

CHE Committee Training



*Community
Health
Evangelism*

CHE COMMITTEE TRAINING

OVERVIEW

The local committee plays a central and crucial role in community health evangelism projects. The committee members are community leaders who select and oversee the CHEs, identify community needs and resources, plan and carry out community projects, and guide the progress of the community. Therefore, it is essential that the committee is trained well.

The trainers train and work alongside the CHE committee. This manual contains lessons used in the committee training.

The committee training is frequently done for three hours per day, with two days of training a week, for a total of seven or eight days. Through this training, the committee will know what their role is, as well as learn how to oversee the CHEs in their role. We also want them to fully understand the concepts of CHE and to take responsibility for what happens in their project. We desire that they come to know Christ and grow in him.

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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 now 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)
Content Focused
Advice giving
People listen
Outsider owns solutions
People wait for outsider to resource the project

Discussion (The CHE/NT Way)
Learner Centered
Awareness raising
People create solutions
Insiders own solutions
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 orally 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 or 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 well-being.
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.

CHE COMMITTEE TRAINING

*Day 1:
Emphasis on Community*

Introductions and Expectations

- Objectives** After working through this lesson:
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 seminar.

Overview for facilitators The intent is to help participants relax and start talking with one another to begin establishing relationships.

As people enter, ask them to write their first name on a name tag large enough for all to read when sitting in the circle.

- Materials**
- Poster-size sheets of paper, masking tape, marking pens
 - Name tags
 - *Introductions and Expectations* Icebreaker handout
 - Strips for ice breaker exercise (previously cut apart)
 - Basket

Legend:

 Role Play	 Facilitator	 Group Discussion	 Question for Group	 Handouts/Instructions
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LESSON

1 HOUR 



I. Ice Breaker (25 min)



Pass a bucket around that has slips of paper containing the pairs listed below: Every person takes one, including the facilitators.



- 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

-
- A. Each person is to find the slip that is complementary to their own slip. For example, cook and hungry customer match each other. 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.
- B. Each person is to introduce the other person to the group.
-



II. Expectations Shared & Posted (20 min)



Expectations: Ask the group what they expect to learn during the week and write their answers on sheets of poster-size 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.



IV. Conclusion (5 min)



Close with prayer.

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.

INTRODUCTIONS AND EXPECTATIONS

Icebreaker

Ice Breaker (25 min)

Pass a bucket around that has slips of paper containing the pairs listed below: Every person takes one, including the facilitators.

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- Pastor – Church member
- Mechanic – Broken car owner
- Football coach – Football player
- Bus – Bus passenger
- Hotel – Guest
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 4. Something about what they do
 5. Something that is unusual about the other person
- B. Each person is to introduce the other person to the group.

LANDLORD

AIRPLANE PILOT

ANIMAL DOCTOR

DOCTOR

TEACHER

EMPLOYER

HOTEL OWNER

TAXI DRIVER

RENTER

AIRPLANE PASSENGER

OWNER OF SICK COW

SICK PATIENT

STUDENT

EMPLOYEE

HOTEL GUEST

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

God's Vision for Community

Objectives After working through this lesson:

1. Participants will be able to understand the different elements in a definition of community.
2. Participants will be able to understand the biblical basis of community.

Overview for facilitators This lesson is to give the participants the understanding that a community is not just people living together in the same geographic area. They must hold many things in common to be a true community. In addition, as CHE practitioners, we need to concentrate on small communities.

Materials

- Poster-size paper, markers, and masking tape
- Bibles

Legend:



LESSON

1 HOUR 

Exercise (10 min):

Break into small groups of approximately 6 people each. Make one person from each group an "outsider." Tell each group they are a village community and the outsider wants to enter their community. They are to react as they think people in a rural village might react.

After 5 minutes come back together. Ask each group if they let the outsider into their community. Why or why not? Ask the outsider how they felt.

OR

Role Play:

Start with a problem-posing role play built around an outsider trying to enter a community but being rejected by the people of the community. The people might be saying that the outsider is from a different tribe, does not speak the local language, wants to talk about the city, and wants the community to do something that they do not think is important.

**SHOWD
QUESTIONS**

What did you **S**ee? What was **H**appening? Does this happen in **O**ur place? **W**hy does this happen?
What will we **D**o about it?



I. Small Group Activity (10 min):



Divide the group into small groups and have them list the factors which make up a community. Report back. Give or ask for one or two examples of factors before sending them into their small groups.

A. Aspects of a community:

A recommended list is below. Review the entire list the group comes up with, and emphasize "sense of belonging" as one of the most important factors.

1. Live in the same geographical area.
 2. Depend on each other.
 3. Do things together.
 4. Share similar background and experiences.
 5. Share common problems and needs as well as common fears and concerns.
 6. Influence each other.
 7. There is a sense of belonging, identity, and bond. They have a “we” attitude. This point ties everything else together.
 8. Recognize the same leadership.
 9. Share common customs, culture, habits, ceremonies, beliefs, taboos, and discipline.
 10. Communicate with each other.
 11. Identify themselves and each other as part of the same community.
 12. Speak the same language.
 13. Within the community, there may be sub-groups such as: clan, family, age, sex, religion, occupation, education, etc.
 14. They have common economic resources.
 15. They know each other.
- B. Summary: What makes individuals a community?
1. The more things they have in common, the stronger the sense of community.
- C. Show two words in the word community.
1. Community = Common + Unity
- D. Discuss thinking small:
Our target for CHE should be small areas or units of people who know and influence each other. The ideal population for a CHE community is between 500-1000. (1 CHE for 10-20 homes.)
- E. Is a city a community? Why or why not? Urban comparison:
1. Usually not. They may live close together, but often do not know their neighbors.
 2. No one sees themselves as a permanent resident of that area.
 3. They hold very few things in common and are from many places in the country.
 4. They don't know each other.
 5. They have no sense of community.
 6. There may be sub-communities within the city.
- F. Can you think of examples of communities—people with many things in common—who may not live in the same geographical area?
1. Children of alcoholics
 2. Farmers
 3. Traders
 4. Soccer players
 5. Pregnant women
 6. Adults with disabilities
 7. Other



II. Working Definition of Community (5 min)

As a way of summary, make a working definition from the factors listed by the group. This will be referenced during the rest of the week.

- A group of people who know each other, share things in common, and have a sense of belonging. They often live in geographic proximity.



III. God's Vision for Community (15-20 min)

- A. Break into 5 groups giving each group two Bible verses. They will use those verses to answer the question: "What is God's Vision for Community?" Give each group a large sheet of paper to record their answers and present to the large group. Discuss in small groups:
1. Ephesians 4:29-5:6 – People living together with kindness, compassion and forgiveness. Their conversation is uplifting, their lifestyles holy and righteous, and their hearts thankful.
Deuteronomy 7:12-15: People living in obedience to God and recipients of His blessing – children, crops, and freedom from disease.
 2. Colossians 3:5-17: People living holy lives characterized by purity, integrity, honesty, compassion, gentleness, humility, patience and forgiveness. No discrimination. Perfect unity. Hearts filled with songs and gratitude.
Isaiah 65:17-25: Joy and delight, no infant mortality or premature death, houses and vineyards, children with a future and a hope, communion with God, peace.
 3. Hebrews 13:1-5 – People loving each other as brothers. Strangers entertained. Marriage bed kept pure. Lives free from the love of money. Contentment.
Isaiah 32:15-20: Abundance, justice, righteousness, peace, security, rest.
 4. Acts 2:42 – Christ's followers ate, studied, prayed, and fellowshiped together.
Psalm 82:2-4 – Provide for the weak and maintain the rights of the afflicted.
Psalm 133:1-3 – People living together in unity
 5. Acts 4:32-35 – They provided for the needs of each other.
Romans 13:1-9 – Everyone submits to the governing authorities and the authorities uphold what is right. People obey the commandments and love their neighbor.
- B. What makes a community Christian? Ask as a large group.
When members of a community are seeking to live under God's control and to live biblically, it is called a Christian community.
- C. In conclusion, emphasize that as more and more people in the community accept Christ, it will become more like a Christian community. Relationships will be healed, and people will begin to reach out in love.

ATTITUDE: Participants will understand that a community is much more than just people living together.

SKILL: Participants can explain community to one another and live as part of it.

EVALUATION: When they start a project, participants include most of the community, including those who are different from the average community member. They view the ideal CHE community as small (500-1000).

Ready and Willing Witnesses

- Objectives** After working through this lesson:
1. Participants will be able to tell others how they can know God personally and have forgiveness of sins by receiving Jesus Christ as their Savior.
 2. Participants will understand the importance of being able to communicate the gospel in a clean and simple manner.
- Overview for facilitators** Participants need to understand that it is every Christian's responsibility to share Christ with others. The reason for this lesson is to create this awareness and desire to be able to do so.
- Materials**
- Poster-size paper, markers, and masking tape
 - Bible
 - *Gospel Bridge* illustration handout

Legend:

 Role Play	 Facilitator	 Group Discussion	 Question for Group	 Handouts/Instructions
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LESSON

1 HOUR 

 Use the attached *Sharing Salvation* role play.

----Questions----

- What is happening?
- What is the problem?
 - Not knowing what to tell a person about salvation.
- Have you ever wanted to tell a person how to be saved, but didn't know where to begin? Why do you think it was hard for you?
- What does a person need to know about begin saved or becoming a Christian?

Write the answers from the last question for everyone to see on poster-size paper.

Have them evaluate each point as to whether it is necessary for a person to know it in order to become a Christian.



I. Biblical Reasons for Evangelism (15 min)



In large group discuss each verse. Read and give the reason for evangelism.

OR



Divide into groups of twos and give one verse to each group. Have them read the verse and explain why we do evangelism.

- A. Commanded – Matthew 28:19, 20
- B. Our responsibility – Ezekiel 3:18
- C. People need to hear to believe – Romans 10:13-15
- D. Shows love to our neighbor – Luke 10:27
- E. Makes us happy and gives us fulfillment – Psalms 126:6

- F. Gives us wisdom and evidence of our salvation – Proverbs 11:30
- G. The Word needs to go forth and it never returns empty – Isaiah 55:11
- H. Gives God glory – John 15:8
- I. Our purpose and privilege – I Peter 2:9
- J. Gives us full understanding – Philemon 6
- K. Christ’s love compels us. It is a ministry of reconciliation for believers – II Corinthians 5:14, 15
- L. *We are Christ’s ambassadors – II Corinthians 5:20
- M. Out of gratitude for our own salvation.

It is our responsibility to share, and God’s responsibility to produce the fruit.

Relate the following description of two paintings for reason ‘L’.

Picture in your mind two different paintings:

- A stormy sea with a woman being rescued, being pulled out of the water by grasping a cross with two hands.
- In the second painting, the same scene with the woman being rescued from the stormy sea while clinging with one hand to the cross and the other hand lifting someone else out of the water to safety.

“We have been saved and should be involved in helping to save others. The rescued are to be rescuers.”



II. Summary of Evangelism (15 min)



- A. What does a person need to know to become saved? Explain the basic gospel message, drawing the diagram as you go. Start with two lines – eternal life and eternal judgment.
- B. Have the group look up and read the verses for each point in the diagram.
- C. At point three, ask “What is the solution to this problem? Why did Jesus have to die? (The penalty to be paid for.) Follow the diagram.



SEE GOSPEL BRIDGE DIAGRAM



III. Obstacles to Talking to Others About Christ (10 min))



Ask the whole group:

- Why don’t we talk to others about Christ?
- What hinders us?
- What are some roadblocks to sharing Christ?



Discuss questions in small groups.

- A. Don’t know how.
- B. Satan doesn’t want us to. We are involved in spiritual warfare.
- C. Fear of what others will say, or fear of questions people may ask and not knowing how to respond. A fear of personal rejection or a feeling of inadequacy.
- D. Selfish.
- E. Not a priority.
- F. We make assumptions people know the gospel when they don’t.
- G. Lack of love and commitment to others.
- H. Language or communication barriers.
- I. Pride.
- J. Disobedience.
- K. Lack of spiritual fire or excitement in our own lives.

Letters A, C, and K are probably the most common reactions.

**IV. The Solutions to the “Don’ts” (10 min)**

In the large group, ask for solutions and record answers.



- A. Training
 - B. Availability to do God’s leading.
 - C. Keep spiritual life fresh and vibrant.
 - D. If someone had cancer and you knew the cure, would you tell him? We have the ultimate cure for the ultimate disease.
-

**V. The Result of Receiving Christ (5 min)**

Ask the large group: What is the result of receiving Christ?

**VI. Conclusion (5 min)**

Prayer

ATTITUDE: Sharing Christ is not just for church pastors and fanatics, but for every believer. We need to respect what others have previously been taught about Christianity but help them see clearly the basic gospel with nothing added.

SKILL: Participants can draw the chart as one way of sharing the gospel.

EVALUATION: Participants are beginning to tell others about Christ as part of their way of life.

SHARING SALVATION
Roleplay

Role Play: Three people talking.

- 1st** I want to tell my friend how he can be saved. (Holds up his Bible.)
Where do I begin?
- 2nd** Why don't you show your friend the ten commandments? They'll be saved after that.
- 3rd** No, have your friend start reading the Bible, beginning in Genesis and reading all the way through Revelation. Then your friend will be saved.

SHARING SALVATION
Roleplay

Role Play: Three people talking.

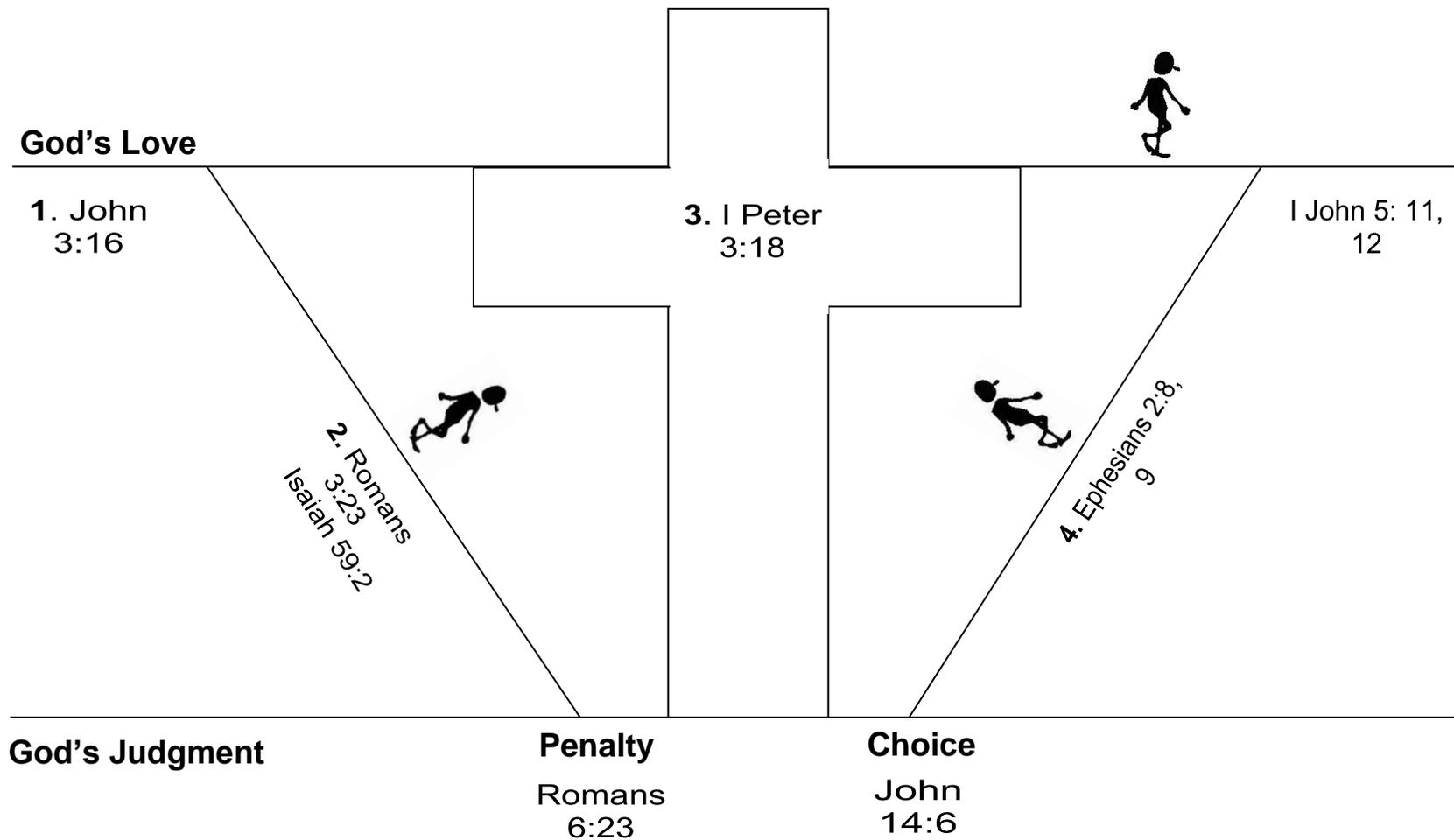
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Basic Gospel Message Diagram
Gospel Bridge



1. God loves us and wants us to have an abundant life.
2. But sin separates us from God's love and puts us under God's judgment (wrath).
3. Christ paid the penalty for our sins by His death on the cross.
4. When we receive Christ in our own lives, we are transformed from God's condemnation to be living in God's love. The result of being in God's love is eternal life.

Comparing Relief and Development

Understanding CHE as a Program for Wholistic Development

- Objectives** After working through this lesson:
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 facilitators The *River Crossing* story highlights the concept of self-reliance and introduces the concept of multiplication for all development that is taking place.

- Materials**
- Poster-size paper, marking pens, masking tape, Bible
 - *River Crossing Story Role Play Handout*

Legend:

 Role Play	 Facilitator	 Group Discussion	 Question for Group	 Handouts/Instructions
---	---	--	--	---

LESSON **1 HOUR** 

 Use the attached *River Crossing* role play.

SHOWD QUESTIONS What did you **S**ee? What was **H**appening? Does this happen in **O**ur place? **W**hy does this happen?
 What will we **D**o about it?

-  I. **Emergency Relief and 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.
-

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 holistic, considering the whole man.

This lesson is used in: Vision Seminar, Training of CHEs and committees

COMPARING RELIEF AND DEVELOPMENT

River Crossing Role Play

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?

Describe the differences between the second scene and the first.

What were the keys to success in the second scene?

1. The village members learned how to cross the stream.
2. They weren't just carried across.
3. The second village member showed the first village member how to cross the stream.
4. Now they can cross the stream and teach others how to cross.

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.
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.

CHE COMMITTEE TRAINING

Day 2:

Emphasis on the Community Needs and Resources

The Paralytic and Development

Principles of Development from the Story of the Paralytic

Objectives After working through this lesson participants will be able to remember some key principles of development when they recall the story of the paralytic in Luke 5:17-26.

Overview for facilitators Read through the verses first bringing out major things that happened in the passage then go back to get the principles of development that can be gleaned from this story.

Materials

- Poster-size paper, markers, and masking tape
- Bibles

Legend:

 Role Play	 Facilitator	 Group Discussion	 Question for Group	 Handouts/Instructions
---	---	--	--	---

LESSON

1 HOUR 

 **Starter (5 min):**

Read Luke 5:17-26. This is the story of the paralytic who was lowered through the roof to be in front of Jesus. Ask the group to come up with some principles from the story relating to needs and actions for them.

Mention this is not a story about development, but there is much we can apply from it in our work.

Suggestion for presentation: Have 5 people act out the first part of the story of trying to get in to see Jesus and not being able to do so.

OR read the verses. One person is the narrator, one is the Pharisee, and one is Jesus. After the story is read, then go over in detail what took place asking appropriate questions to draw out the information.

-
-  I. **CHE principles from Luke 5:17-26 (20 min)**
-  What are some principles about working in the community that we can learn from this passage? Recount the story, drawing out from the group observations and relating them to principles.
- 
- A. The paralytic had a need to get to Jesus, but he couldn't do it on his own. People must recognize their own need.
 - B. Friends saw the need of the paralytic as people in the village must see their need. People were willing to help so they took the initiative and action.
 - C. Must develop a plan.
 - D. They worked together, cooperatively.
 - E. Persistence in the face of obstacles. First through a crowd then at the house.
 - F. Willing to take a risk.
 - G. Faith demonstrated in action.
-

-
- H. Use local resources - first they used a mat, then cords holding their robes to lower him through the roof.
 - I. Worked cooperatively in carrying and lowering him through the roof.
 - J. Love being shown by men of action.
 - K. They thought they were successful and that their job was done when they got him in front of Jesus. But then came their greatest opposition.
 - L. Jesus used the concern of others to show they had faith.
 - M. Usually faith is honored by the one being healed. In this case, Jesus honored the faith of the other people to heal the paralytic.
 - N. Jesus said his sins were forgiven, not healed. Jesus dealt with the spiritual and then physical.
 - O. It was an unseen miracle at first – Jesus forgave the man's sin. Jesus' real priority was the spiritual need.
 - P. God received the glory.
-



II. What Happened Before the Men Came to Jesus (10 min)



What had to happen before these men got the paralytic to Jesus?



- A. Having a prior knowledge of Jesus.
 - B. They expected something to happen (expectation of success).
 - C. Cooperation with each other.
 - D. They saw a need.
 - E. There was a witness about Christ so that people heard about Him.
 - F. Jesus' help did not discriminate. He was willing to help everyone.
-



III. Resources Used to Help the Man (10 min)



What different resources were used to help the man?



- A. Physical strength of the men.
 - B. The bed or mat.
 - C. Possibly ropes or belts.
 - D. Availability of the men.
-



IV. Meeting Needs (15 min)



What must happen to meet needs?



- A. Recognition of a need.
 - B. Working together in a cooperative effort to solve that need.
 - C. Developing a strategy that will accomplish the desired solution to the need.
 - D. Demonstrating a vital faith that the vision God has given for their community can be accomplished.
-



V. Conclusion (5 min)

Prayer

ATTITUDE: Facilitator is aware Bible stories can be used to help people remember key points on other topics.

SKILL: Participants will be able to remember some key principles of development when they recall the story of the paralytic in Luke 5:17-26.

EVALUATION: Facilitators will know participants have learned the content of this lesson when they are able to give back some key points on development later when they go through the story of the paralytic.

Needs and Resources of the Community

Objectives

After working through this lesson:

1. Participants will know how to help people in a community identify their problems.
2. Participants will know how to help the people prioritize their needs.
3. Participants will be able to help the people realize that most of the resources needed to complete their project can be found locally.

IMPORTANT FOR TRAINERS: The Learning Activity in this lesson requires advance preparation. Participants must be told beforehand to bring something that represents a need in their community.

Before this session begins:

Ask each participant to bring an object which represents or reminds them of a problem or concern in a poor rural village. They should also bring three leaves to be used in voting.

Learning Activity (5 min): The purpose of this exercise is to help participants identify problems in their community and choose priorities for action. Participants will also identify resources available locally that can be used to accomplish their priorities and resolve the problems they have chosen to address.

Must be done before the meeting!

Materials

- Poster-size paper, markers, and masking tape
- *Problem Survey Game – Road to Health* handout
- Participants bring something to represent one of their needs.
- Three leaves for each participant to use for voting.

Legend:



Role Play



Facilitator



Group Discussion



Question for Group



Handouts/Instructions



I. Instructions Regarding Objects

Begin the exercise by reading aloud the instructions below. Then ask each person, one at a time, to put their objects on the “Road to Development” and explain what their object represents.

Imagine a road in front of you that we will call the “Road to Development.” On that road are problems that must be overcome if the community is to make progress. The objects you have brought with you each represent one of those problems. One by one, each of you will put your object on the road and explain to the group what your object represents.

Note to trainer: Be sure the objects represent specific problems and not broad. For example, “malaria” would be specific, but “health” would be too broad.



II. Voting Instructions (5 min)

After each participant has placed an object on the “Road to Development,” group those objects that represent identical problems together. Then give the instructions and have them vote:

You should each have three leaves with you. We will now vote to see which of these problems you think are the most significant. You do not have to vote for your own object. You must choose three different objects and put one leaf beside each of your choices. You may all bring your votes now.



III. Two Sides to Every Problem (15 min)

After the vote is complete, have someone in the group count the leaves and identify the four problems that had the highest votes. These four problems will be used in the next section. Read the quote:

“Just as there are two sides to a coin, there are two ways of looking at our problems. On the one side, we see the needs that produce our problems. On the other side, we see resources that can be used to solve the problems. In our Road to Development exercise, we have identified some needs in our community. Now we will divide into small groups and look at the other side of the coin. We will look for whose resources are available to us to solve our problems.”

A. Locally available resources.

Break into 4 small groups. Assign each group one of the four problems identified in the exercise above and ask them to discuss the following questions. Instruct the group to focus on local resources. Report findings.



1. What people, organizations, and institutions are available locally that can help solve the problem your group has been assigned?
 - Local leaders and influential people.
 - Government workers. People from the district and county with knowledge about health, agriculture, sanitation, etc.
 - Christian organizations.
 - Teachers and other professionals.
 - People in the community with knowledge, skills, or resources.
 - Committee Members and CHEs.
2. What materials are available locally?
 - Plants
 - Animals

- Soil (sand, rock)
 - Water and sun
 - Trees, timber, and charcoal
 - Internet cafe
 - Library and teaching materials (schools)
 - Hand tools
 - Materials purchased from nearby market or cities
3. Where and how can money be found locally for the transformation of our community?
 - Local fundraising events.
 - Proceeds from sale of crops, livestock, etc.
 - Government or church.
 - Local aid and development agencies.
 - Outside aid and development agencies.
 4. What facilities are available that will help the project?
 - Local buildings
 - Schools
 - Shops
 - Government offices
 - Churches
 - Clinics



IV. Lessons about Local Resources (10 min)



What have we learned from this exercise about local resources?



- A. There are many local assets.
- B. Local assets can be easily overlooked by outsiders.
- C. Much of what is needed can be found inside the community.
- D. Some assets have been ignored for years.
- E. Some things we considered problems are also assets (for example: unemployment means more people to volunteer for community work).
- F. Using local assets, we can make progress now rather than wait for help later.
- G. Many of our problems can be solved using local resources.
- H. We need to put what we have to good use.
- I. People have skills and abilities that are often overlooked.
- J. Many people working together can identify assets and create solutions.



V. Conclusion (5 min)

Prayer

ATTITUDE: Facilitators understand that there are many resources available locally to address the problems of a community, and that there is little need for outside inputs. They also understand that most needs are common.

SKILL: Participants can help a community identify needs and prioritize them. Participants are also able to help a community identify locally available resources to meet those needs.

EVALUATION: Facilitators will know participants have learned the content of this lesson when they have helped a community identify common needs and resources.

PROBLEM SURVEY GAME - "Road to Health"

Special Instructions...
for use with a very large group such as an entire village.

1. The village will do the Problem Survey Game as three separate groups: men, women and youth. The game will be led by someone from that group. Ask each group to select one representative for their group leader. If any of those groups have more than 15 members, there should additional leaders selected so that each leader has no more than 15 members.
2. Before the groups meet, teach the Problem Survey Game to the representatives by playing it with them. After playing, answer any questions the representatives may have. Then have the representatives explain how to play the game in a step-by-step fashion.
3. In each group, the representatives will follow the procedure used in the lesson titled "Needs and Resources of the Community."
4. If any of the three groups (men, women, youth) were divided into smaller groups, all the smaller groups should reunite after everyone is finished. Each smaller group will report their results. Those reports will be used to create an overall report.
5. Each group (men, women, youth) will then give a report to the village. The youth will report first, the women will report second, and the men have the honor of giving the final report.
6. A representative committee or task force can then be formed to establish priorities, make plans, mobilize resources, and lead the community in acting together to solve the identified problems.

Discussion Questions

1. What people and institutions are available in your area that can help solve the problem your group has been assigned? (Knowledge, influence, experience, etc.)
2. What materials are available locally? (Natural resources, tools, raw or refined, information, etc.)
3. Where and how can money be found locally for the transformation of our community? (Given, earned, loaned, etc.)
4. What facilities are available that will help the project? (Physical structures)

The Basic Elements of A CHE Program

Objectives After working through this lesson:

1. Participants will understand the elements which make up a CHE project.
2. Participants will be able to see some results if they understand what is involved in a program.

Overview for facilitators This is the second hour spent explaining a CHE Program. This begins to get into the details of a program. We will spend one hour each reviewing the role of the CHE, Committee and Training Team.

Materials

- Empty Tin can
- “Basic Elements of a CHE Program” Role play
- CHE Case Study
- CHE Description Diagram
- Poster-size paper, Marking Pens, Masking Tape

Legend:



Role Play



Facilitator



Group Discussion



Question for Group



Handouts/Instructions

LESSON

1 HOUR



Use the attached *Basic Elements of a CHE Program* role play.

SHOWD QUESTIONS

What did you **S**ee? What was **H**appening? Does this happen in **O**ur place? **W**hy does this happen?
What will we **D**o about it?



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



Instructions: 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. Use 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. Forty springs were protected.
 5. One bore hole was drilled.
 6. Malnutrition was radically decreased.
 7. Fishponds, kitchen gardens, poultry, and beekeeping established.
 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 implemented.
 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 as a whole.
 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.

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?

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----SHO questions----

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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 is 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:

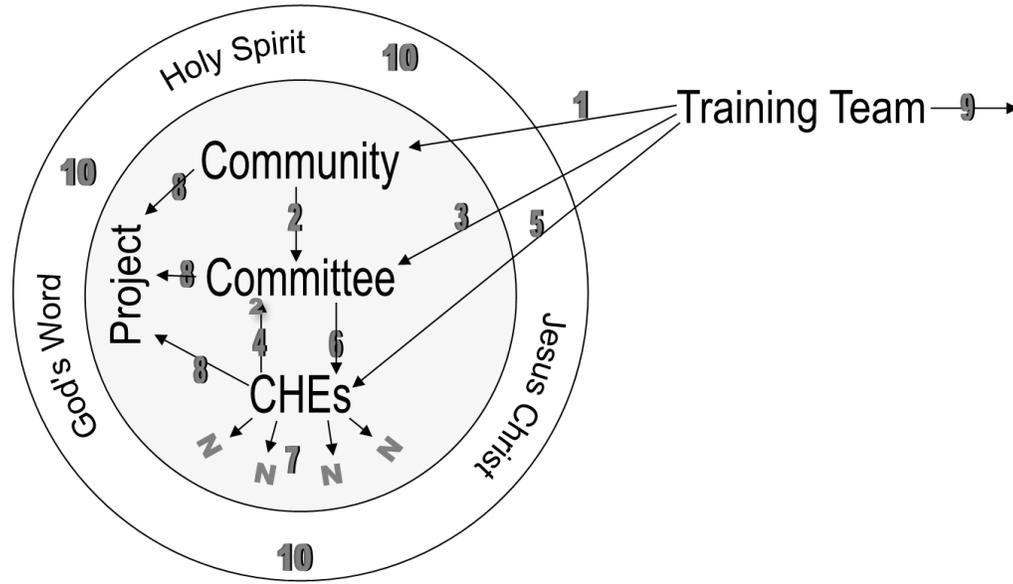
- Many people committed their lives to Christ and were disciplined.
- Each CHE led one Bible study or intercessory prayer group.
- Home visits were made by the CHEs every week.
- 40 springs were protected, and one bore hole was drilled with the help of an NGO.
- Malnutrition was radically decreased; 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.

CHE COMMITTEE TRAINING

*Day 3:
Emphasis on the Committee's Role*

Working as a Group

- Objectives** After working through this lesson:
1. Participants understand the benefits of working as a unified group.
 2. Participants know how to work as a group, as committee members.
 3. Participants know what others are doing in their area.
 4. Participants have identified local resources which might be helpful to them.

Overview for facilitators This is a new lesson to be used early in Committee Training. The content was taken from “Building the Capacity of Local Groups,” from *A Pillars Guide* (Tearfund, Teddington, UK)

- Materials**
- Poster-size paper, markers, and masking tape
 - *Committees Working as a Group* Role Play
 - Handouts:
 - *Onion Diagram, CHE Diagram, Drawing Exercise*

Legend:

 Role Play	 Facilitator	 Group Discussion	 Question for Group	 Handouts/Instructions
---	---	--	--	---

LESSON

1 HOUR 

 Use the attached *Committees working as a Group* role play.

SHOWD QUESTIONS What did you See? What was Happening? Does this happen in Our place? Why does this happen?
What will we Do about it?

-  I. **Understanding the Purpose of a Group** (20 min)
-  Show the Onion Diagram
-  A. Ask: What do you see?
1. An Onion
 2. It has multiple layers.
 3. Cannot see inside unless you cut it open.
 4. Or unless you peel away each layer to see what's underneath.
-  B. What does this Illustration have to do with a group?
1. Like an onion, we can't see inside a group
 2. Must “cut open” (examine) the group and dig in to observe the different layers.
 3. The longer you work in a group the more layers you peel away, to see more and more.
- C. What do the participants know about each other?
- Have each person share one thing about another person in the group until they have exhausted what they know about each other.

**II. Importance of Shared Vision (10 min)**

What happens when a group begins work before knowing what their core vision is?

- A. Starting and then needing to change direction and start over.
- B. Chaos
- C. Frustration
- D. Anger
- E. Lost time
- F. Dissatisfaction

**III. Local Activities and Projects (20 min)**

Pass out *Activities within a CHE program* handout.



Discuss in small groups:



- A. What are others are doing in the area? List examples.
 1. Health training
 2. Agriculture
 3. Water Sanitation
 4. Micro-business
 5. Others...
- B. As a large group, have participants list other groups, organizations, or government groups helping develop their community.
 1. What are the services being offered by these groups?
 2. Where do people go when they need advice or information?
- C. Drawing Exercise
 1. Do drawing exercise as instructed on the handout.
 2. Discuss questions on Handout

**IV. Unity is Strength (10 min)**

A. Discuss ways that as a group, they can work together with other groups already working in the community.

B. In the large group, have the group define the purpose of *this* committee. Hopefully it will be to *facilitate a wholistic ministry that helps people take responsibility for their own lives in a wholistic ministry called CHE.*

**V. Local Resources (10 min)**

In large group, discuss what local resources are available to help do a CHE program.

ATTITUDE: Facilitator must understand the importance of working as a group and should have experience in working with groups.

SKILL: Participants will learn to work together within their group and with other groups working in their community, for the greater good of their community.

EVALUATION: Learning has occurred when group works well together and begins to work with others for the greater good of the community.

COMMITTEES WORKING AS A GROUP

Role play

Role Play:

1st I hear you and I are on this CHE committee. Do you know what it is all about?

2nd Not at all.

1st What are we supposed to accomplish?

2nd Who knows? Besides, I'm not sure I like working with some of the others on this committee.

1st I agree. What should we do?

2nd I have no idea.

COMMITTEES WORKING AS A GROUP

Role play

Role Play:

1st I hear you and I are on this CHE committee. Do you know what it is all about?

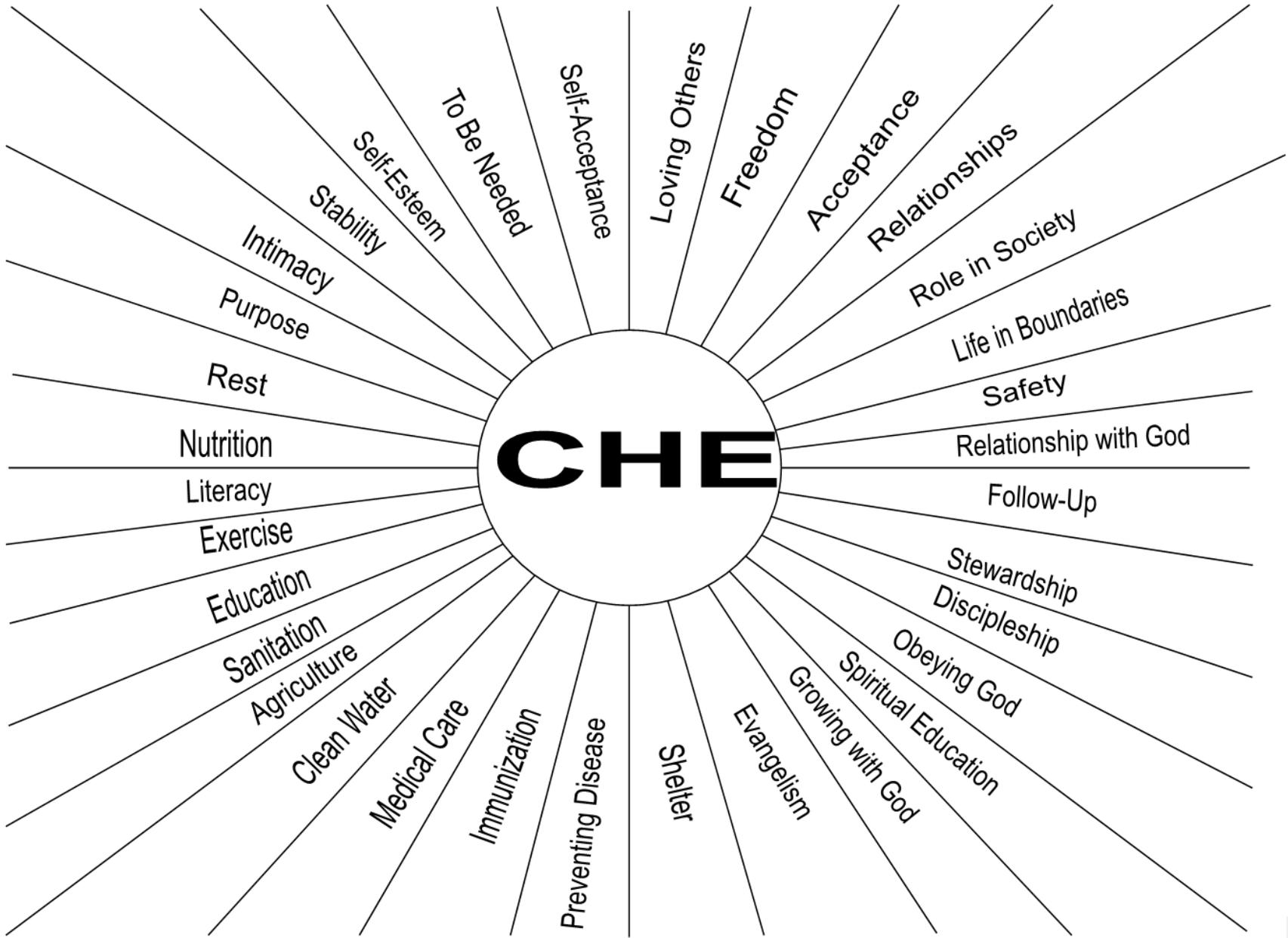
2nd Not at all.

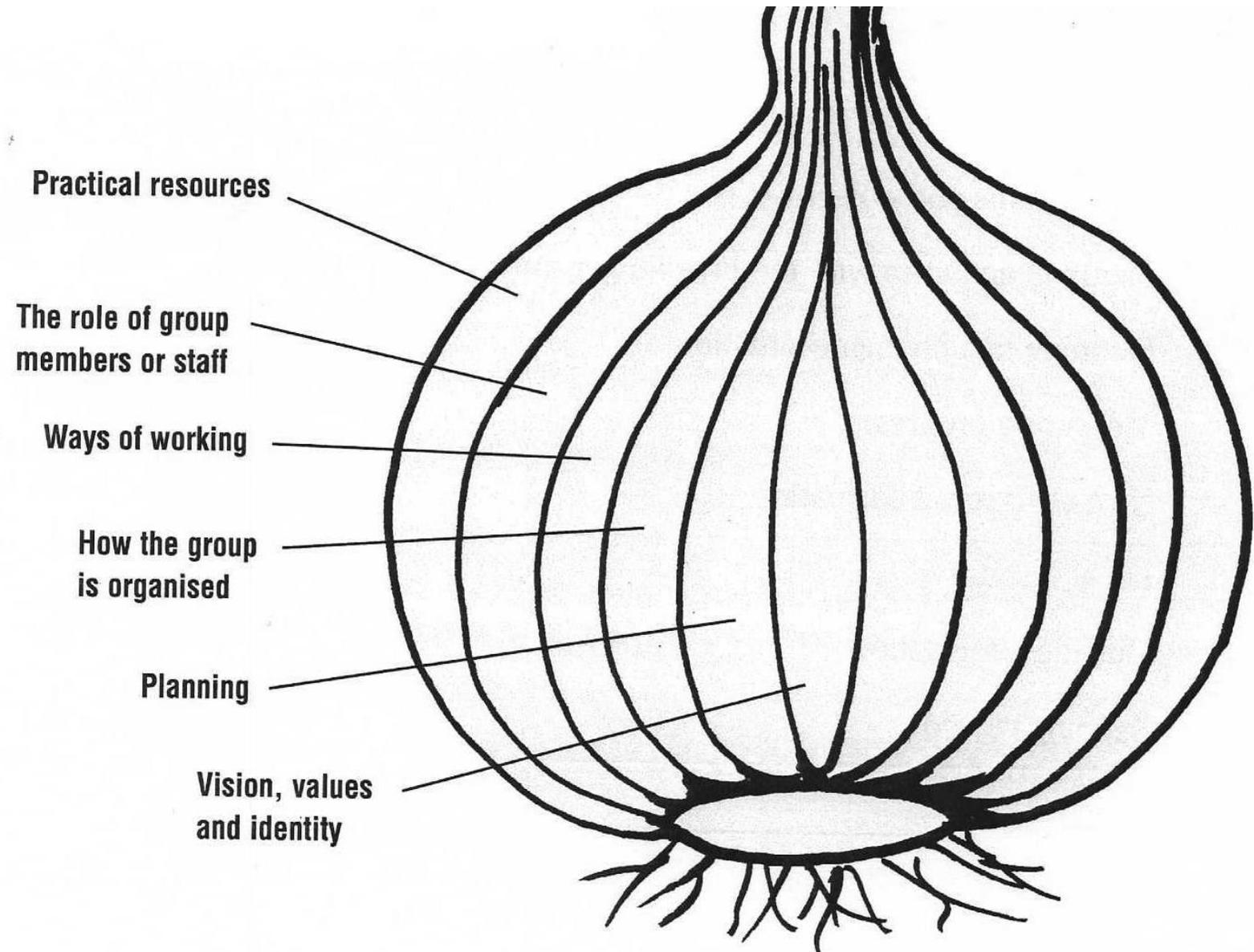
1st What are we supposed to accomplish?

2nd Who knows? Besides, I'm not sure I like working with some of the others on this committee.

1st I agree. What should we do?

2nd I have no idea.





Working Together Exercise

Divide people into groups. Each group should sit together. It is very important that people do not discuss what they are doing!

Give each person a sheet of paper and ask them to begin drawing a picture of their own choice. After a few minutes, ask them to stop drawing and pass their piece of paper on to the next person. Each person should then continue with the incomplete drawing that they receive. Repeat this process until each person has their own original drawing back. Give each person time to look at their own drawing.

The following points can be discussed—you may think of others, especially if you were watching people as they took part in the activity.

When you added to someone else's drawing did you understand what that person was trying to draw?

Were the additions to your picture appropriate and relevant? Is your picture better or worse than you had hoped? Why?

How did you feel if the picture you wanted to draw was changed? Why?

What did you do if the picture you received was almost complete?

How did you feel if the picture you received had just been started?

Was anyone afraid to begin drawing a picture? Why?

Did anyone find it difficult or easy to add to a picture? Why?

What conclusions can you reach after completing this exercise?

How could they affect how you feel about teamwork in the future?

Working on a Committee

- Objectives** After working through this lesson:
1. Participants will understand the difficulties of working within a group setting.
 2. Participants will understand how to work together as a group.

Overview for facilitators This is a new lesson to be used early in Committee Training. The content was taken from “Building the Capacity of Local Groups,” from *A Pillars Guide* (Tearfund, Teddington, UK).

- Materials**
- Poster-size paper, markers, and masking tape
 - Photo of a “Group having a meeting together.” (enlarged)

Legend:

 Role Play	 Facilitator	 Group Discussion	 Question for Group	 Handouts/Instructions
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LESSON

1 HOUR 

Starter (10 min): Show everyone the photo of a group meeting together.

Ask: What happens if one person dominates a meeting?

- No ownership by members.
- Lack of ideas.
- Loss of interest.
- No unity
- Makes members dependent upon leadership.

SHOWD QUESTIONS

What did you **S**ee? What was **H**appening? Does this happen in **O**ur place? **W**hy does this happen?
What will we **D**o about it?



I. **Types of People Working on a Committee** (20 min)



A. Break into 6 groups, giving each group the name of one type of person on a committee. They are to share the characteristics that could describe that person.



Report back to the larger group.



1. Complainers
 - Rarely find anything good.
 - Quick to complain.
 - Only see negative points.
2. Know-it-all
 - Convinced only their ideas are right.
 - Try to convince people to do it their way.
 - Sometimes create division among a group.
3. Quiet Person
 - Rarely share their opinion.
 - Need to be drawn out.
 - Do not want to take responsibility.
 - Do not want to make decisions.

4. Positive Members
 - See everything in a positive light.
 - Carefully consider ideas before making decisions.
 - Participate in discussions.
 - Share in decision making.
 5. Traditionalists
 - Dislike change or anything new.
 - Won't take any risk.
 - See change as potential for disaster.
 6. Bridge Builders
 - Try to keep everybody in harmony with each other.
 - See peace as key to a group.
 - Build bridges between members.
 - Try to sort out disagreements.
- B. Is there likely to ever be a perfect group? Why?
Discuss in large group.
1. All are sinful people, even though they believe.
 2. All want their own way.
 3. Hard to harmonize the different ways of people.
- C. What can be done for a group to work best?
1. Understand the different types of people in any group.
 2. Know your committee members and their usual way of responding.
 3. Accept their differences.
 4. Pray for unity and effectiveness.



II. Meetings (5 min)



- A. What can we do to encourage participation in meetings? Discuss in the large group.
1. Pray that all will participate in meetings.
 2. Break into smaller groups to discuss an issue that involves quieter people.
 3. Outside of the meeting, encourage those who are domineering the meeting to let others have a say.
 4. Draw out the quiet ones by asking for their opinion.
 5. Ask complainers what they can see positive in the point under discussion.
- B. How to use the meeting time well
1. Have a purpose and agenda for each meeting.
 2. Start and end on an agreed time, whether people are there or not.
 3. Don't postpone decisions.
 4. Chairperson keep the meeting on tracking and moving.
 5. When people start to filibuster (rambling), try to summarize.



III. Measuring Progress (5 min)



- A. What are ways that we can measure progress? What can we measure (that can be counted) in our work? Discuss in large group.
1. Farmers growing a certain crop.
 2. People who have started a new business.
 3. Children who've been vaccinated.
 4. Childhood cases of diarrhea.
 5. Rabbits, chickens, and eggs eaten by the family.
 6. Adults who can now read.

B. What are ways that are less measurable, but show changes in this community?

Discuss in large group.

1. Change in ways people react to each other, more cooperation.
 2. People working together in a community project.
 3. Peace
 4. Lower crime rate.
 5. Acceptance of each other's differences.
-

ATTITUDE: Facilitator should have experience working with committees and a knowledge of the dynamics within committees.

SKILL: Participants will understand the dynamics within a group and how a group best functions and their role within it.

EVALUATION: Facilitator knows that lesson is learned when the committee forms and begins to function together well.

Leadership in A Committee

- Objectives** After working through this lesson:
1. Participants will understand the different characteristics of leaders.
 2. Participants will discover the leadership traits the Son displayed.
 3. Participants will apply these truths to our own lives as leaders in projects.

Overview for facilitators This is a lesson to be used early in Committee Training. Much of the content was taken from “Building the Capacity of Local Groups” from *A Pillars Guide* (Tearfund, Teddington, UK).

- Materials**
- Poster-size paper, markers, and masking tape
 - Starter
 - Handouts
 - Other materials

Legend:

 Role Play	 Facilitator	 Group Discussion	 Question for Group	 Handouts/Instructions
---	---	--	--	---

LESSON

1 HOUR 

 **Role Play:** A project worker comes from a two-week project visit. He is tired, dusty, and hungry. The first questions he is asked by his supervisor are, “How is the motorbike? Where is the report of your visit,” etc.

SHOWD QUESTIONS What did you See? What was Happening? Does this happen in Our place? Why does this happen? What will we Do about it?

-  I. **Characteristics of Different Leaders** (20 min)
-  Divide into five groups.
- Three of the groups are to make a list of things that they particularly liked about leaders they have known.
 - The other two groups make a second list of things that they particularly disliked in leaders they have known.
 - Record answers on poster-size paper.
-  A. Positive characteristics of a leader:
1. Honest
 2. Keeps promises.
 3. Hard-working
 4. Respectable
 5. Good role model.
 6. Concerned about others.
 7. Understanding
 8. Listens to others.
 9. Faithful
 10. Committed to the work and people.
 11. Good decision maker.

12. Involves others.
 13. Counselor
 14. Knowledgeable
 15. Keeps others informed.
 16. Effective communicator.
 17. Generous with praise.
 18. Cheerful, humble
- B. Negative characteristics of a leader:
1. Autocratic – gives orders.
 2. Selfish
 3. Makes decisions without consulting others.
 4. Self-centered
 5. Lazy
 6. Knows it all.
 7. Immoral, drunkard.
 8. Keeps changing his mind.
 9. Boastful
 10. Overly aggressive.



II. Leadership Styles and How to Identify Them (20 min)

- A. Break into three groups and assign each of them one of the leadership styles (Command / Consult / Empower) to discuss. Each should come up with a list to describe the style.
1. Command
 - Make decisions for followers.
 - Little or no discussion.
 - Attitude is that they know what is best.
 - Tend to be autocratic
 2. Consult
 - Encourages discussion.
 - But in the end makes decisions for group.
 - People feel involved in the decision making.
 3. Empower
 - Sets limits but within those limits encourages discussion and decision making.
 - Group many times will make the final decision.
 - Builds confidence in members that they are leaders.
- B. Ask the large group, "How do you spot a leader? Discuss.
1. They have a following.
 2. The followers perform exceptionally well.
 3. They lead in order to benefit others.
 4. They display self-sacrifice.
- C. When might the different styles of leadership be best used? Discuss in large group.
1. Command
 - In an emergency.
 2. Consult
 - When they know and trust each other.
 - When team is inexperienced and needs mentoring.
 3. Empower
 - When the leader has confidence in the members.
 - When the leader wants to grow leaders, and they function on their own.

**III. Choosing a Leader (10 min)**

Discuss in large groups:

What knowledge and experience are needed to do the job?



Which style of leadership will be best in their situation?

ATTITUDE: Facilitators recognize the importance of good leadership in managing a project and seek to convey this.

SKILL: Participants will be able to understand the different characteristics of leaders; discover the leadership traits the Son displayed; apply these truths to their own lives and put the principles of leadership into practice as leaders in projects.

EVALUATION: The facilitator will know that participants have learned the content of this lesson when the participants exhibit good leadership skills in their projects.

CHE COMMITTEE TRAINING

Day 4:

Emphasis on the Committee's Role Part II

CHRISTIAN GROWTH

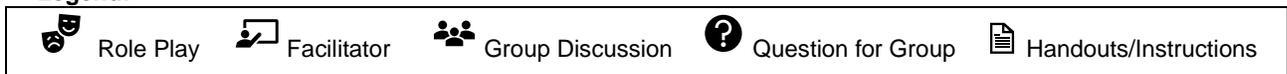
Experiencing God's Love and Forgiveness

- Objectives** After working through this lesson:
1. Participants will be able to explain the steps toward confession and forgiveness.
 2. Participants will be able to list any known sins, confess them and experience God's forgiveness.

Overview for facilitators This session is a follow-up after a person receives Christ. Every person sin, so a new Christian needs to know what to do when he sins and how to get right with God.

- Materials**
- Poster-size paper, markers, and masking tape
 - Slips of paper for confession exercise
 - *The Village Hyena Story* or Role Play

Legend:



LESSON

1 HOUR 

 **Starter (10 min):** Use the attached *Village Hyena* story or role play.

SHOWD QUESTIONS

What did you See? What was Happening? Does this happen in Our place? Why does this happen?
What will we Do about it?

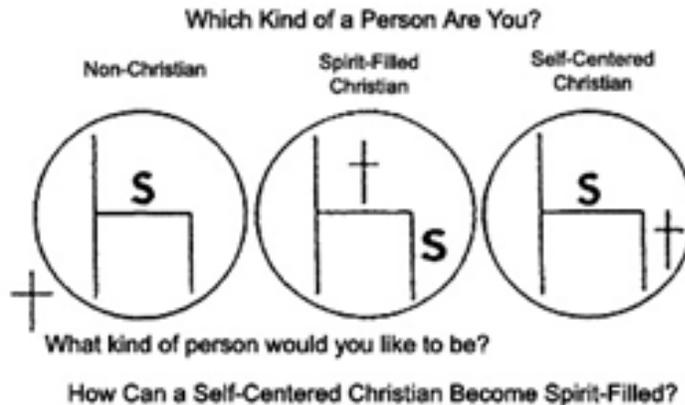
-  I. **Sin and its Effects** (10 min)
What does the hyena represent in the Christian life?
-  A. What is sin?
-  1. Galatians 5:19-21 - It is word, action and thoughts.
2. James 4:17 - When we don't do what we know we should do.
- B. Who are sinners?
1. I John 1:8 - All are sinners.

-  II. **Effects of Sin** (10 min)
Read each verse listed, then ask the question.
-  A. Romans 3:23. What did the hyena do to the woman?
-  • He ate her leg. Sin eats us spiritually.
- B. Psalm 32:3,4. Do you think sin could cripple us like the hyena did the woman?
-  • When we keep silent, our bones wither away.
- C. Psalm 66:18. If we harbor sin, God won't hear us.
-  • The woman had to live with the consequences of her sin, even though the village forgave her for lying and hiding the hyena. The woman made things worse by continuing to hide the hyena and not confessing.



III. Confession (Time)

- A. What does it mean to confess? Use example of being in a courtroom and pleading guilty to the charges because you have done a wrong.
- Confession: "To agree with God, to plead guilty."
- B. Draw the three circles of confession. Ask the group, have you felt like this before? You may want to discuss the issue of relationship verses fellowship.



- C. The prodigal son story from Luke 15:11-24 can be discussed.
- D. When sin builds up, a condition of *spiritual malnutrition* occurs.



IV. Four Parts of Confession (15 min)

Write out the Scripture references on slips of paper and give them to four groups to discover what each specifically tells us to do about sin. Discuss and report back. Write the verses and what the groups report on poster-size paper for all to see.

- A. What can we do, when we know we have sin in our lives?
1. I John 1:8,10 - Agree with God that I have sinned.
 2. I Peter 2:24 - Agree with God that the penalty for sin has been paid. Seeing sin from God's point of view.
Psalm 32:5 - The guilt of our sin is also forgiven.
 3. Isaiah 55:7 - Agree with God to turn away from that sin.
 - ◆ Example of David: Once he confessed a sin, he did not do it again. He was a man after God's heart and yet he sinned, but he also did something about it.
 4. Luke 19:8 - Agree with God to make restitution when necessary.
 - ◆ Sensitivity is required as to how restitution is made.



V. Reasons for Confession (10 min)

- A. Why do we confess our sins? Hebrews 10:12,14,17
- But Christ gave Himself to God for our sins as one sacrifice for all time and then sat down in the place of highest honor at God's right hand. For by that one offering He made forever perfect, in the sight of God, all those whom He is making holy. And then He adds, "I will never again remember their sins and lawless deeds."
 - This makes forgiveness real in our life and removes the barriers. You can talk about how unconfessed sin can be like a splinter wound, where the stick remains and causes a continuous infection. Confession is an expression of faith and obedience and keeps us walking in fellowship.
- B. What should the woman have done to keep from being eaten by the hyena?
- Confess sin of hiding hyena to people.

- C. What can we do to stay free of sin?
- Confess sins when we recognize them - God looks at our heart attitude. Share the contrast between David who was humble and contrite (Psalm 32:5), and Saul who blamed other people for his sin (I Samuel 15:15).



VI. Defense Against Temptation to Sin (10 min)



Give verses to four small groups:

- Psalm 119:11 - Know the Word of God.
- Luke 22:40 – Prayer.
- Ephesians 6:10-18 – The armor of God.
- I Peter 5:8 - Be aware of your enemy Satan who wants you to fall. Example of the roaring lion – it is usually the old and harmless ones who roar. They are helping the younger lions to hunt by chasing the game to them. They are not the dangerous ones though they sound frightening.



VII. Confession Our Sins to God and Receiving Forgiveness (10 min)



- Review the main points and then have each person make a list of their sins, by themselves. Then write I John 1:9 over the list. Thank God for forgiving these sins, make restitution where necessary and destroy the list.

ATTITUDE: Facilitator has learned that sin can be dealt with in God's way.

SKILL: Participants will be able to remember all the points of the hyena story and of how that applies to sin in their own life.

EVALUATION: Facilitators will know that participants have learned the content of this lesson when they can draw the two hearts of confession.

THE VILLAGE HYENA Story

A hyena went to a village and was causing a lot of problems for the people. The people began chasing the hyena. The hyena ran until he saw a house outside the village. He went to the house and found a woman inside. The hyena begged the woman to hide him from the people chasing him. She refused at first, but he insisted, and said he would help bring her meat. So, she let him in her house. When the people chasing the hyena came by, the woman was standing outside her house. They asked if she had seen the hyena. She said she had not, so the people left. She told the hyena that it was safe for him to come out of her house and leave. But the hyena said he had become hungry and that he would eat her leg because he wanted meat. And he did!

What happened? What was the problem?

- The woman let the hyena in her house, then covered up what she had done.

OR

Role Play:

People: We've got to catch that hyena before he causes us any more problems!

Hyena: Boy, I better run out of this village fast, before all these people chasing me catch me! Look there's a house outside the village. I'll run over there and maybe I can hide. (Ah, a lady!)

Hyena: Hey lady, will you please hide me from all these people that are chasing me?

Woman: I don't think so hyena!

Hyena: Oh, come on lady! I'll help you find meat if you let me in.

Woman: OK hyena, come in.

People: Hey lady, have you seen a hyena around here?

Woman: No, I haven't seen a hyena. Sorry I can't help you. OK hyena, it's safe to go now.

Hyena: Not now, I'm hungry for some meat and I think I'll eat your leg!

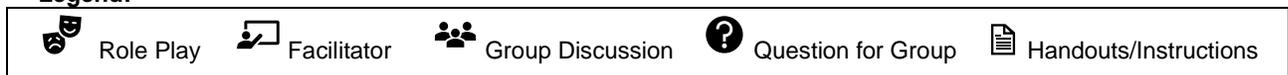
Roles of the Committee

- Objectives** After working through this lesson:
1. Participants will be able to understand the central role of the committee.
 2. Participants will know the jobs of the committee.
 3. Participants will know that the committee is the group that manages the project, not the training team.
 4. Participants will know there are alternatives to having a special development committee manage the project.

Overview for facilitators Of the three major groups in a project, the committee is where the most misunderstandings take place, the most mistakes are made, and the most problems occur. Participants must understand how to work with the committee, or the project may fail.

- Materials**
- Poster-size paper, markers, and masking tape
 - *Roles of the Committee* Role Play

Legend:



LESSON

1 HOUR 

 Use the attached *Roles of the Committee* role play.

SHOWD QUESTIONS What did you **S**ee? What was **H**appening? Does this happen in **O**ur place? **W**hy does this happen?
What will we **D**o about it?

-  I. **Jobs of A Local Committee** (20 min)
-  Break into small groups and have the groups develop a list of jobs that a local committee would do.
-  A. Select and manage CHEs. motivate, encourage, and evaluate their work.
B. Visit homes with CHES occasionally to provide encouragement.
C. Visit CHEs on a regular basis to express appreciation.
D. Identify needs in the community and plan projects to meet those needs.
E. Find local and outside resources for projects, and plan for their use.
F. Coordinate efforts and mobilize people to do projects.
G. Monitor work and make mid-course corrections when necessary.
H. Evaluate progress and report to the community.
I. Coordinate between the training team, the community, government and non-government organizations.
J. Elect officers. Define roles and tasks of committee members.
K. Represent the community and be accountable to it.
L. Participate in committee training.
M. Be open to spiritual teaching.
N. Act as resource people.
O. Promote CHE in other communities.

- P. Be physical and spiritual role models.
Q. Meet regularly.



II. **CHE Committee Members** (5 min)



Who should be members of a CHE committee?



- A. Influential/respected people.
B. Representatives of different segments of society.
C. Leaders who are committed to the community.



III. **Choosing the CHE Committee** (10 min)



How is the CHE committee chosen?



- A. Always elected by the people.
B. Method of choosing committee members will vary from culture to culture.
C. They may want to form a temporary committee that is set up to manage a specific project or to serve for a designated timeframe. This will be a training and proving ground for a more permanent committee.
D. Form focus groups around specific interests (mothers, farmers, youth, savings clubs, etc.) Have each focus group choose one representative to serve on the committee.



IV. **Other Groups That Might Function as the Committee** (5 min)



What are other structures that might serve as a committee if willing to be trained?



- A. Existing church or community committee.
B. Elders - clan or tribal leaders.
C. Village council or elected community leaders.



V. **Strengthening the Committee** (5 min)



How can the training team strengthen the committee?



- A. Train the committee. Training for the committee is discussed in TOT II.
B. Mentor and coach the committee and work with them through project cycles.
C. View key committee members as your first disciples.
D. Spend time with key committee members.
E. Have the committee set their own governing structure.

*It is important that key influential people from the community are on this committee to add credibility to the program.



VI. **Suggested Guidelines for Committee Set up** (10 min)



Discuss suggested guidelines for the committee setup in a target area.

- A. One committee per 1500 villagers or 300 families within 1-2 kms.
B. Each committee should have 7-11 members. This is a good number for voting.
C. Both men and women if possible.
D. If the target area is very large, there may be an executive committee made up of members from each local committee.
E. One CHE per 10-15 families (50-75 people). Communities will need at least 20 CHEs for 300 families and 1500 people. Train 15-20 CHEs at one time.

ATTITUDE: The committee is very important if the program is to be a success. They are the ones who represent the community and should be the ones to plan, manage, and control the project.

SKILL: Participants will know the role of the committee, and how to set up a committee in their target areas.

EVALUATION: The committee plans, organizes, and manages the program well. They also are supervising the CHEs.

This lesson is used in: TOT I, Committee Training

Role of the Committee
Role Play

Role Play:

- 1st** Do you know what our committee is to do now that we have chosen the CHEs and training is going on?
- 2nd** No, I'm not sure what we need to do now. I wonder if we are needed anymore.
- 1st** I don't think so. Let's quit meeting. Our job is done.

Role of the Committee
Role Play

Role Play:

- 1st** Do you know what our committee is to do now that we have chosen the CHEs and training is going on?
- 2nd** No, I'm not sure what we need to do now. I wonder if we are needed anymore.
- 1st** I don't think so. Let's quit meeting. Our job is done.

Committee Organization

- Objectives** After working through this lesson:
1. Committee members will understand their job and their function in a CHE Program.
 2. Committee members will understand the need to make the major decisions, if the project is to belong to the community and not the outside trainers.

Overview for facilitators This lesson discusses the organization of a CHE committee.

- Materials**
- Poster-size paper, markers, and masking tape
 - *Formation of a Committee - Questions to Ask* Handout

Legend:

 Role Play	 Facilitator	 Group Discussion	 Question for Group	 Handouts/Instructions
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LESSON

1 HOUR 

 **Role Play (10 min):** Begin this session with a role play showing a disorganized group of people in a committee meeting. There is nothing happening, except a lot of shouting and confusion.

SHOWD QUESTIONS What did you See? What was Happening? Does this happen in Our place? Why does this happen?
What will we Do about it?

 I. **The Role of the Committee** (15 min)
 What is the role of the committee? Break into small groups and discuss (Refer to the lesson "Role of the Committee").
 *A key factor in developing a dedicated committee is that the group sees the responsibility for the entire project as their own, and the initiative for it needs to come from them. For this to happen, there must be a structure to which the committee is committed. It is felt that a constitution is critical, so certain decisions should be made during this first session.*


 II. **Responsibilities of a Committee Officers** (20 min)
 Distribute the Handout *Formation of a Committee - Questions to Ask*. Ask and answer the questions one at a time.

ATTITUDE: The committee and the project will succeed or fail depending upon the committee's performance.

SKILL: The committee will be able to function well at meetings and in their positions.

EVALUATION: The facilitator will know the committee members have learned the content of this lesson when the committee functions effectively in managing the project.

FORMATION OF A COMMITTEE

Questions to Ask

The following questions should be discussed and answered by committee members when they meet after being selected by the community to serve as part of the Committee.

ORGANIZATION

- Should there be a chairman and if so, what should his duties be?
- Should there be a vice-chairman and if so, what should his duties be?
- Should there be a secretary? What should be his duties?
- Should there be a treasurer? What should his duties be?
- How often should new officers be elected, and should all officers be elected at the same time or should their terms be staggered?
- How frequently should the committee meet, and should it be on the same day every week (month)?
- Can the chairman call a special meeting and if so, with how many days' notice?
- Should all the sessions be recorded and how?
- What happens if members miss three consecutive meetings?
- Should these members be replaced or ignored? How do you go about it?
- What constitutes a quorum to make a decision?
- Where should the meetings be held?
- What kinds of things should be discussed at the meetings?
- Should the CHE be present at the meeting? If so, should they be present for the whole meeting or only part of the time?

REPORTING

- What kinds of things should be included in report forms?
- How frequently should the forms be filled out and when must those forms be turned in?
- Should all the copies go to the committee or should the project office get a copy?
- What should the committee's role be in relationship to the CHE's report on money and supply needs?

DISCIPLINE

- Discuss what methods of discipline are appropriate for the CHES.
- Are there specific offenses which result in immediate replacement of a CHE?
- What happens when the CHE:
 - doesn't make home visits?
 - doesn't turn in reports?
 - has no community project?
 - lies?
 - misuses goods or funds?

REWARDS

- CHEs are volunteers and don't receive money. What other kinds of rewards could you give?
- What types of rewards work best?
- Should there be a reward for the best CHE worker of the month for a project, and if so, how should it be decided?

FUNDING

- Is there a need for funding for CHE projects?
- If so, what might be the reason that the CHE program needs funding?
- What are the possible ways that they can obtain funds locally?

CHE COMMITTEE TRAINING

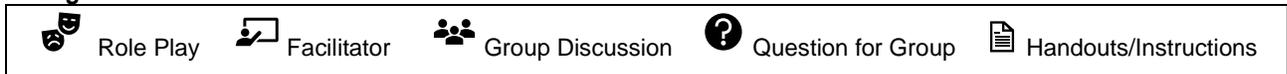
*Day 5:
Emphasis on the CHEs Role*

Christian Growth

The Filling of the Holy Spirit

- Objectives** After working through this lesson:
1. Participants will be able to explain who the Holy Spirit is.
 2. Participants will understand two reasons why the Holy Spirit came.
 3. Participants will be able to identify and learn about the three kinds of people described in I Corinthians 2:14-3:3.
 4. Participants will be able to learn two results of being filled with the Holy Spirit.
- Overview for facilitators** This is a lesson on Christian Growth, to help participants learn how to be filled with the Holy Spirit and to appropriate the filling of the Spirit.
- Materials**
- Poster-size paper, markers, and masking tape
 - Diagrams already drawn (optional)
 - Bibles

Legend:



LESSON

1 HOUR 

-  Ask someone to read the *Frog in the Water* story, attached. Draw the spring as they tell the story to further illustrate it.

**SHOWD
QUESTIONS**

What did you **S**ee? What was **H**appening? Does this happen in **O**ur place? **W**hy does this happen?
What will we **D**o about it?

After the story is read, ask the large group: How could this represent a problem in our Christian lives?

- Sin blocks the flow of the Holy Spirit, who is to control the life of a believer.

God hasn't left us alone without help. Many verses talk about the Holy Spirit and this lesson presents just a few.



I. **The Holy Spirit, and Why He Came** (10 min)



Who is the Holy Spirit and why did He come? What does He do? Have different members of the large group look up the verses, read them to the others and discuss what each verse tells about the Holy Spirit.



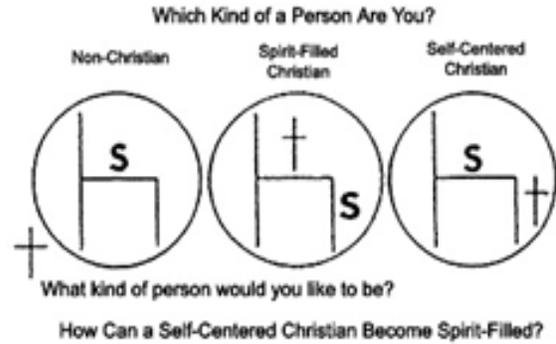
- A. Acts 5:3-4 - He is God.
- B. I Corinthians 3:16 - He lives in every believer.
- C. John 16:13-14 - To glorify Christ and lead us to the truth.
- D. John 14:16-17 - To be a counselor and helper.
- E. John 14:26 - To be our teacher, helper, one to remind us.
- F. I John 4:1-4 - He is more powerful than any other spirit. (esp. verse 4)
- G. John 3:5 - It is impossible to know Christ apart from the Spirit.



- II. **Three Kinds of People** (10 min)
Use diagrams drawn before class or draw the 3 circles on a board or large paper, as you talk about each one.

What are the three types of people according to I Corinthians 2:14-3:4?

- A. I Corinthians 2:14
 - Non-believer
- B. I Corinthians 2:15-16
 - Spirit-filled Christian
- C. I Corinthians 3:1-4
 - Carnal Christian - addressed to brothers – other believers who were acting like babies. Are babies self-centered? Carnal, fleshly, cares more about himself than pleasing God. Often looks like non-believer.



Carnal Christian: Do you know anyone who fits into this category?



- III. **We Want to Do What is Right But...** (5 min)
Distribute (*Name of HO*) handout and give instructions to small groups.
Discuss in small groups:

- A. Do you ever find it hard to do what God wants you to do? Romans 7:15,18, 24
 - Our carnal nature causes the struggle.
- B. What two things are in opposition? Galatians 5:16-17.
 - Two things in opposition – the flesh and the Spirit. There is a tug of war going on. We decide who wins.
- C. What are the deeds of the flesh? Galatians 5:19-21
 - Deeds of the flesh are listed in verse 19-21.
- D. Who can keep us from doing the deeds of the flesh? II Corinthians 3:17.
 - The Spirit of the Lord can keep us from doing the deeds of the flesh.
- E. When do we become carnal? James 1:14-16
 - We become carnal when we are carried away and let sin control us.



- IV. **Self-Centered Christians** (10 min)
Ask the group: Why do so many Christians remain self-centered? How do we get rid of "the frogs in the pipes?"

- A. Lack of knowledge.
 - Share the story: A farmer was experiencing a drought on his farm. No water was available for his crops. A team from UNICEF offering to drill a well and found water on his land. The farmer now had enough water for all his needs and more than he could even use. The water source was there all the time, but he just did not know how to get it.
- B. Lack of faith (Luke 11:11-13)
 - A person may not trust God to bless him and he is afraid God will make him do something that is too difficult or not desirable.



- V. **Being Filled with the Holy Spirit** (5 min)
- A. What are the results of being filled with the Holy Spirit?
 1. Abundant life (John 10:10).
 2. Bearing fruit and becoming more like Christ (John 15:1-8; Galatians 5:22-23).

-
- B. How can we be filled with the Holy Spirit? Go over the steps and the verses that go with each one.
1. Desire righteousness (Matthew 5:6).
 2. Confess our sin (I John 1:9).
 3. Give yourself to God totally, every area of your life (Romans 6:13).
 4. Claim what is already ours according to the Word of God (Ephesians 5:18).
 - A Command—be filled with the Spirit.
 5. By faith—express through prayer your desire to be controlled by the Holy Spirit.
 - A Promise—ask in confidence knowing our God who hears will answer (I John 5:14-15).
-



VI. Prayer to be Filled with the Holy Spirit (5 min)



Read through the prayer to be filled as an example, then give the opportunity for the group to pray that prayer silently as you read it out loud again.

“Lord Jesus, I have been controlling my life. I agree with You that this is sin. I turn away from this sin. Please take control of my life. I want to obey You. Thank you for forgiving me. I now trust You to fill me with Your Holy Spirit. Thank you for filling me as You promised.”

In closing, emphasize it is FAITH and the attitude of your heart and not the prayer itself. This is a truth that really transforms a person because he now has the power to live the Christian life.

ATTITUDE: Facilitator has an understanding that the key to living a Christian life is that it is pleasing to God.

SKILL: Participants will be able to walk daily in the power of the Holy Spirit and not under the carnal, self-controlled person.

EVALUATION: Facilitators will know that participants have learned the content of this lesson when they begin to see changes in the lives of CHEs as they put these truths into practice.

THE FROG IN THE WATER

Story

Mr. _____ was a very well-known man in his community, who did many good things for himself and for his neighbors. One project he did, was protect a large spring that was not too far from his house. He decided to go one step further and tapped into the spring so that he could pipe water directly into his home. His wife was very happy because she didn't have to carry it anymore. Many other people continued to also draw water from this protected spring.

Everything was going along well until one day something got inside the pipe and blocked it so that Mr. _____ no longer had running water. The source of the water was still there, but he could not get it. So, he began to take the pipe apart looking for the blockage, until he found a frog. He removed the frog from the pipe and put it back together, and the water flowed freely again.

Roles of the CHE

- Objectives** After working through this lesson:
1. Participants understand the jobs of CHE.
 2. Participants understand the characteristics that make a good community development worker.

Overview for facilitators The major emphasis is for the participants to think through the characteristics which would make a person a good CHE. The exercise of sorting through the task and prioritizing characteristics is excellent.

- Materials**
- Poster-size paper, markers, and masking tape
 - *Role of the CHE* Role Play
 - *Good and Bad Qualities of a CHE* Strips cut apart (4 sets)

Legend:

 Role Play	 Facilitator	 Group Discussion	 Question for Group	 Handouts/Instructions
---	---	--	--	---

LESSON

1 HOUR 

 Use the attached *Role of the CHE* role play.

SHOWD QUESTIONS What did you See? What was Happening? Does this happen in Our place? Why does this happen?
What will we Do about it?

-  I. **Qualities of a CHE: Good vs. Bad** (20 min)
-  In small groups, have the people discuss what qualities they want in a CHE. There are two approaches to this:
-  A. One, is to give the workers 27 different cards each with a different quality, including both positive and negative points. Eliminate the negative or ones you do not want, and prioritize the remaining cards into the most important to least important qualities they want in their health workers.
1. Faithful
 2. Represent their sub-district
 3. Men only
 4. Women only
 5. Married or single
 6. Over 25 years of age
 7. Minimum of standard seven education
 8. Maximum of standard seven education
 9. Long-term community resident
 10. Respected
 11. Married only
 12. Volunteer
 13. Able to read and write
 14. Desires to work at a hospital in the future.

15. Looking for a salary
16. Desires improved health in their home
17. Hard Worker
18. Young School leaver
19. Drunkard
20. Dishonest
21. Men and Women
22. Very busy
23. Trained
24. Model
25. Committed to community
26. Trusted
27. Christian Only

In the large group, compare the choices of the small groups and discuss.

- B. A second approach is to have the group come up with their own qualities.



II. **CHE Roles (tasks)** (15 min)



In small groups, list the roles (tasks, jobs) of the CHE volunteer. Report back. (Most important roles in bold).



- A. **Be a model (an example) of what they are teaching.**
- B. **Do home visitation.**
- C. **Initiate and be active in evangelism, follow up and discipleship.**
- D. **Teach physical and spiritual topics one-on-one in the community.**
- E. Be involved in a local church.
- F. Do survey work.
- G. Initiate self-help projects.
- H. Follow up of new Christians.
- I. Be committed to be trained and attend the trainings.
- J. Report to committee what you find.
- K. Promote health, prevent disease, and participate in the abundant Christian life.
- L. Multiply teachings into adjacent areas.
- M. Be an encourager to help people in the community see the project as their own.
- N. Be a multiplier of what you have learned within your own area.
- O. Be a part-time volunteer.
- P. Do group trainings at schools.
- Q. Meet expected standards set by trainers and committee.
- R. Work with resources people.
- S. Refer patients to clinics.
- T. Conduct Bible studies.



III. **Conclusion** (Time)

Since the committee chooses the CHEs, this is a good exercise to do during committee training before the committee chooses the CHEs.

ATTITUDE: The CHEs are important members of the project and they must participate fully in the development of the project.

SKILL: The training team can train the committee so that the committee chooses CHEs with the right characteristics. Also, enable the CHEs to fully understand their role after the completion of the training.

EVALUATION: The training team knows the roles of the CHEs and is training them to carry out their roles.

Role of the CHE **Role Play**

Role Play: A CHE is collecting money for a billiard parlor or some other activity that is not the role of a CHE.

Resident I'm not interested in giving.

CHE (Keeps insisting and harassing him, implying he does not care about his community.)

Resident Why are you doing this? This isn't even your job. You are supposed to be helping us physically and spiritually!

Role of the CHE **Role Play**

Role Play: A CHE is collecting money for a billiard parlor or some other activity that is not the role of a CHE.

Resident I'm not interested in giving.

CHE (Keeps insisting and harassing him, implying he does not care about his community.)

Resident Why are you doing this? This isn't even your job. You are supposed to be helping us physically and spiritually!

Good and Bad Qualities of a CHE

Activity

Instructions: Take each quality listed below. Make FOUR sets of all 27 qualities.

Faithful

**Represent their
sub-district**

Men only

Women only

Married or Single

Over 25 years of age

Minimum of standard
seven education

Maximum of standard
seven education

Long-term community
resident

Respected

Married only

Volunteer

Able to read and write

**Desire to work at a
hospital later**

Looking for a salary

**Desires improved health
in their home**

Hard worker

Young school leaver

Drunkard

Dishonest

Men and Women

Very busy

Trained

Model

Committed to community

Trusted

Christian only

Supervising CHEs

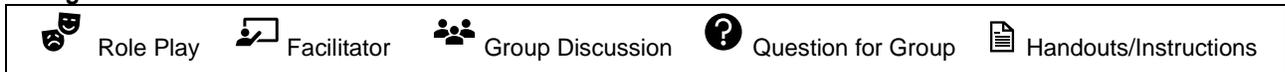
Supervision, Incentives, Reporting and Funding

- Objectives** After working through this lesson:
1. Committee members will know ways to supervise the work of CHEs, including rewarding them for good work, disciplining them when necessary, and reporting by CHEs.
 2. Committee members will know how to give Healthy Home Awards and will discuss funding of projects.

Overview for facilitators This is a lesson for training committee members to supervise the work of CHEs.

- Materials**
- Poster-size paper, markers, and masking tape
 - *Motivating CHEs 1 & 2* Role Plays
 - *CHE Monthly Report* Handout

Legend:



LESSON

1 HOUR 

 Use the attached *Motivating CHEs 1 & 2* role plays.

SHOWD QUESTIONS

What did you **S**ee? What was **H**appening? Does this happen in **O**ur place? **W**hy does this happen?
What will we **D**o about it?

-  I. **Committee Supervision of CHEs** (15 min)
-  Start the meeting with the *Motivating CHEs #1* Role Play, with a CHE wanting to quit. Have participants discuss in small groups what they would do and what their role is in supervising CHEs.
- 
- A. Without supervision, CHEs will not do well. It is important for the committee to supervise the CHEs.
 - B. Supervision should be motivational and not based on punishment.
 - C. Each CHE should be accompanied on home visits at least monthly by a representative of the committee, so the committee knows what the CHEs are doing.
 - D. When the CHEs bring their monthly reports there should be a meeting, which allows them to encourage each other as a group, as well as air their complaints.
 - E. It is a major role of the committee to be initially involved with the CHEs in their supervision and direction.

**II. Rewarding CHEs (10 min)**

Have participants act out the *Motivating CHEs #2* Role Play, which shows CHEs conversing about no one caring whether they work or not.

A. Discuss the following questions in small groups:

1. What kinds of rewards work best?
2. How much should a reward be if it is financial?
3. If it is financial, how can the money be obtained?
4. Should there be a reward for the best CHE worker of the month for a project, and if so, how should it be decided?

**III. Healthy Home Award (15 min)**

One incentive for the CHEs (and the program as a whole) is the use of a "Healthy Home Award." A Healthy Home Award is based upon meeting several criteria.

Qualifications:

One option is to have a Healthy Home Award presented to each family that meets five of the criteria. This becomes an incentive for the CHE because he wants to have as many Healthy Home signs as he can possibly obtain.

Discuss possible criteria for a Healthy Home Award in the large group:

- A. Establishing a clean water source.
- B. All children in the family are immunized.
- C. A proper latrine with covers, being used correctly.
- D. All children well-nourished.
- E. Home has a raised fireplace.
- F. There is a rubbish pit and it is being used properly.
- G. There are dish-drying racks.
- H. There are water collection tanks.
- I. Family is practicing child spacing.
- J. People are involved in Bible study groups.
- K. People are sharing Christ with others around them.

**IV. Discipline (15 min)**

Discuss in the large group appropriate methods of discipline for the CHEs. Are there specific offenses which result in immediate replacement of a CHE? What happens when the CHE:

- Doesn't make home visits?
- Doesn't turn in reports?
- Has no community project?
- Lies?
- Misuses funds?

**V. Reporting (15 min)**

Reporting by CHEs is an important part of the program. See attached report form.

Discuss the following:

- What kinds of things should be following: include in report forms?
- How frequently should the forms be filled out and when must those forms be turned in?
- Should all the copies go to the committee or should the project office get a copy?

**VI. Funding of Projects (15 min)**

Present the following questions, considering the current project:

A. Funding questions:



1. Is there a need for funding for the program?
 2. If so, what might be the reason that the CHE program needs funding?
 - B. What are some ways the funds can be obtained locally?
 1. Harambee
 2. Church offering
 3. Make and sell products
 4. Community donations
 5. A flat fee of approximately .5% of a person's average monthly income could be charged.
-



VII. Conclusion (5 min)



Statement/Prayer

ATTITUDE: Facilitator is aware that if the committee does not supervise the CHes, then the project will not succeed.

SKILL: Participants will be able to implement their decisions.

EVALUATION: Facilitators will know that participants have learned the content of this lesson when they begin to effectively supervise, reward and motivate their CHes.

This lesson is used in: Committee Training, TOT2

MOTIVATING CHES

Role play #1

Role Play:

1st I think the time has come for me to quit working in this village!

2nd But why?

1st I just don't feel like I have any direction or am accomplishing anything that is really helping.

2nd I'm sorry to hear that you feel that way. You will really be missed if you leave!

1st I'm sorry too, but I just don't know what else to do!

MOTIVATING CHES

Role play #2

Role Play:

1st You know, it's really discouraging because I don't feel like anyone cares whether we work or not!

2nd I know what you mean! There is no one to listen to our problems or to help us know how to deal with them when they do come up.

1st I don't even fill out my reports anymore and I have also stopped doing home visitation.

2nd Me too! It just doesn't seem important anymore.

1st I wish there was someone who could help us so we could feel more encouraged about our work again.

COMMUNITY HEALTH EVANGELIST MONTHLY REPORT

Name _____

Month _____

1. Please share something that God is teaching you. What spiritual victories or defeats have you had this month?

2. Are there some things you want us to pray for you? Any answered prayer?

3. Please share something from your evangelistic opportunities and discipleship ministry this month.

4. Total Home Visits Made _____

Spiritual	<u>No.</u>	Teaching (Topics Taught)	<u>No.</u>
People share with the gospel	_____	New Life in Christ	_____
Number who accepted Christ	_____	Confession	_____
Number of people being followed-up	_____	Living in Christ	_____
Bible Study groups you are leading	_____	Walking in Christ	_____
Total number of people involved	_____	Christian Growth	_____
Number of disciples who now have their own groups	_____	Prayer	_____
Total number of people involved in all groups	_____	Quite Time	_____

Physical	<u>No.</u>	Teaching (Topics Taught)	<u>No.</u>
New latrines	_____	Scabies	_____
New children immunized	_____	Worms	_____
New rubbish pits	_____	Diarrhea	_____
New dish drying racks	_____	Malaria	_____
New raised fireplaces	_____	Nutrition	_____
New water tanks	_____	Immunizations	_____
New Healthy Home Award	_____	Family Planning	_____
		Colds	_____

5. What special health problems have you seen this month in your community?

6. What community projects are being done in your community?

7. Has your Health Committee met this month? What was discussed? Were you visited by a committee member?

8. Anything else you want to share with us? (Problems or suggestions)

9. What would you like to see accomplished in your area during this next month?

CHE COMMITTEE TRAINING

*Day 6:
Emphasis on Planning*

Focusing on Assets

- Objectives** After working through this lesson participants will be able to:
1. Explain what assets are.
 2. Describe why it is important to focus on the assets of a community.
 3. Discover some of the skills and interests of people in their area.

Overview for facilitators This is a basic lesson introducing assets of a community.

- Materials**
- Poster-size paper, markers, and masking tape
 - *Drawings of Community Handouts*

Legend:

 Role Play	 Facilitator	 Group Discussion	 Question for Group	 Handouts/Instructions
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Game (10 min): *Two Truths and a Lie*

Divide into small groups. Each person will tell the others “two truths and a lie” about their skills, hobbies or interests. Can the others guess which one is not true?

Gather as a large group. What did you learn about each other that was new? What surprising skills or hobbies did you discover?

LESSON

1 HOUR 

-  **I. Community Illustration** (20 min)
-  Instructions:
-  A. Divide into small groups of people who live near each other. Make a drawing that depicts your community or neighborhood.
-  B. Return to the large group. Use your drawings to describe your community. What is your area like? (Examples are found in the *Drawings of Community* illustration.)
- C. What did you focus on in your drawings?
1. We showed mostly our problems or needs.
 2. We showed the buildings and structures in the neighborhood.
 3. We showed the families.
 4. We also showed some strengths or assets of the community.
-
-  **II. Focusing on Assets** (10 min)
-  Discuss in large group.
-  A. What happens when we focus mostly on the needs of an area?
1. We think about our problems.
 2. We focus on what we don't have.
 3. Sometimes our problems or needs seem overwhelming.
 4. Sometimes our problems seem too big to resolve.
 5. We need outside help to fix our problems.
- B. We also have assets, or strengths, in our communities. What are some assets or strengths that are found in our community? Think also of individuals and families.

1. We have schools and shops.
 2. We have other community buildings.
 3. We have roads and public transportation.
 4. We have community leaders.
 5. We have strong families.
 6. Each person also has skills or abilities.
- C. Why should we focus on our assets and not just on our needs?
1. We can build on our strengths.
 2. We can work together as a community.
 3. We can teach each other new skills.
 4. We can learn from each other.
 5. We don't always need outside help.



III. Discovering Our Assets (20 min)



A. How could you discover some of the skills or abilities of your neighbors? Discuss in small groups and report back.



1. We can take a survey.
2. But that is pretty formal.
3. We can ask our neighbors about their hobbies and skills.
4. We can visit our neighbors and learn about their interests.
5. We can observe some of their skills from what they do, such as gardening or carpentry.
6. We can invite our neighbors to play games such as "Two truths and a lie."
7. We can talk with some of the residents who have lived here a long time.
8. We can make a map showing where the families live and showing their skills.
9. We can ask our neighbors to teach us new skills.

B. Spend time during the next week discovering some of the skills or interests of your neighbors.



IV. Conclusion (5 min)



Statement/Prayer

ATTITUDE: It is important to know about the assets of our community.

SKILL: Participants will know how to discover some of the skills or interests of their neighbors.

EVALUATION: Are the participants discovering the skills and interests of their neighbors?

References:

DRAWINGS OF COMMUNITY



Objective Setting

- Objectives** After working through this lesson:
1. Participants will be able to understand how to establish an objective.
 2. Participants will be able to establish clear measurable objectives.
- Overview for facilitators** Setting objectives and step planning go hand in hand. The student must be able to set an objective before he can outline the proper sequence of steps to accomplish the objective.
- Materials**
- Poster-size paper, markers, and masking tape
 - *Objective Setting* Handout

Legend:

 Role Play	 Facilitator	 Group Discussion	 Question for Group	 Handouts/Instructions
---	---	--	--	---

LESSON

1 HOUR 

Starter (15 min):

If you have time this is an excellent starter, using a Ring Toss Game, Darts or a Waste Basket with coins. Explain that this game is related to objective setting.

Explain that each person will have a chance to toss three rings onto the peg. Each person can decide how far away from the peg he or she will stand for each toss. You will mark a line at three different distances. Each person can then stand for his turn wherever he or she wants.

Ask each participant to come forward one at a time to try his luck. Have someone keep a record of how far away each person stands and how many times each hits the target.

When all have had their turn, discuss the following questions:

1. How did you decide on your goal?
2. How did you feel before, during and after your turn?
3. Did you take a risk and set a higher goal than you could achieve?
 - If we do it a second time, we will find that practice improves our chance of success and the desire to succeed.
 - The greater the risk, the less chance of success.
 - The greater the risk, generally the greater the sense of accomplishment, even if we do not do as well.
 - The more careful we are at aiming, the greater the chance there is of success.

-
-  I. **Setting Goals** (10 min)
Explain the steps in setting goals. It is good if they are written out on a poster-size sheet of paper ahead of time.
-  A. Setting goals or objectives follow these same principles. People can agree that a problem exists and is important and still not solve it. This can happen even if
-



everyone agrees that something should be done. People must agree on what they will do about the problem. A project will not succeed unless it has goals or objectives which are based on their problems, agreed upon, and defined by the community.



- B. How do we go about establishing an objective? This is a five-step process.
1. What do you want to change?
 2. For whom or what do you want the change to take place?
 3. How much change do you want?
 4. Where do you wish the change to take place?
 5. When, and by what time or date do you want the objectives to be accomplished?



II. Example of Goal Setting (5 min)



The community desires to increase the number of pit latrines from 10 to 50 by (date a realistic time in the future). The latrines will be used by the families who have completed them.



III. After We Write a Goal, We Must Ask (5 min)



- Explain that we need to ask 3 questions after we have written the objective to test it.
- A. Is the goal measurable or observable? In other words, do we know when we have accomplished it?
 - B. Is it relevant, or is it important?
 - C. Is it possible to achieve the results?

On any objective that we set, we must measure our objectives considering the above three questions.



IV. Objectives (15 min)



- A. Break the people into small groups and have each one come up with one objective, give each group one of the following from which to develop objectives:
 1. Immunizations
 2. Diarrhea
 3. Worms
 4. Sharing the gospel
 5. Discipleship
 6. Good water
- B. After each group has written an objective, have them present it to the large group and discuss it considering:
 1. Does it answer "Who, What, Where, When, and How much?"
 2. Secondly, is the objective measurable, relevant, and possible to achieve?

ATTITUDE: Facilitator is aware that objectives are important, so progress can be measured later in comparison to what we said we would do.

SKILL: Participants will be able to establish realistic objectives and work towards accomplishing them.

EVALUATION: Facilitators will know that participants have learned the content of this lesson when they are able to set realistic objectives and understand that these objectives can be changed as the need arises.

OBJECTIVE SETTING

Establishing an objective is a five-step process.

1. What do you want to change?
2. For whom or what do you want the change to take place?
3. How much change do you want?
4. Where do you wish the change to take place?
5. When, and by what time or date do you want the objectives to be accomplished?

An example would be:

The community desires to increase the number of pit latrines from 10 to 50 by 1 July 2022. The latrines will be used by the families who have completed them.

After we have written a goal, we must ask several things:

Is the goal SMART

- S** Specific
- M** Measurable
- A** Attainable
- R** Realistic
- T** Time bound

Step Planning

- Objectives** After working through this lesson:
1. Participants will be able to understand how move beyond where they are to the objective they have set.
 2. Participants will be able to establish the steps necessary to reach their objectives.

Overview for facilitators In this lesson, participants will learn step planning as a process to achieve their objectives.

- Materials**
- Poster-size paper, markers, and masking tape
 - Starter
 - *Task Oriented Planning* Handout

Legend:

 Role Play	 Facilitator	 Group Discussion	 Question for Group	 Handouts/Instructions
---	---	--	--	---

LESSON

1 HOUR 



Role Play (10 min):

Act out: Two CHE workers are talking about their work. They are confused about how they are doing. They don't know what they have accomplished. Some people are happy with their work and some are unhappy. Some want them to teach only physical topics and some want only spiritual.

SHOWD QUESTIONS

What did you **S**ee? What was **H**appening? Does this happen in **O**ur place? **W**hy does this happen?
What will we **D**o about it?



I. Task Oriented Planning (10 min)



A. What is task-oriented planning?

Breaking a project into specific steps or tasks which enable you to advance beyond where you are to where you want to be when the project is completed. Task-oriented planning helps us complete projects.



B. Why do you think it is important?

It is important because:

1. It is how you reach objectives.
2. It determines how to move from the beginning to the end of a project.
3. It identifies the necessary resources and where they are needed.
4. It determines whether the project is on schedule, and if not, why not.



II. How to Do Step Planning (15 min)



First think of your project as a ladder or a series of steps extending from where you are to where you want to go. (Use latrines objectives.)



A. What are the five steps in planning?

1. **Step one:** Describe clearly and specifically what your project will produce or result in when it is completed. This is the last step or the end of the ladder. This comes from the objective that you have written previously.
2. **Step two:** Think of your project as a ladder and identify where your project is now. The beginning is the bottom step and the end is the top step.
3. **Step three:** Specify the steps in the ladder from the beginning to the end.
 - Write down your tasks.
 - List all the tasks in your project.
 - Check the list of the tasks to see if you can combine or omit similar tasks.
4. **Step four:** List the tasks in order in which will be completed and number them 1, 2, 3.
5. **Step five:** List the equipment, services, workers, and supplies needed to accomplish your objective.



III. **Task Oriented Planning Activity** (20 min)

- A. Divide the large group into the same small groups they were in to set objectives. Have them do task-oriented planning on the objective which they have previously set. If there is not enough time, then take the best objective and go through step planning for the group.



IV. **Planning Process Presentation** (10 min)

- Present their planning process in the large group and discuss it in relation to the process.

ATTITUDE: Facilitators have an understanding that planning is necessary for a project to function and can also prevent problems.

SKILL: Participants will be able to understand how to get from where they are presently to the objective they have set. Participants will be able to establish the steps necessary to reach their objectives.

EVALUATION: Facilitators will know participants have learned the content of this lesson when they can think up a plan of action measure what progress has been made.

This lesson is used in: Program Trainings – TOT II, Committee; Business and NGO Development – Management and Evaluation, Microenterprise

TASK-ORIENTED PLANNING

Task-oriented planning is breaking a project into specific steps or tasks which enable you to move from where you are now, to where you want to be when the project is completed. Task oriented planning helps us by making projects work.

First, think of your project as a ladder or a series of steps extending from where you are now to where you want to go. (Use latrine objective.)

Step one: Describe clearly and specifically what your project will produce or result in when it is completed. This is the last step, or the top of the ladder. This comes from the objective that you have written previously.

Step two: Think of your project as a ladder and identify what stage your project is now. The beginning is the bottom step and the end is the top step.

Step three: Specify the steps in the ladder from the beginning to the end.

- Write down your tasks.
- List all the tasks in your project.
- Check the list of the tasks to see if you can combine or omit similar tasks.

Step four: List the tasks in order in which will be completed and number them 1, 2, 3.

Step five: List the equipment, services, workers, and supplies needed to accomplish your objective.

CHE COMMITTEE TRAINING

Day 7:

Emphasis on Committee Planning for their Project

Christian Growth

Walking in the Spirit

- Objectives** After working through this lesson:
1. Participants will be able to understand how Christians can walk moment by moment in the Spirit by faith through applying the concept of spiritual breathing.
 2. Participants will know the Biblical basis on which Christians can be sure they are filled with the Holy Spirit.
 3. Participants will learn three forces that war against believers and their defense against each.
 4. Participants will be able to understand the principle way Christians demonstrate faith.

Overview for facilitators The objective of this session is to enable you to learn how to walk in the Spirit as a moment-by-moment experience. Spiritual breathing is almost as important as accepting Christ in the life of a Christian. It enables a Christian to maintain a balanced life instead of continually going up and down depending on how one feels.

- Materials**
- Poster-size paper, markers, and masking tape
 - Three lanterns or drawings
 - Glass of passion fruit juice if illustration will be used

Legend:

 Role Play	 Facilitator	 Group Discussion	 Question for Group	 Handouts/Instructions
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LESSON

1 HOUR 

 **Farmer Story Starter (5 min):**

Read the story to the large group, then ask the questions below, explaining the application if the important points are not brought out by trainees.

Mr. _____ was a farmer (use a common name from your area for the farmer). He was a very frustrated farmer. Mr. _____ had the tools he needed, good land, the proper seeds, and everything else that was needed for a good crop. Every year he would look at his land and watch the weeds come up and wonder why he did not get a crop of maize and beans. Mr. _____ looked at his neighbors' land and could see they had excellent crops. He just could not understand why he never got a crop.

- What was Mr. _____'s problem?
 - No crop
 - He didn't plant the seeds
 - Sin
- Why didn't he get the crop he wanted?
- What do the weeds represent in the Christian's life?
- How can we apply this story to our own Christian lives?

Application:

God has planted the seed of the Holy Spirit in the lives of those who receive Jesus Christ as their Savior. That seed can bring forth abundant fruit in the lives of Christians. Some of the fruits are love, joy, peace, patience and kindness. But how often do we, as Mr. _____, forget to use the seed we have available? Instead, only weeds, or sin, are produced in our lives. So, like Mr. _____, we try to remove the weeds repeatedly. We do it by confession instead of a hoe. But even then, sin keeps cropping up again. Only by using the seed available to us from God, the Holy Spirit, can good and lasting fruit be produced in our lives.

**SHOWD
QUESTIONS**

What did you **S**ee? What was **H**appening? Does this happen in **O**ur place? **W**hy does this happen?
What will we **D**o about it?

**I. Three Types of People (10 min)**

Use the example of 3 lanterns to represent the 3 types of people. Draw or have 3 lanterns to show to the group.



A. Non-Christian – I Corinthians 2:14



1. The first lantern has no flame and a sooty glass. It is cold, useless and not doing what it was created to do. This one represents the non-believer may do many good things but is without life.

B. Spiritual-filled Christian – I Corinthians 2:15, 16

1. The middle lantern is the one with a good flame and clean glass. It gives warmth and light – all the light it can give and benefits everyone. This one represents the Spirit-filled Christian.

C. Carnal Christian – I Corinthians 3:1-4

1. The third lantern is one with a flame, but the glass is dirty. There is some warmth and a little light, but the adjustment is wrong. This one represents the person who has accepted Christ and has spiritual life, but is carnal and living life in his own power.

- How do we go from the carnal state to the spiritual state? (This was covered in “How to be Filled with the Holy Spirit”.)
 - Desire Righteousness.
 - Confess our sin.
 - Give ourselves totally to God.
 - Claim our forgiveness.
 - Claim by faith through prayer.

**II. Physical Breathing Demonstration (5 min)**

Ask: What is physical breathing?



Have the students exhale all their breath and hold it as long as they can. Then have them inhale a deep breath of air and hold it.

Ask: “What happens when we only exhale or inhale?”

“Physical Breathing” is exhaling impure air and inhaling pure air. We cannot do one without the other.

**III. Spiritual Breathing (10 min)**

Explain concept of “spiritual breathing” to ensure that the whole group understands. It is impossible to live the Christian life in your own power.



A. Exhale - confess



B. Inhale – appropriate power of the Holy Spirit. We do not breathe the Holy Spirit in, He is already there, we let Him control us once again. Spiritual breathing is a continual process.

Illustration #1:

Like a person who is busy taking pictures, getting all the best shots, moving around the room, doing all the right things. At the end of the event he realizes there is no film in the camera.

Application: One can do all the right things; see all the right people, etc. As a Christian do it in our own power and not through the Holy Spirit's power.

Illustration #2:

A glass of passion fruit juice after setting for some time will have the more solid part settle down to the bottom and will need to be stirred before a person wants to drink it because it is now too weak.

Application: A person who is self-controlled is like the weak passion fruit juice and needs to allow the Holy Spirit to be in total control of his life in order to be effective.

**IV. Becoming Carnal (5 min)**

When does a person become carnal? As soon as he sins?



- A Person Becomes Carnal when he lets the sin control him and does not confess it to God. What we do with our sin is the determining factor.
- There is a need to emphasize that the Holy Spirit does not leave like other spirits.

**V. Living by Faith (5 min)**

A. Discuss what it means to take God at His Word, even when your feelings don't agree.



- Live by Faith not Feelings. Galatians 3:11
 - It takes faith in God to please God. Hebrews 11:6
- B. What does I Thessalonians 5:18 tell us to do? Why?
- The object of our faith is God and His Word.
 - The best way to demonstrate faith is to give thanks in all things.
 - If all Christians lived this way, the world would be a changed place. Satan doesn't want this to happen, so expect a spiritual battle.

**VI. Spiritual Battle (5 min)**

A. What do believers need to do? Ephesians 6:1-11



- We need to be prepared for spiritual battle.
- B. Whose battle is it? I Samuel 17:47
- War is against the believers, but the battle is the Lord's.
- C. Who are we battling against? Ephesians 6:12
- We are in a battle against Satan and the world.

VII. Source of Attacks and Defense (10 min)

Who attacks Christians and what are their sources of defense?

A. World

- Attack: I John 2:16
- Defense (Christ): Colossians 3:1-2

B. Flesh:

- Attack: Galatians 5:17
- Defense (Walk in the Spirit): Galatians 5:16

C. Satan:

- Attack: I Peter 5:8
 - Defense ((Armor of God: the wardrobe of warfare): Ephesians 6:10 / I Peter 5:8 also gives a defense – be alert and self-controlled.
-

ATTITUDE: Facilitator is aware our Christian life is an ongoing process of becoming like Christ. (Sanctification.)

SKILL: The participants will understand how Christians can walk moment by moment in the Spirit by faith through applying the concept of spiritual breathing and will know the Biblical basis on which Christians can be sure they are filled with the Holy Spirit.

EVALUATION: Facilitators will know that participants have learned the content of this lesson when they can properly explain the concept of spiritual breathing and are putting it into practice in their own life.

Walking in the Spirit

Farmer Story Starter (5 min):

Read the story to the large group, then ask the questions below, explaining the application if the important points are not brought out by trainees.

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Community Projects

- Objectives** After working through this lesson:
1. Participants will learn the steps to carry out community projects.
 2. Participants will learn how the CHEs and committees can work together to carry out community projects.

Overview for facilitators This is a lesson for the CHEs, training them to work with the committees in carrying out community projects.

- Materials**
- Poster-size paper, markers, and masking tape
 - *Project Steps* handout
 - *Community Projects* handout

Legend:



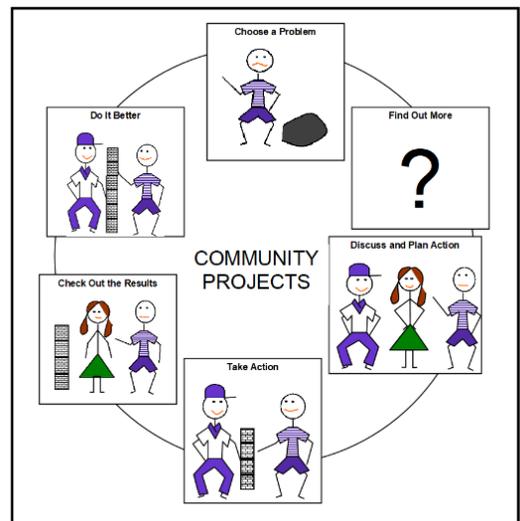
LESSON

1 HOUR ⌚

Use the attached *Community Projects* role play.

SHOWD QUESTIONS What did you See? What was Happening? Does this happen in Our place? Why does this happen?
What will we Do about it?

- I. Community Projects (15 min)**
Carrying out a community project is like putting together a bicycle—we must work through the steps.
- Divide into small groups.
 - Give each group a set of “Project Steps” cards and have them put the steps in order in a cycle. (See the Community Projects handout.)
 - Report back to discuss briefly.



**II. Community Projects Steps (25 min)**

How would you carry out these steps? Divide into small groups and give each group one or two steps to discuss. Report back.



A. You can choose a problem or project to work on based on:

1. Community mapping.
2. Results of school health screening.
3. Ideas from the committee or trainers.
4. Scoring games (PLA).
5. Observations of the community.
6. Discussions with parents, teachers, neighbors, and other children.

B. Find out more.

1. What is the cause of the problem?
2. What can we do about it?
3. Do a baseline survey.
4. Community visits and observations.
5. Home visits.
6. Visit the health center.

C. Discuss and plan action.

1. Work with the committee.
2. What can we do?
3. What resources do we need?
4. Who will do it?
5. When?
6. Where?
7. How?

D. Act.

1. Carry out the plan.
2. Work in the community.
3. Visit your neighbors.
4. Teach others.
5. Make posters.

E. Review the results.

1. Work with the committee to evaluate the project.
2. Discuss the activities.
3. Do a follow-up survey.
4. Draw “before and after” drawings.
5. What is the biggest change?

F. Do it better.

1. What could we do better next time?
2. Plan follow-up activities.
3. Do some of the activities again.

**III. Working with the Committee (15 min)**

How will the CHEs work with the committee in each of these steps? Discuss in large group.



A. Choose a problem.

1. The CHEs can do most of the research to investigate community needs.
2. They can help with community observations, mapping, talking with neighbors, and doing health screening.
3. The committee will select which problem or issue to focus on.

B. Find out more.

1. The CHEs can find out more about the specific issue.

-
2. The committee will give them instructions about how to do it.
 3. The committee will put together a survey, but the CHEs will carry it out.
 4. The trainers will give the CHEs training about the causes and solutions for that problem.
- C. Discuss and plan action.
1. The CHEs will discuss their community findings with the committee.
 2. The committee will plan what action to take.
 3. The CHEs will work with the committee to carry out the action plan.
- D. Act
1. The committee will plan the steps to take.
 2. The CHEs will help carry them out.
 3. The CHEs will also teach their neighbors about what they have learned.
 4. The CHEs will report back to the committee.
- E. Review the results
1. The committee will guide the CHEs in this.
 2. The committee will decide how to evaluate the results.
 3. The CHEs will help them collect information.
 4. The CHEs can help do a follow-up survey and make observations in the community.
 5. The committee will take their information and make conclusions.
- F. Do it better
1. The CHEs and committee can discuss what to do better the next time.
 2. The committee will form plans about what to do differently the next time.
-



IV. Conclusion (5 min)
Statement/Prayer

ATTITUDE: Participants will be able to work with CHE committees to carry out a community project.

SKILL: Participants will know the steps to carry out a community project. The CHEs will also know how to work with the committees in doing projects.

EVALUATION: Facilitators will know the participants have learned the content of this lesson when they can work with their committees to carry out a community project.

This lesson is used in: Training of CHEs—Basic Training of CHEs

COMMUNITY PROJECTS

Roleplay

Role Play: A frustrated father is trying to put together a bicycle for his son. He asks his friend for help.

1st I don't know how to do this! There are too many parts. Where do I start?

2nd It's not too hard. Let's look at the instructions.

1st Instructions! Who cares about instructions? I just want to put the bike together.

2nd Here's the bike frame. First, we need to attach the wheels. The next step is the seat and handlebars, and finally the pedals.

1st Hey, it is starting to look like a bicycle! But does it work?

2nd Here, try it out for yourself.

----SHO questions----

S = What do you See?

H = What is Happening?

O = Does this happen in Our place?

COMMUNITY PROJECTS

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----SHO questions----

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Project Steps Cards

Choose a Problem



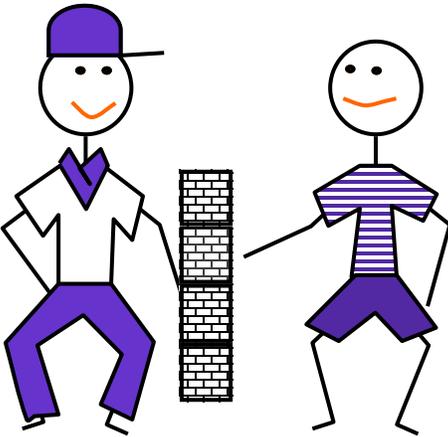
Find Out More



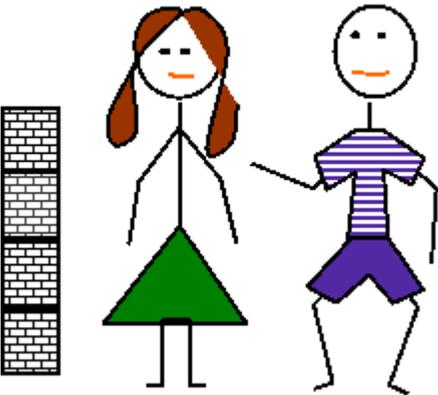
Discuss and Plan Action



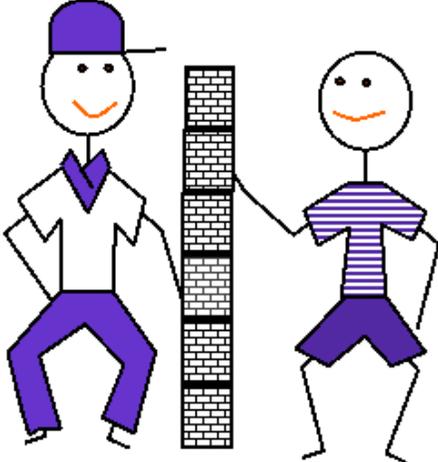
Take Action



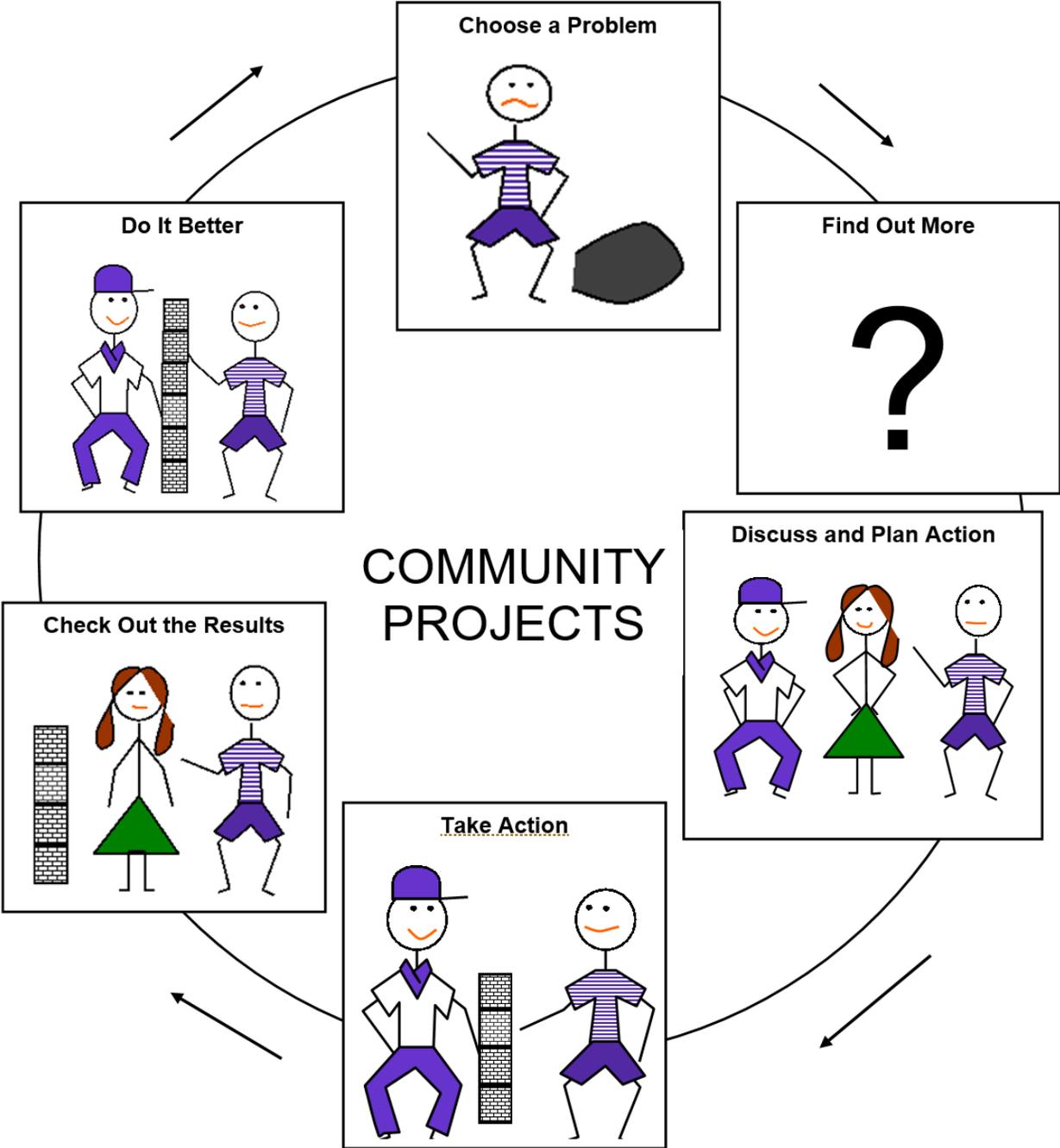
Check Out the Results



Do It Better



Project Steps



Forming our Committee

Committee Training Conclusion

Objectives

After working through this lesson:

1. Committee members will know practical steps to get started.
2. Committee members will identify key decisions to make.
3. Participants will evaluate the Committee Training.

Overview for facilitators

This is the last lesson in the Committee Training series, bringing the series to a conclusion and forming practical plans. Participants will also review and evaluate their committee training.

Materials

- Poster-size paper, markers, and masking tape
- Starter—*Forming our Committee*
- Handouts
 - *Community-Based Approach to CHE*
 - *Committee Training Evaluation*
- Other materials
 - *Expectations* list from the beginning of the committee training.

Legend:

 Role Play	 Facilitator	 Group Discussion	 Question for Group	 Handouts/Instructions
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LESSON

1 HOUR 

 Use the attached *Forming our Committee* role play. (5 minutes)

SHOWD QUESTIONS

What did you **S**ee? What was **H**appening? Does this happen in **O**ur place? **W**hy does this happen?
What will we **D**o about it?

 I. **How the Committee Will Work** (20 minutes)

 Work in small groups. Discuss your next steps after the committee training. Think about how you will meet together. What do you need to decide about how your committee will work? Then, as a large group, spend time discussing each of the questions you raise.



A. What do you need to decide?

1. Is each one of us still committed to being on the CHE committee?
2. What happens if some committee members don't come to the meetings?
3. Do we want to name a permanent committee after a few months?
4. When and where will we meet?
5. How often will we meet?
6. Do we need a chairman, a treasurer and a secretary?
7. How often will we meet with the CHEs and the trainers?
8. Are we going to include prayer or Bible studies in our meetings?
9. Other:
10. Other:



II. What will we focus on? (10 minutes)

Give out the handout *Community Based Approach to CHE* as a review.
Discuss as a large group.

- A. What are the main roles of the committee?
 1. The committee selects the CHEs.
 2. The committee oversees the CHEs.
 3. The committee knows the needs and strengths of the community.
 4. The committee plans and oversees community projects.
 - B. What are some of the major steps or activities that you will do first as a committee?
 1. We need to select the CHEs for our community.
 2. We need to investigate community needs and resources.
 3. We can get started with a community project or seed project.
 - C. Take a few minutes to discuss each point.
-


III. Summary (10 minutes)

If you have it, show the *Expectations* list that you made at the beginning of the committee training.

- A. What expectations did you have for our committee training? Were they met?
 1. I hoped to learn about...
 2. I wanted to understand...
 3. I wanted to know more about...
 - B. Are there other questions that you still have?
 1. I still don't understand...
 2. How do we...
 3. Other....
-


IV. Evaluation (10 minutes)

- A. Give out the *Committee Training Evaluation* handout. Ask the participants to fill out the evaluation. They may also want to discuss it together.
-


V. Conclusion (5 minutes)

Congratulations! You have finished the committee training.
But we as trainers will continue to meet with you and give further training as needed.
Pick out a song to sing together to celebrate the end of the training.
Pray together.

ATTITUDE: Participants will know the committee needs to keep working together.

SKILL: Participants are taking steps to plan and prepare for their work as a committee.

EVALUATION: Are the committee members carrying out their roles?

FORMING OUR COMMITTEE **Role Play**

Role Play: Two committee members are talking.

1st We have nearly finished our committee training!

2nd This has been interesting. But now what do we do?

1st What do you mean?

2nd How do we get started?

1st Don't we just have meetings?

2nd Yes. But what do we do in our meetings? What do we do next?

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1st We have nearly finished our committee training!

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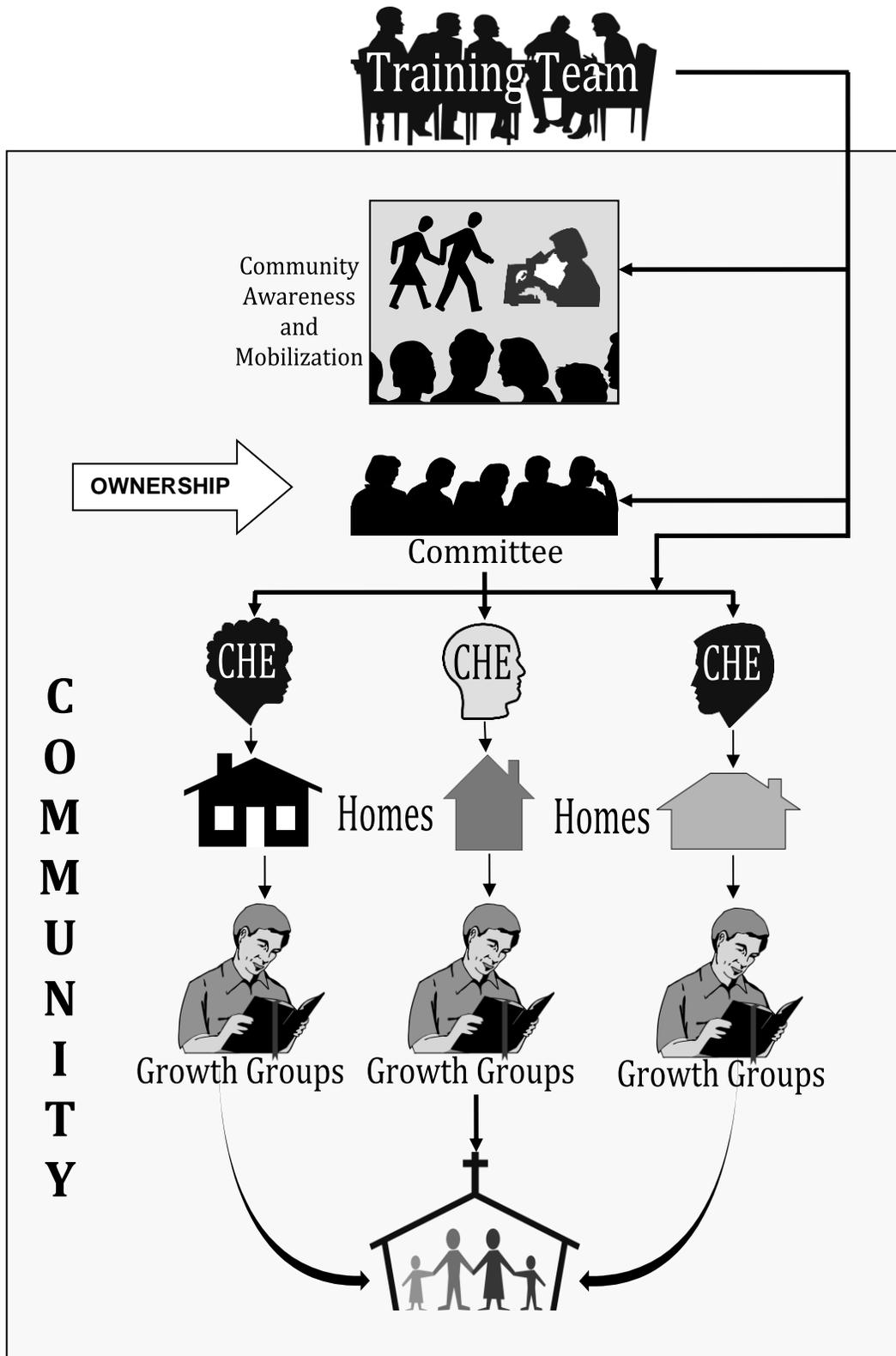
1st What do you mean?

2nd How do we get started?

1st Don't we just have meetings?

2nd Yes. But what do we do in our meetings? What do we do next?

COMMUNITY-BASED APPROACH TO CHE



Committee Training 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 can you be helped in follow-up to this training?

Any other comments or recommendations are appreciated.

