In a CHE program, we call these people trainers.
- B. **Initiator:** Initiation is done by someone who sees the community problems and wants solutions to happen. Without someone within the community taking responsibility to spark action, nothing will happen. They are often called the CHE “champion” or “man of peace”.
- C. Legitim�izer(s)

II. Steps to Implement a Program (25 min):

Break into small groups and hand out individual strips for each of the 19 steps in random order.

Have them arranged in order and report back.

Lay them side-by-side to compare with one another.

- Share vision with regional government and church leaders.
- Explore 3-5 local areas for potential CHE work.
- Choose local area to work.
- Get to know people more thoroughly in the area.
- Do School Screening and Parents Meeting and begin work on one major problem.
- Hold Awareness Meetings in selected area to explain CHE.
- Hold meetings in the selected area to discuss CHE.
- Community decides to do CHE
- Community chooses committee.
- Committee is trained
- Committee plans training of CHes.
- Committee chooses CHes.
- Committee and CHes introduced to the community.
- Begin group training of CHes.
- CHes begin home visits. (Trainers accompany them at first.)
- Trainers begin to explore second area to start work.
- Commission/Graduate CHes on completion of initial training.
- Start work in second area.
- Do follow up training with first group of CHE's

STEPS TO IMPLEMENT A CHE PROGRAM

III. Steps to Implement CHE Program (10 min)

Hand out *Steps to Implement a CHE Program* and discuss the three phases of implementing a CHE program.

Phase One: Initiation

Phase Two: Training

Phase Three: Evaluation/Expansion

ATTITUDE: Be open to trying new procedures and be willing to modify the steps as necessary in starting a program.

SKILL: Be able to choose a good location and to progress in an orderly manner.

EVALUATION: Participant can start a new project following a logical sequence of events, not missing any important steps.

MATERIALS:

- *Implementing a CHE Program* roleplay handout
- 4 sets *Steps in CHE Program Exercise Strips* (TOT I – Handout folder) not in order of sequence.
- *Steps to Implement a CHE Program* handout

This lesson is used in: Program Trainings – HIV TOT, TOT I, TOT II

IMPLEMENTING A CHE PROGRAM ROLEPLAY

Starter (10 min): Select different participants for each of the roles below. Have them read their monologues in turn.

Narrator – Let me introduce you to the types of people needed to start a CHE program.

Stimulator – “I am the Stimulator. I have a dream, an idea. My dream is that Jesus can change a person on the inside, and the Spirit can empower people to transform their styles of living. Working together with God, people can change their community and improve their health. I need to share my dream with someone in the community who can influence others and make things happen.”

Initiator – “That is me, the Initiator. Yes, I think this would really help solve some major problems in our community – hopelessness, alcohol, measles, etc. Let’s talk to our community leaders – the chief, pastor and elder.”

Legitimizers(s) – “That is me, the Legitimizer. I give the official permission to begin CHE. CHE is a good idea for our people. Let us call a community meeting and share the dream. Let the community choose people to be decision makers for CHE.”

Decision-Makers – “The community chose me to be one of the decision makers. I am a member of the CHE committee. We plan and direct the program and supervise the workers.”

Action – “I am one of the workers who takes ideas and puts them into action in the community. I am called a CHE.”

STEPS IN A CHE PROGRAM EXERCISE:

Instructions: take each Step listed below and cut them into INDIVIDUAL STRIPS. Make 4 sets of all 19 Steps.

Share vision with regional government and church leaders

Explore 3-5 local areas for potential CHE work

Choose local area to work

Get to know people more thoroughly in the area

Do school screening & parent's meeting and begin work on one major problem

Hold Awareness Meetings in selected area to explain CHE

Hold meetings in the selected area to discuss CHE

Community decides to do CHE

Community chooses Committee

Committee trained

Committee plans for training of CHEs

Committee chooses CHEs

Committee and CHEs
introduced to community

Begin group training of CHEs

Begin home-visiting with CHEs
(Trainers accompany them at first.)

Trainers begin to explore
second area to start work

Commission/Graduate CHEs on completion of initial training

Monitor and evaluate progress

Start work in second area

Do follow-up training with first group of CHEs

STEPS TO IMPLEMENT A CHE PROGRAM

3/00

Phase I - Initiation (duration: 9-12 Months) TOT I

Step 1 (Team and Region Choice)

- A. Choose Region in which to work
- B. Form Training Team
- C. Train Training Team
- D. Share vision with church and non-governmental organizations to ascertain their potential interest and/or work in community health.
- E. If they are interested, obtain data of the health care needs and of resources in the country, broken down by region.
- F. Discuss the program with key people in potential areas that have the following characteristics:
 1. Underserved
 2. Potential interest in such a program
 3. Stable progressive local leadership
 4. People open to new ideas and willing to work
 5. Best potential for success

Step 2 (Evaluating Communities and choosing the best one)

- A. Initially visit and explore 3-5 possible communities which entails at least 1-2 visits. The goal is to find the best potential communities in which to start.
- B. Visit all resources in the chosen district including the church leaders, district officers in medical, agriculture, sanitation, community development, etc., as well as hospitals and referral centers to determine the best potential local areas to work in. Ask questions and observe. Seek people's needs. Take care not to respond in a negative or positive way, giving false hopes or beliefs.
- C. Use the Site Selection Criteria to compare areas.
- D. Choose the best community in which to begin a CHE program.

Step 3 (Entering the Community)

- A. Spend 3 to 4 days per week visiting in the target community developing relationships and learning about the community.
- B. Work with the chief and church officials to hold a community meeting to discuss their dreams and needs. Do they think their life is good or bad - how or why? How can they improve their life? What are their problems and the importance/priority of them? Has the community met to talk about ways to solve these problems?
- C. If people on the team do not know the language, this is a good time to begin to do language learning.
- D. Do the Community Appraisal Exercises to help community learn more about their community.
- E. Hold School Screening exercise and hold Parents meeting to create visibility.
- F. Start to solve one problem with the parents taking the lead.
- G. Hold 7 session Awareness Seminar to prepare community.
- H. The community chooses a health committee for the community.

STEPS TO IMPLEMENT A CHE PROGRAM

Phase II -Training (duration: about 6-10 months) **TOT II**

Step 1 (Committee)

- A. Train chosen committee members and other interested parties in home modeling, planning, follow-up, evaluation, problem solving, basic CHE concepts, basic spiritual messages and their roles and responsibilities. This training is best done one day per week over a six-week period for three hours a day OR two days per week for three weeks, for three hours a day.
- B. After training, the committee should finalize itself allowing those who do not wish to serve to withdraw graciously.
- C. CHEs are chosen by the committee, who will be trained by the training team.
- D. An executive committee to coordinate the local committees may be formed if needed. This could be made up of two representatives from each local committee.
- E. Hold a community meeting to recognize and dedicate CHE trainees and committees.
- F. Assist the committees in identifying available local resources.
- G. Assist the committee in designing job descriptions for the CHEs based on felt needs. Be sure to include how effectiveness will be measured.
- H. Assist in planning for the CHE training, goals, sites, dates, curriculum and responsibilities with committees and CHEs.
- I. The committee finalizes the curriculum based on the CHE job description and community felt needs. In addition, a simple survey is developed focusing on one or two greatest needs on which the CHEs will be taught. This will be given before and after training to evaluate impact.
- J. Assist the committee in final selection of local resources and people to be used in the training.

Step 2 (CHEs)

- A. Begin training CHEs spiritually and physically after a community survey determines the top one or two priority needs, as well as mapping the area. Train on the problem topics identified. This may be done daily for two to four weeks, or two days per week for three to four months. Daily training includes one physical and one spiritual topic each time.
- B. Even before CHEs finish their training, they begin home visits as they learn topics.
- C. Do some training within local churches in evangelism and discipleship as soon as possible, so they will be ready to assimilate newborn again Christians. This step may vary by location.
- D. Start regular prayer meetings in the area.
- E. Continue training on topics by order of priority as chosen by committees, always including spiritual training.
- F. Investigate new areas to enter.
- G. Commission CHEs upon completion of a basic training series, which may be anywhere from 30-50 sessions.

STEPS TO IMPLEMENT A CHE PROGRAM

Phase III -Evaluation/Expansion TOT III

NOTE: Phase III has two parts. Part 2 is started before Part 1 is complete. Please remember this as you read through the steps.

Part 1 (Evaluation)

- A. Monitor the program's progress and modify as needed with the community health committee.
- B. Do follow-up training of CHEs after basic series is completed and enough time has passed for CHEs to learn by experience. When training does begin, it should be two or three days per month for the next year. After one year it may be held two or three days per quarter.
- C. Continue training CHEs until a ratio of one CHE for every 10 to 15 families is reached.
- D. Evaluate existing training results to improve training in a new area.
- E. Select CHEs to be trained as trainers and begin their training.

Part 2 (Expansion)

- A. Choose a new area to begin training in, while the original trainers are still active in the original community.
- B. Follow the steps described above as done in the original community. The trainers for this new community will be the volunteers from the original community as described in Part 1E. The original Trainers will support the volunteer trainers as the process is started.
- C. When six local trainers are trained, and can initiate programs on their own, the original Trainers move to a new area, while local trainers continue their expansion into adjacent communities.

STORIES OF TRANSFORMATION

From the Travel Diaries of Terry Dalrymple

CENTRAL ASIA

AN AGRICULTURAL VILLAGE

October 2004

Unless You Have Been Sent By God, You Cannot Solve This Problem!



The residents of a small village in Central Asia struggled for survival. Two hundred hectares of fruit trees had been completely barren for six years due to Gypsy moths. Men were going to Russia to find work. Women were being left behind to raise the children alone. Sometimes the men left and never came back. One woman expressed her remorse: "If just six trees would bare fruit, my husband would not have to go to Russia."

Our team approached the village with a vision to share the good news of the kingdom in word and deed. An elder in the village admonished the team leader: "Unless you have been sent by God, you cannot solve this problem". The people believed that the plague of the gypsy moth was sent by God to punish them for their sin.

The team gathered the farmers and facilitated a dialogue about the problem. The farmers described



what they knew about the behavior of the moth, and together came up with a plan to fight them. They collected all the egg sacks they could find and destroyed their eggs. They tied cotton cloth around the trunk of the tree to trap the caterpillars as they climbed the trunk to eat the leaves. In the mornings they went to the traps and smashed the caterpillars in the cotton cloth. They also got help from the agronomist on the team who helped them secure the proper pesticide.

This year, the village harvested \$60,000 in apricots. The trees are still recovering, and a better harvest is expected in the years to come. On last report more than 300 men have returned from Russia. The villagers want to build a monument to the team at the entrance to their village, but the team refuses and instead points them to give glory to God.

I sat with the principal of the school in this community and prayed in Jesus name that God would continue to bless them and to reveal himself to them. The principle said these parting words:

"There are many stones in our country, but our hearts are not stone...

There are many rivers in our country, and our hearts are rivers"



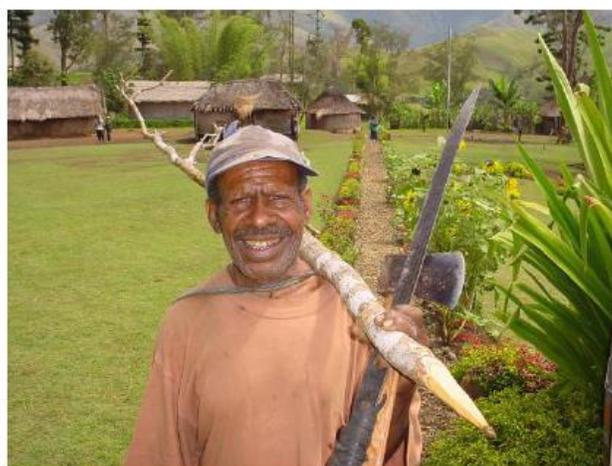
Pray with me that God will indeed remove their hearts of stone and give them hearts of flesh, and that from their hearts will flow rivers of living water.

PAPUA NEW GUINEA

EASTERN HIGHLANDS PROVINCE

October 2003

One cannot escape the impression that there are significant changes taking place in villages all over the Eastern Highlands in Papua New Guinea.



Training teams

have been mobilized into 55 different villages in the Eastern Highlands, but there are many more “copy cat” villages. One can walk for hours and witness one immaculate village after another.

Changes are visible and widespread – flowers, walkways, vegetable gardens, ventilated homes, latrines, cook houses, rubbish pits, dish racks.

Some of the more significant changes may go unnoticed by the casual observer but should not be overlooked: people serving each other and cooperating together for the good of the community, pastors joining hands with government workers to meet needs in the community, churches from different denominations uniting in worship and service,



people overcoming the fear of evil spirits and finding the courage to change.



Traditional belief in this part of the world is that evil spirits often inhabit human waste and can enter a home with the wind.

When people

in these communities decide to ventilate their home or to build and use a latrine, they are making a spiritual decision. For that reason alone, what we are witnessing may be more than just a movement - it may a revival.





Henganofi District

We visited a couple of villages in the Henganofi District where tribes have been warring for 15 years. Schools were shut down and road blocks put up to keep government officials and others out of the area. The team leader in this district is a tough, rugged, government worker named Michael. Tears filled the eyes of many around the table as Michael told how the people had stopped warring, removed the road blocks, and were cooperating together to beautify their community.

Together these villagers have dug out miles of trail into the sides of the mountains, built retaining walls with rocks carried up from the river below, and decorated the pathways with flowers and plants. The fighting has stopped and energies put to much more constructive use. They have dug latrines, built dish racks, ventilated homes, and confined their animals.



Our team was greeted with fanfare. We were each adorned with leis and bilums, surrounded by dancers and escorted through the village. At the end of the day we were given seats of honor at the village assembly and presented a gift from a respected elder.



The old man, dressed in traditional G-string, presented me with a bow and arrows. He announced with great pride, "Our fathers gave us these weapons. These two arrows are used to kill people; this one with a flat tip that is used to kill pigs. You have come from the outside and taught us a different way of life. You have taught us to live in peace and harmony".

Kainintu District

Linda, a government health worker, dedicated Christian, and member of our training team, is committed to building the capacity of her people to take responsibility for their own needs. She is determined not to allow them to think of themselves and dependent, weak, and helpless. One day a woman came to Linda with a baby she was adopting verbalizing her expectation that when the time came Linda and the Women's Association in the community would provide for the child's school fees. Linda put two peanuts in the woman's hand and said "That is your child's school fees. Plant those peanuts in the ground, harvest them, plant them again, and continue this process until you have enough peanuts to pay your daughter's school fees."



Workers believe they are seeing the beginnings of a movement.

Bill and Sharon testified that they walked for eleven hours in two days through 14 different villages and found every one of them "immaculate." Government workers are encouraged by the results they are seeing and working with new vigor and enthusiasm to multiply the successes. We puzzled over the reasons for this explosion of very positive activity:

Is it the teaching that they are made in the image of God to be stewards of the earth? That God has placed them in this "garden" and they are responsible to God for its care and tending?

Is it wholism, the integration of faith and life that has motivated them?

Is it an expectation that somehow if they do the things the government officials are suggesting they will prove themselves worthy of assistance from the government in other areas?

Is it that people in the villages have realized that it is time to stop waiting for the government and to take responsibility themselves?

Is it that government workers who have been working with one hand tied behind their backs, have had their "spiritual" hands untied, and are now free to serve as ministers of God and are serving with greater enthusiasm and fervor?

Is it that pastors have come to see their work as more than maintaining church programs to serving the needs of their communities?

Is it that pastors and government workers have joined hands together and are uniting their communities with a vision for community transformation?

Is it a combination of all of these things?

Whatever the motive, a movement has begun that needs to be nurtured and fed. CHEs need to be trained and mobilized immediately. Spiritual and physical teachings need to ride these waves of enthusiasm to give depth and sustainability to the movement.

From the travel diaries of Terry Dalrymple

THE PHILIPPINES

PROVINCES OF ILOILO AND ANTIQUE ON THE ISLAND OF PANAY

October 1997

The training team on Panay Island includes the following: Pastor Fred (LD) and Mila (Nurse) Gabriel, Beth Torrefiel, and Pastor Ed Blanco. These four impressed me as very godly people with a real heart for an integrated ministry. They have done an excellent job on both the physical and spiritual levels in several different communities.



This is my second day on the island. Today I went to the town of Bingawan, Iloilo. Bingawan, established in 1969, is the youngest town in the province. It is right in the center of the island on the border of Iloilo and Capiz.

I would not have believed that such a place existed if I had not seen it. I have traveled all over the Philippines, and have never seen a barangay as clean and green as this one. They have been chosen as the cleanest and greenest town in the province for three consecutive years. In 1996, they were cited as the cleanest and greenest town in the whole country. They have also won national recognition for cooperation, health, and development. Their mayor, Safiro Palabrica, has been chosen by his peers as the most outstanding mayor in the country for three consecutive terms.

Most of the committee and several of the CHEs gathered to welcome me. The mayor's wife is the chairman of the committee. The mayor himself spoke briefly to the group and welcomed me on behalf of the town. He graciously attributed much of the town's success to CHE and thanked MAI and the team for their efforts there. The mayor is a committed Christian. I read several signs along the road to the town. They said things like, "This way to Bingawan, but Jesus is the only way to heaven," and "the only leader worth following is the one who is following Jesus."



I had heard that there was a jail in this town of 11,000 people, and police to guard it, but the jail itself was empty. I had to see it for myself. Indeed it was. Not only was it empty and clean, but there was a small table inside with flowers and two Bibles on it. Mila pointed out that there was even a television available, and made a joke of it by saying, "Even though there is a television here, nobody comes here to use it." It is reported that occasionally someone will get drunk and cause a little trouble. The mayor simply escorts him to the jail, gives him the keys, and tells him to let himself out when he sobers up.

I met a lawyer in the municipal hall who told me that he had to leave Bingawan and move his family elsewhere to find work - there wasn't anything to litigate in Bingawan! Gambling rings had been shut down and crime rates had dropped dramatically. What I saw in Bingawan is shining example of the truth that Jesus taught concerning those who follow him: "You are the salt of the earth," and "You are the light of the world."



Every home in Bingawan has a trash can out in front. I looked for litter on the ground as we drove around town. I found one blue drinking straw. Trees and bushes line the roads which are still unpaved because the Mayor refuses to pay bribes.

Everyone in the room gave testimony of what the CHE program had done for them. One testified that she was in the bottom 30% on the socio-economic scaled, but is no longer ashamed to associate with the big shots because they have accepted her. Another one told about her herbal garden, and how many from her purok come to her for treatment of their ailments. A midwife in the community, employed by the government, testified that she had learned much from CHE, and has been able to minister both to the physical and spiritual needs of her patients. She also shared how because of CHE she has committed her life to the Lord and become active in her church. One person testified that CHE has become “medicine for the barangay”. It has brought healing, and allowed for growth.

Another public health worker testified that she grew up in a Christian “house,” not a home. But that through CHE she had been strengthened in her faith and become active as a witness for the Lord Jesus. She has been used to bring 70 people to Christ since CHE began. The mayor’s wife testified that she, too, had learned through CHE how to share her faith. A attendant of the Mayor stood and testified that much had been accomplished in Bingawan before CHE, but that the town did not win a first place award until after CHE. CHE, he said, is what put us over the top.



Igdalaquit, Sibalom, Antique

After meeting with the team, I was taken to see the project in Igdalaquit, Sibalom, Antique. They recently won a bronze medal in a province wide contest called Hamtic. The training team was not sure what Hamtic stands for, but the award is a recognition that this small isolated barangay is one of the top three model communities in Antique.

Since the team entered the barangay seven years ago, the community has built a health center, a small pharmacy, waiting sheds, and even paved the road in the center of the barangay. Every home now has a toilet, many homes are now built with cement or hollow block instead of bamboo and straw, and they have installed proper drainage systems. The community has

been beautified with fences, plants, trees, and flowers. They have also initiated the following livelihood projects which provide extra income for the families in the community: goat raising, poultry farming, hog raising, handicrafts, and trade.

Before CHE, government agencies had rejected Igdalaquit as unfit for development because there was no cooperation among the people. The barrio was full of vice. Today it is a peaceful and quiet barrio where people have learned to involve themselves in constructive activities and are working together for the common good.



There is a building in the center of the community that to me is symbolic of the kind of presence God



wants His people to have in community. As people came to Christ and began to reflect on the needs of the community, they decided they needed three things: a church, a school, and a community center. They built one building and called it the “Life Community Learning Center.” They used the building as a “kinder-school” during the week, a community center in the evenings, and a church on Sundays. The church has truly found its place at the heart, functioning as salt and light to bring about the transformation of lives and families.

Our team transitioned out of this community three years ago. The progress changes described above can now be characterized as lasting and permanent. The committee there is still active, and there are still 7 active CHEs in a community of 80 families.

INDIA

IN THE FOOTHILLS OF THE HIMALAYAS NEAR DARJEELING

JUNE 2003

Poverty, filth, infectious disease, heat, hunger, isolation and despair; people lying on the streets like stray animals.

They sleep, bathe, cook, eat, brush their teeth, shave and read the newspaper on the street.



Low caste laborers and immigrant workers: homeless fathers, mothers, boys, girls, and families.

Welcome to Calcutta, our portal to the land of India— more than a billion people, 78% Hindu and 12% Muslim.



SILGUIRI



Traveling north by train we arrive in the city of Siliguri—not far from the foothills of the Himalayas where our teams serve villages sprinkled all over the mountain slopes and valleys. Here we meet with one of our CHE workers, Pastor David Rye:

“I spent 10 years in fruitless preaching, and then I learned about CHE. I learned how Jesus approached people—I learned to meet them at the point of their need. Since that time the Lord has added to our number day by day.”

What has God added? The results of CHE:

- Only one Christian family when David came to the village
- More than 1200 baptized
- Five churches, two preaching points
- A whole village converted, and the name of the village changed to Bethany.



The story of the village where David lives must be told. When Pastor David arrived, the people lived truly pitiable lives in temporary structures. Twice their village had been ravaged by communist insurgents and their homes burned to the ground. All the men slept together in one place trying to keep warm because they lacked clothes and blankets. They passed time gambling and drinking.

Pastor David introduced a simple technology for growing squash vines as a cash crop on trellises made from bamboo.



Today, bamboo trellises appear like spider webs all over the slopes of Bethany. People live in houses made of permanent materials, and the bamboo that was formerly their homes is now used for growing squash.



At the time of my visit to this community in the spring of 2003, all but one family in the village had been baptized and come into the church. In December of 2003, I received word that the last family had been won for Christ.



The villagers renamed their community "Bethany" after the home of Mary and Martha where Jesus raised Lazarus from the dead.



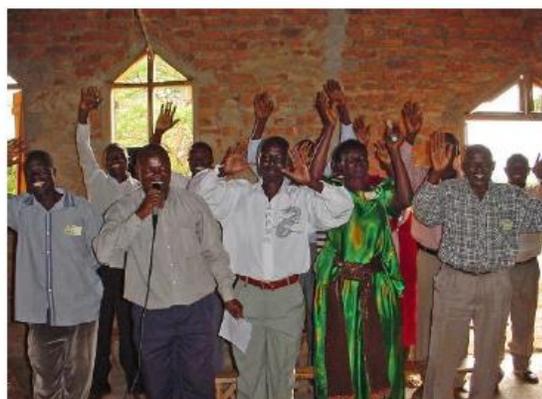
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UGANDA

KAWALA PARISH, MBALE DIOCESE, EASTERN UGANDA

FEBRUARY 2004

We arrived in a small village in Kawala parish, in the Mbale Diocese of Eastern Uganda. People of all ages lined the streets, singing and dancing their welcome. We got out of the Nissan four-wheel-drive pickup truck and moved in procession into the church building where we were escorted to our seats in front of the gathering crowd.



The CHE Committee members took their assigned place facing us at our left. 30 CHEs from different churches in the community took their seats left of center. The religious and political leaders sat to our right.

Directly in front of us was a group of 53 children - seated in their designated place of honor surrounded by the community.

Each one of these 53

children – all of them orphaned by AIDS - would have their own story to tell. Some had to drop out of school to take care of their dying parents. Many struggled to find ways to support the family, assuming the role of both care giver and bread winner. All were traumatized by grief and loss, compounded for many by the experience of watching their parents die a slow and horrific death. Many felt the stigma and shame associated with AIDS.



The situation in the village is desperate – funerals every week. And it is likely to get worse. For now



these orphans are being absorbed into extended families, but the extent of the HIV problem is pushing the extended family system to the breaking point. With half of all households living in extreme poverty and wage earners being lost to the HIV pandemic, the strain of caring for extra children can be a burden almost too heavy to bear. Some of the children sitting in front of us were being cared for by aging grandparents, others by older siblings or aunts and uncles. In Rakai district in Uganda, 4% of households are headed by children between the ages of 12 and 16.

As CHEs in this village began visiting in homes, they saw the plight of these orphaned children whose parents had died of AIDS-related illness. In response to what they saw, they decided to take action. One Tuesday night the CHEs called all the children orphaned by AIDS in the village to come to a meeting. At this meeting they presented each child with “scholastic materials” (pens and books) needed in order for them to go to school. The CHEs gave generously out of their own poverty to provide for the needs of these children. They gave willingly, entirely on their own without any prompting from anyone.

They did more. They planned to continue meeting these children every Tuesday evening to feed them a meal, teach them God’s Word, sing, and pray. The CHEs report that the children are overcoming feelings of hopelessness and despair. Some of these children come from Muslim homes, and a good number of them have come to Christ.

I marveled at the scene in front of me. Most orphans drop out of school, suffer malnutrition, receive little if any medical care, and have emotional problems due to unresolved grief. Orphans are more likely to be forced to work long hours, to suffer from beatings, and to experience sexual abuse. These 53 children in some other village would likely have been neglected, abused, or abandoned. Here they were loved, embraced by the community, and given a place of honor.

USAID reports that the number of children orphaned by AIDS worldwide is expected to rise to almost 35 million by the end of this decade. We can’t build enough orphanages to care for all these children. Communities like this one are leading the way, modeling what must be done to care for the growing numbers.

The CHEs who served these children with such compassion came from different backgrounds – Catholic, Seventh Day Adventist, Pentecostal, and Church of Uganda. There were even two Muslims among them. I watched as together with one voice they lifted up the name of Jesus and sang praise to His name. Many who were not believers before being recruited as CHEs have come to Christ, and are now sharing their faith with others from their respective churches. The CHE trainer in this village reports:

“Denominations are coming together, God is being glorified, and people are being saved!”

As we prepared to get back into our four wheel drive Nissan pickup truck and head back to the city, I found myself surrounded by a sea of children singing, “If you’re happy and you know it, say amen.” I stood in the eye of their celebration spinning as they held me and danced in circles around me. The smiles on their faces brought tears to my eyes. They well up again now as I think about it.

God has brought life, light, and hope into this community. I am eyewitness to this work of His grace. This is the story that is being repeated again and again in lives and communities throughout Uganda.

GUATEMALA

VILLAGE OF LA VERDE IN THE DISTRICT OF RETALHULEU

APRIL 2006

Felipe was a peasant farmer from the mountains of Guatemala. He came to Christ as a CHE and now pastors Fuente de Vida Church in Los Marroquines with 45 members. Felipe also serves as a trainer with MAI. In 2002, Felipe with his partner, Cirilo, initiated work in the village of La Verde in the District of Retalhuleu. There was no evangelical church in the community, and only a handful of believers.



At the beginning, Felipe and Cirilo's greatest opposition was a village leader named Raul. At a general meeting of the community where a vote was taken to form a committee and begin the development process in the community, Raul stood and washed his hands publicly of the whole plan. Raul was a devout Catholic who resented the coming of Evangelicals to his community.



The community was struggling with water born disease, but didn't know it. Felipe and Cirilo began to teach on the importance of clean water; CHEs taught on water in the homes. Upon learning about the cause of these diseases, water became the first priority for the people of La Verde. The community found a water source and saved to buy the land where the water was. Having purchased the land, they went to city hall to request help, but got nothing but promises. Felipe and Cirilo brought the problem to Dr. Hugo Gomez, Area Coordinator for MAI.

Through the ministry of Face to Face International, Hugo made contact with a short-term mission team. A team from Lexington Baptist Church, under the leadership of Face to Face, was looking for a village to partner with in a long-term relationship. They scouted out villages in Mexico and Guatemala City. When they came to La Verde and learned about CHE, they decided to join the village in their work.

The team from Lexington asked the villagers what they needed. The villagers pointed to their water project. Hugo connected Lexington with the water team from Mission Hills Church in Denver, Colorado. A technical advisor from Mission Hills visited the village and advised them concerning the type of system to use and provided training for the CHEs and the Committee.

The water source was downhill from the village. The CHEs and the committee, because of their training believed that the system could work, but the rest of the village doubted it would be possible to bring the water uphill. They had only seen gravity fed systems.

Lexington Church asked the committee to submit a budget proposal for their project. The committee drafted a proposal, and the church agreed to supply the pumps, pressure tanks, and control panels. The locals would do the trenching and pipeline to the homes. They would also be responsible for the water pipes and electrical wiring. The villagers pooled their funds, and went to city hall again. This time the mayor, seeing their initiative, sent a backhoe to help with the trenching which was already half way dug by hand.

When the team from Lexington arrived, they were impressed by the initiative of the people and joined them in digging the trenches. The men in the village worked 24 hours a day around the clock digging the cistern that was to be four meters long, five meters wide, and four meters deep. Raul helped dig. The women prepared food and brought it to the men in the middle of the night to provide energy to keep them going.

Together with the church from Lexington, the residents of La Verde succeeded in piping clean potable water into every one of the 150 homes in the village. They dedicated the whole system to the Lord, and at the dedication service four people gave their hearts to Christ.

As part of the plan, each home would contribute an equal share each month to pay for electricity and repairs of the pump. Every eighth day of the month, the community gathers for a general meeting and each family pays their share – about 13 Quetzales (\$1.75) plus the cost of any repairs.

As CHEs began sharing the Gospel during home visits, people came to Christ and a small growth group was formed. Soon a small group of believers met each Sunday for worship in one of the homes. One of the CHEs, Angel Mendez, was chosen to be the pastor. The group approached the leaders of the village and asked for land on which they could build a church building. Raul was part of the land committee and influenced a decision to give the young group of believers the worst lot in the village.



Another problem for the community was their children's education. When Felipe and Cirilo came to the village, the children were meeting in an old unventilated warehouse that had been used in previous years by wealthy landowners to store DDT and other chemicals they used in their cotton fields. Felipe and Cirilo knew that residue from these chemicals was still present, so as a initial step they encouraged the community to break holes in the walls to serve as windows for ventilation and to clean and paint the building.

They were still concerned, however, that the children were being exposed to harmful chemicals. The committee approached city hall and began the process of petitioning the government for a new school

From the travel diaries of Terry Dalrymple

building. They succeeded in their efforts, and with help from a short-term mission team added a basketball court and a playground. “Now our children are being properly schooled,” says Santos the chairman of the committee.



By now Raul had seen the good things the CHEs and Committee were doing and started to attend CHE training. Hard rains came, and the lot the land committee had set aside for the church flooded. The group of believers returned to the land committee and asked for a different lot. This time Raul influenced the committee to give the church a prime corner lot – the best lot available. The new believers built a temporary shelter on the land – four poles and a tin roof – and began to meet there for worship.

Hugo Gomez, MAI’s Area Coordinator in Guatemala, was visiting in the village one day. He asked Raul bluntly why he did not attend the church. Raul replied that he was born a Catholic and he would die a Catholic. “I will never attend this church,” he said, “but one day my grandchildren will.”

A real sense of unity and camaraderie had developed among the villagers in La Verde as they worked together to relieve each other’s suffering and provide each other’s needs and wants. They offered themselves to each other without discrimination. Religious, cultural, ethnic, and political barriers came down. An annual festival was established to celebrate their unity. Communities around the village were amazed by what they saw and heard.

The small group of believers began to plan for their church building. Each family contributed at least 6,000 Quetzales, which was the equivalent of about four months pay. For subsistence farmers and low income workers, this was a huge commitment. They also committed their time and labor. That, however, may not be the most significant part of the story. When the time came to build the church building, everyone pitched in - even those who were not members of the church gave time and money. It is reported that at the dedication of the church building, all 148 families were present. Raul was also present at the dedication. He later told Hugo, “Someday I will be the pastor of this church.”



CHILDREN'S CHE TOT 1

Section Three – Children's CHE Introduction

Lessons

CHILDREN'S CHE INTRODUCTION 1

Aim Lower, Think Smaller, Give Up, & Go Have A Cup of Coffee

Date: 11/12

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Teach about an effective strategy to reach the world for Christ.
 2. Explain why children are crucial for world evangelization.
 3. Explain and apply *Aim lower, think smaller, give up, and go have a cup of coffee*.

OVERVIEW FOR TRAINERS: *Aim lower. Think smaller. Give up. Go have a cup of coffee* is an important strategy to reach the world for Christ. These materials are adapted from Aim Lower

Starter (10 min):

If you have access to the a projector and screen, show the video *Aim lower, think smaller, give up, go have a cup of coffee*, which is available from Max 7 at <http://www.max7.org> and from YouTube at <http://www.youtube.com/watch?v=N0R6oAJCVvg>.

--Or--

Role Play: Two adults are talking.

- 1st** I have just heard of a great new strategy for reaching the world for Christ!
2nd Oh? What is it?
1st It is called Aim Lower.
2nd Aim lower?
1st Yes. Aim lower. Think smaller. Give up. Go have a cup of coffee.
2nd What are you talking about? That is nonsense!

----SH questions----

S = What do you See?
H = What is Happening?

I. Aim Lower (15 min)

Divide into small groups and give each group a copy of *Aim Lower*. Discuss two questions:

- Why should we focus on children?
 - Where does most training and discipleship of children take place?
- A. Why should we focus on children?
1. Children are open to the gospel.
 2. Adults are more set in their ways and are more resistant.
 3. Children will follow Christ for their whole lives.
 4. One of every three people is under the age of 15.
 5. Children make 60-80% of the responses to the gospel.
- B. Where does most training and discipleship of children take place?
1. Some churches have big buildings and programs.
 2. Most training of children takes place in the home.

II. Think Smaller (15 min)

- A. Can children have a strong relationship with God? How?
1. Children can have a strong and growing relationship with God.
 2. We need to find ways to help them grow in their faith.
 3. We can encourage them to live out their faith in their family and in their community.
- B. What are some ways that children can serve God?
1. They can share Christ with their family and friends.
 2. They can play an instrument or sing.
 3. They can follow Christ and obey him.
 4. They can learn well in school.
 5. They can work in their community.

6. They can help at church.
 7. They can learn health skills.
 8. They can teach others.
 9. They can pray.
- C. Read Luke 10:2. How does this apply to children?
"He told them, "The harvest is plentiful, but the workers are few. Ask the Lord of the harvest, therefore, to send out workers into his harvest field." (Luke 10:2 NIV)
1. Children are part of the harvest.
 2. We need to reach children for Christ.
 3. Children are also workers.
 4. Children can share their faith with others.
 5. Children can help others grow in their faith.

III. Give Up (15 min)

Work in large group.

- A. Think of the boy in the story of feeding the five thousand. What did he give up? (See John 6:5-13).
1. He gave up his lunch.
 2. He had five loaves and two fish.
- B. What happened after the boy shared his lunch?
1. More than 5000 people were fed. (5000 men, plus women and children)
 2. There was more than enough food!
- C. Read this quote:
"When you look at the church throughout the whole world you will see some parts that are well-equipped, well-resourced and relatively wealthy and yet have little or no growth. Conversely, you will see other parts that are growing quickly with great energy but have few means and no wealth."
- What should we do? What can we share with each other?
1. Some churches have many resources but are not growing.
 2. Other churches are growing quickly but have few resources.
 3. We need to share our resources.
 4. We can also share our ideas.
 5. We can share teaching materials.
 6. We can share our faith and our energy.
 7. We can work together.
 8. We need each other.
- D. Why should we give up what we have?
1. So that God's kingdom will grow.
 2. In order to follow Christ.
 3. To reach the children of the world.

IV. Go Have a Cup of Coffee (15 min)

Give each person a copy of *Go have a cup of coffee*.

Or act out the lemonade stand illustration as a skit.

----SH questions----

S = What do you **S**ee?
 H = What is **H**appening?

- A. How does this apply to us?
1. We often act independently or just within our own church.
 2. We want to work separately.
 3. We each have our own strengths.
 4. We refuse to work together.
- B. What should we do about it?
1. We need to work together.
 2. We need to join together.

AIM LOWER, THINK SMALLER, GIVE UP, GO HAVE A CUP OF COFFEE

3. We can do more together than we can do individually.
 - C. What can we do better together than we can do individually?
 1. Together, we have more people who can work on this.
 2. We need each other.
 3. We have different skills.
 4. We can share ideas.
 5. We can share resources.
 6. We can encourage each other.
 - D. What does 1 Corinthians 12:4-12 say about this? Read or summarize the passage.
 1. We each have different gifts or talents.
 2. We each have different ways to serve the Lord.
 3. All that we have comes from the Spirit.
 4. Each person has a vital role in serving Christ.
 5. We need to work together.
 6. We are all part of the body of Christ.
 - D. How shall we “*Go have a cup of coffee*”? What are practical steps?
 1. We need to meet with people from other churches.
 2. We can work with other denominations.
 3. We can work with people from other cultures or backgrounds.
-

V. **Conclusion (5 min)**

- A. In your own words, explain what it means to “Aim lower. Think smaller. Give up. Go have a cup of coffee.”
 1. We need to focus on children.
 2. Children can serve Christ. They are important workers.
 3. We need to give up and share what we have.
 4. We need to work together.
 - B. What is one practical step that you will take this week to put this into practice?
 1. I will . . .
 2. We will . . .
 3. I will . . .
-

References:

Aim Lower. 2012. Available from: <http://www.aimlower.com/>
 Max 7, *Aim Lower* video downloads. Available from: <http://www.max7.org>
 YouTube. *Aim lower, think smaller, give up, go have a cup of coffee*. Available from: <http://www.youtube.com/watch?v=N0R6oAJCVvg>

ATTITUDE: Children are a vital part of God’s strategy to reach the world.

SKILL: Participants will be able to explain and apply the strategy of “Aim lower. Think smaller. Give up. Go have a cup of coffee.”

EVALUATION: Are the participants training children to follow God and serve him? Are they working together with others from different backgrounds?

MATERIALS: -Poster-size sheets of paper, markers, masking tape
 -Bibles
 -*Aim lower* illustration
 -*Think smaller* illustration
 -*Go have a cup of coffee* illustration

This lesson is used in: Children’s CHE and in Mobilizing the Church.

AIM LOWER STARTERS

Starter (10 min):

If you have access to the a projector and screen, show the video *Aim lower, think smaller, give up, go have a cup of coffee*, which is available from Max 7 at <http://www.max7.org> and from YouTube at <http://www.youtube.com/watch?v=N0R6oAJCVvg>.

--or--

Role Play: Two adults are talking.

- 1st** I have just heard of a great new strategy for reaching the world for Christ!
- 2nd** Oh? What is it?
- 1st** It is called Aim Lower.
- 2nd** Aim lower?
- 1st** Yes. Aim lower. Think smaller. Give up. Go have a cup of coffee.
- 2nd** What are you talking about? That is nonsense!

AIM LOWER STARTERS

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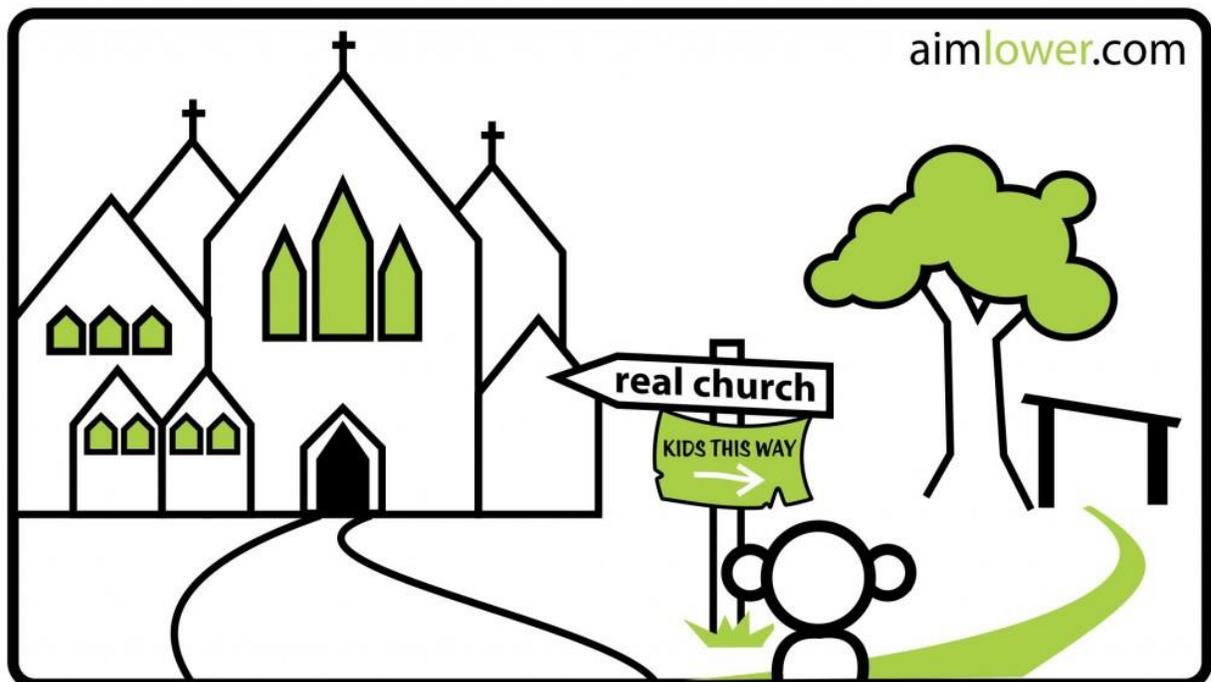
AIM LOWER

- **Why should we focus on children?**
- **Where does most training and discipleship of children take place?**

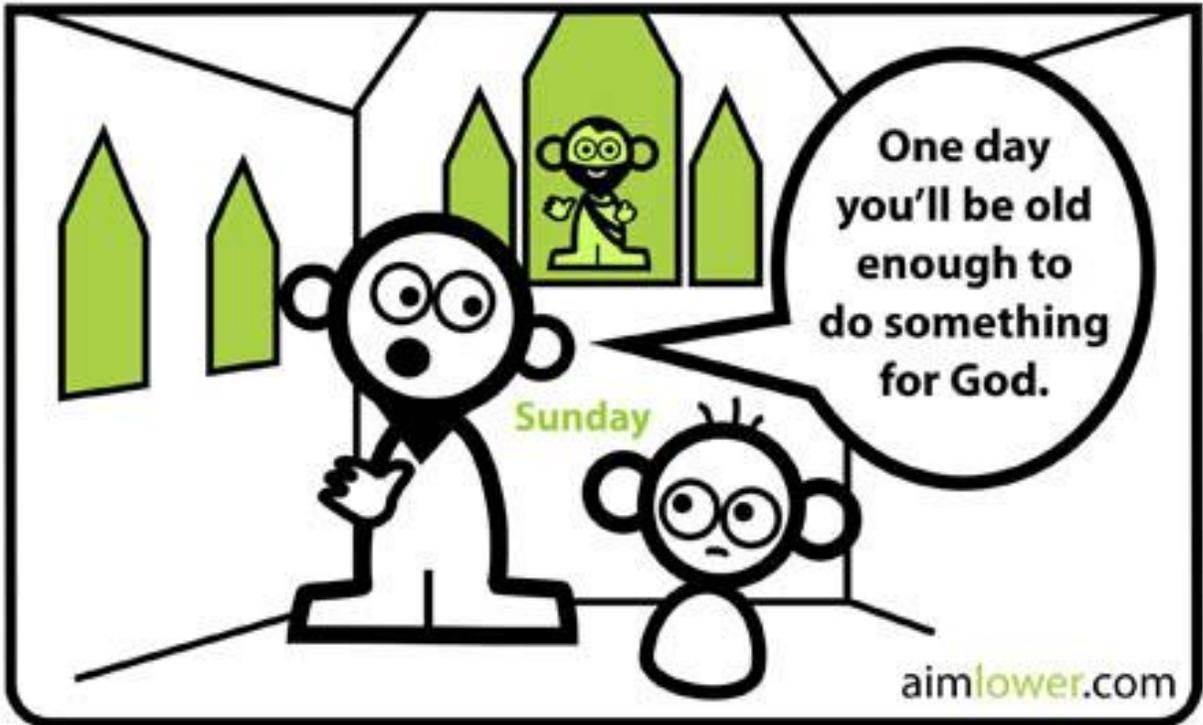
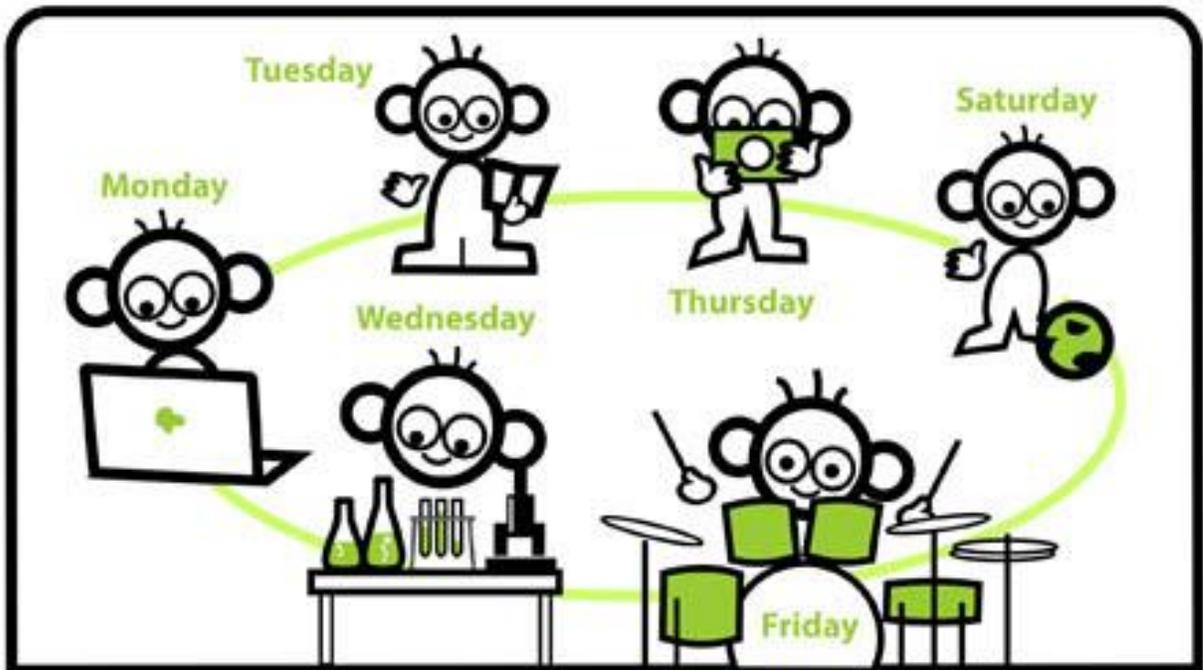
An extraordinary fact about humans is that the older they get, the more set in their ways they become. This means that if one believes and follows Jesus as a young human, they will likely do so until they die. And of course, afterwards as well! On the other hand, if a human does not hear about Jesus as a child, they will most likely never follow Him.

If you formed every person on the earth into a very, very long line, one in every three would be a child under the age of 15. However, right now only 15% of global mission giving goes towards children, even though 60-80% of all responses to the Gospel are made by children.

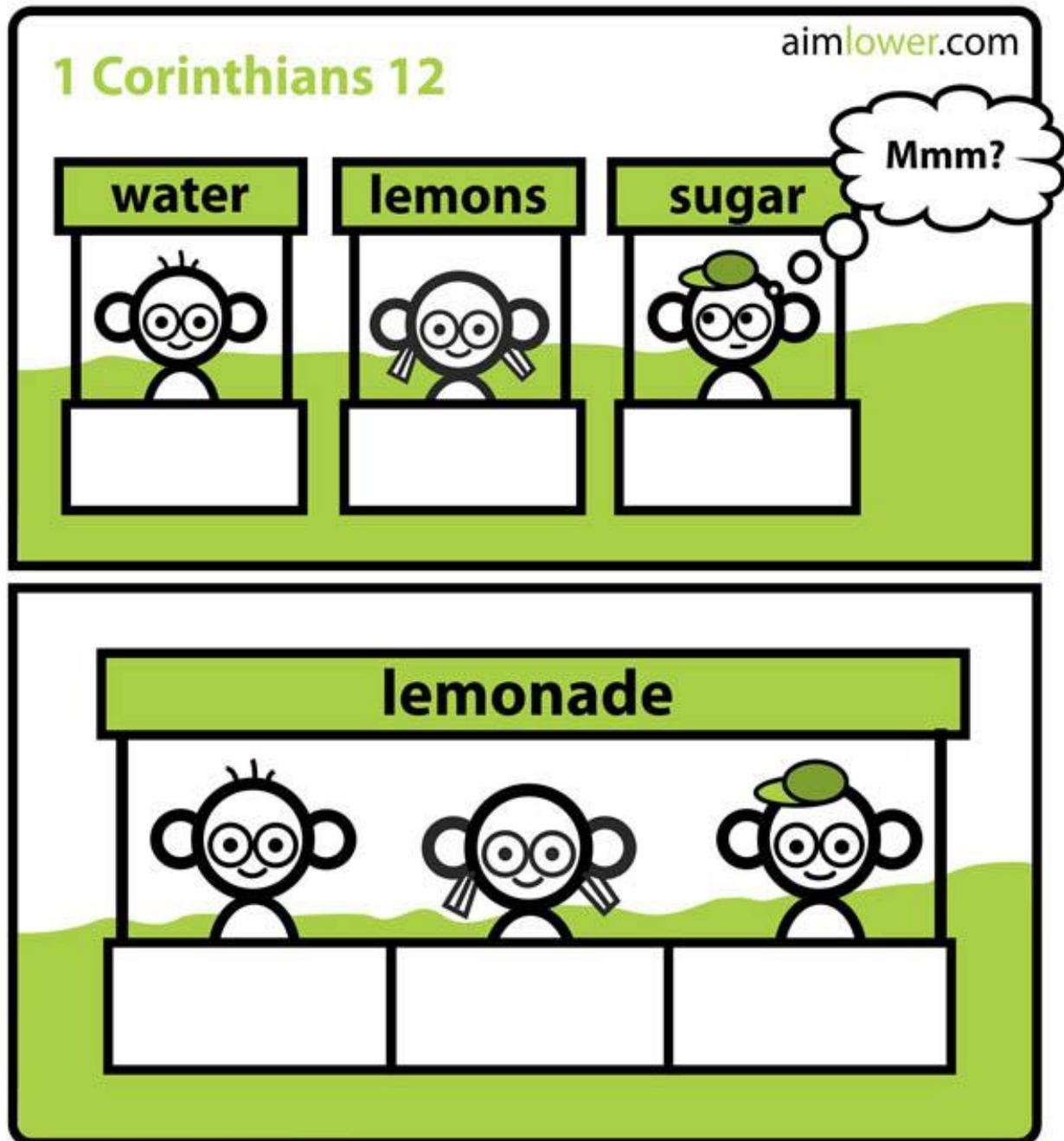
Our first challenge in the great commission is to aim at a lower age.



THINK SMALLER



GO HAVE A CUP OF COFFEE



----SH questions----

S = What do you See?

H = What is Happening?

Source: Aim Lower. 2012. Available from: <http://www.aimlower.com/>

JESUS' VIEW OF CHILDREN

Date: 3/10 (Revised 1/14)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Explore their views about children.
 2. Examine Bible passages to check out Jesus' thoughts about children.
 3. Ask, how would Jesus treat children?

OVERVIEW FOR TRAINERS: This is a lesson in the series on Children's CHE.

Role Play (5 min): A mother is busy washing clothes when her child approaches her.

Ch Mommy, come and see what I am doing

M Can't you see that I am busy?

Ch Come and see me climb the tree!

M I don't have time! I have more important things to do.

Ch See how high I can climb!

M Go play outside. I don't have time for you right now. I have to wash all these clothes.

----SHOW questions----

S = What do you See?

H = What is Happening?

O = Does this happen in Our place?

W = Why does this happen?

I. Role of Children (20 min)

- A. Why are adults too busy?
Divide into small groups.
Think about your area. How are children treated?
Each group will discuss one of two questions.
Why are adults sometimes "too busy" to pay attention to children?
Are there other reasons why children are sometimes seen as less important than adults?
Report back
1. Adults have many other responsibilities.
 2. The mother is busy washing clothes, preparing meals, and taking care of the baby.
 3. Or she may work outside of the home.
 4. Sometimes she is a single parent.
 5. Or the father may work long hours.
 6. They are too busy to spend much time with the children.
 7. Or sometimes they don't think that children are very important.
- B. Are there other reasons why children are sometimes seen as less important than adults?
1. Children don't work or earn money.
 2. They may not be seen as contributing to the family.
 3. Adults have more skills and wisdom.
 4. So, children may not seem as important as adults.
 5. Adults think, "One more person to take care of."
 6. Adults think, "One more mouth to feed."
- C. Are children seen as important in your area? Discuss in large group.
Give stories or examples.
1. In our area . . .
 2. In my community . . .
 3. In my place . . .
 4. What we see . . .

JESUS' VIEW OF CHILDREN

II. Jesus and Children (25 min)

Divide into small groups. Hand out *Jesus' View of Children*. Each group will present one passage. They will:

- Tell the story or act it out.
 - Lead a short discussion with the rest of the group based on the story by asking the group questions as described in the handout.
- A. Mark 10:13-16
1. The disciples rebuked the people for bringing their children to Jesus.
 2. The disciples did not want them to disturb Jesus.
 3. Jesus said, "Let the little children come to me."
 4. Jesus said, "The kingdom of heaven belongs to people like them."
- B. Matthew 21:14-16
4. The children shouted, "Hosanna to the Son of David."
 5. Even infants and children praise God.
 6. The religious leaders were indignant.
They did not believe that Jesus was the Son of God.
- C. Matthew 11:25-26
1. God hid things from the wise and learned.
 2. The wise and learned did not recognize their need for Jesus.
 3. He revealed the truth to little children.
 4. Many of them believed in him.
-

III. Conclusions

- A. What was Jesus' view of children?
1. Many people thought that children were unimportant or a nuisance.
 2. But Jesus knew that the children were important.
 3. He wanted them to be with him.
 4. He knew they were trusting, and they came to him.
- B. How does the kingdom of heaven belong to people who are like children?
1. Children are open and ready to learn new ways.
 2. They trusted Jesus and believed in him.
 3. Many recognized that Jesus is the Messiah, the Son of David.
 4. They praised him.
- C. Why did God reveal his truths to the children?
1. People who were wise and learned often did not believe in Jesus.
 2. They did not see their need for him.
 3. But children came to know Jesus.
 4. They trusted him and believed in him, without questioning him.
- D. Importance of Children
1. Children are important to Jesus.
 2. He loves them and values them.
 3. They are important just as they are, not for what they do.
 4. Many children believe in Jesus and trust him.
 5. So, if children are important to Jesus, they are important to us.
- E. How would Jesus treat children?
1. Jesus would spend time with the children.
 2. He would enjoy being with them.
 3. He would teach them about himself.
 4. He would probably teach them stories or parables.
 5. They might sing songs or praise him.
 6. He wants the children to know him.

References:

1 for 50 Downloads. Available from http://1for50.net/get_or_give_resources/downloads

Scripture is taken from the HOLY BIBLE, NEW INTERNATIONAL VERSION®. Copyright © 1973, 1978, 1984 from the International Bible Society.

JESUS' VIEW OF CHILDREN

ATTITUDE: Children are loved and valued by Jesus.

SKILL: Participants will learn several short Bible passages that show how Jesus honors children.

EVALUATION: Are the participants able to tell the Bible stories and discuss them with others? Can they demonstrate the importance of children with the story of the lost sheep?

MATERIALS:

- Poster-size sheets of paper, markers, masking tape
- Jesus's View of Children* Roleplay
- Jesus's View of Children* Story
- Bibles

This lesson is used in: Children's CHE/ Lessons about children

JESUS' VIEW OF CHILDREN ROLE PLAY

Role Play (5 min): A mother is busy washing clothes when her child approaches her.

Ch Mommy, come and see what I am doing

M Can't you see that I am busy?

Ch Come and see me climb the tree!

M I don't have time! I have more important things to do.

Ch See how high I can climb!

M Go play outside. I don't have time for you right now. I have to wash all these clothes.

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JESUS' VIEW OF CHILDREN

As a small group, read one of the following stories. When you report back, tell the story, or act it out. Then lead a short discussion about the story with the rest of the group.

You can ask basic questions:

- What happened?
- Why?
- How does that apply to us?

Or ask more detailed questions, like:

1. What did the disciples or religious leaders think about the children? Why?
2. How did the children respond to Jesus? What did they do?
3. How did Jesus respond to the children?
4. What was Jesus' view of the children?
5. Did Jesus say any surprising things? Why did he say that?
6. How are we to become like little children?

People were bringing little children to Jesus to have him touch them, but the disciples rebuked them. When Jesus saw this, he was indignant. He said to them, "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. I tell you the truth, anyone who will not receive the kingdom of God like a little child will never enter it." And he took the children in his arms, put his hands on them and blessed them. (Mark 10:13-16 NIV)

The blind and the lame came to him at the temple, and he healed them. But when the chief priests and the teachers of the law saw the wonderful things he did and the children shouting in the temple area, "Hosanna to the Son of David," they were indignant. "Do you hear what these children are saying?" they asked him. "Yes," replied Jesus, "have you never read, 'From the lips of children and infants you have ordained praise'?" (Matthew 21:14-16 NIV)

At that time Jesus said, "I praise you, Father, Lord of heaven and earth, because you have hidden these things from the wise and learned, and revealed them to little children. Yes, Father, for this was your good pleasure." (Matthew 11:25-26 NIV)

WHAT IS CHILDREN'S CHE?

Date: 9/07 (rev. 07/13)

(1 HOUR)

OBJECTIVES: After working through this lesson, participants will be able to:

1. Tell why a children's ministry is important.
2. Discuss some important children of the Bible.
3. Explain some distinctives of Children's CHE.
4. Know where to get resources for Children's CHE

OVERVIEW FOR TRAINERS: This is a lesson to introduce Children's CHE, with information on the Biblical basis of working with children.

Roleplay (5 min): Two people are talking

- 1st** I hear they have started a new children's ministry.
- 2nd** This one seems to be different. It is not just Bible stories and songs. They are teaching some practical health skills as well. They say the children may become community health evangelists!
- 1st** I don't know how that will work. The children are too young to make a difference in the community. They don't have any influence here.
- 2nd** Yes, who could they teach? And what impact could they have?
- 1st** We have enough to do already. Let's just concentrate on the adults.
- 2nd** I agree. We are busy enough as it is.

----SHOWD questions----

S = What do you See?
H = What is Happening?
O = Does this happen in Our place?
W = Why does this happen?
D = What will we Do about it?

I. Importance of Children's Ministry (10 min):

Why are children important? Why is a ministry with children important?

Discuss in large group.

- A. Half (50%) of the people on earth today are under the age of 18. Half of the people in most developing countries are under the age of 15.
- B. Children between the ages of 4 and 14 are one of the largest unreached people groups. (This is sometimes known as the "4-14 Window").
- C. If all the 5 to 11-year-olds held hands, they would go around the world three times.
- D. Most full-time Christian workers came to Christ as a child.
- E. Children are a gift from the Lord, they are important.
- F. Children are often eager to learn and more open to change than adults.
- G. The Biblical truths and health habits the children learn will be the basis for how they live as adults.
- H. Children can serve as models for their families and friends. They can demonstrate a healthier lifestyle.
- I. Childhood is a critical time to reach people for Christ.
- J. A ministry with children can be a way to enter a community.
- K. In an area that is hesitant about the gospel, a children's ministry may help build relationships so a ministry with adults can be started.
- L. Children have many needs:

II. Biblical Basis for Ministry with Children (20 min)

Who are some children of the Bible? What did they do? Why are they important?

- Divide into small groups of 2-3 people. Each group will pick one child of the Bible. Respond with a short skit, acting out the life of that child. The others will guess who the child is and tell why he or she is important in the Bible.
 - Here are some examples, but you can choose others. Each group will pick one child to focus on—do not try to study them all. Look at these passages in context.
- A. Samuel (1 Samuel 1)
 1. Dedicated to the Lord by his mother
 2. Served God with Eli
 3. Answered God's call
 4. Became a judge
 - B. David (1 Samuel 16-17)
 1. Youngest son of Jesse
 2. Learned from his experience as a shepherd
 3. Served Saul
 4. Rejected by his brothers
 5. Trusted in God
 6. Killed Goliath
 7. Became king
 - C. Naaman's servant (2 Kings 5:1-7)
 1. Served Naaman's wife
 2. Naaman had leprosy.
 3. Led Naaman to Elisha for healing
 - D. Daniel (Daniel 1:3-4)
 1. Taken captive to Babylon as a youth
 2. Served the king of Babylon
 3. Stood up for his faith and trusted in God
 4. Became an important prophet
 - E. Timothy (1 Timothy 4:12; 2 Timothy 1:5)
 1. Learned from his mother and grandmother
 2. Timid at first
 3. Became a companion of Paul
 - F. Jesus (Luke 2:41-52)
 1. Amazing understanding of the Bible.
 2. Had to be "in my Father's house".
 - G. Moses and Miriam (Exodus 2)
 1. Moses was placed in a basket on the Nile.
 2. Miriam (his sister) watched over him.
 3. Moses was rescued by Pharaoh's daughter.
 4. Miriam arranged for Moses to be nursed by his own mother.
 5. Moses was raised by Pharaoh.
 6. Moses was concerned about the Israelites.
 7. Moses led Israel out of Egypt.
 - H. The boy who gave the five loaves and two fish (John 6:9)
 1. Gave up his lunch.
 2. This became the base for feeding the 5000.
 - I. The little children who followed Jesus (Luke 9:47-48)

Must welcome little children.

 1. The least important is the greatest.
 - J. Isaac
 1. Son of Abraham.
 2. God told Abraham to offer Isaac as a sacrifice as a test of his love.
 3. Looks forward to Jesus.

WHAT IS CHILDREN'S CHE?

- K. Joseph
 1. Sold into slavery in Egypt.
 2. Became a high leader.
 3. Rescued his family from the famine.
 - L. Other children and youths of the Bible
 1. Josiah (2 Kings 22)
 2. Mephibosheth
 3. (2 Samuel 4:4)
 4. Others
 - M. Applications

What does that tell us about our work with children?

 1. Children and youths are important to God.
 2. Children can learn to follow Christ.
 3. God calls children and youths to serve him.
 4. God works through children and youths as well as with adults.
 5. Many of these children and youths suffered for their faith.
 6. Children don't just receive our teaching.
 7. Children can also be actively involved serving God in their family and community.
-

III. What is unique about Children's CHE? (20 min)

Give out the handout, *Children's CHE*. Discuss in small groups, what is different or unique about Children's CHE? Where could you do Children's CHE? Report back.

- A. What is different or unique about Children's CHE?
 1. Children's CHE is community health evangelism with children.
 2. Children's CHE is an integral ministry dealing with health and social issues as well as Bible and discipleship lessons.
 3. Children learn about a wide variety of topics, from health skills to Bible storying to social issues.
 4. They participate actively, with many stories, dramas, games and activities.
 5. Older children teach younger children.
 6. They share what they have learned with their friends and neighbors.
 7. They learn new skills and pass them on to others.
 8. They put these new skills into practice in their community.
 9. Children carry out community projects.
 10. Children's CHE can work alongside other CHE ministries.

Where to do Children's CHE?
 - B.
 1. Alongside CHE ministries
 2. With a Sunday school class.
 3. In a Bible club
 4. In the community
 5. At the park
 6. As part of the school curriculum
 7. During an after-school club
 8. At an orphanage or home for children.
 9. In a family
 10. Anywhere there are children!
-

IV. Conclusion (5 min)

Why should you begin Children's CHE? How could this work alongside other CHE ministries? Discuss in large group.

- A. It is critically important that we reach children for Christ. They can become strong disciples and reach others for Christ.
- B. Children can become a vital part of our CHE ministry.
 1. A Children's CHE ministry can be an effective way to enter a new community.

WHAT IS CHILDREN'S CHE?

2. Children can be a bridge to reach their family and their community for Christ.
 3. They can learn to share health skills and the gospel with their friends and neighbors.
 4. Children can be involved in community projects.
 5. Children's CHE can work alongside other CHE projects.
-

ATTITUDE: We can do Children's CHE!

SKILL: Participants know the importance of Children's CHE and are familiar with some of the materials that are available.

EVALUATION: Are the participants taking steps to begin Children's CHE?

MATERIALS:

- Poster-size sheets of paper, markers, masking tape
- Bibles
- What is Children's CHE?* Roleplay Handout
- Children's CHE* illustration with *Resources for Children's CHE* Handouts

This lesson is used in: Children's CHE

WHAT IS CHILDREN'S CHE ROLEPLAY

Roleplay (5 min): Two people are talking

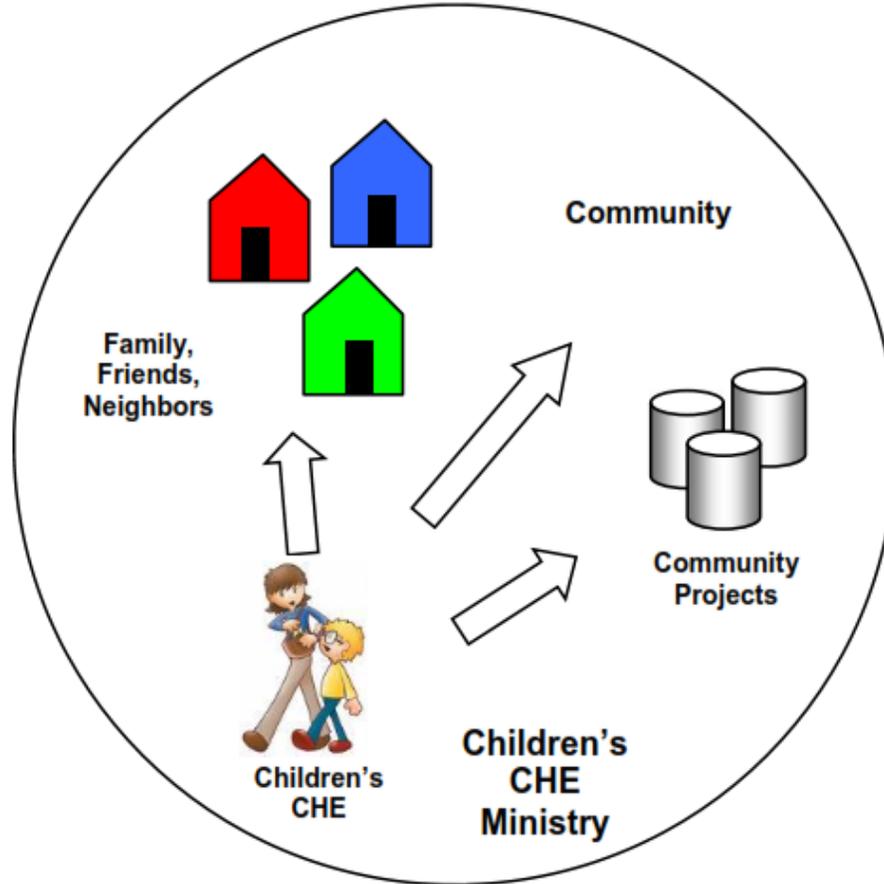
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CHILDREN'S CHE



Resources for Children's CHE

1. Many of the CHE teaching materials, such as the CHE teaching booklets, can be used effectively with children.
2. There is a series of lessons to prepare trainers to lead a Children's CHE ministry, and to train them how to work with kids.
3. There are also lessons on working with children on community projects.
4. There are many health lessons, stories and games designed specifically for use with children.
5. There are lessons on social topics like sexual abuse and drug abuse.
6. There are many discipleship and Bible storying lessons for children, as well as coloring pages, and new Discovery Bible Studies with puzzles and games.
7. Picture Books and Picture Pages illustrate the lessons and can be used for teaching others.
8. *KAP for Kids* and Health Worksheets evaluate the results of the health teaching and projects.
9. There are lessons for youths.
10. Lessons are available on the Global CHE Network website, on a flash drive, or as PDF manuals. Go to www.chenetwork.org.
11. Write to cheglobal@gmail.com for more information.

NEEDS OF CHILDREN

Date: 9/06 (rev 01/14)

(*1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Discuss the basic needs of children.
 2. Name some groups of children with special needs.
 3. Describe how we can respond to these children in our own communities.
 4. Take action to work with children with special needs.

OVERVIEW FOR TRAINERS: This lesson helps prepare trainers, committees, and parents to work with children.

Role Play (5 min): A harassed mother is trying to work around her rambunctious children.

Mom (Trying to sweep the floor)

1st Mommy, I'm thirsty! Give me something to drink!

2nd And I want some chips!

Baby (Cries)

Mom (Still holding the broom, gives a cup to one child and a bag of chips to the other)

1st (Tugging on her sleeve) Gimme some chips too! He got chips and I didn't.

2nd I have to go the bathroom!

Baby (Cries)

Mom I can't do everything at once! You all need something all the time! How can I keep up with you?

I. Needs of Children (10 min)

A. Growth of Jesus:

Read Luke 2:52. How did Jesus grow? What is meant by each of those phrases? (Discuss in large group.)

1. In wisdom—He grew in knowledge and in the ability to make decisions.
2. In stature—He grew in physical health and strength.
3. In favor with God—He grew by knowing God and obeying him.
4. In favor with man—He grew in his relations with others.

B. Children's basic needs

What do children need in order to grow in these four areas?

Draw an outline of a child on a large piece of paper.

Write your answers on Post-it notes (or colored squares of paper) to add to the drawing of the child.

Divide into four groups, with each group discussing one area.

1. Physical
 - Food and adequate nutrition
 - Shelter and security
 - Safe water
 - Good sanitation
 - Exercise
 - Access to health care
2. Wisdom
 - Attention and stimulation by others.
 - Access to education.
 - Challenges and responsibilities.
 - Wise people to guide them.
 - Biblical teaching.
3. Relationship with God
 - Someone to share Christ with them.
 - Ongoing Bible teaching and discipleship.
 - In worship and praising God

NEEDS OF CHILDREN

- Experience in prayer, reading the Bible, and sharing Christ with others.
 - Consistent prayer and Bible reading.
 - 4. Relation to others
 - A loving family that cares for them.
 - Example of others with strong relationships.
 - Friendships with others.
 - New experiences—in school, the neighborhood, and home.
 - Freedom to fail.
-

II. What's Inside (5 min)?

Show a plastic Ziploc or zippered bag.

- A. How is this plastic bag like a child?
1. Children are transparent. They share their thoughts and their emotions.
 2. Children are fragile and vulnerable. They are easily damaged.
 3. Children can be hard to open up.
 4. Children are ready to be filled.
 5. They can be filled with treasures or with garbage, with good things or with bad things.
 6. Children can also pour out to others.
- B. What is God's heart for children?
1. He wants them to be filled with his love.
 2. He wants them to follow him and be his disciples.
 3. He wants them to be healthy and strong
 4. He wants them to grow in their relationship with him.
 5. They can also pour out God's love to their family and community.
-

III. Children with Special Needs (15 min)

Discuss in large group: Think of your community, your nation, or of children around the world.

What are some special needs that these children have?

Give out the *Needs of Children* and the *Special Needs of Children* handouts.

- A. Children with special needs
1. Children from broken homes or with single parents.
 2. Children from homes with alcoholism or drug abuse.
 3. Children who are abused or neglected.
 4. Children with disabilities or health problems.
 5. Children living with HIV.
 6. Children orphaned by AIDS or another cause.
 7. Children living in poverty, so their basic needs are not met.
 8. Children living in situations of war, conflict, or political instability.
 9. Refugees.
 10. Street children.
 11. Children who are exploited by others.
 12. Children who must work and cannot attend school.
 13. Children from closed areas or from homes where they have not heard the gospel.
 14. Children who are depressed or withdrawn.
- B. What needs are most common in your area?
1. We have a lot of . . .
 2. Many children . . .
 3. I am concerned about . . .
 4. Some needs are . . .
- C. What happens to children with special needs?
1. Many children do not receive good care.
 2. Many vulnerable children are often overlooked and are nearly invisible to others. They may be hidden from view.
 3. They often slip away without receiving needed care.
 4. There are many children with special needs in our own communities.

IV. Our Response (20 min)

In our communities, how can we respond to these children with their needs? (Think in general terms, not about treating a single problem or need.)

- A. Read Mark 9:36-37. *'Taking a child, He sat him before them, and taking him in His arms, He said to them, "Whoever receives one child like this in My name receives Me; and whoever receives Me does not receive Me, but Him who sent Me."* How can we respond to the needs of these children? Think of the children with special needs in your communities and discuss in small groups how we can work with these children and their families. What are some practical steps we can take? Report back.
1. Walk around your community, getting to know the families and their children.
 2. Map out where they live, so you can visit them again.
 3. Pray for God's direction and wisdom in how to respond.
 4. The CHEs can visit and work closely with these families.
 5. The CHEs can share Christ and disciple the families.
 6. Discover which services are available in your area. Map out where these services are, and where there are people with specific skills.
 7. Accompany the families as they visit these services.
 8. Help the children get registered to go to school.
 9. Work together to make your community more accessible to children with disabilities.
 1. Work with the local CHEs and committee to take steps to prevent many of these problems.
 0. Begin a Children's CHE ministry. Include children with special needs in your group.
 1. Focus on the abilities of these children, not just on their needs. Help them to develop skills and abilities.
 2. Invite the children and their families to normal activities such as a soccer game or community event.
 - 3.
- B. Pick one or two of these ideas and put them into practice over the next week. Report back next week with your experiences.

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NEEDS OF CHILDREN

ATTITUDE: Participants will desire to reach out to children with special needs.

SKILLS:

1. Participants will become more aware of the special needs of children.
2. Participants will begin to plan steps to reach out to these families.

EVALUATION: Are the participants taking steps to reach out to children with special needs and their families?

MATERIALS:

- For the starter: Broom, cup, bag of chips
- Poster-size sheets of paper, markers, tape
- Post-it notes
- Needs of Children* Roleplay
- Needs of Children* Handout
- Special Needs of Children* handout
- Bible
- Plastic Ziploc bag

This lesson used in: Children's CHE

NEEDS OF CHILDREN

Role play

Role Play (5 min): A harassed mother is trying to work around her rambunctious children.

Mom (Trying to sweep the floor)

1st Mommy, I'm thirsty! Give me something to drink!

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NEEDS OF CHILDREN

- 1.4 billion of the world's families live on less than \$1.25 a day. (World Vision)
- 132 million children need a new family, shelter, or more adequate care.
- Many of these children are abandoned and fend for themselves. (UNICEF)
- 50 million children are classified as refugees or migrants. (UNICEF)
- 40-50 million children are annually aborted worldwide. (WHO)
- 20 million people, many of them children, currently face man-made starvation in 4 African nations--the largest humanitarian crisis since 1945. (UNICEF)
- 13 million children are two parent orphans. (UNICEF)
- 6 million children under the age of 5 die each year. (WHE)
- 3.1 million children die each year from hunger. (WHE)
- 2 million children are annually subjected to prostitution in the global sex trade. (UNICEF)
- Tens of thousands of young boys and girls are forced by rebel groups to become child soldiers or gang members. (Purpose Collective)

Source: B. Krammes, 2017. Biola University.

SPECIAL NEEDS OF CHILDREN

In the world today:

1. More than one billion children live in poverty, lacking some basic needs such as adequate nutrition, safe water, shelter, basic health care, and access to education.
2. Every day, nearly 29,000 children die, usually from preventable diseases. That adds up to more than 10 million children dying each year.
3. About one in every three children worldwide does not have access to decent sanitation.
4. Pneumonia is the prime cause of death in children under five years of age.
5. Diarrheal diseases are a leading cause of sickness and death among children in developing countries.
6. One African child dies every 30 seconds from malaria.
7. About 20 million children under five worldwide are severely malnourished, which leaves them more vulnerable to illness and early death.
8. 15 million children have lost one or both parents to AIDS-related illness.
9. Over 2 million children under the age of 15 years are now infected with HIV.
10. Nearly 250 million children between the ages of 5 to 17 must work, often in dangerous situations such as working in mines or with dangerous machines.
11. Children are often recruited as soldiers, entering armed conflicts.
12. Many children with disabilities cannot attend school, and frequently do not receive needed attention or health services. They are often more vulnerable to both physical and sexual abuse.
13. Many children become blind each year from Vitamin A deficiency. This can be easily prevented by giving a capsule of Vitamin A each year that costs just two cents.
14. Child trafficking is becoming an increasing problem.
15. Street children live in nearly every city of the world. Most are not orphans. Many have run away from home often due to abusive situations, but others still maintain contact with their families.
16. Children between the ages of 4 and 14 are one of the largest unreached people groups (groups of people who have not heard the gospel). This is known as the "4-14 window."
17. Children are often more open and receptive to the gospel than adults.

DEVELOPMENT OF CHILDREN AND COMMUNITIES

Date: 04/07 (rev 03/13)

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Describe the development of children.
 2. Explain how a Children's CHE ministry can lead to development of the community and the children.
 3. Explain how Children's CHE may be used to enter the community, or work alongside an established CHE project.

OVERVIEW FOR TRAINERS: This lesson helps to build vision for trainers and committee members, showing how a community can be impacted by a children's CHE ministry.

Action (15 min):

Divide into small groups. As a group, act out, draw, or sing a song demonstrating the different stages of development of a child from birth to five years of age. The others will guess the age of the child.

----SH questions----

S = What do you See?
H = What is Happening?

I. Growth & Development (5 min)

Discuss in large group.

- A. What are some ways children grow and develop?
1. They grow in size and strength.
 2. They learn to do new things.
 3. They develop new skills and abilities.
 4. They have new experiences.
 5. They develop new friends.
 6. They grow to be adults.
- B. What are some other things that grow and develop over time?
1. All living things grow and develop (plants, insects, animals, birds, etc.).
 2. Adults continue to grow and develop as they learn new skills.
 3. Families grow and develop over time.
 4. Neighborhoods and communities can grow and develop.
 5. Cities and even countries and civilizations can grow and develop.
-

II. Growth of Children and Communities (20 min)

Divide into small groups. Each group will answer one of two questions and report back.

- A. How do we hope our children will grow and develop as a result of the Children's CHE ministry?
1. Learn health skills and how to prevent illness.
 2. Learn new practical skills.
 3. Grow socially as they build friendships with other children and adults.
 4. Learn how to work together.
 5. Learn how to carry out projects.
 6. Learn how to solve problems.
 7. Learn how to teach others.
 8. Hear the gospel message and come to know Christ.
 9. Grow in Christ.
 10. Learn to share their faith.
 11. Learn to be leaders.

DEVELOPMENT OF CHILDREN AND COMMUNITIES

- B. How do we hope our communities will grow and develop as a result of the CHE ministry?
1. Learn to work together.
 2. Learn to solve their own problems.
 3. Learn to prevent health problems.
 4. Learn how to deal with social problems.
 5. Come to know Christ and their lives will be changed.
 6. Reach out to help meet each others' needs.
 7. Share their new knowledge and skills.
 8. Develop new services by working together on community projects.
 9. Develop strong leaders.
 10. Learn to work together.
- C. What is your conclusion? (Back in large group)
CHE ministries can help both children and communities develop over time.
-

III. Children's CHE and the Development of Communities (15 min)

- A. Children's CHE and the community Brainstorm as a large group. How can Children's CHE help a community grow and develop? Think of practical steps.
1. The children can share their new knowledge and skills with their family, friends, and neighbors.
 2. As the children learn moral values, their families will be impacted.
 3. The children can share Christ with their family, friends, and neighbors.
 4. The children can work on projects to improve the community.
 5. Working with children can be an effective way to enter the community.
 6. The children can be a bridge to help their parents be more open to new ideas.
 7. Their parents can become CHEs or committee members.
- B. How can children be involved in different stages of a CHE ministry? Give out the *Children's CHE* handout. What is happening here?
1. A children's CHE ministry is established in a community.
 2. The children use what they have learned to reach out to their family, friends, and neighbors.
 3. They also work on community projects.
 4. This helps to transform their community.
- C. Give out the *Entering the Community* handout. What is happening here?
1. A children's CHE ministry is established in a new community as part of the process of entering the community.
 2. The children share what they have learned with their families and neighbors.
 3. The families become interested in learning more, and form parents' groups to learn health teachings and other topics.
 4. Over time, committed members of the parents' groups become CHEs.
 5. A committee is formed.
 6. The CHEs and committee reach out to their community through home visits and community projects.
- D. How can a Children's CHE ministry grow out of an established CHE ministry? Give out the *Children's CHE Resulting from an Established CHE Ministry* handout. What do you see here?
1. First, a traditional CHE ministry is formed in the community.
 2. The adults learn practical skills and Bible storying.
 3. The adults and youths can become trainers for the children, teaching the children what they have learned.
 4. The children are trained as CHEs.
 5. Both the adults and children reach out to their neighbors and work on community projects.
- E. Who can be the trainers in a Children's CHE ministry?
1. The training team can work with the children.
 2. Older children can teach younger children.

DEVELOPMENT OF CHILDREN AND COMMUNITIES

3. Adults and youths who are CHEs can share with the children what they have learned.
 4. Elderly people and grandparents can also work with the children.
-

IV. **Summary (10 min)**

- A. How can children grow and develop through Children's CHE?
 1. Children develop new skills and abilities.
 2. They grow in their relationships with each other and God.
 3. They learn to reach out to others.
 4. They also help the community to develop.
 - B. How can a Children's CHE ministry build up the community?
 1. The children share what they have learned with their family, friends, and neighbors.
 2. Their own lives (and the lives of their families) are changed.
 3. They work with community projects.
 - C. How can a Children's CHE ministry help develop other CHE ministries?
 1. A Children's CHE ministry can start in the community.
 2. Children's CHE can also be a way of entering the community to help establish a CHE ministry in a new area.
 3. A Children's CHE ministry can grow out of an established CHE ministry, with the CHEs helping to teach the children.
-

ATTITUDE: Both children and communities need to develop.

SKILL: Participants will know a CHE ministry can help both communities and children to develop together.

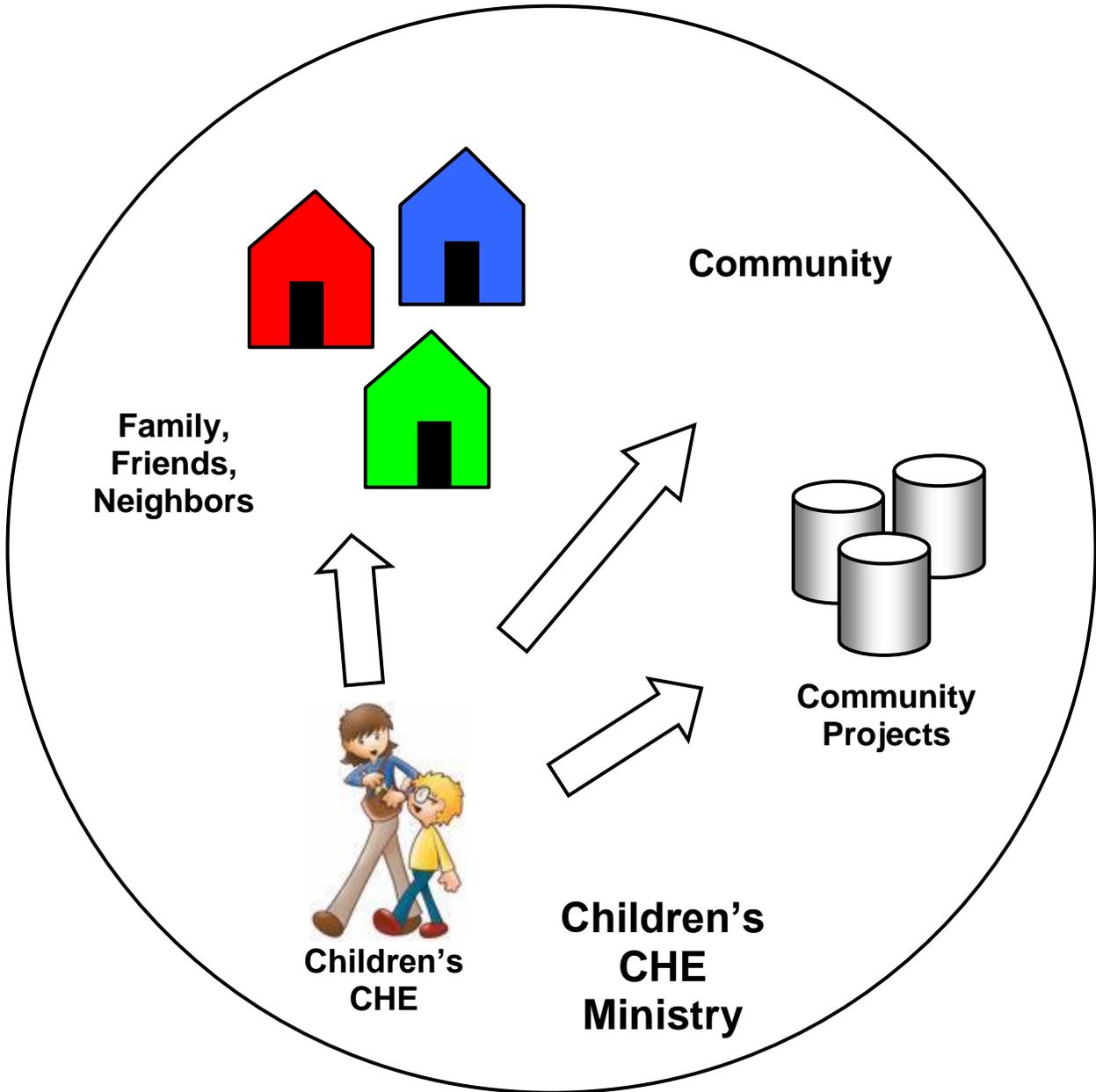
EVALUATION: Facilitators will know the participants have learned the content of this lesson when they see strong development of children and the community as a result of a children's CHE ministry.

MATERIALS:

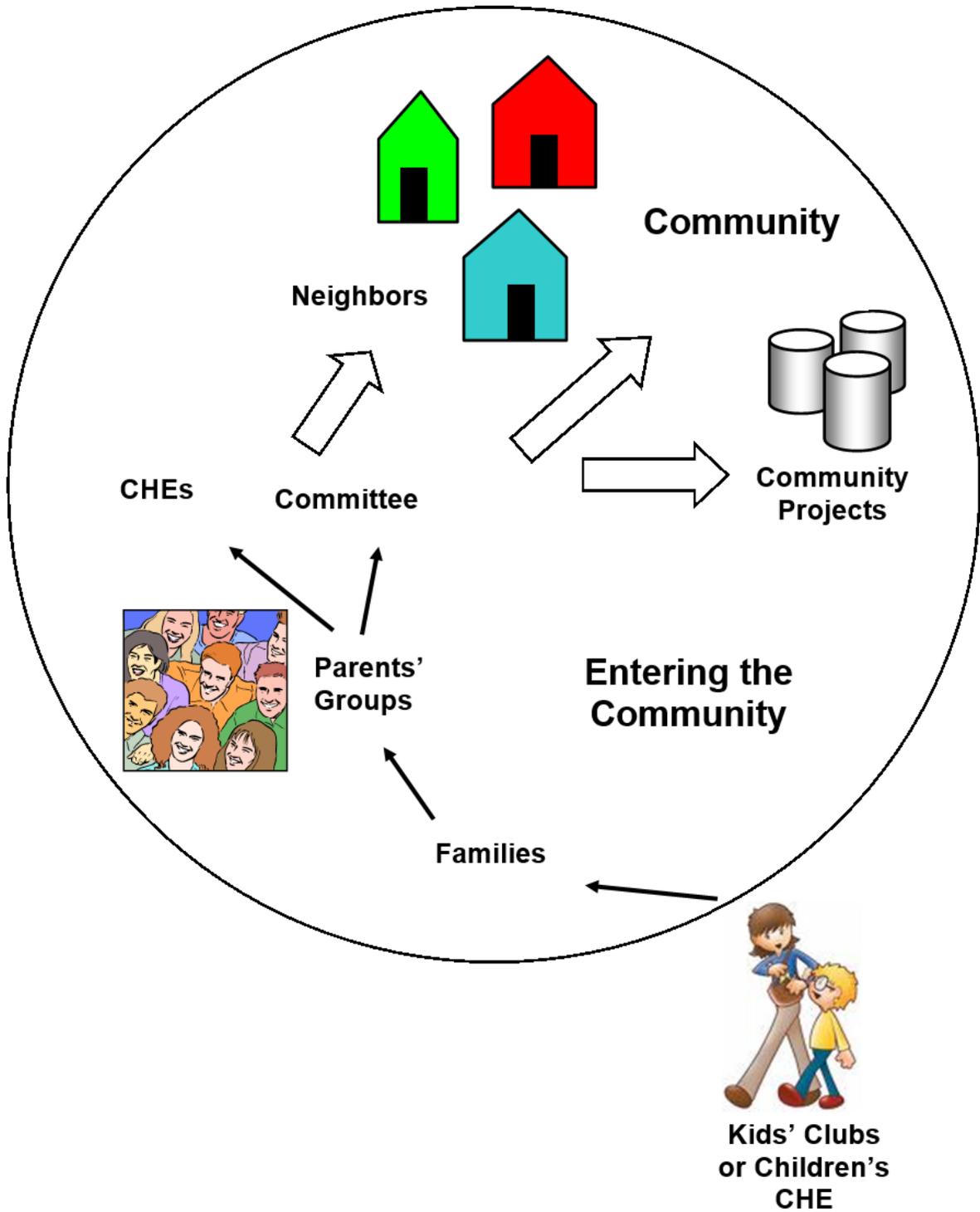
- Poster-size sheets of paper
- Marking pens
- Masking tape
- Children's CHE* handout
- Entering the Community* handout
- Children's CHE Resulting from an Established CHE Ministry* handout

This lesson is used in: Children's CHE.

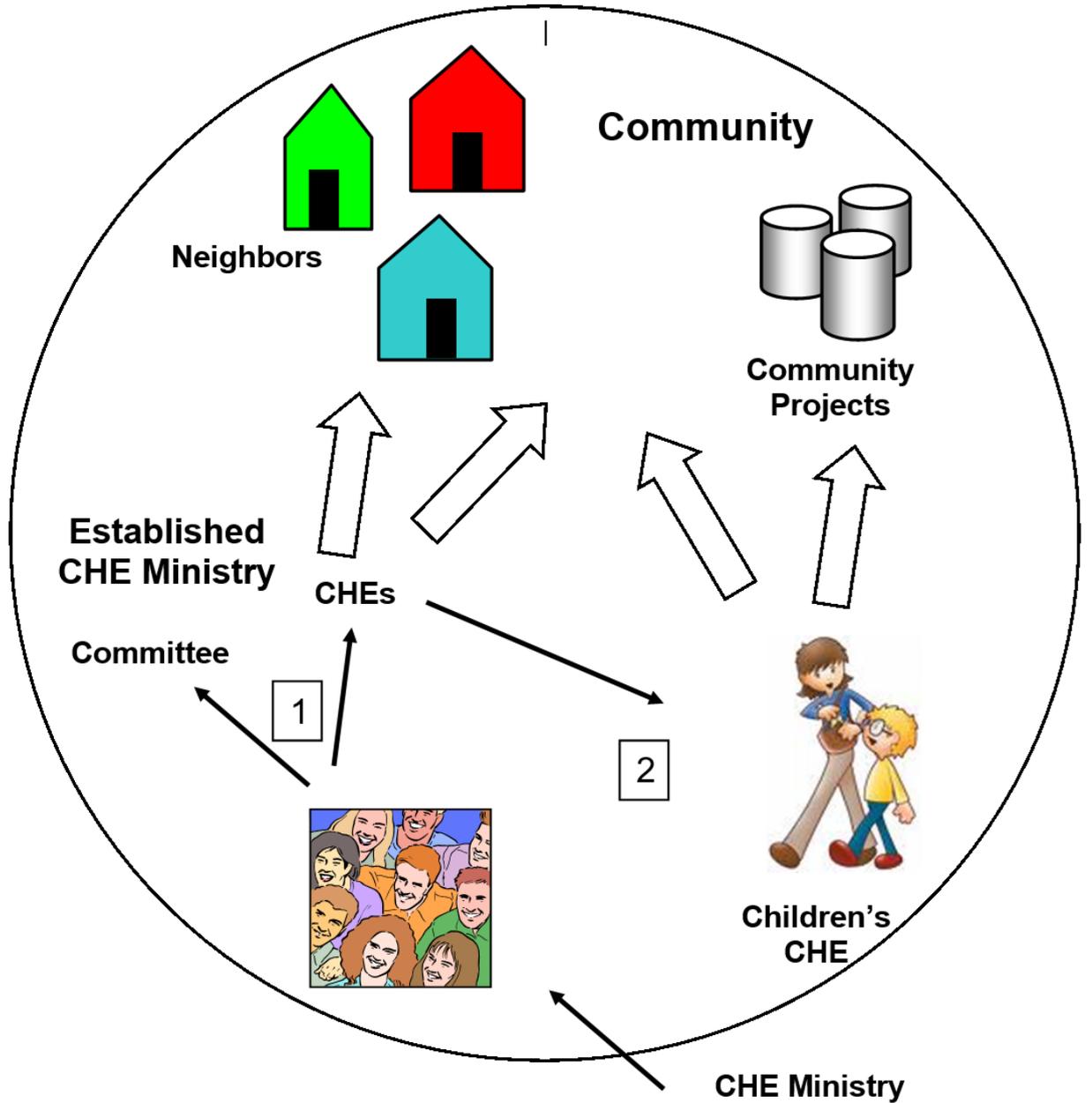
CHILDREN'S CHE



ENTERING THE COMMUNITY



CHILDREN'S CHE RESULTING FROM ESTABLISHED CHE MINISTRY



CHILDREN'S CHE IN SCHOOLS



How can Children's CHE be taught in your schools?

What will you teach?

How will you adapt the lessons to different ages?

How will the teachers and school leaders be involved?

How will you do evangelism and discipleship?

CHILDREN'S CHE PRINCIPLES AND PRACTICE

Adapted: 12/2016

(1 HOUR)

- OBJECTIVES:** After working through this lesson, they will be able to:
1. Explain some basic CHE principles.
 2. Describe how these principles apply to Children's CHE.
 3. Identify the trainers, committee, and CHEs in Children's CHE.
 4. List different contexts where Children's CHE can be used and describe how the form might vary in different contexts.

OVERVIEW FOR TRAINERS: This lesson is part of a TOT I for children and youth, combining lessons from CHE TOT I and the Children's CHE TOT. The goal is to prepare older or more experienced children and youth to become trainers of other children and youth.

Game (10 min):

Divide into small groups. Each group can select building materials: a paper cup or tin can, sticks or pencils, and string or rubber bands, and so on. Their job is to build a tower that will sustain the weight of a cup of water.

OR

Make a human "water tower" with the people in your group.

----SH questions----

S = What do you See?
H = What is Happening?

I. Principles of Children's CHE (20 min)

Principles of Children's CHE

Work in large group initially. Give out the *CHE Principles* handout.

- A. How is CHE like a water tower?
1. Water towers come in many sizes and shapes, but they all need strong legs in order to hold water.
 2. CHE comes in many forms.
 3. But CHE must also have a strong base on which to stand.
 4. CHE is based on core principles.
- B. What are the core values or principles that are the base for CHE? Explain each one briefly in your own words.
1. Development: build skills and ability to solve problems rather than giving relief or doing things for the people.
 2. Integral: the health of the whole person - physical, social, spiritual and emotional
 3. Community ownership: belonging to the community.
 4. Multiplication: teaching others to teach others.
 5. Participatory learning: interactive, LePSAS, self-discovery, learner-centered
- C. Applying CHE principles to children:
How do basic CHE principles apply to a Children's CHE program? What will the children do? Give out the handout *Core Values of CHE*. Discuss in small groups and report back.
1. Children are taught in an integral matter, combining practical lessons such as health, hygiene, first aid, ESL, sports, gardening or other teaching with evangelism and discipleship training or Bible storying.
 2. The training is participatory and interactive, with many stories, dramas, puppet shows, and games.
 3. The children will develop new skills and abilities, as well as the ability to solve problems.
 4. The children will first apply what they have learned in their own lives and in their homes. They can work on practical ways to improve their homes.
 5. The new knowledge and skills of the children will multiply as they talk with their family and show their friends and neighbors what they have learned.

6. The children can work on community projects, using their own resources and skills.
7. For example, they can help paint the school, build a neighborhood park, or work on an anti-littering campaign.
8. Learning is by self-discovery, not rote learning.

II. Trainers, Committees, and CHEs (10 min)

Trainers, committee and CHEs

What are the main roles of the trainers, committee, and CHEs?

Show the *Community-Based CHE* handout. Work in large group.

- A. Trainers
 1. Are trained themselves.
 2. Select a community.
 3. Enter the community with a variety of activities.
 4. Train the committee.
 5. Train the CHEs.
 6. Accompany the CHEs on home visits.
 7. Work with the CHEs to share the gospel and disciple others
 8. Guide the committee as they do community projects.
- B. Committee
 1. Leaders from the community.
 2. Leads the CHE projects.
 3. Receives training from the trainers.
 4. Finds out the needs of the community.
 5. Plans and carries out community projects.
 6. Oversees the work of the CHEs.
- C. CHEs (Community Health Evangelists or Community Health Educators)
 1. Volunteers from the community.
 2. Receive integral training from the trainers in a variety of areas.
 3. Regularly visit their neighbors in their homes to teach them what they have learned.
 4. Share the gospel, do follow-up, and lead Growth Groups.
 5. Work with the committee on community projects.

III. Trainers, Committee, and CHEs for Children's CHE (10 min)

Who can serve as trainers, committee, or CHEs in Children's CHE?

- A. CHE Trainers:

Think of the different contexts where Children's CHE may be used. Who can serve as volunteer trainers for the children? (All will need CHE training.)

 1. CHE training team.
 2. Teachers or coaches.
 3. Sunday school or Bible club leaders.
 4. Adults or parents who have served as CHEs.
 5. Grandparents or older adults.
 6. Youths or young adults who receive training.
 7. Parents can teach their own children.
 8. Older children and youth
- B. Committees:

Who can serve as a committee for Children's CHE? (All of these will receive training.)

 1. Leaders from the community.
 2. A committee of an established CHE program.
 3. A school committee, church committee, or community committee.
 4. A committee of youths or older children who have served as CHEs for several years.

- C. Children as CHEs - Can children be CHEs? Why or why not?
1. Yes! Children can be CHEs.
 2. Children can visit their friends and neighbors to share what they have learned.
 3. Children can do community projects.
 4. Sometimes the older or more committed children will be trained as CHEs.
 5. Other children can still learn health skills, social skills, and Bible skills.
 6. Older children can guide or teach younger children.

IV. Forms of Children's CHE (15 min)

Like a water tower, Children's CHE may have many different forms.

- A. What are different contexts where you could do Children's CHE? Discuss in large group. How many ideas can you come up with?
1. Alongside an established church-based CHE program.
 2. With community-based CHE.
 3. In a new area, as part of entering the community.
 4. Within a school classroom.
 5. In an after-school program.
 6. In a Sunday school class.
 7. In a Bible Club or Christian program for children.
 8. Alongside a sports program.
 9. In an orphanage.
 10. In a community center.
 11. With children with special needs.
 12. Where the adults are busy or not interested in CHE.
 13. Within a family, with the parents teaching the children.
 14. Anytime there is a group of children.
- B. Converting Children's Programs to a CHE program:
- Think of ways you can convert other children's programs into CHE, such as working in a school, working with a Bible club or Sunday school class, or working with children with special needs. How would you adjust those programs so they can be Children's CHE?
1. A Bible club or Sunday school class will be strong on Bible teaching, but will need to add training in health and practical skills.
 2. Within a school program, you may not have the freedom to teach the Bible directly, but probably can teach moral values based on the Bible.
 3. Schools can use Children's CHE as part of their curriculum.
 4. Children at an orphanage or children's home can learn practical skills and can learn to reach out to their neighbors.
 5. With children with special needs, such as disabled children, you may start training according to their skills and needs.
 6. Parents can teach their own children health skills and Bible storying.
 7. All these need to change from being a program for children to getting children actively involved in their community.
 8. They all need leadership from the community (such as a committee) and to be outward focused.
 9. They all need to stress home visits and community projects.

CHILDREN'S CHE PRINCIPLES AND PRACTICE

ATTITUDE: Children's CHE is built upon basic CHE principles.

SKILL: They will be able to explain the core values or principles of Children's CHE and be able to adapt the CHE structure (trainers, committee, CHEs) to working with children. They will be able to adapt Children's CHE to different contexts.

EVALUATION: Are they able to apply the core CHE values to Children's CHE?

MATERIALS:

- Building materials such as empty tin cans or paper cups, sticks or pencils, string or rubber bands, and a cup of water (for the starter)
- Poster-size sheets of paper, markers, masking tape
- Water tower game handout* – Instruction strip given to each small group
- CHE Principles handout*
- Community-Based CHE handout*

This lesson is used in: TOT for Children and Youth

CHILDREN'S CHE PRINCIPLES AND PRACTICE

Water Tower Game

Game (10 min):

Divide into small groups. Each group can select building materials: a paper cup or tin can, sticks or pencils, and string or rubber bands, and so on. Their job is to build a tower that will sustain the weight of a cup of water.

OR

Make a human "water tower" with the people in your group.

CHILDREN'S CHE PRINCIPLES AND PRACTICE

Water Tower Game

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OR

Make a human "water tower" with the people in your group.

CHILDREN'S CHE PRINCIPLES AND PRACTICE

Water Tower Game

Game (10 min):

Divide into small groups. Each group can select building materials: a paper cup or tin can, sticks or pencils, and string or rubber bands, and so on. Their job is to build a tower that will sustain the weight of a cup of water.

OR

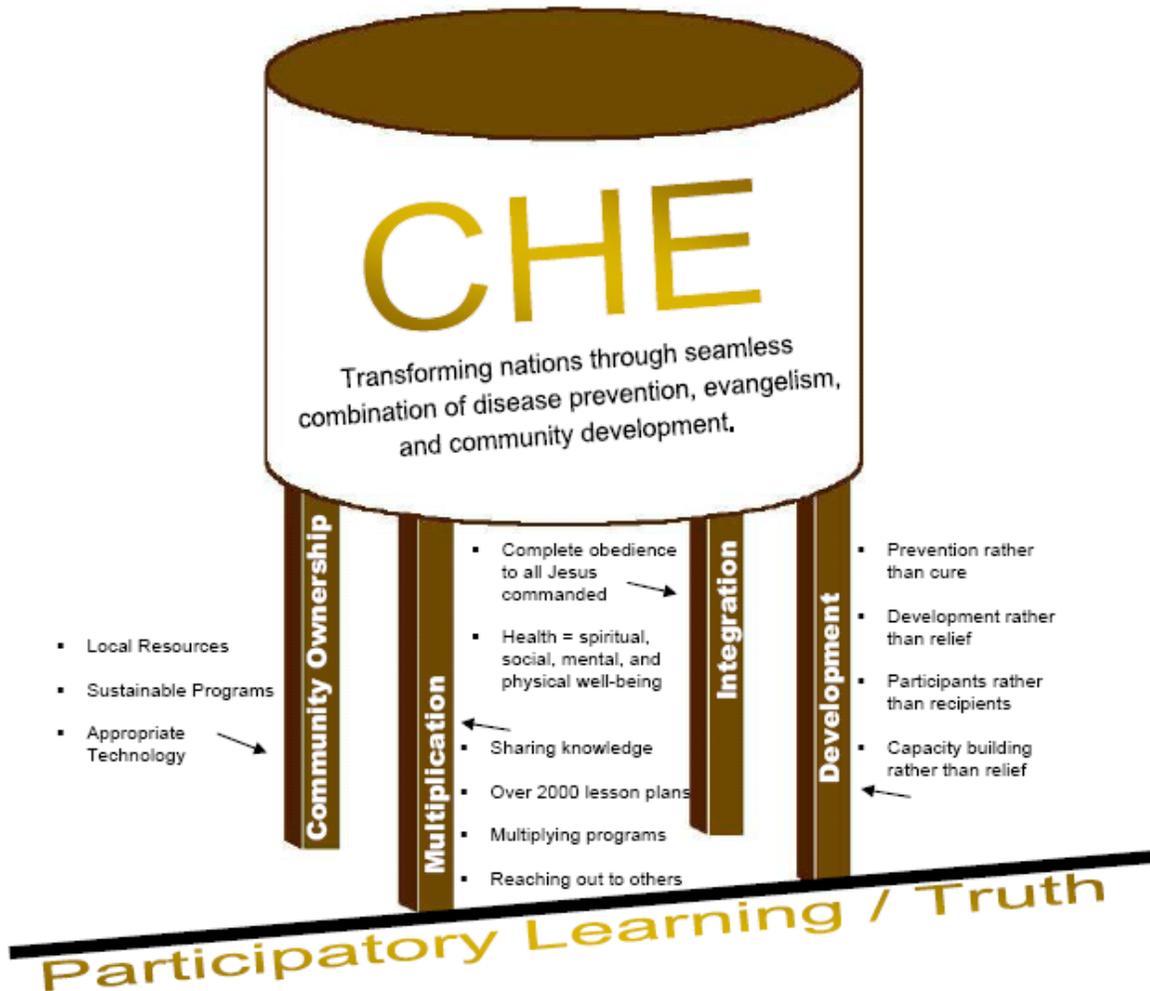
Make a human "water tower" with the people in your group.

CHE PRINCIPLES

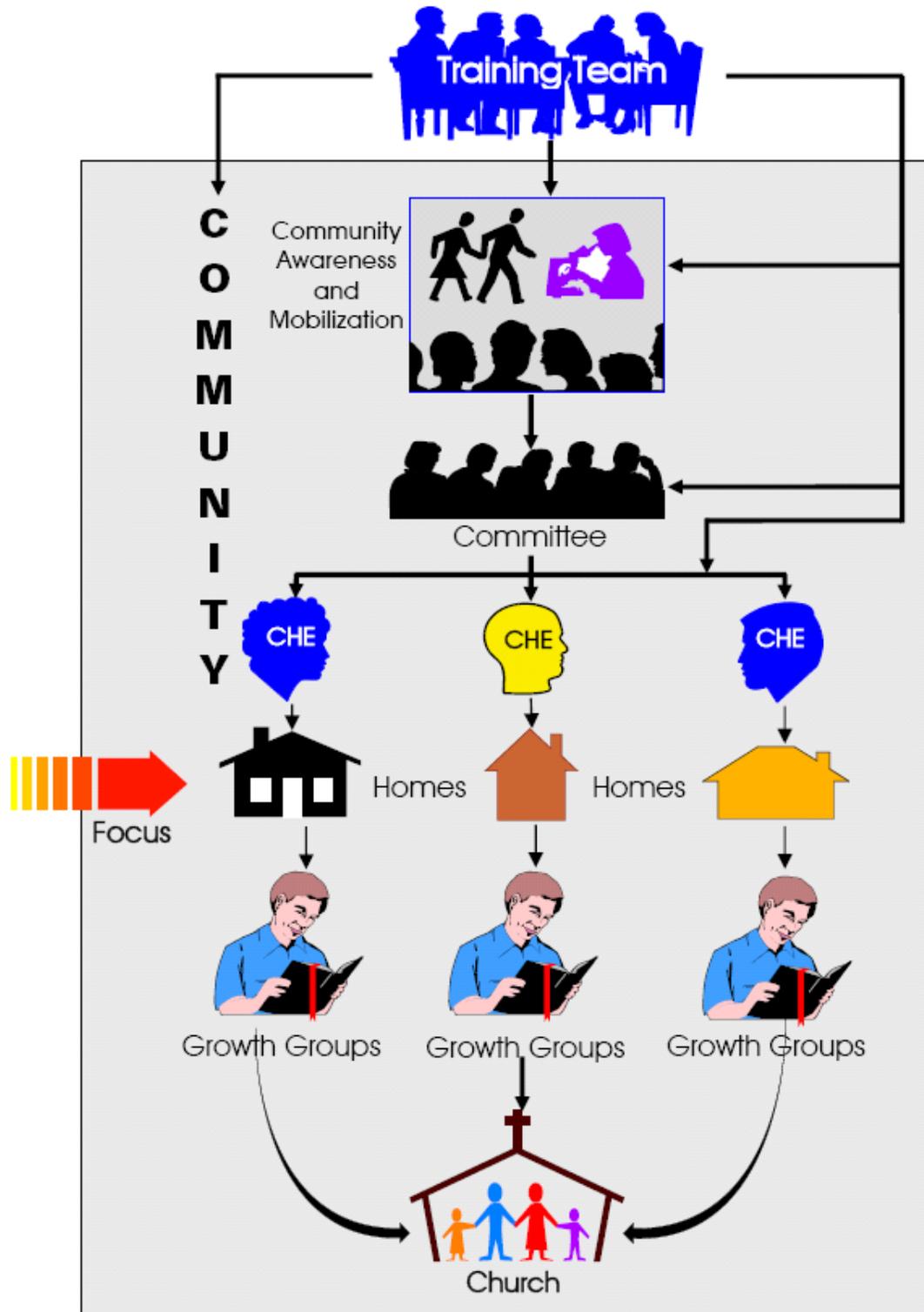
Water towers come in many shapes and sizes; however, they all need strong legs on which to stand.



So it is with CHE.



COMMUNITY-BASED CHE



STARTING CHILDREN'S CHE

Date: 11/05 (rev 2/14)

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Describe the steps for starting CHE.
 2. Explain how these steps apply to Children's CHE.
 3. Work through ways in which Children's CHE can be incorporated into a traditional CHE program.

OVERVIEW FOR TRAINERS: This is a lesson for trainers on practical steps to begin a Children's CHE program. It should be taught after *What is Children's CHE?* and *Children's CHE Principles and Practice*. When possible, participants should have taken TOT I prior to this lesson. The lesson includes a review of the steps in CHE, as well as information about how to incorporate Children's CHE into traditional CHE.

Role Play (5 min):

Two trainers are talking.

- 1st** Okay, okay. I understand the importance of Children's CHE. But that is easier said than done.
- 2nd** What do you mean?
- 1st** I have lots of practical questions. How do we start? How does it fit into our regular CHE program? Who will lead it? When do we do all this?
- 2nd** Oh, I see what you mean.
- 1st** I just wish there was a checklist or specific steps to follow.
- 2nd** Sort of like a recipe in a cookbook?
- 1st** Not exactly. But I need to know how to do this.

----SHOWD questions----

S = What do you See?
H = What is Happening?
O = Does this happen in Our place?
W = Why does this happen?
D = What will we Do about it?

I. CHE Development Steps (25 min)

First think of a traditional CHE program with adults. (If you have just taught TOT, you can review this briefly.)

- A. Entering the community and getting started:
What are the steps to develop a CHE program? Give out *Developing a CHE Project* and *Community-Based CHE* handouts.
Divide into three small groups and discuss the steps involved.
One group will focus on entering the community; another group will focus on training the committee and CHEs; and the third group on evaluation and expansion of CHE. Report back.
1. Hold a Vision Seminar and TOT, to form a training team.
 2. The training team will select a community to work in and work to enter the community.
 3. First, pray for God's guidance.
 4. Then investigate the community, learning about their resources and needs and their interest in CHE.
 5. Look for factors that should lead to a successful CHE program.
 6. Spend time entering the community, visiting and getting to know the families and leaders there, and sharing the vision for CHE.
 7. Do PLA (Participatory Learning and Action) activities (such as calendaring or mapping) with them to get to know the community better.
 8. Do a small project or a seed project.
 9. Do a School Screening, asking the parents what they would like to do to improve the health of their children.
 10. Find a local champion.
 11. Hold an Awareness Seminar.
 12. The community will choose a committee.

STARTING CHILDREN'S CHE

- B. Training
 1. Train the new committee. (This is an ongoing process.)
 2. The committee will choose the CHEs.
 3. Train the CHEs in both physical and spiritual topics.
 4. The CHEs will begin home visits.
 5. The CHEs and committee will carry out community projects.
 6. Visit leaders and families in the community, sharing the gospel with them.
 7. Give follow-up to new Christians.
 8. Form Growth Groups with the new Christians.
 9. If there is no evangelical church nearby, the Growth Groups may join together to form a new church.
 - C. Evaluation and expansion
 1. Multiplication occurs as the CHEs share what they have learned with their neighbors.
 2. Neighbors and friends will also imitate the new health habits and projects.
 3. New Christians will learn to share their faith with others.
 4. Committees and CHEs will learn to resolve their own needs.
 5. CHE leads to transformation of individuals and communities.
 6. Committees will evaluate their projects and ask what they can do better next time.
 7. Nearby villages will see the changes and ask for CHE.
 8. CHEs from one community may become trainers in another village.
 9. Start working in new areas.
-

II. Incorporating a Children's Program into CHE (15 min)

How do these steps apply to children? Divide into three groups and give each group a slip of paper with a different scenario to discuss. Report back.

- A. Children entering the community: Scenario 1: As you are entering a new community you meet many children, but the adults are busy working. How can the children be involved in entering the community?
 1. They can give information about the community and help with baseline surveys.
 2. They can take part in PLA activities such as mapping. "Draw a picture of your community today. Then draw another picture of the changes you would like to see in five years."
 3. School Health Screening: After the health screening, give the results to both parents and children, and ask the children and their parents if they are willing to take steps to be healthier.
 4. Health Screening and Education: Children can take part in a health fair and learn health skills.
 5. Children can work on a small community project as a seed project.
 6. Hold a vacation children's club or VBS with a theme such as cleanliness. Stress both physical hygiene and how to have a clean heart with Christ. Both physical and spiritual lessons are given.
 7. The vacation children's club can lead into a regular Children's CHE meeting with ongoing training.
 8. Begin Children's CHE, with health and Bible teaching.
 9. The children will share what they have learned with their family, friends and neighbors.
 10. Working with children builds relationships and openness in the community.
 11. The adults become more interested in starting CHE.
- B. Children's CHE working alongside an established CHE program: Scenario 2: You already have an active CHE program with adults in the community but would like to begin a Children's CHE to work alongside them.
 1. The current CHE committee can oversee the Children's CHE program, or a new committee can be formed.
 2. The committee selects the CHEs. Or the most committed children can be recognized as CHEs.

STARTING CHILDREN'S CHE

3. Give CHE training that is appropriate for children.
 4. It is important that the children take part in community projects.
 5. They should practice what they have learned in their own homes.
 6. They can visit friends, neighbors, and relatives to share what they have learned.
- C. Converting a Children's program into a Children's CHE program: Scenario 3: You have an established, traditional children's program or Bible Club in one community, but would like to expand it into a full Children's CHE program. There is no adult CHE program nearby.
1. Invite the parents and other community leaders to an Awareness Seminar or series of meetings.
 2. Other ministries with children—Bible clubs, Sunday school classes, boys' or girls' clubs—can develop into Children's CHE ministries.
 3. Children's ministries can also teach health skills and work on community projects.
 4. In a school setting, moral values can be taught alongside health or first aid teaching.
 5. Meet with the children and their parents. Find out what their needs are. What would they like the children to learn?
 6. If possible, involve the parents and other adults in forming a committee for the Children's CHE program. An alternative is to form a committee with teens from the community.
 7. Begin training the children as CHEs. Let the committee guide the training.
 8. Children share what they have learned with their families and neighbors.
 9. Children can also share with their friends as they are playing or at school.
 10. The children can work with the CHE committee and other CHEs on community projects. Or they can design and complete their own projects.
- D. Within a local school:
Scenario 4
The local school would like to use your Children's CHE lessons.
1. Give a vision seminar to the schoolteachers and leaders.
 2. Children's CHE health and social lessons can be used in a public school.
 3. Some schools will not allow Bible teaching, but you can usually teach moral value lessons using the Bible.
 4. Bible lessons can be taught after school.
 5. School children can also be involved in community projects such as planting a community garden or building a playground.
-

III. **Summary (5 min)**

How can you start Children's CHE?

- A. There is no single recipe or series of steps for beginning a Children's CHE program, but the basic strategy for CHE applies to children as well.
- B. Children can be a vital part in entering the community. Children's CHE can build relationships as a base for traditional CHE for adults.
- C. Children can be active in community projects and in reaching their neighbors for Christ.
- D. Children's CHE can work alongside CHE for adults.
- E. A traditional children's ministry can be converted into Children's CHE.

STARTING CHILDREN'S CHE

References: *Gathering Information and Choosing the Best Community* and *Entering the Community* lessons.
CHE Overview

ATTITUDE: Participants feel more confident in beginning Children's CHE.

SKILL: Participants will know the steps to begin CHE, and how to apply this to children.

EVALUATION: Facilitators will know the participants have learned the content of this lesson when they are taking steps to begin a Children's CHE program.

MATERIALS: Poster-size sheets of paper, markers, masking tape
Starting Children's CHE Roleplay
Developing a CHE Project handout
Community-Based CHE handout
Scenarios for Children's CHE handout

This lesson is used in: Children-Children's CHE.

STARTING CHILDREN'S CHE – Role Play

Role Play (5 min):

Two trainers are talking.

1st Okay, okay. I understand the importance of Children's CHE. But that is easier said than done.

2nd What do you mean?

1st I have lots of practical questions. How do we start? How does it fit into our regular CHE program? Who will lead it? When do we do all this?

2nd Oh, I see what you mean.

1st I just wish there was a checklist or specific steps to follow.

2nd Sort of like a recipe in a cookbook?

1st Not exactly. But I need to know how to do this.

STARTING CHILDREN'S CHE – Role Play

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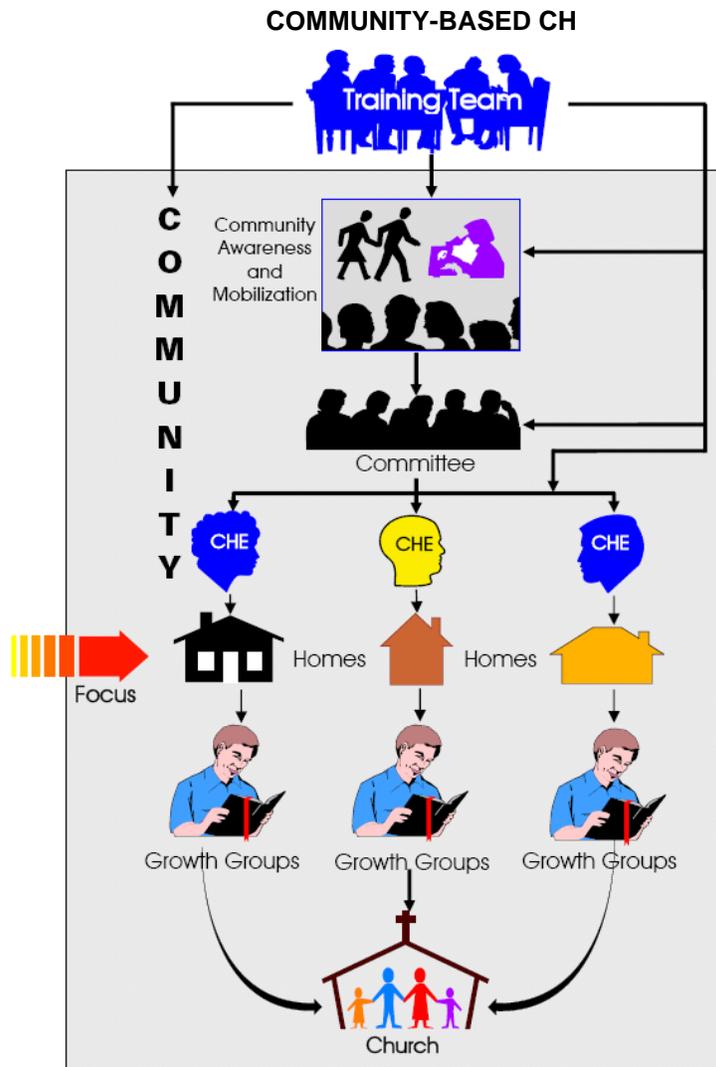
1st I just wish there was a checklist or specific steps to follow.

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PHASES OF CHE

1. Getting started—Choosing and entering the community
 - a. Form and train a training team
 - b. Explore different communities.
 - c. Choose and enter one or more communities.
2. Training
 - a. The community chooses a committee.
 - b. Train the committee.
 - c. The committee selects the CHEs.
 - d. Train the CHEs. They begin home visits and work on community projects.
3. Evaluation and expansion
 - a. Monitor and evaluate the community projects.
 - b. Begin new projects.
 - c. Other communities see what is happening.
 - d. Begin CHE in nearby communities.



SCENARIOS FOR CHILDREN'S CHE

Scenario 1: As you are entering a new community and you meet many children, but the adults are busy working. How can the children be involved in entering the community?

Scenario 2: You already have an active CHE program with adults in the community, but would like to begin a Children's CHE program to work alongside them.

Scenario 3: You have an established traditional children's program or Kids' Club in one community, but would like to have it expand into a full Children's CHE program. There is no adult CHE program nearby.

Scenario 4: Leaders of the local school have asked you about using Children's CHE lessons in their primary school.

CHILDREN'S COMMUNITY PROJECTS

Date: 4/07 (rev 9/08)

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. List some community projects that children can do.
 2. Describe the steps in carrying out a community project.

OVERVIEW FOR TRAINERS: This lesson prepares trainers to work with children to design and carry through their own community health projects. The lesson is adapted from materials from the Child-to-Child Trust. The steps to carry out a community project are described in more detail in the *Child-to-Child* series of lessons.

I. Children's Community Projects (20 min)

- A. Divide into small groups. Give each group a large sheet of paper. What community projects can children lead? Draw a sketch of your ideas. Report back. Projects—some ideas include:
1. Recycling
 2. Community clean-up
 3. Building a park
 4. Building a playground
 5. Clean water—SODIS, water filters
 6. Hygiene—Tippy Taps, latrines
 7. Health campaigns
 8. Health fairs for children
 9. Making toys
 10. Selling nutritious snacks
 11. Opening a bank account
- B. What is a good community project for children? How would you decide on a project? Discuss in large group.
1. Important
 2. Doable by Children
 3. Fun
 4. Something that can be completed quickly.
-

II. Steps to Carry Out a Project (10 min)

- A. Draw a large circle on poster-size sheets of paper. You can think of a community project as a cycle of steps.
- Divide into small groups. Give each group a set of drawings of *Project Steps*. Work together to put these in order to show the cycle of steps in a community project.
- Discuss briefly.
1. Choose a problem.
 2. Find out more.
 3. Discuss and plan actions.
 4. Take action.
 5. Evaluate.
 6. Do it better.
-

III. Working Through the Steps (20 min)

How would the children carry out these steps? Remain in your small groups. Give each group one or two of the steps to discuss. Report back.

- A. Choose a problem or project based on:
1. Community mapping (PLA).
 2. Results of School Health Screening.
 3. Ideas from the committee or trainers.
 4. Scoring games (PLA).
 5. Discussions with parents, teachers, neighbors, and other children.

CHILDREN'S COMMUNITY PROJECTS

- B. Find out more:
 - 1. What is the cause of the problem?
 - 2. What can we do about it?
 - 3. Community surveys
 - 4. Community visits and observations
 - 5. Home visits
 - 6. Visit the health center
 - 7. CHE training
- C. Discuss and plan action:
 - 1. Work with the committee.
 - 2. Do a problem tree/solution tree.
 - 3. What resources do we need?
 - 4. Who will do it?
 - 5. When?
 - 6. Where?
 - 7. How?
- D. Take action:
 - 1. Carry out the plan.
 - 2. Work in the community.
 - 3. Teach others by doing a play or puppet show.
 - 4. Make posters.
- E. Evaluate:
 - 1. Work with the committee to evaluate the project.
 - 2. Discuss the activities.
 - 2. Draw before and after drawings.
 - 3. What is the biggest change?
 - 4. Evaluation games and activities. (See the lesson, Monitoring and Evaluating Tools for Children.)
 - 5. What could we do better next time?
- F. Do it better:
 - 1. Discuss what we could do better.
 - 2. Plan follow-up activities.
 - 3. Do some of the activities again.
 - 4. Do new activities.

 - 5. Check again to see how it is working.
 - 6. What follow-up is needed?

IV. Summary (10 min)

We said that projects should be important, doable, and fun. Discuss in large group.

- A. How do you confirm the project is important?
 - 1. The project should make a difference in their community or in their families.
 - 2. The project is something they want to do.
 - 3. The project is important to the children.
- B. How do you find a doable project?
 - 1. Not too complicated or complex.
 - 2. Not too long.
 - 3. The children can do it themselves.
 - 4. They have the resources and time to do it.
 - 5. Adults can train and give guidance, but the children can carry it out.
- C. How do you make the project fun?
 - 1. Use games, stories, and plays whenever possible.
 - 2. Use pictures and role plays.
 - 3. Make the activities enjoyable.
 - 4. Combine activities with games and songs.

CHILDREN'S COMMUNITY PROJECTS

- D. How much time should it take to complete the project?
1. Some projects can be done quickly, in one day.
 2. Others will take more time.
 3. But they should be finished quickly, within a month or so.
-

References:

Bailey, d., H. Hawes, and G. Bonati. 1992. *Child-to-Child: A Resource Book*. London: The Child-to-Child Trust.
Child-to-Child Trust. 2005. *Children for Health*. Oxford: Macmillan Education.

SKILL: Participants will be able to work with children to plan and carry out community projects.

EVALUATION: Facilitators will know the participants have learned the content of this lesson when the children are completing community projects.

MATERIALS: -Poster-size sheets of paper
-Marking pens
-Masking tape
-*Project Steps* drawings, cut into squares, with one set per small group
-*Steps of the Project Cycle*

This lesson is used in: Children's CHE—Lessons About Children and in TOT I

PROJECT STEPS

Cut out the steps. Then put them in order, in a circle.

Choose a Problem



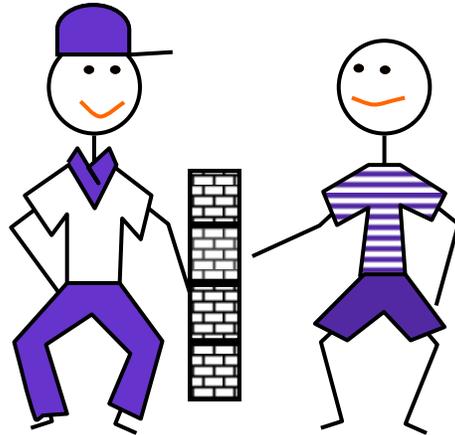
Find Out More



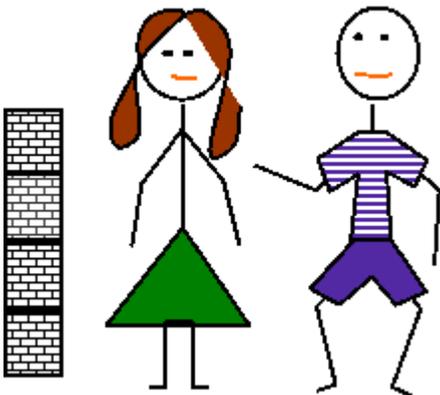
Discuss and Plan Action



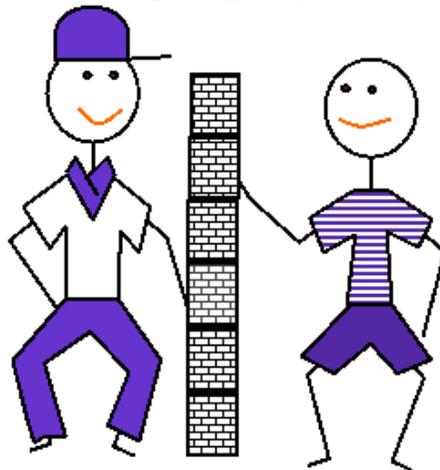
Take Action



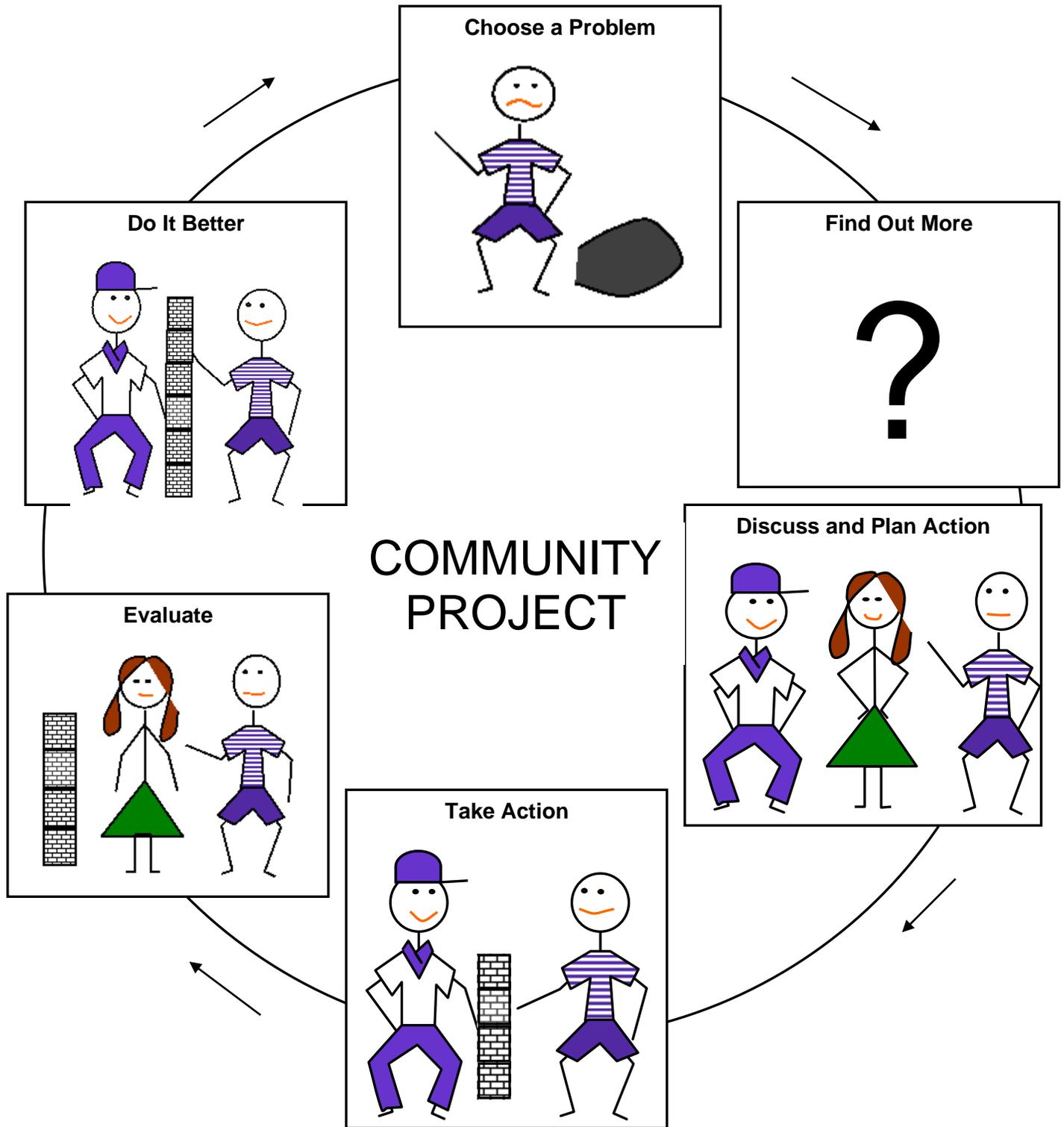
Evaluate



Do It Better



STEPS OF THE PROJECT CYCLE



CHILDREN'S CHE TOT 1

Section Four – Teaching Children's CHE

Lessons

TEACHING CHILDREN'S CHE (Part One)

Date: 06/04 (rev 2/2016)

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. List the distinctive features of Children's CHE.
 2. Describe some specifics of teaching children.
 3. Demonstrate interesting ways of teaching children, including using review games.

OVERVIEW FOR TRAINERS: This is a lesson for trainers introducing the Children's CHE ministry, and giving training in practical skills for teaching children, including the use of review games. See the lesson on Bible storying for more training in the use of Bible stories.

Role Play (5 min):

Two teachers are talking.

- 1st** We have been teaching Vacation Bible School now for three years.
2nd The children enjoy the songs and the stories.
1st Yes, but what are they really learning? How is it changing their lives?
2nd They know about Moses crossing the Red Sea, and about David and Goliath, and Daniel in the lion's den...
1st Yes, but what difference does that make? How is it changing their lives?
2nd I don't know how to answer that. At least they keep on coming back to hear more!

----SHOWD questions----

S = What do you See?
H = What is Happening?
O = Does this happen in Our place?

I. Characteristics of Children's CHE (10 min)

(Optional review)

How is Children's CHE different from a traditional children's ministry?

- A. Children's CHE is an integral ministry, combining both physical and spiritual teaching.
- B. CHE uses a participatory (LePSAS) method of teaching.
- C. Children's CHE is a form of discipleship training. Children grow in Christ.
- D. Children who are Community Health Evangelists (CHEs) teach others what they have learned.
- E. The children apply what they have learned in their own homes.
- F. The children visit their friends and neighbors to teach what they have learned.
 1. We want to see multiplication. Their friends and neighbors can then teach others.
 2. The children will share the gospel and Bible stories with their neighbors.
 3. The children and the health committees work together on community projects.

II. Distinctives of Teaching Children (5 min)

What are some distinctives of teaching children? Discuss in a large group.

- A. Children generally learn eagerly and rapidly.
- B. Children are usually open to new ideas and change.
- C. Children usually do not criticize or reject new ideas.
- D. Children need practical teaching. They have less ability than adults to think in abstract or general terms.
- E. Children have a short attention span and may become distracted easily.
- F. In general, children have an attention span of about one minute per year of age. So, a Bible lesson for a six-year-old should not last more than about six minutes, or ten minutes for a ten-year-old.
- G. Children's teaching should be fast-paced and interactive to keep their attention.
- H. Children learn best when multiple senses are involved—for example, through dramas, stories, and puppet shows. They also learn through actions and songs.
- I. It is more important to teach children Biblical principles than details about Bible stories.

III. Balloon Game (10 min)

Blow up several balloons. Instruct the group to keep the balloons in the air while the music is playing. Play music for 2-3 minutes.

- A. What happened?
 1. That was a lot of work!
 2. We had to work together.
 3. We had to rescue balloons that had fallen.
 4. We couldn't stop!
 - B. What does that tell you about teaching children?
 1. It takes a lot of energy.
 2. It is not a quick process.
 3. It takes time and attention.
 4. We can't do it alone.
 5. We need to work together.
 6. It is ongoing, over time.
-

IV. Bible Teaching (20-30 min)

- A. What are some ways that we can teach children about God?
 1. Bible stories
 2. Memory verses
 3. Bible lessons
 4. Stories, dramas, or puppet shows
 5. Through games and activities
 6. Praying together
 7. Bible storying with questions
 8. Object lessons and visual aids
 9. Songs
 10. Crafts and illustrations
 11. Applications of Biblical principles
- B. How can Bible stories be taught in an interesting way?
 1. Illustrate the Bible passage with flannelgraph figures.
 2. One person can narrate the passage, while the children act out the story.
 3. The children can take parts, acting out and speaking the words of the characters in the story.
 4. The passage can be acted out with puppets or figures.
 5. Draw a comic book or pictorial illustration of the story.
 6. Use object lessons, stories, or parables to illustrate Bible principles.
 7. Use review games.
- C. Review games
Review games can be used for Bible teaching or for any other kind of teaching. Divide into teams and have each team demonstrate a review game from the *Review Games* sheet. For each game, write out review questions from a recent series of lessons.
 1. Tic-Tac-Toe game
 2. Balloon Burst
 3. Cross the Line
 4. Hot Shot
 5. Body Building
 6. Lock and Key
 7. Christian Concentration
 8. Hang the Devil
 9. Bible Basketball
 10. Pop Quiz

CHILDREN'S CHE: TEACHING CHILDREN'S CHE (Part One)

Reference: 1 for 50 Downloads. Available from http://www.1for50.net/index.php/get_or_give_resources/downloads/

ATTITUDE: Children's CHE can make a difference in the lives of children.

SKILL: Participants will know how Children's CHE is different from traditional children's ministries. They will know distinctive features of teaching children as well as ways to make teaching interesting.

EVALUATION: Are participants teaching children in a dynamic, interactive way?
Are they using review games?

MATERIALS: Poster-size sheets of paper, markers, masking tape
Bibles
Balloons
Music (guitar, another instrument, CD or recording)
Review Games handout
Materials for *Review Games*

This lesson is used in: Children's CHE

TEACHING CHILDREN'S CHE – VBS Roleplay

Role Play (5 min):

Two teachers are talking.

1st We have been teaching Vacation Bible School now for three years.

2nd The children enjoy the songs and the stories.

1st Yes, but what are they really learning? How is it changing their lives?

2nd They know about Moses crossing the Red Sea, and about David and Goliath, and Daniel in the lion's den...

1st Yes, but what difference does that make? How is it changing their lives?

2nd I don't know how to answer that. At least they keep on coming back to hear more!

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2nd I don't know how to answer that. At least they keep on coming back to hear more!

REVIEW GAMES

Write out a series of review questions from the current lesson and from past lessons. Stress the understanding of Biblical principles more than knowledge of details. Or review practical applications of health lessons.

Tic-Tac-Toe

Draw a tic-tac-toe board on the chalkboard. Choose an "X" team and an "O" team and select a helper from each team. Ask a review question and pick a child to answer it. If the answer is correct, have the helper make his team's "X" or "O" mark on the tic-tac-toe board. Alternate teams. Continue until one team wins.

Speed Tic-Tac-Toe

In Speed Tic-Tac-Toe, the first person to raise his or hand can mark "X" or "O" on the board.

Supplies: Chalkboard and chalk, or large tablet and marker

Cross the Line

Divide into two teams and choose a runner for each team. Ask a question and choose a child to answer it. If the answer is correct, then the runner for that team gets to take two steps toward the finish line. The team whose runner crosses the finish line first wins.

Supplies: Tape or string to mark the finish line

Hot Shot

Divide the group into two teams. The first player comes forward and answers a question. If the answer is correct, let that child shoot the rubber band at the wastebasket. If the answer is incorrect, ask the question of the other team. Keep score, giving three points for every correct answer and one point for each rubber band that enters the wastebasket.

Supplies: A package of rubber bands, a wastebasket or bucket, and a scoreboard

Body Building

Divide the chalkboard into two sides. Ask a question of a child on the first team. If the answer is correct, let that child draw a head on his team's side of the chalkboard. Continue the game asking questions and letting the child who answers correctly draw a body part (the head, neck, body, right arm, left arm, right leg, left leg, right hand, and left hand) on their team's chalkboard. If time permits, you can add a shirt, pants, shoes, hat, tie, etc. The first team to complete their drawing wins.

Supplies: Chalkboard and chalk, or a large tablet and marker

Lock and Key

Cut 20 locks and 20 keys out of construction paper. Write the question on the locks and the answers on the keys. Put 10 locks and their keys in a set for team one, and the other 10 locks and keys in a set for team two. Put these in two stacks at the front of the room. Divide the group into two teams and have them line up relay-race style. Players will run to the front of the room and try to match an answer with a question. As soon as he or she makes a correct match, the child can run back to the team and tag the next person to make the second match. The game continues until one team completes all the matches.

Supplies: Construction paper, scissors

Christian Concentration

On the reverse side of the cards, label the cards so there are 12 pairs of cards with Bible names (2 of Peter, 2 of Paul, etc.) Mix up the cards and place them in 4 rows of 6 cards each, with the name down. Choose two teams and alternate asking review questions of the two teams. If the answer is correct, the child who answered the question gets the chance to try to make a match, and if successful removes the pair of cards. If there is no match, turn the cards over again. Continue until all the matches are made.

Supplies: 24 3" by 5" cards, market, tape, board

Hang the Devil

Choose a key word or character from the Bible story. In the middle of the chalkboard draw a blank for each letter of the word. If they can answer a review question correctly, the children are given a chance to choose a letter. If they guess one of the correct letters of the word, a letter is added to the word. Also, with each correct answer, successive body parts of the devil are added to a drawing of a gallows and noose on the chalkboard (head, neck, body, right arm, left arm, right leg, left leg, right hand, left hand, etc.)

Supplies: Chalkboard and chalk, or large tablet and marker

Bible Basketball

On the poster board, draw an outline of a basketball court with a free-throw line and a basket on each side. Divide the group into two teams. The first player of the first team comes to the front of the room to "take a shot" at the first question. If he or she gets it right, the team gets two points and the first player on the second team gets to "take a shot". If a player cannot answer the question, he "misses the shot," his team receives no points, and the "ball" is given to the next player on the other side.

Supplies: Large piece of poster-board, markers for drawing

Balloon Burst

Divide 24 balloons between two teams and tape them on the chalkboard. When a team answers a review question correctly, they can pop one of their balloons with a pin. The side to pop all its balloons first wins.

Supplies: 24 small balloons, tape, chalkboard or bulletin board, 2 pins

Pop Quiz

Write each of the questions on a small piece of paper and insert in a balloon. Now blow up the balloon with the question inside, and then attach the balloons to the bulletin board or chalkboard. Divide the group into two teams. The first player comes forward, pops a balloon with a pin, and reads the question. If the child can answer the question, their team gets 5 points. If not, he or she can pick someone on their team to answer it, in which case the team receives 3 points. If the second team member answers incorrectly, the second team can attempt to answer the question and get 1 point. Then team two sends their first player forward to pop a balloon and answer a question. Play continues until all the questions are answered. The team with the most points wins.

Supplies: 20 small balloons, tape, bulletin board or chalkboard, 2 pins, scoreboard

Bible Password

Divide into two teams. One person from each team will stand at the front, with their backs to the group. Show the other children one of the key words or a picture from the Bible passage you are studying. Do not say the word aloud! Then hide the word or picture. The key word may also be the name of a person from the Bible.

The two teams will take turns giving a one-word clue to the key word, and their team member up front will try to guess the key word. For example, for "Daniel", they might say "lions" or "prophet".

Supplies: Key words or names (or a picture of the key word or name) from the Bible passage that you are studying, written on large cards or pieces of paper

TEACHING CHILDREN'S CHE (Part Two)

Date: 06/04 (rev 2/2016)

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Use games to teach Bible verses.
 2. Teach Bible stories in an interesting and interactive way.
 3. Work from Bible stories to practical applications.
 4. Use Bible memory games.

OVERVIEW FOR TRAINERS: This lesson gives practical experience in teaching Children's CHE.

Role Play (5 min):

A teacher is standing at the chalkboard, teaching in a monotone in front of a group of bored, fidgety children.

Teacher Today's lesson is about the character of God. As can be seen in the creation narratives of Genesis 1 and 2, God is omnipotent, omniscient, sovereign, omnipresent, and eternal.

1st (Whispers) What is she talking about?

2nd (Whispers) I don't know! When can we get out of here?

1st (Whispers) Soon, I hope! (He shoots a rubber band at a girl across the room.)

----SHOWD questions----

S = What do you See?

H = What is Happening?

O = Does this happen in Our place?

W = Why does this happen?

D = What will we Do about it?

I. Keeping Children Interested (10 min)

What can we do to keep the children interested? Discuss in large group.

- A. Be interactive and involve the children.
 - B. Involve multiple senses with stories, dramas, puppet shows, and songs.
 - C. Involve action when possible.
 - D. Keep it fast moving, suited to children with a shorter attention span.
 - E. Be practical and direct, not abstract.
 - F. Be easy to understand, avoiding religious jargon and technical terms.
 - G. Make it fun, with many games.
-

II. Memory Verse Games (25 min)

Each week the children will be learning a Bible memory verse. Here are some games to make that interesting. Divide into small groups. Each group will take one method (from the *Memory Verse* sheet) and demonstrate it to the other groups.

- A. Take-It-Away
- B. Add-A-Word
- C. Scrambles
- D. Riddles
- E. Songs
- F. Puzzles
- G. Seek and Find
- H. Code
- I. Treasure Hunt
- J. Actions
- K. Call and Respond

III. Applications (20 min)

How can the children be encouraged to apply what they have learned to their own lives? Discuss in large group.

- A. What is an application?
An application is a practical outworking of a Bible principle in our own lives.
- B. Work in pairs or groups of three to practice making up application questions. For example, if the Bible teaching is on the Ten Commandments such as "Thou shall not steal", what are possible application questions?
 1. What would you do if you found a \$10 bill outside the grocery store?
 2. What would you do if the grocery store clerk only charged you \$1 for a \$5 item?
 3. Do we always need to pay taxes? What do you think?
 4. Your brother left some coins on the table. He has plenty of money. He will never notice if you take a quarter to buy a candy bar. Besides, he is your brother. He should be looking out for you. What will you do?
 5. What are other examples of stealing? For example, if we are being paid to wash cars, but decide to read a comic book instead, is that stealing?
 6. In what ways do we rob God? (See Malachi 3)
- C. How else can the lesson be applied?
 1. A practical application or assignment based on the lesson/
 2. If the children learned the wordless book method of sharing the gospel, they can be asked to use the wordless bracelet to share the gospel with three people before the next class.
 3. The children can tell the Bible story to their family or friends.

IV. Summary (5 min)

Why do we use games and interactive strategies? What are we trying to do?

- A. We want to make it fun.
- B. We want the lessons to be easy to remember.
- C. So, the children will want to come back for more.
- D. We want them to apply what they have learned to their own lives.
- E. We want them to teach others what they have learned.

Reference:

Master Lesson Book, Faith Roots School of the Bible, Willie George Ministries.
Max7. *7 Ways Leaders Training Guide*. Available from: <http://www.max7.org/>

ATTITUDE: Teaching should be fun and interactive.

SKILL: Participants will learn some interactive approaches for teaching children and will gain confidence in teaching children.

EVALUATION: Are the participants using interactive methods and games to teach children?

MATERIALS:

- Poster-size sheets of paper, markers, masking tape
- *Teacher Roleplay*
- *Memory Verse Games* handout
- Supplies for Memory Verse Games

TEACHING CHILDREN'S CHE 2

Role Play

Role Play (5 min):

A teacher is standing at the chalkboard, teaching in a monotone in front of a group of bored, fidgety children.

Teac Today's lesson is about the character of God. As can be seen in the creation narratives of Genesis 1 and 2, God is omnipotent, omniscient, sovereign, omnipresent, and eternal.

1st (Whispers) What is she talking about?

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1st (Whispers) Soon, I hope! (He shoots a rubber band at a girl across the room.)

TEACHING CHILDREN'S CHE 2

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2nd (Whispers) I don't know! When can we get out of here?

1st (Whispers) Soon, I hope! (He shoots a rubber band at a girl across the room.)

MEMORY VERSE GAMES

Take-It- Away: The verse is printed out (on a chalkboard or pieces of paper) from which words can be removed one word at a time. Have the children repeat the verse a few times, and then start removing one word at a time. The children guess which word was taken away; continue to repeat the verse, removing one word each time until all the words are removed.

Add-A-Word: This is just the opposite of Take-It-Away. You add the words of the verse one at a time, having the children say as much as is revealed each time. Once the verse is complete, have them say it several times.

Scrambles: All the words of the verse are put on a board or on pieces of paper, but in the wrong order. The children must put them in the right order and then say the verse. Have a contest between teams, or against time, to add excitement to this.

Riddles: A picture can be used for each word in the verse, or a question can be asked, which when answered, reveals a word of the verse.

Songs: Put the verse to a song or rhythm.

Puzzles: Write the verse on a large piece of heavy paper, and cut it into several odd-shaped pieces. This can be used along with any of the first three methods.

Seek and Find: Write each word on a separate piece of paper and hide them. Hide the words of the memory verse in balloons, flour, under leaves or around the room. The goal is to keep the children moving and curious as they search for the words. They may have to pop balloons or dig through flour, mud or leaves or hay to find the in order to find part of the verse. The children must find the words and then put them in the proper order. For added excitement make two sets of words (of different colors) and have a race between two teams.

Code: Make up a simple code. The children must work out the code in order to unscramble the memory verse.

Treasure hunt: Create a treasure hunt with a series of clues. The final treasure is the memory verse.

Call and respond: The leader calls out a portion of the verse and a question, and the children respond. For example, for John 3:16,

Leader

Who loves the world?
What did he do?
Who is his Son?
If you believe in Jesus

Children

God
He gave his only Son
Jesus
You will not die but have eternal life

Actions:

Make up actions for each part of the Bible verse. For example, they could illustrate 1 Peter 5:8: "Be alert and of sober mind. Your enemy the devil prowls around like a roaring lion looking for someone to devour." At first, they would be alert, like a soldier on guard. Then they would prowl around, acting like a lion or crawling on their hands and knees.

USING HEALTH STORIES

Date: 2/08 (rev 12/2011)

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Discuss why telling stories is a good way to teach health skills.
 2. Use observation, interpretation, and application questions to discuss a health story.
 3. Adapt health stories to their local context and needs.
 4. Teach health stories to children.

OVERVIEW FOR TRAINERS: This is a lesson on how to use health stories to teach children. The stories can also be adapted to be used with adults. Many of the stories were originally written for Child-to-Child readers and are available from UNESCO/FRESH (see the reference below).

Story (10 min):

Tell the story "Bad Medicine" (from the handout). Have the participants act out the roles in the story. Ask a few of the discussion questions.

----SHOWD questions----

S = What do you **See**?
H = What is **H**appening?
O = Does this happen in **O**ur place?
W = **W**hy does this happen?
D = What will we **D**o about it?

I. Health Stories (10 min)

Discuss as large group

- A. Why tell health stories?
 1. Children enjoy them.
 2. Stories catch their interest.
 3. They like to hear stories and repeat them.
 4. Stories are easy to remember.
 5. Through stories, they can discover new ideas.
 6. They can learn health skills from stories.
 7. Children can tell their friends these same stories.
- B. Children can learn health skills from stories. What else can they learn?
 1. They can learn to listen and answer questions.
 2. They can learn to work together.
 3. They can learn to share their opinions or conclusions.
 4. They can learn the results or consequences of what they do.
 5. They can learn when to say "no."
 6. They can explore moral questions, such as, "Was it right for Sonko to take revenge on Bouki? What would you have done in his place?"
 7. They can learn to teach others through health stories.
- C. Besides just reading the stories, what are some other ways to tell health stories to make them more interesting?
 1. You can show pictures.
 2. Children can draw pictures to illustrate the story.
 3. You can use flannelgraphs.
 4. Children can act out the stories or use mime.
 5. They can use puppets.
 6. Use songs or poems within the story.
 7. Add sound effects.
 8. Use objects to illustrate the story.
 9. Vary your voice, speaking loudly or softly, slow or fast.

II. Understanding the Story (15 min)

Discuss in large group.

- A. What will you include in the introduction to the story?
1. You may introduce the characters.
 2. Try to catch their interest.
 3. Ask them to look for something in the story.
 4. Ask a question.
- B. Each story also includes questions to discuss the story. How can you decide on which questions to ask?
1. Select the questions that match the ages of your group of children.
 2. Select questions to focus on the main message you want to teach.
 3. Ask questions to get the children involved in the story.
 4. You don't need to ask all the questions.
 5. You can add your own questions.
- C. Think back to the story of "Bad Medicine". What types of questions were asked? Give examples of each type of question.
1. Some questions were observation questions such as: What did you see? What happened?
 2. Some basic observation questions are:
 - Describe Manga.
 - What happened to Manga?
 - Where did she store the medicine?
 3. Other questions were understanding questions such as: "Why?", or "What do you understand?"
 4. Some understanding questions are:
 - Why did Manga drink the red medicine?
 - Why didn't the medicine help?
 - How can medicine be bad for you?
 5. Some questions are application questions, such as "How does this apply to me?"
 6. Some application questions are:
 - Where do you store medicines?
 - What kinds of medicine are sold in your local market?
 - What should you do with the medicines in your house?
- D. *Give out the story, "Bad Medicine".*
When can you ask the questions?
1. Some questions can be asked as part of the introduction to the story.
 2. Some questions can be asked during the story as you tell it.
 3. Some questions can be asked after the story ends, to review and understand the story.
 4. You can also break up into small groups to discuss the story.

III. Adapting the Story (20 min)

- A. How can you involve the children in telling the story? Use the "Bad Medicine" story to work from. Discuss in small groups and report back, giving examples when possible.
1. The children can name the characters and the story itself.
 - *What shall we call him?*
 2. They can change the characters to animals that are common in their area.
 3. They can act out the story or do a mime.
 4. When you introduce the story give them something to look for.
 - *What do you think?*
 - *Are medicines always good for you?*
 5. Ask them questions during the story.
 - *Do you think that Manga was right to eat those bananas?*
 6. Ask for their suggestions and opinions.
 - *What should he have done instead?*
 7. Have the children put themselves in the character's place.

- *What could Manga have done when he started feeling sick?*
 - *What would you have done?*
 - 8. Have the children finish the story or give another ending.
 - *Manga saw bottles of medicine on the table. What do you think he did next?*
 - 9. Ask questions to involve the children:
 - *Have you ever taken bad medicine?*
 - *What did you do when...?*
 - *What would you do if...*
 - 10. Have them relate the story to their own lives.
 - *Do you know anyone who...*
 - *What do we do in our village?*
 - *What changes could we make?*
- B. Adapting the story
- How can you adapt the stories to your children, context, and needs? Discuss in large group.
1. Feel free to adapt the stories to meet your needs.
 2. Change the names and the details of the story to match your village or culture.
 3. Choose stories and change them to match the ages of your children.
 4. Some stories are aimed at older children & adolescents.
 5. Younger children will do better with shorter stories that are easier to understand.
 6. Many of the stories can be adapted to use with adults.
 7. Change the stories to focus on the health needs or issues that are important in your village, or to this group of children.
 8. You can shorten or lengthen the stories.
 9. You can put the stories in a modern context or an urban context. Instead of a monkey or a hyena, you can use a rock singer talking on a cell phone.
 10. Build on the beliefs and customs that are important in your culture (respecting your elders, for example).
 11. Change the illustrations to match your context.
 12. Use words that are common in your area, such as bus instead of lorry.
 13. You can use hand signals or skip them.

IV. Learning the Story

- A. How can the children learn the story well?
 1. Ask the children to repeat the story.
 2. Have them act it out, do a puppet show, or draw pictures to illustrate the story.
 3. Give out the coloring page to reinforce the story.
- B. How can the children learn to tell the story to their friends?
 1. Acting out the story or telling it again will help them to remember the story.
 2. Have them practice telling the story to each other.
 3. Ask them to tell the story to their friends before they come back.
- C. During the week, tell the story of "Bad Medicine" to your children or to your neighbors.

References:

UNESCO/ FRESH (Focusing Resources on Effective School Health). *Stories and Story Telling*. Available from: http://portal.unesco.org/education/en/ev.php-URL_ID=47013&URL_DO=DO_TOPIC&URL_SECTION=201.html

ATTITUDE: Participants will believe that health stories are an effective way to teach children and adults.

SKILL: Participants will know how to tell health stories, and how to adapt them to their culture and their needs.

EVALUATION: Facilitators will know the participants have learned the content of this lesson when they are using health stories to teach children.

MATERIALS: -Poster-size sheets of paper, markers, masking tape
-*Health Stories: Bad Medicine* (story and handout)

This lesson is used in: Children's CHE; Children—Physical—Health Stories;

HEALTH STORIES: BAD MEDICINE

INTRODUCTION: Medicine should help you get better when you are sick. But can medicines be bad for you? Listen to this story to find out.

STORY:

This is a story of a little monkey called Manga who never listened to his teacher or his mother. He was also very greedy. Next to the tree where his house was there was a big fence and over the fence lived Mr. Karim the farmer. "Never go over there," his mother had told him. Mrs. Karim hates monkeys." But Manga never listened to advice. He was naughty and always looking for adventure.

He ran to Mr. Karim's house and jumped from a big tree into the garden. There he found the most wonderful fruit growing. Mr. Karim grew the best bananas in the whole region. Manga ate and ate. Finally, feeling rather sick, he went to lie under a shady lemon tree. After minutes, he heard the heavy tread of Mrs. Karim's foot. "Oh, no!" He quickly got up and started to run. Mrs. Karim ran after him, but she was fat and lazy and soon gave up. By this time Manga was hopelessly lost and feeling very sick because of all those bananas. He saw a door and slipped in. He was inside Mrs. Karim's kitchen but feeling sicker and sicker. "Perhaps I can find the red medicine here," he thought, "the kind the doctor gave me last time I was sick."

He went to a small room next to the kitchen. Some bottles of medicine were lying on the table in a red basket. Manga saw some red medicine with a label on it, but his reading was so poor that he couldn't make out what the label said. "It must be the same," he thought. He grabbed the bottle.

"Now my pain will go away, and I will be able to find my way home," thought Manga. He drank quite a lot of the medicine from the bottle, put it back, slipped out of the door and ran home before Mrs. Karim could come back.

Once inside his hole he flopped down on the sofa. He felt dizzy and itchy all over. His body was covered with red rashes. "What is that?" he said to himself. "What is happening to me? I feel so ill." He called his mother.

"O my where have you been?" she cried when she saw him. "What happened to you?" He told her. She was angry at first, but then began to be really worried.

What are you telling me?" she wailed, "I know Mrs. Karim throws her old medicine bottles in the red basket in her house. What you drank was probably not the same as the doctor gave you, and it was probably out of date. Mrs. Karim also buys most of her medicine in the market and who knows what stuff they could have sold her. You have drunk bad medicine," sighed Mrs. Monkey. "We must go to a doctor now." And they did.

The Doctor was just as concerned as Mrs. Monkey. "Some *really* bad medicine is being sold in the market these days," he said. "People pay lots of money for it. Some of it is useless but is really harmful". So, he sent Manga to the hospital. There they put something down his throat and made him even sicker. All this cost Mrs. Monkey a great deal of money and made Manga very ashamed when his brothers and sisters teased him.

----SHOWD questions----

S = What do you **See**?

H = What is **H**appening?

O = Does this happen in **O**ur place?

W = **W**hy does this happen?

D = What will we **D**o about it?

DISCUSSION Use some of these questions or add your own.)

Observation questions: (What did you see?) Sign: Put your hand above your eyes as if searching.

1. Would anyone like to retell the story of “Bad Medicine”?
2. Describe Manga. Who is he? What is he like?
3. What happened to Manga when he ate all the bananas?
4. Where did Mrs. Karim store her medicine?
5. What did the doctor do for Manga? Did Manga like his treatment in the hospital?

Interpretation questions: (What did you understand?) Sign: Point to your head.

1. Why did Manga take the red medicine?
2. Did the medicine help Manga to get better? What happened to him?
3. Why didn't the medicine help?
4. How can medicine be bad for you?
5. What happens when medicine gets out of date?

Application questions: (How does this apply to me?) Sign: Point to your heart.

1. Where are medicines stored in your house? Where should they be kept? Why?
2. What kinds of medicine are sold in your local market? Are any of them folk medicines (medicines that are not prescribed by doctors)?
3. How do you know which medicines are good for you? Who could you ask?
4. What should you do with the medicines in your house, or the medicines at a neighbor's house?

PRACTICE

1. Divide into pairs to practice telling this story.
2. Give out the coloring page, *Why should you never monkey around with drugs?*
3. During the week, tell your family, friends and neighbors the story of “Bad Medicine”.
4. Check the medicines in your home. Are any of them out of date? Are they stored in a safe place where young children can't reach them?

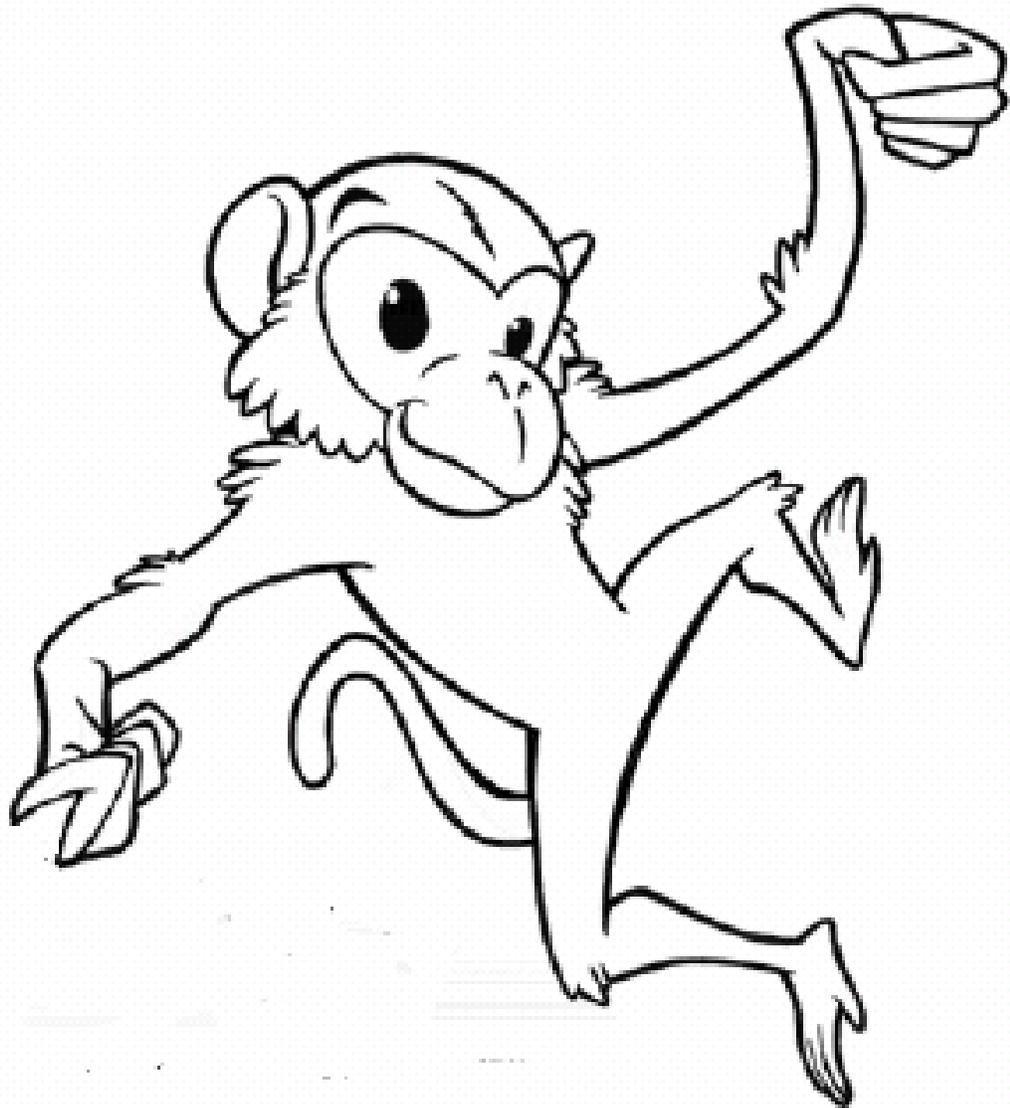
Adapted from

UNESCO/ FRESH (Focusing Resources on Effective School Health). *Web Stories*. Available from:
http://portal.unesco.org/education/en/ev.php-URL_ID=46812&URL_DO=DO_TOPIC&URL_SECTION=201.html

Handout: *Why should you never monkey around with drugs?*

This lesson is used in: Children—Physical—Health Stories, and in Children—Physical—General Health.

Why should you never monkey around with drugs?



HOW TO DO BIBLE STORYING WITH CHILDREN

Date: 08/11 (rev. 12/11)

(1½ - 2 HOURS)

OBJECTIVES: After working through this lesson, participants will be able to:

1. Share reasons Bible storying is important.
2. Explain the Bible storying template.
3. Do Bible storying.

OVERVIEW FOR TRAINERS: This lesson introduces Bible storying and gives practical experience in storying. This may be divided into two lessons. If you have already taught the lesson on Health Stories, you can shorten the introductory sections. Demonstrate Bible storying and then focus on the practice teaching.

PART ONE: Bible storying with children

Demonstration (20 min):

Briefly tell the story of “The Ax head Floats” and ask a few observation-interpretation-application questions.

See the handout “The Ax head Floats”.

----SH questions----

S = What do you See?
H = What is Happening?

I. Bible Storying (10 min)

Bible Storying - Work in large group.

- A. What is Bible storying? Think back to our last discussion of *Health Stories*.
 1. Bible storying is telling and discussing Bible stories.
 2. The children discuss the stories, and then tell them to their family and friends.
 - B. How is Bible storying different than just telling a Bible story?
 1. The children learn to tell the Bible stories themselves.
 2. They discuss the story to understand what it means.
 3. They learn to apply the Bible to their own lives.
 4. They practice telling the story.
 5. They share the story with their family, friends and neighbors.
-

II. Bible Storying Technique (15 min)

Discuss in large group.

- A. What did you notice about how the story was told?
 1. The story is told from memory, not read.
 2. The story is told exactly from the Bible.
 3. The storyteller may use gestures and actions to demonstrate the story.
- B. What are some ways to make the story more memorable?
 1. The children may act out the story.
 2. They can do a puppet show or mime.
 3. You can use flannelgraphs.
 4. A child can repeat the story.
 5. The discussion questions review the story.
- C. What types of discussion questions are used?
 1. What did you see? Or, what happened?
 - Those are observation questions.
 2. Why? Or, what do you understand?
 - Those are understanding questions.
 3. How does this apply to me?

- That is an application question.
- D. What hand signs can be used along with the discussion questions?
1. What do you see? Put your hand above your eyes as if searching.
 2. What do you understand? Point to your head.
 3. How does this apply to me? Point to your heart.
- E. Why use the hand signs?
1. The signs help the children remember each step.
 2. The signs act out what they are doing.

III. **Preparation for Teaching (15 min)**

Hand out the Bible Storying Template. Work in large group.

You can shorten this section if you have already taught "Health Stories."

- A. What Do You See?
1. First there is a title of the story.
 2. Then there is a Bible reference.
 3. There may be a theme.
 4. There are careful instructions on how to prepare for Bible storying.
 5. The children repeat the story, or do a puppet show or mime.
 6. They discuss the story.
 7. There are observation, interpretation and application questions.
 8. There is a memory verse and a coloring page.
 9. The children practice teaching the lesson to each other.
 10. Then they share it with their family or friends.
 11. There is a reference to Calvary Chapel, where the coloring pages came from.
- B. Why is it important to tell the story exactly, without changing it?
1. The Bible is God's word.
 2. You don't want to add your thoughts or your interpretations.
 3. You don't want to leave out something important.
 4. The children should hear what God is saying.
- C. How could you make this more interactive? What else can you do?
1. Tell or act out the story in a modern context.
 2. Have them draw a picture to illustrate the story.
 3. Use an object to illustrate the story.
 4. Do a demonstration, such as planting a seed, or lighting a candle.
 5. Many children enjoy the coloring pages.
 6. Use memory verse games.
- D. How would you adapt this for different ages?
1. For younger children, you may need to simplify the story or use a children's Bible.
 2. For younger children, you may need to ask easier questions.
 3. Older children can answer more "Why?" questions. They can understand and interpret the Bible.
 4. Older children may not want to use the coloring pages, they may prefer a puzzle or Bible game.
 5. They may have different ways to apply the story to their own lives.
 6. Both young and older children can make personal applications.
- E. How can the children learn the story and share it with others?
1. They color a coloring page and learn a memory verse.
 2. They could use other Bible games.
 3. Then they practice telling the story to each other.
 4. Finally, they tell the story to their friends and family.

PART TWO: Practice teaching**I. Practice Teaching (60-90 min)**

- A. Preparation for storying
Divide into small groups. Each group will select one Bible story or health story and practice telling it.
- B. Storying - They will tell the story to the large group, and lead some of the discussion questions.
- C. Discuss your experience teaching. How did go?
 - 1. I enjoyed it when. . .
 - 2. It was hard when. . .
 - 3. I felt . . .
 - 4. Next time I will. . .

References:

Coloring pages are from Calvary Chapel and are available from <http://www.calvarycurriculum.com/childrens-curriculum-nt.php>

ATTITUDE: Storying is an important way to teach children.

SKILL: Participants will be able to tell health stories and do Bible storying.

EVALUATION: Are the participants telling health and Bible stories?

MATERIALS: -Poster-size sheets of paper, markers, masking tape
-Story: *The Ax head Floats*
-Bible Storying Template
-Bible stories (from the folder, *Examples of Stories*, or from the DVD, manual, or from the Global CHE Network website)

This lesson is used in: Children's CHE and in Bible storying

ELISHA 7: THE AXHEAD FLOATS

Based on 2 Kings 6:1-7

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. Tell this story after "The Greedy Servant".

STORY:

- What happened to Elisha last time?
- Tell the story of "The Axe head Floats", from 2 Kings 6:1-7.
- Have the children act out the story, or do a puppet show or mime.
- Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.

Observation questions: (What did you see?) Sign: Put your hand above your eyes as if searching.

- What were Elisha and the prophets doing?
- What happened to the axhead?
- What did Elisha do?

Understanding questions: (What did you understand?) Sign: Point to your head.

- Why were they cutting down trees?
- Why was the prophet worried?
- What was the axhead made of?
- Do axe heads float?
- Who made the axhead float?
- Does God care about little things, like borrowed axes?
- Why do you suppose that God took care of this problem?

Application questions: (How does this apply to me?) Sign: Point to your heart.

- God sometimes does impressive miracles, but sometimes He works in little ways.
- What are some little ways that God has taken care of you?
- What else has God done for you?

Memory verse and coloring page: 2 Kings 6:5. You can use a memory verse games to learn this.

Practice:

- Divide into pairs to practice telling this story.
- During the week, tell your family, friends and neighbors the story of "The Axe head Floats".

Used in: Children's CHE/Spiritual/Bible Storying/Old Testament

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THE AXHEAD FLOATS



As one of them was cutting down a tree,
the iron axe head fell into the water.
"Oh, my lord," he cried out, "it was borrowed!"
(2 Kings 6:5)

BIBLE STORYING TEMPLATE

TITLE
Based on:
Theme:

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. Stand and move around as you take the role of various speakers. You may use your own words but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children.

STORY:

- Tell the story of.
- Have the children act out the story, or do a puppet show or mime.
- Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own. Adapt the questions to the age of the children.

Observation questions: (What do you see?) Sign: Put your hand above your eyes as if searching.

•

Understanding questions: (What do you understand?) Sign: Point to your head.

•

Application questions: (How does this apply to me?) Sign: Point to your heart.

•

Memory verse and coloring page: Verse. You can use the memory verse games to learn this verse.

Practice:

- Divide into pairs to practice telling this story.
- During the week, tell your family, friends and neighbors the story of
- Use the picture book to tell the story of ...

Used in: Children's CHE/Spiritual/Bible Storying/Old Testament

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TITLE



Memory Verse

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DISCOVERY BIBLE STUDY WITH CHILDREN

Date: 07/2016

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Explain why it is important to discover for yourself what the Bible says.
 2. Do a Discovery Bible study, using the Discovery Bible Study questions.
 3. Ask the 5 Ws and H questions and mark up their Bibles.

OVERVIEW FOR TRAINERS: This lesson is based on the Discovering God Bible Studies approach and on the inductive Bible study approach adapted from Precept Ministries International. After teaching this lesson, do a practice teaching of a Discovery Bible Study for Children and Families.

Role Play (5 min):

A Bible study leader is explaining a passage.

Leader (Speaking in a flat, boring voice) This passage talks about the doctrine of the sovereignty of God. According to this leading commentary, sovereignty is God's omnipotent control over events. Let me explain further...

1st What is he talking about?

2nd Something about doctrines and theology. I didn't understand what he said.

1st Doctrines? Theology? Who cares about that?

1st Why should I learn about theology? Let's sneak out the back door.

2nd Let's go!

----SHOW questions----

S = What do you **S**ee?

H = What is **H**appening?

O = Does this happen in **O**ur place?

W = **W**hy does this happen?

I. Discovery Bible Study (5 min)

A. Why can't we just teach people about doctrines and theology?

1. Talks about theology can be boring.
2. Knowledge about God is not enough.
3. We need to find a connection to our own lives.
4. We need to discover the truths of the Bible for ourselves.
5. We need to discover God through reading his Word.
6. We need to apply the Bible to our own lives and learn to obey God.

B. What is Discovery Bible Study?

1. Discovering what the Bible says by yourself or as a group
2. Learning to obey the Bible in your own life.

II. Discovery Bible Study Approach (10 min)

Give out the *Discovery Bible Study Questions*.

A. Look at the first five questions. What do you see?

1. This is a review from the last time and a time of sharing.
2. What did you learn?
3. How did you apply it?
4. Did you share this passage with others?
5. What are you thankful for?
6. What challenges are you facing?
7. How can we serve people outside this group?

B. Now look at questions 6 to 9. What do you see?

1. First, they read and retell the story.
2. That helps them to observe the passage and know what happened.
3. Then they make discoveries about God from the passages.
4. And they make discoveries about people.

5. Finally, they apply the passage to their own life.
- C. One way to summarize this is Observe, Understand, and Apply. What does that mean?
 1. Observe what happened by telling the story.
 2. Understand—what does this mean? What does this show us?
 3. Apply—how does this apply to me?

III. Inductive Bible Studies (15 min)

- A. Inductive Bible studies, as developed by Precept Ministries, adds another step. They ask the 5 Ws and an H question to observe the passage. What is that?
 1. What happened?
 2. Who are the main people?
 3. When did this happen?
 4. Where are they?
 5. How did this happen?
 6. Why?
- B. Then they mark up the passage, marking key people, key words, location, and times.
- C. Now markup Genesis 12:1-3, using colors or markings or symbols. What will you mark? Work individually or in groups of 2 or 3 people.
 1. Key people
 2. Important or repeated words
 3. Locations
 4. Commands or promises of God
 5. References to time
- D. How does this help you to understand the passage?
 1. By marking up a passage, you spend more time reading it.
 2. You notice important details.
 3. You pay attention to God's commands and his promises.
 4. You begin to understand the passage in more depth.
- E. Remember Observe-Understand-and Apply. What step is still needed?
 1. We still need to apply the passage to our own lives.
 2. We need to discover what God is saying to us.
 3. We need to obey him.
 4. We need to put this into practice.

IV. Using Discovery Bible Studies with Children (15 min)

Get in small groups to discuss ways to use Discovery Bible Studies with children and families. How would you adapt this to work well with children?

- A. Ways to use Discovery Bible studies with children and families
 1. Studying the Bible as a family
 2. In Sunday school or Bible clubs
 3. As part of CHE or Children's CHE
 4. In small groups
- B. How would you adapt this to work well with children?
 1. Make it fun!
 2. Add activities and games
 3. Add action songs
 4. Act out Bible passages
 5. Keep it active
 6. Use shorter Bible passages
 7. Children who don't read well can listen to the story and add actions for key people or words.
 8. Explain words or ideas that are new
 9. Children will enjoy coloring or marking up a passage.
 10. Focus on the main point, not on the details.
 11. Work through how to apply this to their own lives.

DISCOVERY BIBLE STUDIES FOR CHILDREN AND FAMILIES

12. Children can tell the story to their family or friends.
C. Next time we will practice leading a discovery Bible study with children and families.

References:

Cityteam International. 2016. Available from: <http://www.cityteam.org/about/>

Precept Ministries International. 2015. *What is inductive Bible study?* http://precept.org/about_inductive_bible_study

Watson, D. and P. Watson. 2014. *Contagious Disciple-making*. Thomas Nelson

ATTITUDE: We can discover what the Bible says and apply it to our lives.

SKILL: Participants will be able to lead a discovery Bible study and mark up their Bible to show important observations.

EVALUATION: Are the participants taking part in discovery Bible studies?

MATERIALS:

- Poster-size sheets of paper, markers, masking tape
- Paper, crayons or colored pencils
- Bibles
- Bible Study Roleplay*
- Discovery Bible Study Questions with Inductive Bible Study*
- Sample Marked Bible Passage*

This lesson is used in: Children's CHE/Discovery Bible Studies, Children's CHE TOT I and in Children's CHE/Lessons for Trainers.

DISCOVERY BIBLE STUDY

Role Play

Role Play (5 min):

A Bible study leader is explaining a passage.

Leader (Speaking in a flat, boring voice) This passage talks about the doctrine of the sovereignty of God. According to this leading commentary, sovereignty is God's omnipotent control over events. Let me explain further...

1st What is he talking about?

2nd Something about doctrines and theology. I didn't understand what he said.

1st Doctrines? Theology? Who cares about that?

1st Why should I learn about theology? Let's sneak out the back door.

2nd Let's go!

DISCOVERY BIBLE STUDY

Role Play

Role Play (5 min):

A Bible study leader is explaining a passage.

Leader (Speaking in a flat, boring voice) This passage talks about the doctrine of the sovereignty of God. According to this leading commentary, sovereignty is God's omnipotent control over events. Let me explain further...

1st What is he talking about?

2nd Something about doctrines and theology. I didn't understand what he said.

1st Doctrines? Theology? Who cares about that?

1st Why should I learn about theology? Let's sneak out the back door.

2nd Let's go!

DISCOVERY BIBLE STUDY QUESTIONS

1. What did you **learn** the last time we met?
2. How did you **apply** and **share** the last Scripture?
3. What are you **thankful** for?
4. What **challenges** are you facing and how can we help?
5. Who, outside this group needs help who we can **serve**?
6. **Read** and **retell** the passage in your own words.
7. What does this story teach us about **God**?
8. What does this story teach us about **people**?
9. What in this passage can you **apply** in your life?

Source: Cityteam. 2016. *Resources*. <http://www.cityteam.org/dnm/resources/>

INDUCTIVE BIBLE STUDY

Mark or color or use symbols to show:

- **Key people (Make sure to mark pronouns as well.)**
- **Important or repeated words**
- **Commands or promises of God**
- **References to time**
- **Places**

Genesis 12:1–3 (NASB95)

¹ Now the LORD said to Abram, “Go forth from your country, And from your relatives And from your father’s house, To the land which I will show you; ² And I will make you a great nation, And I will bless you, And make your name great; And so you shall be a blessing; ³ And I will bless those who bless you, And the one who curses you I will curse. And in you all the families of the earth will be blessed.”

SAMPLE MARKED BIBLE PASSAGE

But yours will be different!

Mark or color or use symbols to show:

- Key people
- Important or repeated words
- Promises of God
- Commands of God
- References to time
- Places

Genesis 12:1–3 (NASB95)

Command

¹ Now the **LORD** said to **Abram**, “Go forth from your country,
 And from your relatives And from your father’s house, To the
land which I will show you; ² And **I** will make **you** a great nation,
 And **I** will **bless you**, And make your name great; And so **you**
 shall be a **blessing;** ³ And **I** will **bless** those who **bless you,** Promise
 And the one who curses **you** I will curse. And in **you** all the
families of the earth will be **blessed.**”

PRACTICING LEADING DISCOVERY BIBLE STUDIES

Date: 07/2016

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Lead Discovery Bible Studies with children and families.
 2. Gain experience leading Discovery Bible Studies.

OVERVIEW FOR TRAINERS: This lesson is given after *Discovery Bible Study with Children and Families*. They are based on the Discovering God Bible Studies and on the inductive Bible study approach adapted from Precept Ministries International.

Role Play (5 min):

- 1st** Now we have learned all about discovery Bible studies and inductive Bible study.
2nd But how do we do it in practice?
1st I don't know. Now what do we do?

---SH questions---

S = What do you See?
H = What is Happening?

I. Discovery Bible Study Overview (5 min)

Give out the *Discovery Bible Study Template*. Give out a sample Discovery Bible Study lesson, such as *Eating the Fruit*.

- A. What are the main parts of a discovery Bible study?
1. A starter
 2. An introduction or follow through after the last lesson
 3. What does it **Say**?
 4. What does it **Mean**?
 5. How can we **Obey** this?
 6. Who can we **Share** this with?
-

II. Practice leading (50 min)

- A. Divide into small groups to practice leading a discovery Bible study such as *Eating the Fruit*. Each participant will take turns leading part of the lesson and play the part of the "child" during other portions. Switch roles often. Try to work through the entire lesson, including marking the Bible passage.
- B. What did you learn from the study of Genesis 3:1-13? How will that change how you live?
1. I learned that . . .
 2. I need to . . .
 3. I want to . . .
- C. How was your experience leading the Bible study?
1. I enjoyed . . .
 2. It was hard for me to . . .
 3. I learned that . . .
- D. What else could you do to make this lesson fun for children?
1. Add an action song.
 2. Add a crossword puzzle or word search.
 3. Act out the story.
 4. Add a review game.
 5. Add a memory verse game.

References:

Cityteam International. 2016. Available from: <http://www.cityteam.org/about/>

Precept Ministries International. 2015. *What is inductive Bible study?* http://precept.org/about_inductive_bible_study

Watson, D. and P. Watson. 2014. *Contagious Disciple-making*. Thomas Nelson

ATTITUDE: We can lead discovery Bible studies with children and families.

SKILL: Participants will be able to lead a discovery Bible study.

EVALUATION: Are the participants leading discovery Bible studies?

MATERIALS:

- Poster-size sheets of paper, markers, masking tape
- Give a *Leading Bible Studies* Role Play script to each actor.
- Sample Discovery Bible Study lesson, such as *Eating the Fruit*.

This lesson is used in: Children's CHE

LEADING DISCOVERY BIBLE STUDIES

Role Play (5 min):

- 1st** Now we have learned all about discovery Bible studies and inductive Bible study.
- 2nd** But how do we do it in practice?
- 1st** I don't know. Now what do we do?

LEADING DISCOVERY BIBLE STUDIES

Role Play (5 min):

- 1st** Now we have learned all about discovery Bible studies and inductive Bible study.
- 2nd** But how do we do it in practice?
- 1st** I don't know. Now what do we do?

EATING THE FRUIT

For Children and Families (Genesis 3:1-13)

Date: 06/2016

(1 HOUR)

- OBJECTIVES:** After working through this lesson, children will be able to:
1. Tell the story of *Eating the Fruit*.
 2. Know that they also disobey God sometimes.

OVERVIEW FOR TRAINERS: We will be studying the Bible together to help children and families to discover God, starting with God's creation and continuing until Christ. These lessons also help them learn how to obey and follow God. The lessons are based on the Discovering God Bible Studies and on the inductive Bible study approach adapted from Precept Ministries International.

METHOD	TIME	KNOWLEDGE
Instructions from the facilitator		Response from the participants
<p>I. Getting started: Review</p> <p>A. What did we talk about last week? Can anyone tell the story?</p> <p>B. Who did you share last week's passage with?</p> <p>C. Last week we talked about the creation of man and woman. Did you do anything different in your life because of last week's story?</p> <p>D. What are you thankful for this week? Would anyone like to pray to tell God thanks for what he has done?</p> <p>E. What difficulties did you have this week? How can we help you? How can we pray for you?</p> <p>F. What are some needs of people in your community? How can we help them? How can we help each other?</p> <p>G. Spend time praying</p>	<p>10"</p>	<p>I. <u>Getting started: Review</u></p> <p>A. What did we talk about last week? Can anyone tell the story?</p> <p>B. Who did you share last week's passage with?</p> <p>C. Last week we talked about the creation of man and woman. Did you do anything different in your life because of last week's story?</p> <p>D. What are you thankful for this week? Would anyone like to pray to tell God thanks for what he has done?</p> <p>E. What difficulties did you have this week? How can we help you? How can we pray for you?</p> <p>F. What are some needs of people in your community? How can we help them? How can we help each other?</p> <p>G. Spend time praying.</p>

5"

Role Play: Two boys are talking.

1st Let's go to the party!

2nd My mother told me that I have to stay home and do homework.

1st Come on. We'll have a great time.

2nd We'll have a great time. Let's go!

1st I really should stay home.

2nd You can do your homework another time. Let's go party!

EATING THE FRUIT

METHOD	TIME	KNOWLEDGE
--------	------	-----------

----SHO questions----

S = What do you See?
 H = What is Happening?
 O = Does this happen in Our place?

- II. **Say:** What did it **say**?
 Discuss in large group.
- Read Genesis 3:1-13 out loud.
 - Who are the main characters in this passage?
 - We have actions for three of those. What are they? Let's add an action for the serpent. How about a hissing sound?
 - Read Genesis 3:1-13 again, with the actions.
 - Now copy Genesis 3:1-13 onto a sheet of paper.
 - Let's color or highlight the main characters in the story.
Remember to also color "he" or "she" when that is used in place of a name.
 - Let's read the passage one more time, with our actions.
- III. **Discover:** What does it **mean**?
- Tell the story in your own words
 - What do you learn about God from this passage? (Do not tell them. Let them discover for themselves.)
 - What did you learn about people from this passage? What did you learn about the man and the woman?
 - Why do you think that the man and the woman ate the fruit?

- 25" II. **What did it say?**
- Read Genesis 3:1-13 out loud.
 - Who are the main characters in this passage?
 - The serpent
 - The woman
 - The man
 - God
 - We have actions for three of those. What are they?
 - God—point up with both arms
 - Man—boys stand up
 - Woman—girls stand up.
 - Serpent—hissing sound
 - Read Genesis 3:1-13 again, with the actions.
 - Now copy Genesis 3:1-13 onto a sheet of paper.
 - Let's color or highlight the main characters in the story.
 - God—color yellow
 - Man—color one color
 - Woman—color another color
 - Serpent—color gray or black
 - Let's read the passage one more time, with our actions.
- III. **Discover: What does it mean?**
- Tell the story in your own words.
 - What did you learn about God from this passage?
 - God commanded them not to eat the fruit of that tree.
 - God called out to the man.
 - He asked them what they had done.
 - What did you learn about people from this passage?
 - The man and the woman disobeyed God.
 - They broke his command.
 - And they blamed one another for what happened.
 - Why do you think that the man and the woman ate the fruit?
 - The fruit looked good to eat.
 - They wanted to be wise.
 - They wanted to be like God.

EATING THE FRUIT

METHOD	TIME	KNOWLEDGE
		4. They didn't obey God. 5. They rebelled against God's command.
IV. Obey: How can we obey this?	5"	IV. Obey: How can we obey this?
A. What does this passage show about God?		A. What does this passage show about God? 1. God wants us to obey him. 2. He is sad when we don't obey.
B. What does this passage show about people?		B. What does this passage show about people? 1. The man and the woman disobeyed God. 2. They didn't follow God's instructions. 3. They rebelled against God.
C. Does that ever happen to you?		C. Does that ever happen to you? 1. Yes, sometimes I disobey God. 2. Yes, sometimes I disobey my parents. 3. Yes, sometimes I don't obey.
D. How will this passage change how we live?		D. How will this passage change how we live? 1. I will try to obey my parents. 2. I will try to obey God.
V. Share: Who can we share this with?	10"	V. Share
A. Divide into groups of 2-3 people. Practice telling each other this story.		A. Divide into groups of 2-3 people. Practice telling each other this story.
B. Who can you share this with this week?		B. Who can you share this with this week? 1. With my parents 2. With my brother and sister 3. With my friend.
C. Stay tuned! We will find out what happens to the man and the woman next week.		C. Stay tuned! We will find out what happens to the man and the woman next week.
D. Close with prayer.		D. Close with prayer.

References:

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Precept Ministries International. 2015. *What is inductive Bible study?*

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ATTITUDE: I want to obey God.

SKILL: Children will be able to tell the story of Genesis 3:1-13.

EVALUATION: Do they children recognize that they also disobey God?

MATERIALS:
-Poster-size sheets of paper, markers, masking tape
-Bibles
-Genesis 3:1-13 (unmarked and marked sample copies)
-*Eating the Fruit* Word Search

This lesson is used in: Children's CHE/Discovery Bible studies

Genesis 3:1-13 (NASB)

¹ Now the serpent was craftier than any beast of the field which the LORD God had made. And he said to the woman, "Indeed, has God said, 'You shall not eat from any tree of the garden'?" ² The woman said to the serpent, "From the fruit of the trees of the garden we may eat; ³ but from the fruit of the tree which is in the middle of the garden, God has said, 'You shall not eat from it or touch it, or you will die.' " ⁴ The serpent said to the woman, "You surely will not die! ⁵ "For God knows that in the day you eat from it your eyes will be opened, and you will be like God, knowing good and evil." ⁶ When the woman saw that the tree was good for food, and that it was a delight to the eyes, and that the tree was desirable to make *one* wise, she took from its fruit and ate; and she gave also to her husband with her, and he ate. ⁷ Then the eyes of both of them were opened, and they knew that they were naked; and they sewed fig leaves together and made themselves loin coverings.

⁸ They heard the sound of the LORD God walking in the garden in the cool of the day, and the man and his wife hid themselves from the presence of the LORD God among the trees of the garden. ⁹ Then the LORD God called to the man, and said to him, "Where are you?" ¹⁰ He said, "I heard the sound of You in the garden, and I was afraid because I was naked; so I hid myself." ¹¹ And He said, "Who told you that you were naked? Have you eaten from the tree of which I commanded you not to eat?" ¹² The man said, "The woman whom You gave *to be* with me, she gave me from the tree, and I ate." ¹³ Then the LORD God said to the woman, "What is this you have done?" And the woman said, "The serpent deceived me, and I ate."

Genesis 3:1-13 (NASB)

¹ Now the serpent was craftier than any beast of the field which the LORD God had made. And he said to the woman, "Indeed, has God said, 'You shall not eat from any tree of the garden'?" ² The woman said to the serpent, "From the fruit of the trees of the garden we may eat; ³ but from the fruit of the tree which is in the middle of the garden, God has said, 'You shall not eat from it or touch it, or you will die.' " ⁴ The serpent said to the woman, "You surely will not die! ⁵ "For God knows that in the day you eat from it your eyes will be opened, and you will be like God, knowing good and evil." ⁶ When the woman saw that the tree was good for food, and that it was a delight to the eyes, and that the tree was desirable to make one wise, she took from its fruit and ate; and she gave also to her husband with her, and he ate. ⁷ Then the eyes of both of them were opened, and they knew that they were naked; and they sewed fig leaves together and made themselves loin coverings.

⁸ They heard the sound of the LORD God walking in the garden in the cool of the day, and the man and his wife hid themselves from the presence of the LORD God among the trees of the garden. ⁹ Then the LORD God called to the man, and said to him, "Where are you?" ¹⁰ He said, "I heard the sound of You in the garden, and I was afraid because I was naked; so I hid myself." ¹¹ And He said, "Who told you that you were naked? Have you eaten from the tree of which I commanded you not to eat?" ¹² The man said, "The woman whom You gave to be with me, she gave me from the tree, and I ate." ¹³ Then the LORD God said to the woman, "What is this you have done?" And the woman said, "The serpent deceived me, and I ate."

EATING THE FRUIT WORD SEARCH

Find:

Command
Deceived
Sin
Serpent
Knowing
Eyes
Evil
Fig
Food
Die

Sin
God
Creator
Crafty
Woman
Tree
Garden
Hid
Themselves
Eat

Husband
Naked
Has God said
Man
Opened
Good
Delight
Afraid
Lord
Gave

A	B	C	R	A	F	T	Y	Z	D	E	N	E	P	O
S	E	R	P	E	N	T	G	O	D	C	N	D	I	E
I	N	E	D	I	A	S	D	O	G	S	A	H	E	N
N	A	A	K	N	O	W	I	N	G	E	M	R	D	I
N	M	T	D	N	A	M	M	O	C	Y	T	R	E	S
D	O	O	G	A	R	D	E	N	D	E	V	I	L	M
V	W	R	F	O	O	D	I	A	R	F	A	G	I	F
D	E	C	E	I	V	E	D	E	K	A	N	N	G	H
G	A	V	E	L	O	R	D	N	A	B	S	U	H	I
H	T	A	E	S	E	V	L	E	S	M	E	H	T	D

USING PICTURE PAGES AND PICTURE BOOKS

Date: 7/2018

(1 HOUR)

OBJECTIVES: After working through this lesson, participants will be able to:

1. Tell what a picture page is.
2. Describe ways that a picture page can be used.
3. Know how to use picture books.
4. Make up their own picture page.

OVERVIEW FOR TRAINERS: This is a lesson for trainers on how to use picture pages and picture books to teach or review lessons.

Role Play (5 min):

Two people are talking.

1st I have a story to tell you. Here! (He hands the other person the picture page of *How Water is Contaminated*.)

2nd But there are no words!

1st You can still tell the story! What do you see?

2nd A mother is washing clothes in the stream. Another child is swimming, and a boy and a dog are pooping nearby. And a girl is collecting water!

1st What is happening?

2nd She is collecting dirty water!

----SHO questions----

S = What do you **See**?

H = What is **H**appening?

O = Does this happen in **O**ur place?

I. Picture Pages

Hand out the first page of *How Water is Contaminated*.

A. What is a picture page?

1. A picture page has very few words.
2. But a picture page can tell a story.
3. A picture page can give a message without words.
4. A picture page can teach a lesson using pictures.

B. What questions could you ask with the picture page to teach a lesson? (Hint: Think SHOWD.)

1. What do you **S**ee in the picture?
2. What is **H**appening?
3. How is the water getting contaminated or dirty?
4. What can happen if you drink contaminated water?
5. Does that happen at **O**ur place?
6. Where do you find contaminated water in our area?
7. **W**hy does that happen?
8. What will we **D**o about it?
9. How can we keep the water clean?

C. Give out the second page of *How Water is Contaminated*.

II. Using Picture Pages (5 min)

A. What are some ways you could use picture pages in your community or in your school or in your CHE ministry? Who could you use them with?

1. Picture pages can be used as starters.
2. Trainers can use picture pages to review what has been learned.

USING PICTURE PAGES AND PICTURE BOOKS

3. CHEs can use picture pages to teach or review topics in the homes.
 4. Picture pages can be used in the school to teach or to review lessons.
 5. Picture pages can be used in church or in Bible studies to teach Bible stories.
- B. Who could you use them with?
1. Picture pages can be used with young children.
 2. Picture pages can be used with other children or with youth.
 3. Picture pages can be used with adults who don't like to read or who can't read.
 4. People who speak another language can understand picture pages.
 5. Picture pages can be used with everybody!
- C. What can you do if you don't have a way to make copies of the picture pages to give out?
1. Draw the picture on a large piece of paper.
 2. Act out the story shown on the picture page.
 3. Show the picture on your smart phone or in a copy of the lesson.
-

III. **Picture Books (20 min)**

Hand out the *Diarrhea* picture book. Give a short demonstration of how to use it.

- A. What are picture books?
1. Picture books are another way to teach or review a lesson.
 2. Picture books can be used on home visits.
 3. Picture books can be used with individuals or small groups.
- B. How do you use picture books?
1. The picture book has three pages folded over.
 2. Teach one page at a time.
 3. Show the pictures.
 4. Ask the questions that go with the pictures.
 5. Discuss each page.
 6. Use picture books to review and share CHE lessons.
-

IV. **Practice Teaching (20-30 min)**

Divide into small groups. Within each small group, 2 people will be CHEs making a home visit. Use a picture page or picture book to teach CHE-style (using the questions) about how water is contaminated or about diarrhea. Then switch roles. Practice using both picture books and picture pages.

V. **Make A Picture Page (20 min)**

(Optional—if there is time)

Make your own picture page.

Continue in your small groups. Think of a topic you have taught or learned about recently.

1. Draw a picture to illustrate the problem or issue.
2. Make up a few questions that you would use with the picture page to teach or review about the topic. Think SHOWD.

Report back, demonstrating your picture page and asking a few questions about it.

References: Centre for Affordable Water and Sanitation Technology. *WASH Education and Training Resources*. Available from: <https://resources.cawst.org/>

USING PICTURE PAGES AND PICTURE BOOKS

ATTITUDE: We can use picture pages to teach or to review topics.

SKILL: Participants will know how to use picture pages and picture books.

EVALUATION: Are the participants using picture pages or picture books to teach or during home visits?

MATERIALS:

- Picture Page Role play* – give one to each actor
- How water is contaminated* handout (two pages)
- Diarrhea* picture book
- Poster-size sheets of paper, markers, masking tape
- Paper, pencils, pens or markers
- Sample picture books and picture pages

This lesson is used in: Children's CHE, and in Teaching by CHes.

USING PICTURE PAGES

Role Play (5 min):

Two people are talking.

1st I have a story to tell you. Here! (He hands the other person the picture page of *How Water is Contaminated*.)

2nd But there are no words!

1st You can still tell the story! What do you see?

2nd A mother is washing clothes in the stream. Another child is swimming, and a boy and a dog are pooping nearby. And a girl is collecting water!

1st What is happening?

2nd She is collecting dirty water!

USING PICTURE PAGES

Role Play (5 min):

Two people are talking.

1st I have a story to tell you. Here! (He hands the other person the picture page of *How Water is Contaminated*.)

2nd But there are no words!

1st You can still tell the story! What do you see?

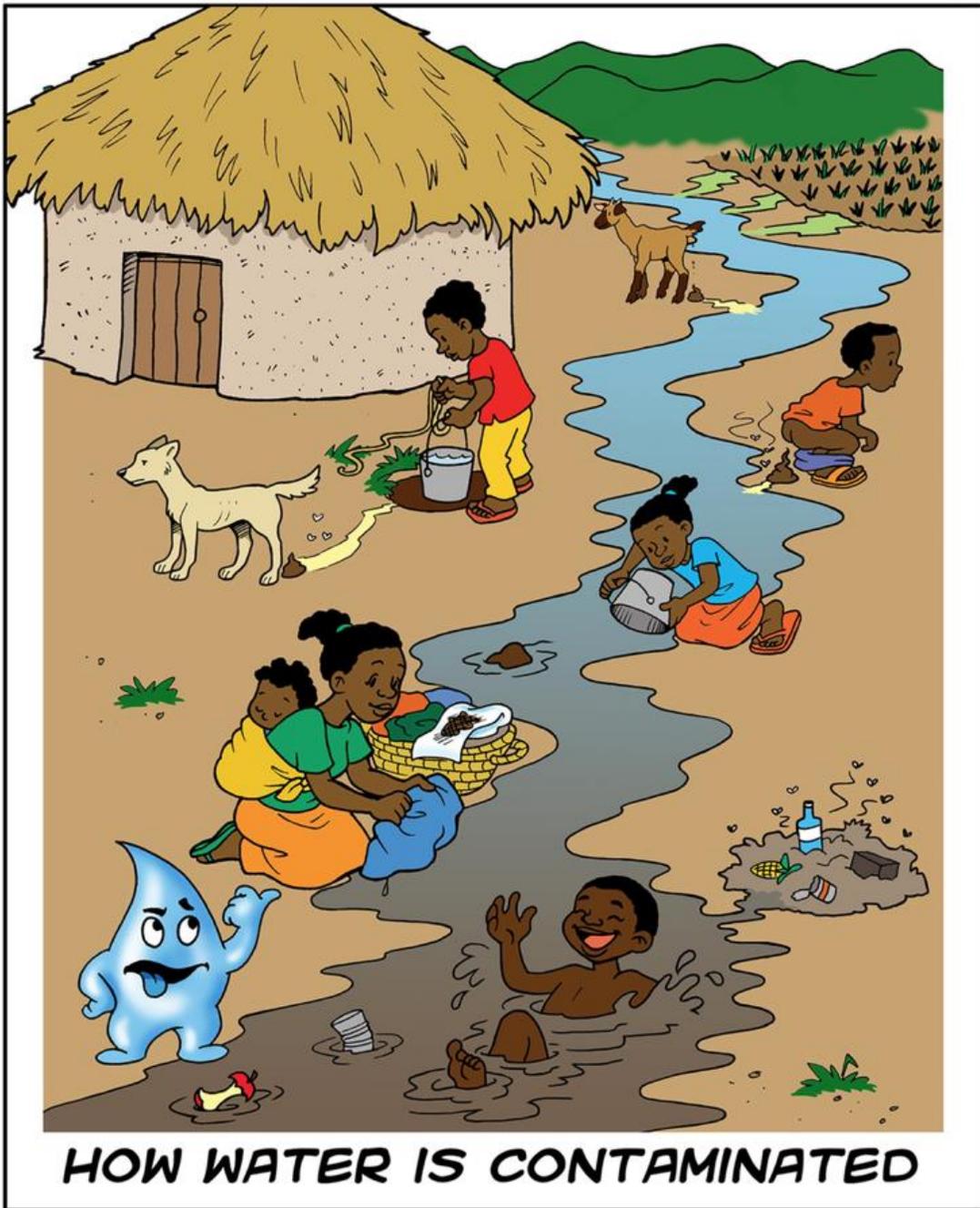
2nd A mother is washing clothes in the stream. Another child is swimming, and a boy and a dog are pooping nearby. And a girl is collecting water!

1st What is happening?

2nd She is collecting dirty water!

HOW WATER IS CONTAMINATED (PAGE 1)

5



February 2011

Source: Centre for Affordable Water and Sanitation Technology. *WASH Education and Training Resources.*

HOW WATER IS CONTAMINATED (page 2)

Introduction: This is adapted from the Centre for Affordable Water and Sanitation Technology (CAWST).

What do you see in this picture? What is happening?

----**SHOWD questions**----

S = What do you **S**ee?

H = What is **H**appening?

O = Does this happen in **O**ur place?

W = **W**hy does this happen?

D = What will we **D**o about it?

What does this picture show?

- Ways that water is contaminated
- Ways that water gets dirty

What is the matter with contaminated or dirty water?

- The water is dirty.
- The water has dirt or germs inside.
- The water is contaminated with germs.
- The water is not safe to drink.

What are some ways that water gets contaminated or dirty?

- Animals poop in the water.
- Water from the fields drains into the stream.
- People poop near the stream.
- People wash clothes in the stream.
- People throw cans, bottles and trash in the water.
- Flies carry germs to the water.
- People wash in the stream.
- Children swim and play in the stream.
- Other:
- Other.

In the picture, a girl is collecting water from the stream.

Can that water be used for drinking?

- No! The water is contaminated.
- No! The water is dirty.
- No! The water has many germs!
- No! Drinking that water may make you sick.
- No! You should only drink safe water that has been purified.

Walk around your community. Look at your sources of water.

- Does any of this happen in your area?
- Do you see any ways that water is being contaminated in your area?
- What can your community do to help keep the water clean?

Reference:

Centre for Affordable Water and Sanitation Technology. *WASH Education and Training Resources*. Available from: <https://resources.cawst.org/>

LEARNING TO FACILITATE A CHE LESSON

Date: 10/11

(2-3 HOURS)

- OBJECTIVES:**
1. Participants will learn participatory teaching with children.
 2. Participants will be able to facilitate a CHE session using a CHE lesson plan.

OVERVIEW FOR TRAINERS: Participants will learn to facilitate a lesson plan.

I. Instructions for the Facilitation Workshop (5 min)

Review the instructions for this workshop.

- A. Each small group is to facilitate the lesson they were given with the large group.
 - B. The large group will play the role of CHEs being trained. They will not try to give the facilitators a hard time.
 - C. Each group will be given 15 minutes to present their lesson. Each group will be stopped at 15 minutes regardless of how far along they are in the lesson.
 - D. Each participant should have opportunity to practice facilitating. Assignments should have been made accordingly.
 - E. In order to save time:
 - Do not break into small groups when the lesson calls for it.
 - Someone from the facilitating team will do the scribing.
 - Someone from the facilitating team will do the role plays.
-

II. Lesson Facilitation & Peer Review (45 min)

Have each group facilitate their lesson, and then do a peer review by asking two questions.

- What did the group do well?
- How can we help the group do better next time?

In answering the questions, the group should evaluate the following skills:

- A. Facilitators repeat each participant's answer to questions asked and affirms each comment.
 - B. Facilitator does not make judgments by using words like "right", "OK", or "wrong".
 - C. If a wrong answer is given, they may ask, "What do the rest of you think?"
 - D. Facilitators use the role play or starter to focus on the problem being posed. The main problem is clear to the group at the start of the lesson.
 - E. Facilitators work together well as a team.
 - F. Facilitators give participants time and are not afraid of silence.
 - G. Facilitators tell stories rather than reading them.
 - H. Facilitators believe in the process of self discovery, and do not ask leading questions.
 - I. Facilitators ask questions that allow for a list of responses. They may add their comments at the end as if they were one of the participants.
 - J. Facilitators ask for volunteers rather than putting people on the spot.
 - K. Facilitators use participants' names.
 - L. Facilitator asks, "What do the rest of you think?" when a comment is harmful and truly off the mark.
-

ATTITUDE: Participants respect the dignity of a community and raise awareness of issues while allowing the community to take responsibility and create solutions.

SKILL: Participants are able to facilitate a CHE session skillfully.

EVALUATION: Facilitators will know that participants have learned the content of this lesson when the participant can facilitate a CHE session using a CHE lesson plan.

MATERIALS:

- Poster-size sheets of paper, marking pens, masking tape
- Lessons for each group to practice facilitating

This lesson is used in: TOT I, Vision

CHILDREN'S CHE TOT 1

Section Five – Children's CHE and Families

Lessons

PARENTS TRAINING CHILDREN—BIBLICAL BASIS

Date: 3/2018

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Discuss Biblical teaching about parents raising their children to follow God.
 2. Apply these teachings to their own lives.
 3. Take practical steps toward bringing up their own children to know and obey God.

OVERVIEW FOR TRAINERS: This is the first lesson in the series on Children's CHE and Families. This is a lesson for parents and trainers.

Role Play (5 min):

Two parents are talking.

- M** Our children are excited about Children's CHE!
F Yes, but there's one thing I don't understand.
M What's that, dear?
F Isn't that our job? Why are the CHE trainers teaching our children about God?
M Oh! I hadn't thought of that.
F I want to go talk with those trainers. They should let us train our own children!

----SHOWD questions----

S = What do you See?
H = What is Happening?
O = Does this happen in Our place?
W = Why does this happen?
D = What will we Do about it?

I. What the Bible Says about Parents & Children (30 min)

Give out *What does the Bible say about parents and children?*

Divide into small groups.

Each group will read the Bible passages and investigate one of four topics.

When you report back, read the Bible passages out loud and use the questions to lead a discussion about the topic.

- A. What did God say to Abraham (or Abram)?
Look up Genesis 12:1-3; Gen 17:6-7 and Gen 18:19.
1. What did God tell Abram to do?
 - a. God told Abram to leave his country and his family.
 - b. God led Abraham to the promised land.
 - c. God made a covenant or agreement with Abram.
 2. What was God's covenant or binding agreement with Abram?
 - a. God promised to make him a great nation.
 - b. God promised to bless him and make his name great.
 3. What did God want Abraham to do with his children?
 - a. He was to command his children to keep the way of the Lord.
 - b. He wanted them to do righteousness and justice.
 - c. Then God could carry through his promises with Abraham.
- B. What did God say through Moses?
See Deuteronomy 6:1-7 and Deut. 11:19
1. What did God want them to do?
 - a. Obey God's commandments.
 - b. Teach His commands diligently to their children.
 2. What are the results or benefits for them and for their children?
 - a. Their children and grandchildren will fear the Lord.
 - b. They will keep God's commandments.
 - c. They will live a long life.
 - d. It will be well with them.
 - e. They will multiply greatly in the promised land.

3. When should they teach their children?
 - a. When they sit in their house
 - b. When they go out
 - c. When they lie down
 - d. When they rise up
 - e. All the time!
- C. Why is it important to train or instruct children when they are young?

See Proverbs 22:6 and Psalm 78:1-8.

 1. An adult will live by the training he received as a child.
 2. We need to tell future generations the praises of the Lord.
 3. We need to tell them about God—his strength and his mighty works.
 4. We are commanded to teach our children so they will teach their children.
 5. So that they will trust God and not forget what he has done
 6. So that they will obey God
 7. To avoid our mistakes
- D. What does the New Testament teach about parents and children?

See Ephesians 6:1-4 and 2 Timothy 1:5 and 2 Timothy 3:14-15.

 1. What instructions does Paul give?
 - a. Children are told to obey their parents.
 - b. Children are to honor their father and their mother.
 - c. Fathers (or parents) are to bring up their children in the discipline and instructions of the Lord.
 - d. Parents should not provoke their children to anger.
 2. What was Timothy's example?

What happened to Timothy?

 - a. His grandmother Lois and mother Eunice had a sincere faith.
 - b. They taught Timothy from his childhood.
 - c. He knew the sacred writings (or the Bible).
 - d. Timothy was told to continue in the things he had learned.
 - e. Timothy became a leader in the Christian church.
 - f. He wrote 2 books of the New Testament.

II. How This Teaching Applies to Us (5 min)

Discuss in large group.

- A. How would you apply these Bible teachings to your own lives? What does God want us to do?
 1. Teach our children about God—who he is, what he has done, and his promises for us.
 2. God wants us to teach our children to keep the way of the Lord.
 3. We will teach them to obey God.
- B. When does this happen?
 1. We will teach them all the time.
 2. Day and night
 3. Whenever there is an opportunity
- C. And what results do we hope for?
 1. Children will learn to fear God and keep his commands.
 2. They will trust God and obey him.
 3. They will continue in the things they have learned.
 4. They will not forget what God has done.
 5. They will teach their own children to follow God.
 6. Children will obey their parents, and parents will respect their children.
 7. God's message and his promises will be passed down from generation to generation.

Demonstration and discussion (10 min):

Ask 7 people to stand up front. Explain that these seven people represent the seven days of the week.

- How many days of the week are children in school?
 - 5 days (5 people stand up—2 others move to one side)
- All day?
 - No, only a few hours. (The 5 people squat or sit down.)
- How many days of the week are children in church?
 - Part of one day (1 person sits down).
- How many days of the week do children come to Children's CHE?
 - Part of one day. They may also teach others or do community projects on other days. (One or two people sit down.)
- How many days of the week are children with their families?
 - 7 days. But sometimes they are asleep or going to school. (7 people stand up or squat.)
- Who has the most opportunity to help our children grow in the Lord?
 - The parents (or the family). They spend the most time with their children.
 - The parents (or the family). They have the closest relationship with their children.
- So, who has the greatest responsibility to teach our children?
 - Their parents!
 - Their family!

----SH questions----

S = What do you See?
H = What is Happening?

III. Practical Application (20 min)

Return to your small group:

Answer two questions:

- How will you teach or train your own children to obey God?
 - What is one change you will make this week with your own family?
- A. How will you teach or train your own children to obey and follow God?
1. We will study the Bible together.
 2. We will pray together.
 3. We will have family devotions.
 4. We will talk about what God has done in our lives during our meals together.
 5. We will act out Bible stories.
 6. We will memorize Bible verses together.
 7. As parents, we will talk about what God has done in our own lives.
 8. We will hike in the woods and talk about God's creation.
 9. Or we can look at the stars and marvel at what God has done.
 10. We can try to serve our neighbors.
 11. We will learn to share Christ with our children, our family and our neighbors.
 12. We can have a Bible study with our neighbors.
 13. We can work on a community project as a way to serve God.
 14. Parents can get involved in a Children's CHE ministry.
- B. What is one change you will make this week with your own family?
1. This week we will . . .
 2. We will start to . . .
 3. I want to begin to . . .
 4. Our family can . . .
- C. We will talk more about how parents can be involved in Children's CHE, and how Children's CHE can help to strengthen families.

PARENTS TRAINING CHILDREN—BIBLICAL BASIS

ATTITUDE: Parents have the primary responsibility to bring up their children and teach them to obey and follow God.

SKILL: Participants will take steps in their own families to raise their children, teaching them to obey and follow God.

EVALUATION: Are the participants taking steps to bring up their own children to follow God?

MATERIALS: -Poster-size sheets of paper, markers, masking tape
-*Parents Training Children Roleplay*
What does the Bible say about parents and children?
-Bibles

This lesson is used in: Children's CHE, and in Family and Children

PARENTS TRAINING CHILDREN

Role Play (5 min):

Two parents are talking.

M Our children are excited about Children's CHE!

F Yes, but there's one thing I don't understand.

M What's that, dear?

F Isn't that our job? Why are the CHE trainers teaching our children about God?

M Oh! I hadn't thought of that.

F I want to go talk with those trainers. They should let us train our own children!

PARENTS TRAINING CHILDREN

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F Yes, but there's one thing I don't understand.

M What's that, dear?

F Isn't that our job? Why are the CHE trainers teaching our children about God?

M Oh! I hadn't thought of that.

F I want to go talk with those trainers. They should let us train our own children!

What does the Bible say about parents and children?

1. What did God say to Abraham?

Look up Genesis 12:1-3 and Genesis 18:19.

What did God tell Abraham to do?

What was God's covenant or binding agreement with Abraham?

What did God want Abraham to do with his children?

2. What did God say through Moses?

See Deuteronomy 6:1-7 and Deuteronomy 11:19.

What did God want them to do?

What are the results or benefits?

When should they teach their children?

3. Why is it important to train or instruct children when they are young?

See Proverbs 22:6 and Psalm 78:1-8.

4. What does the New Testament teach about parents and children?

See Ephesians 6:1-4 and 2 Timothy 1:5 and 2 Tim. 3:14-15.

What instructions does Paul give?

What was Timothy's example?

What happened to Timothy?

CHILDREN'S CHE AND PARENTS

Date: 3/2018

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Discuss ways to make contact with and build relationships with parents.
 2. Encourage and strengthen parents as they seek to raise their children to know God.
 3. Work with families, not just with children.

OVERVIEW FOR TRAINERS: This is a lesson for trainers in the series on Children's CHE and Families. Teach this lesson after *Parents training children—Biblical base*.

Role Play (5 min): The same two parents are talking again.

- M** What did the Children's CHE trainers say when you talked with them?
F The trainers agree. It is our job as parents to raise our children to follow God.
M That's good. Then there's nothing to worry about.
F But I still am upset. If it is our job to raise our children to follow God, then what are they doing?
M What do you mean, dear?
F How are they helping us to raise our children to follow God?

---SHO questions---

S = What do you See?
H = What is Happening?
O = Does this happen in Our place?

I. Reaching Families (25 min)

You are a Children's CHE trainer. How can you connect and build relationships with the families of the children? Divide into 4 groups. Give out *Reaching Families* and respond to one of the four situations. You can make up a story about the family to share your ideas.

A. Neri's family:

Neri has been coming to your Children's CHE ministry for two months and seems excited about it. His family does not know Jesus and does not go to church. Both parents work and they are busy caring for their five children.

1. Neri will tell his family about what he has been learning with Children's CHE.
2. He will share Bible stories and health teaching with them.
3. He may encourage his family to try SODIS (safe water) or to build a VIP latrine.
4. The children learned to make Tippy Taps and dish drying racks.
5. They are invited to a program showing them what the children have learned.
6. The family is impressed by the changes they see in Neri.
7. The trainers visit them in their home.
8. At first, they just talk about Children's CHE and health projects.
9. But over time the trainers talk to them about Jesus.

B. Marta's Family:

Marta's family goes to church every week. They are committed Christians. Mari heard about Children's CHE from her friends. But her parents are not clear about it—what is community health evangelism anyway? Is that another religious group?

1. Marta shares the health teaching and Bible stories she has learned with her parents.
2. Her parents help her to learn memory verses.
3. They see Marta becoming more committed to following Jesus.
4. The trainers visit Marta and her family in their home.
5. They explain about community health evangelism.
6. They show Marta's parents that they are teaching from the Bible, and not from one denomination or religious group.
7. The trainers invite Marta's parents to work with them.
8. Would they like become CHEs themselves?

C. Itzi's family:

Itzi's family are Muslims. They are hesitant or skeptical about this new Children's CHE teaching

CHILDREN'S CHE AND PARENTS

in her school. What will those Christians teach their daughter? But they are curious about the health training that is being given.

1. Itzi's school is using Children's CHE.
2. They teach many practical health skills, such as first aid.
3. They teach moral value lessons, based on the Bible.
4. At first, they use mostly Old Testament stories that Itzi and her parents are familiar with.
5. Itzi's teacher invites her parents to an open house at the school to show them what she has learned.
6. When they want to learn more, the teacher meets with them at a teashop.
7. Her parents are still hesitant, but they want to learn more about CHE and Christianity.

D. Rodrigo's family:

Rodrigo's parents are CHEs or community health evangelists. They are busy with community projects and visiting their neighbors to share health and Bible trainings. They are glad for Rodrigo to be involved with CHE as well. But how does community health evangelism help them to raise their own children?

1. Rodrigo's parents are very busy with their CHE work.
 2. But isn't CHE a ministry for adults?
 3. The trainers meet with them to discuss ways to work together.
 4. What changes are they seeing in Rodrigo's life?
 5. What challenges are they facing in their own family?
 6. How can your Children's CHE training reinforce what they are teaching their children?
 7. How can you coordinate your Children's CHE training with what they are learning? Can you study the same health topics?
 8. What community projects can the adults and children do together?
-

II. Working with Christian Parents (20 min)

A. How can Children's CHE trainers work with Christian parents to encourage and support them as they raise their children in the Lord? Return to your small groups to discuss this. Report back.

1. Get to know the parents.
 2. Visit the family in their home.
 3. Encourage them.
 4. Learn what their challenges are.
 5. Learn what they are teaching their children.
 6. How can your Children's CHE training support what they are teaching?
 7. Pray with the parents.
 8. Show parents how to do Discovery Bible studies with their family.
 9. Encourage them to have family devotionals with their children.
 10. Find out where they are going to church.
 11. Encourage them to be active in their local church.
 12. If there is no local church, form a Bible study or cell group with parents.
 13. Find out what health or other needs they have.
 14. What would they like their children to learn?
 15. Do they have ideas for community projects?
 16. Would they like to become more involved with Children's CHE?
 17. Would they like to be involved in a CHE ministry with adults?
 18. Visit them again to encourage and support them.
-

III. Children's CHE and Families (10 min) Discuss in large group.

A. Think of your Children's CHE program. Are you just working with children?

1. No! You are working with children and families.
2. The parents have the primary responsibility to raise their children in the Lord.
3. We are working with children.
4. But much of our role is to support and encourage the families.

CHILDREN'S CHE AND PARENTS

- B. What time and effort will this take?
1. We will need to take time to visit the families in their homes.
 2. We will need to take time to encourage the parents to participate in our Children's CHE activities.
 3. We will need to focus on praying for the children and their families.
 4. This will take a real effort!
- C. Read Matthew 28:18-20. What does Jesus command us to do? With whom?
1. Jesus commands us to make disciples.
 2. Jesus wants both the children and their parents or family to become disciples.
 3. We are to teach them to obey all that Jesus commanded.
- D. Who are we working with in Children's CHE?
1. We are working with children.
 2. We also want to support and encourage their parents.
 3. We want the children and their families to become disciples of Jesus.
 4. And we hope they will make disciples in their community so that God's message spreads to other families as well.

References:

ATTITUDE: We want children and their parents and families to grow in Christ.

SKILL: Participants will know ways to make connections with families and to encourage them as they raise up their children in the Lord.

EVALUATION: Are the trainers visiting the families?

MATERIALS: -Poster-size sheets of paper, markers, masking tape
-Bibles
-*Parents and Trainers Role Play*
-*Reaching Families* handout.

This lesson is used in: Children's CHE, and in Family and Children.

CHILDREN'S CHE AND PARENTS

Role Play (5 min): The same two parents are talking again.

- M** What did the Children's CHE trainers say when you talked with them?
- F** The trainers agree. It is our job as parents to raise our children to follow God.
- M** That's good. Then there's nothing to worry about.
- F** But I still am upset. If it is our job to raise our children to follow God, then what are they doing?
- M** What do you mean, dear?
- F** How are they helping us to raise our children to follow God?
-

CHILDREN'S CHE AND PARENTS

Role Play (5 min): The same two parents are talking again.

- M** What did the Children's CHE trainers say when you talked with them?
- F** The trainers agree. It is our job as parents to raise our children to follow God.
- M** That's good. Then there's nothing to worry about.
- F** But I still am upset. If it is our job to raise our children to follow God, then what are they doing?
- M** What do you mean, dear?
- F** How are they helping us to raise our children to follow God?

REACHING FAMILIES

Neri has been coming to your Children's CHE ministry for two months and seems excited about it. His family does not know Jesus and does not go to church. Both parents work and they are busy caring for their five children.

Marta's family goes to church every week. They are committed Christians. Mari heard about Children's CHE from her friends. But her parents are not clear about it—what is community health evangelism anyways? Is that another religious group?

Itzi's family are Muslims. They are hesitant or skeptical about this new Children's CHE teaching in her school. What will those Christians teach their daughter? But they are curious about the health training that is being given.

Rodrigo's parents are CHEs or community health evangelists. They are busy with community projects and visiting their neighbors to share health and Bible trainings. They are glad for Rodrigo to be involved with CHE as well. But how does community health evangelism help them to raise their children?

INVOLVING FAMILIES IN CHILDREN'S CHE

Date: 3/2018

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Encourage parents and family members to become involved as trainers, committee members or community health evangelists.
 2. Involve parents and family members to work together with Children's CHE in their community, school, or home.
 3. Put into practice practical ideas to involve parents and family members.

OVERVIEW FOR TRAINERS: This is a lesson for trainers and families. Teach this lesson after *Children's CHE and parents*.

Role Play (5 min): The same two parents are talking again.

M It sounds like Children's CHE will really help us to raise our children in the Lord!

F I hope so. I want to find out more about them.

M But I have a question. We found out how they can help us with our children.

F Yes, that's right.

M Now how can we help them? How can we become involved in Children's CHE?

F Hmm . . . That's a good question. Let's talk about it.

----SHO questions----

S = What do you See?

H = What is Happening?

O = Does this happen in our place?

I. Roles Parents and Family Members Can Take (20 min)

Think of a Children's CHE program. What roles could parents or family members take within a Children's CHE program? Could they become trainers, committee members or CHEs? Discuss in three small groups and report back.

A. Could parents or family members become trainers?

1. Yes! Some parents or family members can take CHE training and become Children's CHE trainers.
2. But many will not have time for that. They may be too busy with their jobs or with caring for the family.
3. Parents or family members could help with training in areas where they have skills.
4. Some could teach gardening.
5. Those who have built a VIP latrine or done SODIS (safe water) can demonstrate what they have done.
6. Others could teach art skills.
7. They can help lead Discovery Bible Studies.
8. They can teach games or coach sports teams.
9. Teenagers and older children can also help train younger children.

B. Could parents or family members become part of the Children's CHE committee in a community or school? What would they do?

1. Yes! Parents are directly involved with the local school.
2. Yes! Parents want to influence the decisions of their school.
3. Yes! Aunts, uncles, and grandparents can also serve on the committee.
4. Yes! Parents and family members are very involved with their community.
5. They can suggest topics for Children's CHE to focus on.
6. They can help plan community projects.
7. But they would have to be selected and trained as CHE committee members.

C. Could parents and family members become CHEs?

1. Parents and family members may enjoy many of the Children's CHE teachings.
2. Teens and youth may form their own CHE group.
3. Parents and family members may also become involved in a CHE program with adults

HOW CAN FAMILIES BE INVOLVED IN CHILDREN'S CHE?

- in their community.
4. In some communities, community health evangelism starts first with Children's CHE in the school or community.
 5. This may attract the attention of parents and other adults and spark interest in doing CHE with adults.
 6. Often, a "traditional" CHE program may grow out of Children's CHE.
 7. Often, Children's CHE is a way of entering and building relationships in a community.

II. More Ways Family Members Can Work Together with Children's CHE (20 min)

What are other ways that parents and family members can work together with Children's CHE?

- In the community
- With their schools
- In their homes

Return to your small groups. Discuss and report back.

A. In the Community

1. Obtain parents' permission for projects with the children.
2. Families can take part in community projects.
3. They can help build a community part or a community garden.
4. They can give suggestions: What skills should their children learn? What are the needs of their community?
5. Other families will notice the changes in their children.
6. Families can learn to do Discovery Bible studies and invite their neighbors.
7. Children will share what they have learned with their friends and neighbors.
8. Parents can invite other families to become involved in CHE or Children's CHE.

B. With their schools

1. Parents can keep in touch with what their children are learning.
2. Within schools, Children's CHE lessons may be used for health teaching, moral values, Bible training, or other topics.
3. Children can teach their parents what they have learned.
4. Some of these skills may be new for their parents.
5. Parents may work with their children on school projects.
6. Parents may give feedback to teachers about what their children are learning.
7. Parents can help with teaching or other needs of the school.

C. In their homes

1. Families may sometimes be hesitant at first about Children's CHE.
 2. Families should try to get to know the trainers and learn what they are teaching.
 3. They can reinforce the Children's CHE training in their homes.
 4. At first, families may be more interested in health or practical skills than about studying the Bible.
 5. Families can put the CHE teachings into practice and model new skills, such as hygiene skills or preventing injuries.
 6. If they are not Christians, families may come to know Christ through their children or the trainers.
 7. They may have many questions or be hesitant at first.
 8. But they will notice the changes in their children.
 9. They can do Discovery Bible studies with their children or neighbors.
 10. Parents can talk to their neighbors about CHE.
-

III. Practical Application (20 min)

Divide into small groups of people who live near each other.

Think of your own community or school.

- What are some practical ideas that you have?
- What are some ways that parents and families can get involved with Children's CHE in your community?
- What will you do? Report back.

HOW CAN FAMILIES BE INVOLVED IN CHILDREN'S CHE?

- A. Practical ideas
1. Parents can . . .
 2. Families can . . .
 3. Families can be involved with . . .
 4. Children will . . .
 5. Trainers will . . .
 6. I hope that the parents will . . .
 7. In our community . . .
 8. We will . . .
-

ATTITUDE: Parents and families can be actively involved in Children's CHE in their community or school or in their homes.

SKILL: Participants will have practical ideas to involve parents in Children's CHE.

EVALUATION: Are parents and families becoming actively involved in Children's CHE?

MATERIALS: -Poster-size sheets of paper, markers, masking tape
-Families and CHE Role Play

This lesson is used in: Children's CHE and in Family and Children

INVOLVING FAMILIES

Role Play (5 min): The same two parents are talking again.

M It sounds like Children's CHE will really help us to raise our children in the Lord!

F I hope so. I want to find out more about them.

M But I have a question. We found out how they can help us with our children.

F Yes, that's right.

M Now how can we help them? How can we become involved in Children's CHE?

F Hmm . . . That's a good question. Let's talk about it.

INVOLVING FAMILIES

Role Play (5 min): The same two parents are talking again.

M It sounds like Children's CHE will really help us to raise our children in the Lord!

F I hope so. I want to find out more about them.

M But I have a question. We found out how they can help us with our children.

F Yes, that's right.

M Now how can we help them? How can we become involved in Children's CHE?

F Hmm . . . That's a good question. Let's talk about it.

CHILDREN, YOUTH AND ADULTS WORKING TOGETHER

Date: 3/2018

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Explain that all CHE programs have the goal of building healthy families.
 2. Give examples of ways that different CHE programs can work together.
 3. Work through case studies to explore how this is put into practice.

OVERVIEW FOR TRAINERS: This is the fourth lesson in the series on Children's CHE and Families. How can children, youth and adults work together with CHE? *Note: Cut the *CHE Programs* page into cards before giving this lesson.

Role Play (5 min): Two trainers are talking.

- 1st There is one thing I don't understand.
2nd What's that?
1st We are doing Children's CHE here. And over there is a program with youth. And the CHEs are busy working with adults and families.
2nd Yes, that's right! They are all doing great work!
1st But how can we work together and not separately? What can we do together?
2nd Oh! That's a good question.

----**SHOWD questions**----

S = What do you See?
H = What is Happening?
O = Does this happen in Our place?

- I. **CHE with Different Age Ranges (5 min)** Discuss in large group.
- A. What different ages of people are we working with in our CHE programs?
1. Typical CHE programs work with families and people of all ages.
 2. CHEs teach how to care for adults, children, infants, and the elderly in our communities.
 3. But there are also CHE programs that focus on specific ages or groups of people.
 4. For example, Women's Cycle of Life focuses on prenatal and postnatal care of women, and care of newborns.
 5. Children's CHE focuses on working with children.
 6. Some CHE programs focus on working with adolescents or youth.
 7. In addition, there are many other focus areas for CHE, such as agriculture, microenterprise, or people with disabilities.
- B. What do these different CHE programs have in common?
1. They all share CHE values
 2. They all are using the strategy of community health evangelism.
 3. They all have the goal of building healthier families and communities.
-

II. **Working Together (20 min)**

Divide into small groups of 3-4 people. Give each group 1 or 2 different cards.

How can these CHE programs work together with other CHE programs?

- A. "Typical CHE"—CHE with adults and families.
1. That is the typical or standard CHE ministry that we do in communities.
 2. All CHE trainers should receive "basic" or "typical" CHE TOTs first.
 3. Trainers need to learn CHE values, and how to do CHE.
 4. CHE programs with children, youth, or women come alongside "typical" CHE.
 5. CHEs learn to work with people of all ages, from newborns to the elderly.
 6. CHEs visit and work with families in their homes.
- B. Prenatal and newborn care
1. Prenatal care focuses on women during their pregnancies.
 2. This prepares them for healthy deliveries and healthy newborns.

3. Many health problems of women and their babies can be prevented by good care of a mother during her pregnancy.
 4. And women are often very open to health teaching when they are pregnant.
 5. Women also learn how to care for their newborns and the importance of breastfeeding.
 6. Infant and young children are more likely to be healthy after a healthy pregnancy and safe delivery.
 7. But it is very important that women are healthy before they become pregnant, so “regular” CHE is linked to prenatal care.
- C. Infants and young children
1. Infants and young children are vulnerable to many health problems and diseases.
 2. Care for and teaching of pregnant women can prevent many of these problems.
 3. For example, women can learn about breastfeeding, good hygiene, and care of newborns.
 4. Pregnant women who are well cared for will often have healthy babies.
 5. CHEs can also teach families about the care of infants and young children.
 6. And children, as they grow up, can take part in Children’s CHE.
- D. Children’s CHE
1. Children’s CHE is often an effective way to enter a new community and can prepare the way for “typical” CHE programs.
 2. Children’s CHE can work alongside CHE with community projects.
 3. Adults, teens, and children can often focus on the same health needs.
 4. Children can pray for the adults and families in their communities.
 5. Through Children’s CHE, many families may hear the gospel.
 6. Parents may become CHEs in their community.
 7. As children grow out of Children’s CHE, they may take part in a CHE program with youth.
- E. CHE with youth or adolescents
1. CHE with youth comes in many different forms—sports ministry or with their different interests.
 2. Teens or youth can also be trainers with Children’s CHE.
 3. Youth often have energy and some free time, so they can be excellent leaders with children.
 4. Teens can be CHEs within a CHE ministry or CHE with youth.
 5. As they grow children may become leaders of Children’s CHE or may become involved with CHE with youth.
 6. Adolescents also need to learn about sex and sexuality and may learn prenatal skills.

III. **CHE Programs Working Together (10 min)**

How can we work together?

Give out the *How can CHE programs work together?* Handout. Work as a large group.

- A. What does the top picture show?
1. Community health evangelism works with people of all ages.
 2. Many CHE programs work with adults and families.
 3. CHE can also focus on prenatal care and care of the newborn.
 4. CHE teaches how to care for infants and small children.
 5. Children can be active in CHE.
 6. We need to work more with youth.
 7. CHE is a ministry for people of all ages.
- B. What does the second picture show?
1. The center of CHE is building healthy families.
 2. Many other CHE programs work together to build healthy families.
 3. Women’s Cycle of Life focuses on women through all the stages of their lives.
 4. Men Matter helps men to take leadership and become men of God.
 5. CHEPS teaches prenatal and newborn care.
 6. Healthy Birthing Life Saving Skills teaches how to have a healthy birth.
 7. 1000 Days focuses on the most crucial and most vulnerable days of life.
 8. Children’s CHE works with children and teens.

9. All these programs help contribute toward healthy families.
10. We are still developing training materials in some of these areas.

IV. **Practical Applications (20 min)**

Divide into 4 small groups.

Give out *What would you do?*

Discuss your ideas for each of these situations. When you report back, read the case study and give your ideas.

- A. Working with teens
 1. Trainers and families pray for guidance.
 2. Look for energetic trainers who work well with youth.
 3. Make connections with local teens.
 4. Invite them to take part in a soccer team.
 5. Or build on another interest of the teens.
 6. During your practices or times together, begin to pray together and share briefly about Jesus.
 7. Invite those who are interested to take part in a group for teens, sharing about issues that are crucial for them.
 8. Invite those who are interested to take part in a discipleship group for teens, combined with practical teaching (This can become CHE with Youth.)
 9. Encourage youth to share what they are learning with friends, family and neighbors.
 10. As they grow in Christ, some teens may become trainers for Children's CHE or may take leadership in a local church.
- B. Parents are busy but children are interested
 1. Ask the parents if their children can come to a Kids' Club.
 2. Find local adults or teens who are interested in helping to lead the Kids' Club.
 3. Have weekly times of games, Bible stories or studies, and health teaching (Children's CHE) with the children.
 4. Encourage the children to share what they are learning with their family, friends and neighbors.
 5. Children will also share Bible stories and Bible teaching.
 6. Do community projects with the children, such as recycling, gardening, or building a playground.
 7. Visit the families in their homes. What changes have they seen in their families?
 8. Discuss CHE with local families and leaders.
 9. Form a committee with interested parents and community leaders.
 10. The committee will choose parents and other adults to become CHEs.
 11. This can lead into a CHE program in the community.
- C. Getting men involved
 1. Male trainers get to know the men in the community.
 2. What are they most interested in?
 3. When are they available to work together?
 4. What needs do they see in their community or families?
 5. Begin to meet together to study issues they are concerned about.
 6. You can use some of the *Men Matter* lessons.
 7. Work on a community project together.
 8. Begin to study the Bible together.
 9. Encourage the men to share what they are learning with their families and friends.
 10. Men will take more leadership in their family and community.
- D. Poor prenatal care and underweight babies
 1. Find out more about the problem.
 2. Trainers get training in prenatal and newborn care (CHEPs).
 3. Trainers give CHEPs training to experienced CHEs (community health evangelists).
 4. CHEs work in local communities.
 5. CHEs visit pregnant women in their homes throughout their pregnancy and after the baby is born.

CHE: CHILDREN, YOUTH AND ADULTS WORKING TOGETHER

6. They give training on prenatal care, breastfeeding and newborn care.
 7. CHEs also share Christ with the families they are visiting.
 8. CHEs help with preparations for the delivery of the baby.
 9. CHEs continue to work with the families as the care for their infants and small children.
 10. Some of the women may become CHEs and work with other pregnant women.
-

ATTITUDE: CHE programs of all types can work together to build strong families.

SKILL: Participants will know ways that CHE programs can work together.

EVALUATION: Are the different CHE programs working together well?

MATERIALS:

- Poster-size sheets of paper, markers, masking tape
- Groups Working Together Role Play*
- CHE Programs* handout, cut into cards for the small groups
- How do CHE programs work together?* handout
- What would you do?* handout

This lesson is used in: Children's CHE, and in Families and Children

WORKING TOGETHER

Role Play (5 min): Two trainers are talking.

1st There is one thing I don't understand.

2nd What's that?

1st We are doing Children's CHE here. And over there is a program with youth. And the CHEs are busy working with adults and families.

2nd Yes, that's right! They are all doing great work!

1st But how can we work together and not separately? What can we do together?

2nd Oh! That's a good question.

WORKING TOGETHER

Role Play (5 min): Two trainers are talking.

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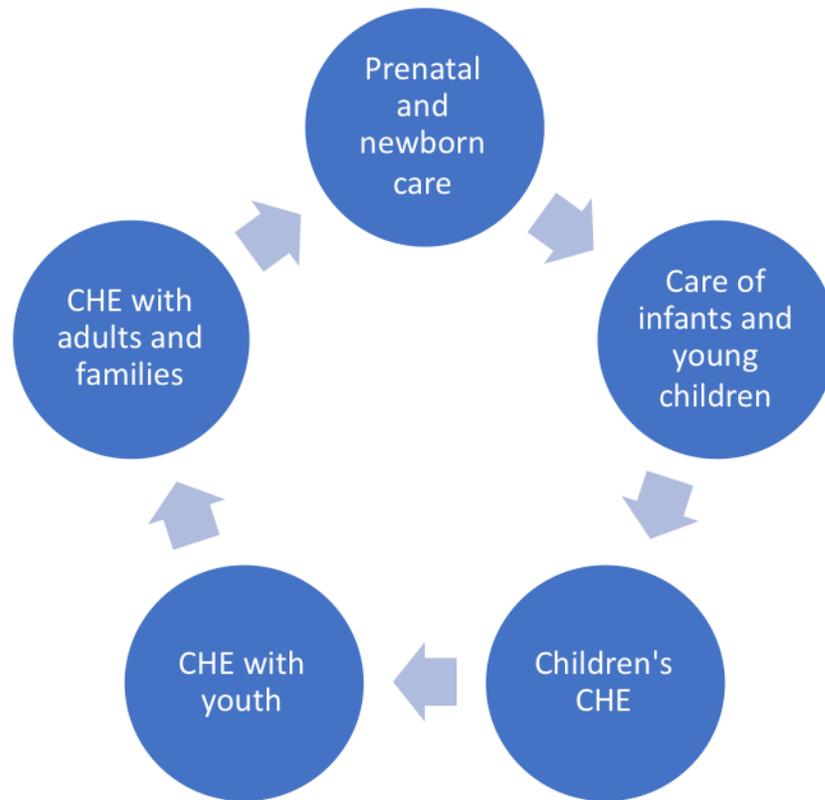
2nd Oh! That's a good question.

CHE Programs

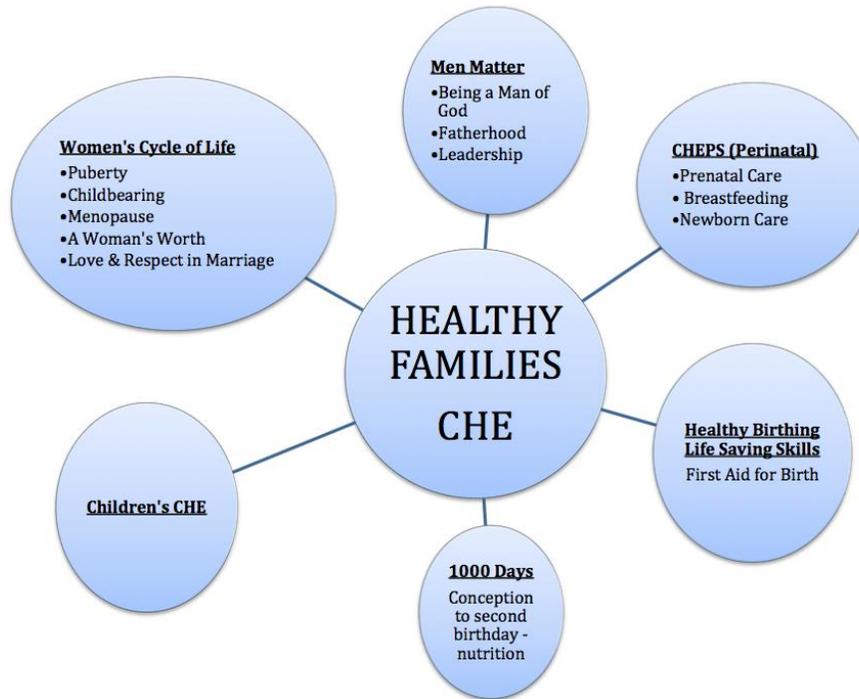
Cut these into cards. Each small group will take one or two cards.
How can these CHE programs work together with other CHE programs?

CHE with youth	Prenatal and newborn care	CHE with adults and families ("Typical CHE")	Care of infants and young children
Prenatal and newborn care	CHE with adults and families ("Typical CHE")	CHE with youth	Children's CHE
Prenatal and newborn care	Care of infants and young children	Children's CHE	CHE with adults and families ("Typical CHE")
CHE with youth	Children's CHE	Prenatal and newborn care	CHE with adults and families ("Typical CHE")

How can Community Health Evangelism programs work together?



Here is another way of looking at that:



Source: Medical Ambassadors International

What would you do?

1. Your CHE training team is working with CHEs and families in two communities. The families are concerned—many of the local teens are not in school and are not working. Drug abuse and minor thefts are a problem, and there are reports of some gang activity. What would you do?
2. You have been trying to get CHE started in another community, but the parents seem too busy. Most are working long hours. They say they are interested in CHE, but do not come to meetings. You still do not know many families. But a group of children is always eager to talk with you.
3. How can you get more men involved in your CHE program? What are they most interested in?
4. A doctor at the local health clinic stops to talk with you. She is concerned—there are many teenage pregnancies, and many women do not get good prenatal care. Many of their babies are bottle fed and underweight. What can they do?

CHILDREN'S CHE TOT 1

Section Six – Supplemental Lessons

CHE IS NOT EASY

Activity

Time: 15-20 minutes

Activity: Form teams of 8 to 10 people. Each team will stand in a circle. With your right hand, grasp the left hand of a person on the other side of the circle. With your left hand, grasp the right hand of another person on the other side of the circle. Now work together as a team to form one large circle. Note: You may NOT let go of your hands. Stay connected at all times. Work together until you get rid of all the tangles.

Applications: How is that game like CHE?

- CHE is not easy.
- We will have struggles and difficulties.
- We will have challenges.
- It may take us a while to work together well.
- We need to stay together.
- We need to persevere.
- We need to keep on working together.
- When we work together, we can work it out.

KNOWING YOUR NEIGHBORS

Date: 9/2018

(1 HOUR)

- OBJECTIVES:** After working through this lesson, children will be able to:
1. Find out new things about people in their group.
 2. Describe their neighborhood or sing a song or perform a skit about it.
 3. Plan ways to get to know their neighbors.

OVERVIEW FOR TRAINERS: This is an introduction to Children's CHE in an urban context.

Game (15 min): Give out the sheet to play the *Neighborhood Search* game. Find the people in your group who match those characteristics and write their names in the boxes.

----SHOWD questions----

S = What do you See?
H = What is Happening?

What did you learn about the people in your group?

I. Your Neighborhood (20 minutes)

Divide into small groups of people who live near each other. Each group will discuss and report back:

- Where do you live? Tell us about your neighborhood.
- Or make up a short skit or song about your neighborhood.
- Who are some of your favorite neighbors? What do they do?
- Where are some of your favorite places in your neighborhood?
- Where do you like to go? What do you like to do?
- Are there any scary areas in your neighborhood?

II. Skills and Needs (10 minutes)

Discuss in large group.

Option for both of these questions: Sit in a circle and toss a ball around. The person catching the ball answers the questions.

Or play this as "Hot Potato" - Toss a ball or bean bag around a circle while playing or singing a song or making a rhythm. The person with the "hot potato" when the music stops answers the question.

- A. Who are some of the people in your neighborhood who have great skills or talents? What do they do?
1. He is on the basketball team.
 2. My neighbor bakes great cakes.
 3. She sings rap music.
 4. Other:
 5. Other:
- B. Are there any people in your neighborhood who have special needs or who are going through a hard time?
1. He doesn't have a job and they have 4 children.
 2. She has been sick and was just released from the hospital.
 3. Both parents are working and are very busy. Their yard is always messy.
 4. One family just moved into the neighborhood. They don't know anyone yet.
 5. She is very old and has nobody to talk to.
 6. He doesn't seem to have any friends.
 7. Other:

III. Getting to Know our Neighbors (15 minutes)

Discuss in large group. You can also divide into small groups if there is time.

- A. What can we do to get to know our neighbors better or to help them out in some way?
 - 1. I will bake cookies to give to the new family.
 - 2. We can make a card for the lady who was just released from the hospital.
 - 3. We can have a neighborhood party!
 - 4. We can visit the old lady who seems lonely.
 - 5. We can pick up the trash in our neighborhood.
 - 6. We can pray for our neighbors.
 - 7. We can help clean up their yard.
- B. Pick one project that you will do this week
 - 1. If there is time, you can make a card for a neighbor.
 - 2. We will...
 - 3. We will...
- C. Spend time praying for your neighbors.

ATTITUDE: We can get to know our neighbors.

SKILL: Children will think of ways to get to know their neighbors.

EVALUATION: Are the children getting to know their neighbors?

MATERIALS: -Poster-size sheets of paper, markers, masking tape
-*Neighborhood Search* handout
-Ball or bean bag for the hot potato game.
-Paper and crayons, pens or markers to make cards

This lesson is used in: Children's CHE

KNOWING YOUR NEIGHBORS--NEIGHBORHOOD SEARCH

In your "neighborhood" (with the other children or adults in your group), search for people who match these characteristics. Have them sign the box. The first person who fills out all the squares wins!

Find 3 people who play different sports	Find someone who can speak 3 languages. What are they?	Who has the youngest baby in their home?
Find someone with an unusual hobby or skill.	Find someone who is left-handed	Find someone who will sing a song for the group.
Who has the most brothers and sisters?	Find someone who has a garden. What do they grow?	Find 3 people who play different musical instruments
Who has the oldest next-door neighbor?	Name 6 of your neighbors.	Find one or more people who have been on an airplane. Where did they go?
Find someone who was born in another country. Where were they born?	Find someone who likes to build things. What do they build?	Who is a good cook? What do they like to make?

TEACHING WITH STORIES, PUPPETS, OR DRAMA

Date: 07/12

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Explain reasons to use stories, puppets, or drama to explore health or social issues.
 2. Give guidelines for effective stories.
 3. Ask discussion questions using the SHOWD questions.
 4. Work together to tell a story, act out a drama, or do a puppet show.

OVERVIEW FOR TRAINERS: This lesson explores different ways to do teaching about health or social topics. It can be used as an introduction to storying or to using puppets.

Role Play (5 min): A community health worker (HW) is trying to teach a restless group of teens (T)

HW Smoking is bad for your health. Smoking can lead to cancer.

T1 (grumbling to his friend) What does she know?

T2 Why should we listen to her? She has never even tried smoking.

HW Drugs are dangerous. You can become addicted to drugs.

T1 More preaching at us! She is telling us that we are all wrong.

T2 We don't need to listen to this. Let's go!

----SHOWD questions----

S = What do you See?

H = What is Happening?

O = Does this happen in Our place?

W = Why does this happen?

D = What will we Do about it?

I. Getting the Message Across (10 min)

Discuss in large group.

A. What are some risks of teaching about difficult or controversial subjects?

1. We may be teaching an unpopular message.
2. They may not want to hear what we are saying.
3. Our message may seem to attack their culture or their way of life.
4. They may feel attacked or rejected.
5. They may feel defensive.
6. They may turn off our message.

B. What else can we do? How can we teach without creating conflicts?

1. Through stories
2. Through dramas or theater
3. With puppets
4. Telling stories with posters or billboards

C. Why use stories or puppets or dramas?

1. Stories are fun and interesting.
 2. Stories, dramas, and puppets can be used with groups of people.
 3. Everybody likes stories!
 4. Stories show difficult issues in simple ways.
 5. The listeners don't feel attacked or criticized.
 6. They can relate to the people in the story.
 7. They have similar problems or issues.
 8. Through the story, the listeners can discover new solutions or ideas.
 9. Stories can raise sensitive or difficult issues without causing offense.
-

II. Suggestions (5 min)

Discuss in large group.

- A. What are some suggestions for using stories, puppet shows, or dramas? Give out the handout, Puppets for better health.
1. Keep it active!
 2. Include songs and dancing.
 3. Keep it simple!
 4. Focus on one main idea.
 5. Actions can add to the story.
 6. Make the idea clear.
 7. Don't preach. Let them discover for themselves.
 8. Involve the audience as much as possible.
 9. Keep it short!

III. Discussing the Story (10 min)

- A. SHOWD questions: After we tell a story, do a puppet show, or act out a drama, we often ask the SHOWD questions.

(Scribe will write SHOWD vertically in large letters, and then record the answers)

What are they? What are we asking about?

----SHOWD questions----

S = What do you See?

H = What is Happening?

O = Does this happen in Our place?

W = Why does this happen?

D = What will we Do about it?

1. First question: What do you See?
2. That asks about the events of the story.
3. Second question: What is Happening?
4. The listeners start to identify the main problem or issue.
5. Third question: Does this happen in Our place?
6. Now they are starting to relate to the story—Does that happen to us?
7. Fourth question: Why does this happen?
8. Why do we have this problem? Again, they are relating the story to their own circumstance.
9. Fifth question: What will we Do about it?
10. How can we respond to this problem or issue? What steps can we take?

IV. Trying it out (30 min)

- A. Divide into small groups.

(Give a copy of *Stories* to each group.)

Each group will present a drama, puppet show, or mime to explore a social issue. These should be short—5 minutes or less.

You can start with these stories, but continue the story—show how they respond to the problem.

Or make up your own story.

Then one person will ask the SHOWD questions to start a discussion.

- B. Application:

During the week, tell a story, act out a drama, or do a puppet with some of your friends or neighbors.

References:

Tearfund. 2005. Footsteps 23. *Puppets*. Available from: <http://tilz.tearfund.org/Publications/Footsteps+21-30/Footsteps+23/Puppets.htm>

TEACHING WITH PUPPETS, STORIES OR DRAMA

Tearfund. 2012. Footsteps 87. *Puppets for better health*. Available from:
http://tilz.tearfund.org/webdocs/Tilz/Footsteps/English/FS87_E.pdf

Tearfund. 2012. Footsteps 87. *Creative ways of communicating health messages*. Available from:
<http://tilz.tearfund.org/Publications/Footsteps+81-90/Footsteps+87/Creative+ways+of+communicating+health+messages.htm>

ATTITUDE: We can use stories, puppets and drama as an effective form of teaching.

SKILL: Participants will be able to teach with stories, puppets, or drama.
They will be able to use the SHOWD discussion questions.

EVALUATION: Are the participants using stories, puppets and drama for their teaching?

MATERIALS:

- Poster-size sheets of paper, markers, masking tape
- Health Teacher Role Play*
- Stories* handout
- Puppets for Better Health* handout
- Puppets (if available)
- Props for stories, puppet shows, or dramas

This lesson is used in: Stories and storying; Adolescents; Children's CHE; and Health Promotion/Health Storying.

STORIES, PUPPETS OR DRAMA

Role Play: A community health worker (HW) is trying to teach a restless group of teens (T)

HW Smoking is bad for your health. Smoking can lead to cancer.

T1 (grumbling to his friend) What does she know?

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T1 More preaching at us! She is telling us that we are all wrong.

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STORIES

Use a drama, mime, or puppet show to present one of these stories. (Do not just read the story.)

Continue the story—show how they respond.

Or you can make up a story on your own.

Then ask the SHOWD questions to start a discussion.

Troublemakers

A group of residents in a shanty town in Lima are very concerned about the activities of a group of young men in their community. They are threatening their children as they go to school, abusing women waiting to collect water and there is a lot of theft. It is well known that the group takes drugs. What can they do?

The Teenager

Jane is worried about her son. He is 14 and they have struggled to pay for his school fees at high school where he is now in the third form. Until last year he was doing well. Now he is moody, rude and spends his evenings away from home with his friends. Last week she found him stealing from her purse. What should she do?

The Violent Husband

Sita's husband Ali was out of work. Unable to find work, he got depressed and started drinking. Now he spends much of the time drunk. He beats Sita when he cannot find any of the money which she earns to feed and clothe the family. Sita asks her friends for advice...

Or make up your own story

----SHOWD questions----

S = What do you **S**ee?

H = What is **H**appening?

O = Does this happen in **O**ur place?

W = **W**hy does this happen?

D = What will we **D**o about it?

Source: Tearfund. 2005. Footsteps 23. *Puppets*.

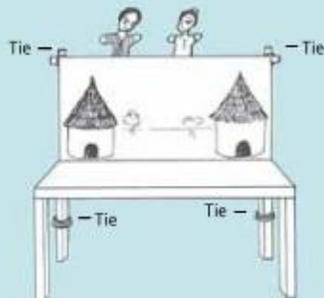
PUPPETS FOR BETTER HEALTH

Puppets for better health

Puppets bring learning to life. Puppet shows are a form of action-packed storytelling by a group. Puppets can act out private situations or struggles between people without offending the audience – tackling issues such as domestic violence or sexual health.

Puppets can go anywhere. We can put on a play in a classroom for 20 pupils in the daylight, or perform for 100 people in the village square by lamplight. Puppet shows are easier to organise than live drama because we need fewer people. The puppets and props are small and the production is easy to manage.

Tie two lengths of bamboo or sticks about the size of broom handles (2m long) to the legs of a table. Tie one across the top of the poles and pin on a backcloth.



Hang a cloth or blanket over a wooden stick across a doorway.



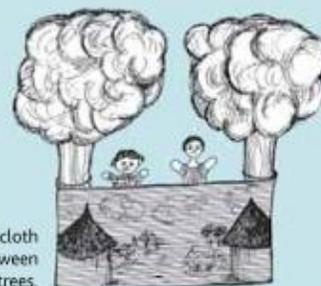
Some hints for a good story

- Include music, songs and dancing
- Use local ways of telling stories and making drama. If local stories and drama are long and repeat themselves, try the same style with puppetry.
- Don't try to put too many ideas in one story. Give people one idea to think about. Words and actions should all add to this idea.
- Make the idea clear through what happens in the story. Don't preach at people.
- Action is as important as words. Puppets should do things, not just talk.
- Make speeches short, with no long pauses.
- Make plays a mixture of action, tears and laughter. Try for a balance between

serious or sad events and light or funny ones. 'Comic relief' is very important when a story is sad or frightening. Try using a comic character, perhaps an animal, or give the characters funny names.

Puppet shows attract lots of people, hold their attention and give them something to talk about afterwards. As shown here, there are many ways to build a puppet theatre, and you can improvise with what you have available.

Gill Gordon wrote 'Puppets for Better Health' following her experiences working to improve child nutrition in West Africa in the 1970s and 80s. Her sister Sue Gordon joined her in leading puppetry workshops with local communities and later illustrated the book. The text and pictures are reproduced here with their kind approval.



Tie a cloth between two trees.

Involve the audience

'Forum theatre' is an interactive way of exploring issues by examining a problem and suggesting a solution through role play. Actors or audience members can stop a performance and suggest how the actors can change the outcome of the scene. This helps the audience to participate in the action and think about how to solve the problem being presented. Below is an example about preventing lung disease:

- Briefly explain to the audience that you will be doing a play in which they will need to participate. This will engage them from the beginning of the process.
- Ask for a volunteer to enter the stage and ask him or her to mime cooking on an open fire inside the house.

- Ask for a second volunteer to come into the scene pretending to smoke.
- Ask for another volunteer to play a child coming back home. He or she should mime coughing as he or she breathes in smoke from the cigarette and the fire. A basic idea of a story has now been built, and the characters identified.
- Freeze the action and ask the audience what they see.
- Replay the action. This time the volunteers can speak – but they still need to keep the action brief.
- When the action has stopped, explain that we now have a short piece that we can discuss and develop. Tell the group that they should think about moments where

they could try to change the outcome for the child.

- Explain that we will now see the scene again, a bit faster, and that when someone sees a moment for change they should shout 'stop'. You will then freeze the action. A volunteer should replace one of the characters to try out a solution.

*With thanks to Martin Smedley, CEO of Act4Africa. Website: www.act4Africa.org
Act4Africa is a health education charity which delivers HIV and AIDS education and behavioural change programmes to help prevent the spread of the disease. They have reached a million people with key health information using drama. Working with local partners, particularly churches, they train others to use theatre in their work.*

LEADING CHILDREN

Activity

Date: 01/2017

(LESS THAN 1 HOUR)

OBJECTIVES: After working through this lesson, participants will be able to:

1. Know that just giving instructions is often not enough.
2. Guide children by walking by their side.
3. Guide children step-by-step through a process.

OVERVIEW FOR TRAINERS: This is an activity for the Children's CHE TOT. Divide into teams of two or three people, with one blindfold for each team.

Activity (10 min):

Blindfold one person on each team. They are to find their way blindfolded to a landmark that is nearby, and then make their way back to the starting point. There may be obstacles in the way. The others are not allowed to speak or guide them in any way. This may be repeated with a different team member blindfolded.

----SH questions----

S = What do you See?
H = What is Happening?

I. Blindfolded Walk (5 min)

- A. How did that go?
1. I didn't know which way to go!
 2. I went in the wrong direction.
 3. I tripped over the obstacles.
 4. I got lost.

Activity: 10"

Blindfold one person on each team. They are to find their way blindfolded to a landmark that is further away, and then make their way back to the starting point. There will be obstacles in the way. Their team members may shout directions from the starting point, but they are not allowed to approach or touch their team members. This may be repeated with a different team member blindfolded.

----SH questions----

S = What do you See?
H = What is Happening?

II. Blindfolded Walk with Shouted Instructions (15 min)

- A. How did that go?
1. The team could guide me and tell me which way to go.
 2. Sometimes I couldn't hear them.
 3. Sometimes I heard other people shouting.
 4. Sometimes they mixed up right and left.
 5. It went faster than the first way.

Activity:

Blindfold one person on each team. They are to find their way blindfolded to a landmark that is further away, and then make their way back to the starting point. There will be obstacles in the way. Their team members may go with them and guide them by touch, but they are not allowed to speak to them or say anything. This may be repeated with a different team member blindfolded.

III. Blindfolded but Guided by Touch (5 min)

- A. How did that go?
1. He could show me the way to go.
 2. Sometimes I still slipped off the path.
 3. My partner was right by my side.
 4. He helped me get back on the right track.
- B. Which approach worked best for you—blindfolded, blindfolded with shouted instructions, or blindfolded with another person guiding you?
1. It was easiest when someone was beside my side to guide me.
 2. I didn't get off track as often.
 3. They could help me when I struggled.
 4. Their guidance was clearer than shouted instructions.
-

IV. Application (5 min)

- A. How did the blindfolded walk apply to our work with children? What should we do?
1. We need to guide children, not just let them wander on their own.
 2. It is often not enough just to give instructions.
 3. We also need to walk alongside them.
 4. We may need to guide them step by step through a process.
 5. Sometimes there will be obstacles or problems.
 6. We need to stay close by them, not just direct them from a distance.
-

ATTITUDE: We guide children by walking alongside them.

SKILL: Participants will guide children step by step as needed.

EVALUATION: Are the participants walking along children to guide them?

MATERIALS: -Blindfolds and obstacles for the blindfold walks.

CHILDREN'S CHE TOT 1

Section Seven – Materials & Resources

CHILDREN'S CHE TOT I—Sample Schedule

Day 1 - Basics of CHE

Introduction and Expectations

- 1 - The Great Commission and the Great Commandment
- 2 - Defining Good Health
- 3 - Comparing Relief and Development
- 4 - CHE Concepts - Understanding the Need for CHE
- 5 - CHE Description - Basic Elements of CHE Ministry
- 6 - Roles of the Training Team, Committee, and CHE

Day 2 - Getting Started

- 1 - Gathering Information - Choosing Best Community
- 2 - Needs Assessment Tools for Children
- 3 - Using your Skills for God
- 4 - Simulation of School Screening - Parents Meeting
- 5 - Steps to Implement a CHE Program
- 6 - Stories of Transformation
- 7 - Aim Lower

Day 3 - Introduction to Children's CHE

- 1 - Jesus' View of Children
- 2 - What is Children's CHE?
- 3 - Needs of Children
- 4 - Development of Children and Communities
- 5 - Children's CHE Principles and Practice
- 6 - Children's Community Projects
- 7 - Starting Children's CHE

Day 4 - Teaching Children's CHE

- 1 - Teaching Children's CHE Part One
- 2 - Teaching Children's CHE Part Two
- 3 - Using Health Stories
- 4 - How to do Bible Storying with Children
- 5 - Discovery Bible Study with Children
- 6 - Practice Leading Discovery Bible Studies
- 7 - Using Picture Pages and Picture Books
- 8 - Learning to Facilitate A CHE Lesson

Day 5 - Children's CHE and Families

- 1 - Parents Training Children--Biblical Basis
- 2 - Children's CHE and Parents
- 3 - Involving Families
- 4 - CHE: Children, Youth and Adults Working Together

Practice Facilitating a Children's CHE Lesson

Summary and Evaluations – How will you use this training?

INTRODUCTIONS AND EXPECTATIONS

Date: 04/90

(1 HOUR)

- OBJECTIVES:**
1. Participants will begin to know each other and talk about themselves with one another.
 2. Participants will be able to list their expectations for this TOT.

OVERVIEW FOR TRAINERS: The intent is to help participants relax and begin talking with one another to begin establishing relationships.

I. **Ice Breaker (25 Min):**

Pass a bucket around that has slips of paper containing the pairs listed in the knowledge column. Every person takes one, including the facilitators.

- A. Each person is to find the slip that is complementary to their own slip
For example, cook and hungry customer match each other.

- Shop owner – Customer
- Pastor – Church member
- Mechanic – Broken car owner
- Football coach – Football player
- Bus – Bus passenger
- Hotel – Guest
- Veterinary – Very sick cow owner
- Tractor owner – Farmer with unplowed field
- Tailor – Child needing school uniform
- Airplane pilot – Airplane passenger
- Doctor – Patient
- Teacher – Pupil
- Employer – Employee
- Mother – Child

- B. After they find the person who has the matching occupation, they should find out the following information from each other:

1. Where the other person is from
2. Something about their family
3. Something about what they do
4. Something that is unusual about the other person

- C. Each person is to introduce the other person to the group.
-

II. **Expectations Shared & Posted (20 Min)**

Ask the group they expect to learn during the week and write their answers on Poster-size sheets of paper.

After sharing expectations, the leader should indicate the ones that will probably not be dealt with in this TOT. Keep the list posted during the week.

III. **Distribute Topic List with Schedule (5 min)**

Hand out the topic list which will be covered this week. Briefly discuss the major emphasis of the week.

INTRODUCTIONS AND EXPECTATIONS

ATTITUDE: All people are welcome and need to feel at ease in the group.

SKILL: Participants will learn and use each other's names.

EVALUATION: Participants are interacting well with one another, especially within the first day or so.

MATERIALS:

- Poster-size sheets of paper, masking tape, marking pens
- Name tags
- Strips for ice breaker exercise (already cut apart)
- Basket
- Children's CHE TOT Topic List* handout

This lesson used in: TOT I

LANDLORD

RENTER

AIRPLANE PILOT

AIRPLANE PASSENGER

ANIMAL DOCTOR

OWNER OF SICK COW

DOCTOR

SICK PATIENT

TEACHER

STUDENT

EMPLOYER

EMPLOYEE

HOTEL OWNER

HOTEL GUEST

TAXI DRIVER

PERSON NEEDING RIDE

BAKER

NEEDS BREAD

OWNER OF COW

NEEDS MILK

FOOTBALL COACH

FOOTBALL PLAYER

SHOE REPAIRMAN

SHOE NEEDS REPAIRS

PLUMBER

TOILET NEEDS FIXING

PHARMACIST

NEEDS TO BUY MEDICINE

PETROL STATION OWNER

CAR NEEDS GAS

SUMMARY AND EVALUATION

Date: 10/11

(1 HOUR)

- OBJECTIVES:**
1. Participants have a summary of what they have learned this week.
 2. Participants have the opportunity to evaluate the week regarding meeting their expectations of the course, the facility and food.
 3. Participants will be able to ask any questions that were not answered earlier in the week.

OVERVIEW FOR TRAINERS: This is a wrap-up session. It is important that the participants have closure and feel they have learned what they need to know before leaving the seminar.

I. Review of CHE Key Characteristics (15 min):

Ask the large group what characteristics are found in the CHE ministry?

- Deals with man as a whole person - physically, spiritually, emotionally, and socially.
- One person deals with the physical, spiritual, social, and emotional.
- Emphasis is on prevention and not cure.
- Emphasizes community ownership.
- Change comes from an inward transformation which can only come through Jesus Christ.
- Goal is changed individuals who influence other individuals - multiplication.
- We want to help people help themselves under God's direction.
- Good health is living in harmony with God, others, self and the environment.
- Ill health is disharmony with one of the above.
- Three main groups: trainers, committee members, and CHEs with their unique functions.
- The teacher focuses on the learner, using problem solving approaches so that the student discovers all he can for himself.
- We want all learning turned into action under the guidance of the Holy Spirit.
- CHE is a teaching, equipping ministry, not "doing" for others.

II. Question and Answer Time (15 min) Ask if trainees have any questions which have not been answered. Attempt to answer those questions.

III. Announcements (5 min)
Announce the next TOT date and arrangements for it.

IV. Course evaluation
Hand out the *Course Evaluation* to be filled out individually, with no names. After prayer and filling out the evaluation, they are free to leave.

V. Prayer and Worship
Close with prayer, having different individuals thank God for what has happened this week. Stand, join hands and sing a song of gratitude.

SUMMARY AND EVALUATION

ATTITUDE: The summary session is just as important as the opening. We want the participants to return to the field putting into practice what they have learned.

SKILL: Participants have a summary of what they have learned this week. Participants have the opportunity to evaluate this week in light of meeting their needs, facility and food. Participants will be able to ask any questions that they were not able to get answered earlier this week.

EVALUATION: Participants are doing well in the field. They are putting into practice what they have learned. This is found out by field visits or through reports.

MATERIALS: -Poster-size sheets of paper, marking pens, masking tape
-*TOT Evaluation* handouts

This lesson is used in: Program Trainings – TOT I, HIV TOT, Urban TOT, Vision

Children's CHE Training of Trainers (TOT) Evaluation

What did you like most about the training?

What lessons were most valuable to you?

What did you like least about the training or how did it not meet your expectations?

What lessons were least valuable to you?

How will you use this training? How will you use Children's CHE?

Any other comments or recommendations are appreciated.



GLOBAL CHE NETWORK

CERTIFICATE *of* COMPLETION

THIS ACKNOWLEDGES THAT

NAME

Has successfully completed the requirements

for the [Community Health Evangelism](#)

Children's CHE TOT I

DAY MONTH
YEAR

Presented by
