

Community Health Evangelism Training Curriculum



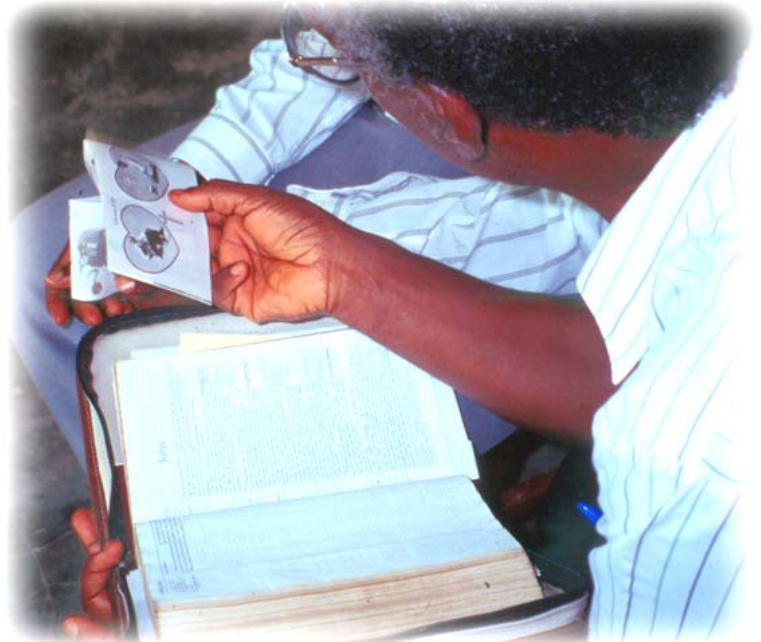
Lessons and Picture Books



Participatory Style



Physical Components



Spiritual Components

LifeWind International

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CHE Training Programs and Materials

Development of the Community Health Evangelism (CHE) program requires three major training elements: the training team, the local committees, and the CHE volunteers. The initial trainings (Vision Seminar, TOTs, and Awareness Seminar) are facilitated by a training team outside of the local area. The remaining trainings (Committee, CHE Volunteer, and CHE Bible Study Growth Groups) are done within the community by community members. To have a sustainable program, it must be owned by the people and built on local initiative. We have developed standard training courses and lesson plans for each of these elements:

Vision Seminar Training

Purpose: To introduce LifeWind and CHE into a new country

Trainers: Area Coordinator and CHE Facilitator

Participants: Leaders from Christian organizations

Materials: Vision Seminar Training

A conference is held to introduce LifeWind and CHE concepts to individuals and the leaders of Christian organizations in a country. It is held as the first event for LifeWind to create awareness and interest in CHE. There will prayerfully arise from this conference several key leaders from different organizations who have in interest in cooperating with LifeWind as well as other organizations to start a CHE program. The training content is three days in duration and uses many of the lessons, which are presented in the Training of Trainers series noted below.

After several LifeWind projects are functioning and a number of Christian organizations are using CHE, there is sometimes a need to hold this seminar for leaders of the organizations who are using CHE. The purpose is to help them understand CHE and how it is working in their area of responsibility. This seminar is then taught by the trainers who are leading the three-phase Training of Trainers in the country.

Training of Trainers (TOT) Three-Phase Program and Materials

Purpose: To equip trainers for implementing CHE in a local area.

Trainers: Initial training done by the Area Coordinator and CHE Facilitator; subsequent training is done by LifeWind trainers who have successful CHE projects.

Participants: People who will implement CHE programs and become trainers of CHEs and committees.

Materials: Three TOT Manuals and Lesson Plans for Trainers

A three-phase training program was developed to instruct the training team. This three-phase training is necessary to establish a common foundation so all trainers will have the same frame of reference. Also, the trainers can begin a program based on experience and knowledge gained from previous projects.

The Area Coordinator will be the person who initially leads these trainings. Once successful programs are established, persons from these programs may lead the trainers' seminar for other Christian organizations.

The training process is divided into three phases with several months between each phase in order for trainees to practice what they have learned. The recommended time between Phase I and Phase II is 6-9 months and 4-9 months between Phase II and Phase III.

Phase I – Focuses on development philosophy and how to understand and start a CHE program. Spiritually, we include an emphasis on evangelism.

Phase II – Focuses on developing teaching materials, methods, and curriculum. Spiritually, we emphasize follow-up through the use of follow-up picture booklets. This content also acts as a review of the basic messages.

Phase III – Focuses on evaluation, project expansion/multiplication, and project management. Spiritually, we focus on discipleship.

Awareness Seminar

- Purpose:** To create awareness and understanding of CHE at the local community level.
Trainers: Trainers who have been through TOT I.
Participants: People in the community.
Materials: Entering the Community – Awareness Seminar

It is critical the people in a community begin to understand a CHE program before they make a commitment to become involved. The better the community understands CHE, the better probability there is of a successful project.

Potential communities are entered by talking about CHE as a wholistic approach to development. During this time, it is important to have a structured time whereby the people are given an opportunity to express and explore what they know about their community and what is happening in it as well as learn about CHE. This happens in an Entering the Community – Awareness Seminar.

The purpose of the Awareness Seminar is to create awareness for development in order to find ripe communities that are ready to do something by starting a CHE program. When ripe communities have been identified, they then will have a good understanding of what their community is currently doing and the communities' feelings about themselves.

The trainer is the person who uses these lesson plans found in the Awareness Seminar manual. This meeting is held in an area prior to the committee or CHEs being chosen or trained. There are two different Awareness Seminars, one for Christian areas and one for non-Christian areas that may be hostile to the Gospel. They vary from seven to ten sessions of three hours duration.

Committee Training and Materials

- Purpose:** To train the local committee members in CHE concepts, their job responsibilities, including how to choose CHE volunteers.
Trainers: Trainers who have been through TOT I and TOT II.
Participants: Local people chosen to be committee members.
Materials: Committee Training

A six-day training curriculum has been developed to train village committees. This consists of three to four hours per day, generally one to two days per week until the six days are completed. We discovered when we trained the committee first, the members began to take more responsibility and leadership and chose better people to be trained as CHEs.

The committee training materials are based on the trainers' Phase I training. Lesson plans are found in the Committee Training lesson plan manual. The trainers teach the seminar at the local level after they have completed TOT II. The materials emphasize the following: Understanding Community, Comparing Relief and Development, CHE Program Description, The Roles and Attitudes of a Committee, The Roles and Attitudes of a CHE, Step Planning, and various spiritual lessons, depending upon the spiritual maturity of the group.

CHE Volunteer Training and Materials

- Purpose:** To train local villagers in physical and spiritual topics.
Trainers: Trainers who have completed TOT I and TOT II.
Participants: Local villagers chosen to be CHEs.
Materials: Two CHE Training Manuals and various CHE Lesson Plans (physical and spiritual topics chosen by the community)

The prime training target is the CHE. This training is carried out by the trainers after they have completed TOT II and they have trained the committee members who then have chosen the CHEs. The CHE trainees generally walk to a central point in their area two to three days a week for 40-50 days. Each day they receive one physical and one spiritual subject. They then put into practice what they have learned as they visit in neighbors' homes. After the initial training is completed, the CHEs receive three days of additional training monthly for the next 12 months. Normally the training program is begun by introducing the trainees to the following topics:

Program Structure
Standards of Performance
Surveying (they then do in their area)
Mapping (they then do in their area)
Home-Visiting
Students' Worldview of Health

In regard to what physical topics are taught first, second, or third, it is critical that the community identify those physical problems that are important to them. This is found by using the "Road to Health" exercise. The problems identified by the community of most importance to them are what are taught first.

The lessons on diseases are presented in the following sequence with a lesson plan for each of the following:

- The cause of the disease
- How to treat the disease at home
- How to recognize the symptoms for professional medical help
- How to prevent the disease

In regard to spiritual topics there is a set sequence for teaching which includes:

- Ready and Willing Witnesses
- Sharing the Picture Book I, II, III, IV
- New Life in Christ
- Using the New Life in Christ Book
- Experiencing God's Love and Forgiveness
- How to Use the Confession Follow-Up Book
- Christian Growth
- How to Use the Christian Growth Book
- How to be Filled with the Holy Spirit
- Using the Christian Life Book
- How to Walk in the Spirit
- Using the Walking with Christ Book
- Time Alone with God
- Prayer
- Growth Groups

CHE Acts Bible Study Growth Group Series

Purpose: To equip CHEs to lead their own Bible study groups.
Trainers: Initially trainers and then CHEs.
Participants: Initially CHEs and then villagers.
Materials: CHE Acts Bible Study

The CHEs should have been participants in a Growth Group while they were undergoing CHE training. The intent is that the CHEs will lead their own Growth Group as part of their spiritual outreach. From their groups should come leaders who will lead more Growth Groups.

There are 53 lesson plans found in Acts Bible Study, which the trainer first uses with the CHE trainees, as they are part of a trainer's Growth Group. The CHE then uses the same lesson plans for his/her own Growth Group.

Facilitating Learning and Using the CHE Lesson Plans

The purpose of Community Health Evangelism (CHE) is to transform individual lives physically and spiritually in local communities by meeting people at their point of need. These transformed individuals are then involved in transforming their neighbors, thereby, transforming their community from the inside out. The goal is to prevent disease as we promote good health as people learn how to live the abundant Christian life. The beginning point for this process is education.

The emphasis is on how one person combines a physical and spiritual ministry. They are involved in helping people with their physical health problems, such as worms or malaria, as well as how they can come to know Christ as their personal Savior and then grow in their new faith.

The CHE lesson plans provide the materials a trainer uses in preparing the local people (CHEs) to do the actual work. Also included are lessons for the committee members who will give leadership and supervise the work in their community.

A full explanation of the CHE ministry is found in the book Multiplying Light and Truth through Community Health Evangelism by Stan Rowland, published by Evangel Press, Nairobi, Kenya. This can be purchased from the address noted on the back of the manual. Also, a seminar Training of Trainers (TOT) is offered by the same organization.

Learning Approach (LePSAS)

The French word "facile" means easy. A facilitator is one who makes learning easy. The intent of this learning approach is to make learning easy for the CHEs. Therefore, this learning approach is very participatory and focuses on the LEARNER, not the teacher.

The process begins by involving the student in the learning process through skits, songs, and pictures, which are called "**starters.**" They are used to start discussion on the topic under study. They pose a problem without giving any answer at the very start of the class. In most lessons, the "starter" is a two to three minute drama that poses a problem related to the topic to be discussed. Sometimes, a problem posing picture is also used.

The facilitator, or leader, is there to draw out as much information as the individuals in the group have. Only then does the facilitator give input or knowledge that does not come from the trainee. The facilitator helps to facilitate learning while playing an active role. As the class progresses, many times the larger group is broken into smaller groups for discussion of specific questions. Then each group reports back what they have found (observed).

The technique we use to foster this type of learning is described in an acronym **LePSAS**:

Le = Learner-Centered means we:

- Start where learners are.
- Take time for greetings.
- Take time to find out if they are comfortable in mind and body.
- The teacher uses learner's name ("Anna says ...").
- The chairs are set up in a circle so all participants can see one another (eye contact).
- All participants, including the teacher, are seated and at eye level with each other. (The teacher is not elevated.)
- The teacher repeats the learner's statements to make sure he understands what is being said and to make sure the whole class hears it. ("Anna says ...").
- Answers are written on newsprint so they can be copied later.
- The facilitator has an assistant who writes the answers on newsprint. This is done so he can fully participate in the teaching and not be standing, thus attention is on the learner, not the facilitator.
- Everyone contributes something to every discussion if possible.
- If questions or problems are brought up by the class they are often referred back to the learners for "buzzing" in twos or threes or in small groups.
- This encourages the group to think and to share their personal ideas.

P = Problem-Posing involves in presenting a problem to open the teaching time and get people thinking and talking.

- This is done by using a story, sketch, or skit which clearly presents one single, specific, solvable problem for each lesson.
- It poses or presents a single problem in a simple, clear, stimulating way.
- That presentation is a "starter" for the thinking process and leads into discussion.

A good Starter does the following:

- It poses a problem.
- It reveals or sharpens one's understanding of a problem.
- It stimulates the thinking process.

Why use a Starter?

- We use it as a guideline to discussion.
- It gets one's attention.
- It stimulates thinking in a group.
- It helps to make an image real.
- It helps to focus on one problem.
- It helps analyze the cause of the problem.

What makes a good Starter?

- It is short, clear, and simple.
 - It poses one problem at a time.
 - It shows a real life situation in a given community.
 - It stimulates discussion built on the experience and knowledge of the group members.
 - It should be true to the culture.
 - It calls for action by revealing a real need.
 - It should not give the solution.
 - It gets people involved.
 - It should be a solvable problem.
- After presenting a starter, the discussion is encouraged by using six special questions:
1. What things or people did you See? (In the "starter")
 2. What was Happening? (What was the specific problem posed?)
 3. Does this happen in Our place?
 4. Why does it happen?
 5. What can we Do about it?
 6. What are you going to do about it? (This question is optional but it is excellent for getting specific personal application.)
- With the help of these five questions, the starter has SHOWD us the way to solving the problem. Not all of the questions are asked every time.

S = Self-Discovery is essential to good learning:

- The learner discovers self-worth when he/she is taken seriously by the teacher and the other learners.
- Through dialogue (conversation or the inductive method), the learner discovers within her/his own thinking a good part of the answer to the problem.
- A good lesson will lead to the learner exclaiming "Ahah!" "I see!"
- All people have some knowledge. Therefore, we want to build on what they already know.
- Most of the desired knowledge will come from the group and usually from many different individuals. No one person has all the answers.
- Incorrect answers are made more "acceptable" by the facilitator's re-phrasing the question, or by asking what the group thinks. The right answer will normally come from the group itself so the facilitator does not have to always correct negative or wrong answers.

A = Action-Oriented: Without action, learning is only "head" knowledge.

- "Good teaching is helping people learn to do something."
- That "something" is to solve the specific problem which was posed in the lesson.
- The lesson is not completed until learners have made plans for acting on that solution (Who? Where? When? How?)

S = Spirit-Guided: Without the guidance of the Holy Spirit we can fall into humanistic teaching.

- All teaching of spiritual truth is effective only through the enabling of the Holy Spirit.
- We are seeking to teach God's eternal truth. The Holy Spirit is both author and interpreter of God's Word. As we depend on Him, He enables us to communicate God's truth with authority and clarity.
- The Holy Spirit changes lives. He alone can produce the change of heart (inward) which results in a permanent change of behavior (outward).
- The role of the facilitator is to be a sensitive and Spirit-controlled guide in the learning process. Since not all answers are correct, he/she must be able to lovingly and patiently correct, without destroying the person's self worth.

Beginning the Learning

Because the heart of CHE is an integrated approach to physical and spiritual ministry, it is important that all trainers teach both physical and spiritual topics and not just their specialty. We want the CHEs to be able to share both physical and spiritual truths with their neighbors.

If the trainer only shares on his topic of expertise he is modeling that it is okay for the CHE to do this also, this is not what we want to model. The heart of CHE and an integrated approach to ministry is one person being able and willing to share both physical and spiritual truths with others.

It is important to teach one physical and one spiritual session each day and not spend the whole training time only on a physical topic which reduces the impact of an integrated approach. It is good to vary what you teach first each day; i.e. one day start with a physical topic and then another day start with a spiritual topic. This keeps people from only coming at the time when the topic that has the most interest to them is being taught.

Many of the topics are covered in multiple sessions. Each lesson plan is one hour duration. It does not matter if it takes more or less time than is noted. Take whatever time is needed for the trainees to fully understand and be able to put into practice what they have learned. It is far better to teach fewer topics that the trainees know well then on many that they cannot fully put into practice.

Format of the Lesson Plans

There are three sections in the manual: physical, spiritual, and committee. The spiritual lessons for the committee training are found in the spiritual section so as not to duplicate plans.

It is critical that the facilitator spends time in preparing for each lesson to fully understand it and to modify it as needed for their situation. They also need to gather the materials listed.

The *Lesson Title*, *Time*, *Objectives*, and the *Overview for Trainers* are given at the top of each lesson. At the end of each plan are found the *Attitudes* and *Skills* we desire the student to have as well as how we *Evaluate* the progress of the student and the *Materials* needed for the class.

The format for each lesson plan is broken into two columns. The first column gives the *Method* we use. The second column has the content or *Knowledge* we want the student to know. The center gives some indication of the time for each section in the lesson plan.

The facilitator first looks at the method column to see what question they are to ask or what method they are to use to get at the content found in the right-hand, knowledge column. They then attempt to draw as much content from the group as possible prior to giving any of the information from the knowledge column. It is not necessary to bring out everything that is found under the knowledge column.

There is a starter beginning each lesson. Make sure, if a drama is used, that the players fully understand their part so they begin the topic on the correct foundation. The words **SHOWD** is at the end of each starter to remind you what questions are to be asked and their sequence (see above *P – Problem Posing*).

The last portion of teaching in some of the physical lessons is a spiritual analogy. This section draws a spiritual teaching from the physical topic which has been under study. Many times there is a Bible verse related to the physical lesson as well.

Health Teaching Pictures and Picture Booklets

Health Teaching Pictures are available for particular lessons. The pictures are too small to be used in a group size over 10 people. You may need to have them redrawn to a larger size. Also you may want to make them culturally appropriate for your area. It is good if the pictures are redrawn on plastic in order that they will last when used outside or get wet.

There are Picture booklets available for most of the physical topics. There is also a series of seven used for spiritual follow-up of new believers. These picture booklets are intended to serve as a summary of the teaching which has been done with the CHEs, as well as provide a tool to use during home-visits. The picture booklets help to ensure that correct information is taught. They also give confidence to the CHE in his teaching. The books are generally used one on one with the CHE and their neighbor.

An explanation of the physical picture book:

- The cover page has a problem-posing picture which can be used by the CHE to begin discussion in the home.
- The next page deals with the cause of the problem. The man who is holding his chin with his hand is asking a question. What is causing this problem?
- The next section covers treatment in the home. A small hut designates a home situation.
- The small building with a cross on it designates the section telling when a person needs to go to a clinic for treatment.
- The next pages deal with prevention of the problem. The fence in-between a healthy person and a sick person on a mat signifies prevention.

An explanation of the spiritual picture book:

- A Bible verse is given which the trainee is to look up. The trainers ask the trainee the question listed under that verse.
- The answers are given in the back of the booklet.
- After the first book, each book begins with a review of the previous lessons.

To teach CHEs how to use the booklet, follow this sequence:

- The Trainer demonstrates how to use the booklet from beginning to end. This is a separate lesson after the session on the topic has been completed.
- The CHEs then practice in pairs using the booklet in class.
- Divide the CHEs into small groups to practice under supervision.
- Send the CHEs out to practice sharing the booklet three to five times. At the next session, the CHEs then report back their experiences and any problems they found.

There are also picture booklets with pictures, but no words. They are for you to add the language of the people to the books so that they can be used in your project.

We pray this information will be helpful for transforming lives in the local community. Those transformed lives will see others transformed, thereby transforming their community.

List of CHE Lesson Topics

Business and Development

Appreciative Inquiry

Appreciative Inquiry I – Discovery
Appreciative Inquiry II – Dreaming
Appreciative Inquiry III – Dialogue
Appreciative Inquiry IV – Delivery
Assessing the Relationship between
Cooperating Organizations
Images of Organizational Capacity

Fund Development

Biblical Basis for Fund Development I
Biblical Basis for Fund Development II
Biblical Basis for Fund Development III
Biblical Basis for Fund Development IV
Raising Local Support I & II
Using Key People to Help Raise Funds

Integrity and Finances

Integrity and Finances I – Importance
and Meaning of Integrity
Integrity and Finances II – Values: The
Foundation of Integrity
Integrity and Finances III – Conscience:
Compass to Integrity
Integrity and Finances IV – Personal
Accountability
Integrity and Finances V – Motivation
and Reward for Integrity
Integrity and Finances VI – Leading with
Integrity

Kingdom Business – Capacity

Appreciative Inquiry II – Dreaming
Big Hairy Audacious Goal (BHAG)
Business Planning
Comparing Doing & Empowering
Core Values and Purpose
Decision Making and Problem Solving
Developing and Mentoring Others
Finances
Hedgehog Concept – What Drives You
Kingdom Business Appreciate Inquiry I
– Discovery
Leader Know Thyself
Managing Yourself
Marketing
Motivating Individual Excellence and
Fulfillment
Objective Setting in Business
Organizational Accountability and the
Board
Organizational Change
Pricing and Profits
Right Person for the Right Job
Servant Leadership Overview
Team Building
Who is Your Competition
Who is Your Customer

**Business and
Development
continued****Kingdom Business – Vision**

A Code of Ethics for Business
A Successful Business
Business Management
Business Planning
Comparing Doing & Empowering
Core Values and Purpose
Foundational Truths
Functions of a Business
Godly Use of Wealth
Hedgehog Concept – What Drives You
Justice in the Marketplace
Kingdom Business Appreciative Inquiry
I – Discovery
Kingdom Business I – What is and Why
do a Kingdom Business
Kingdom Business II – Establishing a
Kingdom Business
Managing Money
Obtaining Wisdom
Servant Leadership Overview
The Great Commandment and the
Great Commission

Management and Evaluation

Building a Team I, II, III
Communication Introduction
Communication Methods
Controlling in Management
Cross-Cultural Differences
Delegation in Management
Evaluation I – Introduction
Evaluation II – Purpose
Evaluation III – Developing a
Questionnaire
Evaluation IV – Analysis
Evaluation V – Reporting
Evaluation VI – Summary
Introduction to Management
Leadership
Leading by the Book
Management Exemplified by Nehemiah
Managing Yourself
Objective Setting
Organize Management I and II
Planning
Planning Style Questionnaire
Step Planning
Supervision in Management
Team Development
Results Based Management (RBM) 1 &
2

**Business and
Development
continued****Microenterprise**

Being a Person of Integrity
Building an Accountability Group
Characteristics of Successful
Businesspeople
Decision Making
Faithfulness
Finances
Finding Resources
Honesty
Loan
Making a Business Plan, Part 1 & 2
Mapping Microenterprises
Marketing
Microenterprise Introduction
Obedience
Objective Setting
Perseverance
Pricing and Profits
Record Keeping
Resourcefulness
Revolving Loan Explanation
ROSCA Explanation
ROSCA – Making a Business Plan Part
1 and 2
Self-Control
Serving Others
Step Planning
Supply and Demand
What is Microenterprise
What Motivates Your Customers
Who is Your Competition
Withstanding Temptation
Working Together in an Accountability
Group

NGO Capacity Building

Appreciative Inquiry II – Dreaming
Assessing the Relationship between
Cooperating Organizations
Being a Person of Integrity
Big Hairy Audacious Goal (BHGA)
Core Values and Purpose
Decision Making and Problem Solving
Developing and Mentoring Others
Finances
Financial Recordkeeping
Hedgehog Concept – What Drives You
Images of Organizational Capacity
Kingdom Business Appreciative Inquiry
I – Discovery
Leader Know Thyself
Management
Managing Yourself
Motivating Individual Excellence and
Fulfillment
Objective Setting in Business
Organization Ethics
Organizational Accountability and the
Board
Organizational Change
Organizing in Management I
Raising Funds from In-country Funding
Agencies
Raising Funds in Country
Right Person for the Right Job
Servant Leadership Overview
Step Planning
Team Building

**Business and
Development
continued****Personal Finance**

Honesty & Teaching Children
Giving & Saving
God's Responsibilities & My
Responsibilities
Spending & Debt

Savings Lessons – SAIL

Promoting the Concept
Program Description
Registering Members
Getting Organized and Internal
Regulations
Leadership and Elections
Setting Savings Goals
Set Membership and Group Rules
Record Keeping
Loans, Appraisals, & Policies
Deciding on Savings Fund Distribution
Procedure
Savings Fund Distribution & Graduation
SAIL Explanation
Phases of Development
Initial Assessment

Servant Leadership

Servant Leadership 1 – Oh Lord, Can I
Be a Leader
Servant Leadership 2 – Biblical Basis
for Servanthood
Servant Leadership 3 – Leader Know
Thyself
Servant Leadership 4 – Power
Servant Leadership 5 – Adrift in a Sea
of Change
Servant Leadership 6 – Where We are
Going
Servant Leadership 7 – The Right
Person for the Right Job
Servant Leadership 8 – Motivating
Individual Excellence and Fulfillment
Servant Leadership 9 – Developing
Others
Servant Leadership 10 – Team Building
Servant Leadership 11 – Organizational
Accountability

Community Development

Development

Assessing Needs and Resources
Christian Development Success Factors
Christian Principles of Development
Christians Meeting Needs
Community Needs
Comparing Relief and Development
Cooperation Agreement
Group Think Lesson Plan Writing
How to Choose and Enter the Best Community
Human Need and Poverty
Hunger and Poverty
Jesus and Development
Needs and Resources of the Community
Nehemiah and Development
Paralytic and Development
Principles of Christian Development
Secular Development Theories
Seed Projects
Short-Term Medical Outreach
What is Development

Disaster Preparedness

Calendaring Exercise for Disaster Preparedness
Coping with Stress in Disasters
Disasters
Disaster Preparedness
Disaster Preparedness – From Problems to Solutions
From Disaster Relief to Development and CHE
Hazard Assessment
Institutional Relations Exercise for Disaster Preparedness
Mapping Exercises for Disaster Preparedness

Disaster Preparedness continued

Scoring Exercises for Disaster Preparedness
Trend Analysis Exercise for Disaster Preparedness

Entering the Community –

Awareness

Ascertaining Student's Worldview on Health
CHE Program Description – Basic Elements of CHE
Entering the Community
God's View of Man and the Community
Good Health is Wholeness
Integration of Physical and Spiritual
Kingdom of God – Intentions for the Present
Kingdom of God – Jesus, Man, and His Need
Needs and Resources of the Community

Entering the Community –

Participatory Learning and Action

Community Ownership and PLA
From Problems to Solutions
Mapping
Market of Skills Game
PLA Calendaring Exercise
PLA Institutional Relations Exercise
PLA Mapping Exercises
PLA Preferences and Feasibility Exercises
PLA Scoring Exercises
PLA Trend Analysis Exercise
PLA Well-Being Analysis Exercise
Ten Seed Technique and Rapid Food Security Assessment
When to Use PLA in CHE

**Community
Development
continued****Entering the Community – School****Screening**

Home Visit Summary
Implementation Procedures for School
Health Screening
School Screening Book
Simulation of School Screening –
Parent's Meeting

Evaluation Tools

CHE Survey
Focus Groups
Knowledge, Attitude, & Practice (KAP) 1
& 2
KAP Overview
Market of Skills
Measuring Progress 1 & 2
Most Significant Change 1 & 2

Program Preparation

Ascertaining Students' Worldview of
Health
Healthy Home Award – Establishing
Indicators
Group Think Lesson Plan Writing
Mapping
Problem-Solving
Program Structure
Reporting
Songs
Standards of Performance
Stories
Successful Site Visit
Survey
Teaching Methods
Transitioning between Physical and
Spiritual Subjects
Use of Physical Picture Books

Project Planning – Regional & Area**Coordinators**

Log Frame I-The Planning Cycle
Log Frame II - From Problems to
Solutions
Log Frame III-Coming to Terms with
Log Frame
Log Frame IV-Building the Frame
Log Frame V-Risks and Assumptions
Log Frame VI-Indicators of Progress
Log Frame VII-Where's the Evidence
Log Frame VIII-Checking it Out
Log Frame IX-Taking Action
Log Frame X-Monitoring and Evaluation
Log Frame XI-Framing the Report
Log Frame XII-What's at Stake
Results Framework

Project Planning – Training Team

Where are We Going
Making Progress
Reducing Risks
Review

Project Planning Cycle– Committee

Overview
Needs of the Community
Problem Tree
Solution Tree
Resources of the Community
Taking Action
Step Planning
Stakeholders & Partners
Carrying it Through
Checking our Progress

Environment, Agriculture, and Appropriate Technology

Added Value Agriculture

Added Value Products I – Adding to
Agriculture
Added Value Products II – Community
Approach
Added Value Products III – Ideas and
Screening
Added Value Products IV – Know Your
Competition
Added Value Products V –
Understanding the Customer
Added Value Products VI – Product and
Process

Agriculture

Ag Management – Developing Specific
Enterprise Costs
Ag Management – Costs and Income
Budget
Ag Management – Specific Alternatives
Ag Management – Profits from Farm
Enterprises
Compost and Enclosures
Control of Pests and Plant Diseases
Cooperatives
Crop Rotation
Drip Irrigation
Ground Preparation and Nutrients
Guide for Planting Vegetable Seeds
High Altitude and Cold Weather – Cold
Damage
High Altitude and Cold Weather –
Lengthen the Growing Season
How to Make a Faith Garden
Kitchen Gardens I – Gardens and Seed
Beds
Kitchen Gardens II – Constructing
Gardens
Kitchen Gardens III – Planting a Garden

Agriculture Continued

Mulching
Pests and Disease
Plant Structure
Preparation for a Double Dig Garden
Seed Beds and Working the Garden
Soils
The Most of a Growing Season
Vegetable Plants for Transplanting

Animal Care

Cows, Breeding
Cows, Feeding
Cows, Principles in Caring for
Cows, Proper milking
Cows, Zero Grazing
Chickens Overview
Chickens – Keeping them Healthy
Chickens – Management
Fish Ponds I, II, and III
Goats, Raising – I, II, & III
Goats, Physical Examination
Goats, Restraint
Pigs, Raising – I & II
Rabbits, Raising Healthy I and II
Sheep, Raising I & II
Infections that Spread from Animals to
People I, II, III, & IV

Biblical Basis for Agricultural

Development

Called to Farm
Dominion
God Desires Bounty
Relationship with the First Farmer
Sacred Work
Stewardship
Who Owns the Land

**Environment,
Agriculture,
and
Appropriate
Technology
continued**

Environment

Creation
Good Health
What Can We do to Restore Nature
Seven Abuses of Creation
Seven Provisions from our Creator
What Principles should Guide Us

Fruit Drying

Moisture Determination for Dried Fruit
(Oven)
Sun Drying of Fruit I – Principles
Sun Drying of Fruit II – Trays
Sun Drying of Fruit III – Preserving with
Sulfur

Participatory Agriculture

Development (PAD)

Added Value Products (6 Lessons)
Description and Diagram of PAD
Digging Deeper – What We Know
Finding Resources
From Problems to Solutions
Genetic Improvements
Mapping
Marketing
Needs and Resources
PAD Committee
Networking in a Community
Search for Solutions 1 & 2
Steps in PAD
The Experiment
Understanding your Market
What Do We Know
Making a Business Plan

Sanitation and Water

Clean Water
Construction of VIP Latrine
Dish Drying Rack
Personal Hygiene
Refuse Pit
Solar Disinfection of Water - SODIS
Spring Protection
Tippy Taps
VIP Pit Latrines

Stoves

Mud Stoves
Solar Cooking – Panel Cooker
Stove (Nouna)

Trees

Grafting Budding of Fruit Trees
Orchard Pruning Practice
Tree Chart
Tree Nursery I – Finding and Preparing
Tree Seeds
Tree Nursery II – Growing Fruit and Nut
Trees
Tree Nursery III – Planting and
Transplanting Seeds
Tree Nursery IV – Selecting and
Building a Tree Nursery

Physical Health

Abortion and Sexuality

Abortion I – All Life Ultimate Value
Abortion II – Abortion and Its Effects
Abortion III – Alternatives and
Restoration
Consequences of Sexual Relations
Outside of Marriage
Marriage – God’s Plan
Sexuality I – God Made You Unique
Sexuality IIa – Men
Sexuality IIb – Women
Sexuality IV – What Now

Addiction

Addiction
Alcoholism – Habits that Affect Health
Drugs
Smoking – Part 1 and 2
Smoking Overview

Avian (Bird) Flu

Avian Flu I – Introduction
Avian Flu II – Preventing its Spread
Avian Flu III – Practical Steps to
Prevent its Spread

Booklets, Picture

Abortion I – All Life is of Ultimate Value
Abortion II – Abortion and its Effects
Abortion III – Alternatives and
Restoration
AIDS
Birth Spacing
Brucellosis
Colds
Dairy Cattle Part 1 and 2
Dengue Fever

Booklets, Picture Continued

Diabetes
Diarrhea
Eye Problems
Feeding Children
First Aid
First Aid – Choking
First Aid – Fractures
First Aid – Wounds and Burns
Goiter
Hepatitis B
High Blood Pressure
Home Safety
Immunizations
Malaria
Nutrition 3x3
Oral Hygiene
Rabies
Scabies
Smoking 1 and 2
Trash (Garbage) Project
Tuberculosis
Worms

Colds

Pneumonia in Children – Recognition
and Referral
Colds – Symptoms
Colds – Treatment
Colds – Prevention

Dental Care

Dental I – Tooth Decay
Dental II – Gums, Gingivitis, and
Infection
Dental III – Deposits on Teeth

Physical Health continued

Diabetes

Diabetes I – Introduction
Diabetes II – How it Affects Your Health
Diabetes III – Preventing Complications
Diabetes IV – Role of the CHEs

Diarrhea

Cholera
Diarrhea – Cause
Diarrhea – Danger of Dehydration
Diarrhea – Prevention
Diarrhea – Treatment Giving ORS
Diarrhea – Case Studies

Eye Care

Eye Care I and II
Eye Problems I – Infections
Eye Problems II – Objects in Eye
Eye Problems III – Referrals
Eye Problems of Adults
Vision Problems of Children

Family Planning

How to Help a Family
Methods of Contraception
The Need

First Aid

Choking and Breathing Problems
Cuts, Bruises, Burns, and Bleeding
Fractures
Heat Disorders
Responding to Emergencies
Snakes, Scorpions, and Spiders
Rabies I – What is Rabies
Rabies II – Prevention
Review of First Aid
Poisoning I & II

HIV and AIDS – Introduction

Description and Implementation of an
HIV and AIDS Program and CHE
Why We do an HIV and AIDS Ministry

HIV and AIDS Education and Prevention

Beliefs about HIV and AIDS
Consequences of Sexual Relations
Outside of Marriage
HIV Testing
HIV Transmission and Prevention
How Does HIV Affect our Community
Mobilizing a Community to Care for
Their Own
Needs and Resources for HIV and
AIDS – Starting an HIV Program
Talking to our Spouse/Partner and HIV
and AIDS
What is HIV? What is AIDS?
Worldview and HIV – Identifying the
Root Causes

HIV and AIDS – Strengthening and Mobilizing the Church

Comparing Relief and Development
Hope through Transformation
How Jesus Taught II
Marriage – God's Plan
Reaching Out in Ministry to People with
AIDS
Seed Projects for HIV and AIDS
Taking a Stand and Not Compromising
The Requirements of Married Partners
The Responsibility of Parents
Understanding Worldview
What God Says about AIDS and What
the Church Can Do
Withstanding Temptation
Worldview and Discipleship

Physical Health continued

HIV and AIDS – Counseling and

Emotional Care

Anger
Bitterness
Care Groups
Caring for People with Emotional Needs
I – VI
Confronting Biblically
Counseling
Counseling the AIDS Patient
Depression
Fear and Worry
Giving HIV Test Results
God's Word for AIDS Patients
Guilt
HIV Counseling
HIV Pre-Test Counseling
Listening – The First Helping Skill
Loneliness
Overcoming Hurts and Anger
Proper Perception of God
Serving Others
Speaking the Truth – The Second Level
of Helping
Taking Inventory of Your Helping Skills
The Foundation for Helping
Ultimate Self-Worth I – Who Am I
Ultimate Self-Worth II – Your Identity in
Christ
Valuing Self
Worry and Anxiety

HIV and AIDS – Home-Based Care

Care of the Bed Bound Patient
Caring for Children with HIV and AIDS
Caring for the Caregiver
Caring for the Dying
Caring for Your Neighbor
Community Care for the Terminally Ill
Community Needs and Resources for
PLWA
Defining Good Health
Diarrhea – Danger of Dehydration
Diarrhea – Treatment Giving ORS
Helping a Person Who is Grieving
Ill Health as Seen by Disharmony
Legacy Building
Managing Symptoms of AIDS
Nutrition and Food Safety for People
live with HIV and AIDS
Nutrition – Balanced Diet: 3 Food
Groups
PLWA Home-Visit Log
Precautions for Care Providers
Providing Compassionate Care
Staying Health with HIV

Physical Health continued

HIV and AIDS – Family and

Community Support

Biblical Importance of Children
Caring for Vulnerable Children within
the Community
Christian Family V – The Needs and
Training of Children
Comparing Relief and Development
Growth Monitoring
Mapping
Mobilizing a Community to Care for
Their Own
Needs and Resources for AIDS
Orphans
Seed Projects for HIV and AIDS
Ten Seed Technique and Rapid Food
Security Assessment
Writing a Will

HIV and AIDS – Orphans and

Vulnerable Children

Biblical Importance of Children
Care Groups
Caring for Children with HIV and AIDS
Caring for Vulnerable Children within
the Community
Caring for Your Neighbor
Christian Family V – The Needs and
Training of Children
Developing an OVC Survey
Growth Monitoring
Helping a Child through the Grief
Process
Home-Visiting
How Children Grieve
Legacy Building
Mapping for OVC
Mobilizing a Community to Care for
Their Own
Needs and Resources for AIDS
Orphans
Nurturing Children Affect by HIV and
AIDS
Organizing a Kids' Club for Orphans
and Vulnerable Children
OVC Home-Visit Log
Protecting Orphans and Vulnerable
Children from Exploitation
Providing Compassionate Care
Reaching Out in Ministry to People with
AIDS
Reporting
Roles of the CHE
Roles of the Committee
Seed Projects for HIV and AIDS
Writing a Will

Physical Health continued

HIV and AIDS – Prevention of

Mother-to-Child Transmission

Breastfeeding and HIV Transmission

Consequences of Sexual Relations

Outside of Marriage

HIV Testing

Nutrition for Pregnant and

Breastfeeding Women

PMCT Data Collection Form

PMCT Pre and Post Counseling Form

Prenatal HIV Screening Form

Prevention of Mother-to-Child

Transmission (PMCT)

Sexuality I – God Made You Unique

Sexually Transmitted Diseases

Treatment with Nevirapine

Immunizations

How and When to Give Them

How They Work

Why We Need Them

Leishmaniasis

Leishmaniasis I – Cause

Leishmaniasis II – Symptoms

Leishmaniasis III – Treatment

Leishmaniasis IV – Prevention

Leishmaniasis V – Social Effect

Leprosy

CHE and a Leprosy Program

Leprosy I – Identifying and Diagnosing

Leprosy II – Treatment

Leprosy III – Caring for the Patient

Leprosy IV – Program Management

Leprosy V – CHE's Job

Malaria

Bed Nets to Prevent Malaria

Malaria I – Cause

Malaria II – Prevention, Basic Steps

Malaria III – Preventive Actions

Malaria IV – Symptoms & Diagnosis

Malaria V – Complications

Malaria VI - Treatment

Natural Medicine

Herbal Natural Medicine Overview

Natural Medicine I – Identifying Natural

Medicine Plants and Their Use

Natural Medicine II – Preparing

Different Plant Media for Medicines

Natural Medicine III – Guide for

Harvesting and Storing Medicinal

Plants

Natural Medicine IV – Producing

Medicines from Local Plants

Nutrition

Breastfeeding

Child Malnutrition

Developing the Three Food Groups into

Family Menus

Growth of Children I & II

Growth Monitoring

Growth Monitoring Using Child Health

Cards

Nutrition – Balanced Diet: Three Food

Groups

Practice Using Growth Monitoring Chart

Super Flour – Supplementary Foods for

the Severely Malnourished

Weaning Diet – Feeding Young

Children: Birth to Two Years

Physical Health continued

Others

Brucellosis
Dengue Fever – Cause
Fever – Signs and Symptoms
Goiter
Health Beliefs
Hepatitis A
Hepatitis B
High Blood Pressure
Radiation – Food without Radionuclides
Sexually Transmitted Diseases
Skin Parasites
Typhoid Fever
Use of Medicines
Wholistic Diagnosis

Pregnancy (CHEPS)

A Woman's Worth – God's Perspective
Anatomy and Physiology of
 Reproduction
Basic Hygiene and Hand Washing
Breastfeeding
CHEPS Primary Prenatal Visit
Childbirth – Stage 1 and 2
Complications of Pregnancy
Conception – Signs of Pregnancy
Developing the Three Food Groups into
 Family Menus
Family Planning – How to Help a Family
Family Planning – Methods of
 Contraception
Fertility Cycle and Natural Family
 Planning
Fetal Growth and Development
Harmful Substances
HIV Transmission and Prevention
Implementation of CHEPS
Needs and Resources – Story of Mrs. X

CHEPS Continued

Newborn Care
Nutrition for Pregnant and
 Breastfeeding Women
Nutrition – Balanced Diet: 3 Food
 Groups
Pain Control
Postpartum Care
Pregnancy Discomforts
Preventing Maternal and Newborn
 Tetanus
Prevention of Complications in
 Pregnancy
Prevention of Mother-to-Child
 Transmission (PMCT)
Sexually Transmitted Diseases
What is HIV? What is AIDS?
Women's Hygiene

Scabies

Scabies I – Symptoms, Cause,
 Prevention
Scabies II – Diagnosis, Treatment, and
 Complications

Tuberculosis (TB)

Tuberculosis I – TB or not TB
Tuberculosis II – Spread of TB
Tuberculosis III – Testing and
 Treatment
Tuberculosis IV – Medicines
Tuberculosis V – Connecting the DOTS
Tuberculosis VI – Moving Ahead (TB
 and HIV)

Physical Health continued

Worms

Worms – Hookworms
Worms – Pinworms (Threadworms)
Worms – Roundworms
Worms – Tapeworms
Worms I – Distinguishing
 Characteristics
Worms II – When to Go to the Hospital
Worms III – Prevention

Women's Cycle of Life (WCL)

Anatomy and Physiology of
 Reproduction
Beauty and God's Word
Breast Care – Breast Self-Exam
Breastfeeding
Childbirth Overview
Complications of Pregnancy
Conception – Signs of Pregnancy
Family Planning – Methods of
 Contraception
Fertility Cycle and Natural Family
 Planning
Fetal Growth and Development
Forgiveness – Consequences
Great Women of God – Abigail
Great Women of God – Esther
Great Women of God – Overview
Great Women of God – Ruth
Menopause
Needs and Resources – The Story of
 Mrs. X
Newborn Care
Nutrition for Pregnancy and
 Breastfeeding Women
Postpartum Care
Pregnancy Discomforts
Puberty
Sexually Transmitted Diseases
Steps of a Relationship
What is HIV? What is AIDS?
Women's Hygiene

Program Trainings

Committee

CHE Program Description – Basic
Elements of a CHE Program
Christian Growth – Experiencing God's
Love and Forgiveness
Christian Growth – The Filling of the
Holy Spirit
Christian Growth – Walking in the Spirit
Christian Growth Group I – Overview
Committee Organization and
Constitution
Needs and Resources of the
Community
Objective Setting
Paralytic and Development
Ready and Willing Witness
Roles of a CHE
Roles of a Committee
Step Planning
Supervision, Reporting, Incentives, and
Funding of CHE
Understanding Community
What is Development
Working as a Group
Working on a Committee

HIV Training of Trainers (TOT)

AIDS Changes Everything – A Wholistic
View
CHE Concepts – Understanding the
Need for CHE
CHE Program Description – Basic
Elements of a CHE Program
Committee Training
Comparing Relief and Development
Different Approaches to CHE
Entering the Community
Evangelism, Follow-up, and
Discipleship

HIV TOT continued

Gathering Information and Choosing the
Best Community
Growing and HIV and AIDS Program –
CHE Model
HIV – A Worldview and Relationship
Problem
HIV Transmission and Prevention
How Does HIV Affect our Community
Immune System and HIV – Complex
Drama
LePSAS Learning Techniques
Needs and Resources for HIV and
AIDS – Starting and HIV Program
Organizing a Kids' Club for Orphans
and Vulnerable Children
Planning for a Successful CHE Program
Praying for Our Target Area
Providing Compassionate Care
QQR Principles
Reaching Out in Ministry to People with
AIDS
Reporting
Roles of the CHE
Roles of the Training Team, Committee,
and CHE
Seed Projects for HIV and AIDS
Spiritual Information Gathering
Steps to Implement a CHE Program
The Great Commandment and the
Great Commission
What God Say about AIDS and What
the Church Can Do
What is Good Health and a Community
What is HIV? What is AIDS?
Why We Do and HIV and AIDS Ministry
Worldview and Development
Worldview and HIV – Identifying the
Root Causes

**Program
Trainings
continued**

HIV Vision Seminar

AIDS Changes Everything – A Wholistic View
Growing and HIV and AIDS Program – CHE Model
HIV – A Worldview and Relationship Problem
Immune System and HIV – Complex Drama
Needs and Resources for HIV and AIDS – Starting an HIV Program
QQR Principles
Talking to Our Spouse/Partner about HIV and AIDS
What is HIV? What is AIDS?
Worldview and HIV – Identifying the Root Causes

Partnerships

Introduction
Meaningful Results
Relationships – Being an Alliance Champion
Relationships – Trust
Selection of Partners
Vision Compatibility
Working Agreements

Salt and Light Training (SALT)

Comparing Relief and Development
Defining Good Health
God's Intentions for the Nations
God's Mathematics
How We Learn
Life Changing Movement
Luke 2:52 and Development
Multiplication
Praying for Our Target Area
SALT Description – Basic Elements of a Church-Initiated Program
Seed Projects
Seeing the Community through God's Eyes
Spiritual Information Gathering
The Great Commandment and the Great Commission
Understanding Community
Worldview and Development
Worldview and Discipleship

**Program
Trainings
continued**

Training of Trainers I (TOT I)

CHE and Church Planting
CHE Concepts – Understanding the
Need for CHE
CHE in Creative Access Countries
CHE Program Description – Basic
Elements of a CHE Program
Comparing Relief and Development
Defining Good Health
Different Approaches to CHE
Entering the Community
Evangelism, Follow-up, and
Discipleship
Gathering Information and Choosing the
Best Community
Integrating Physical and Spiritual
Ministries
LePSAS Learning Techniques
Life Changing Movement
Needs and Resources of the
Community
Paralytic and Development
Planning for a Successful CHE Program
Praying for Our Target Area
Preparing a Lesson Plan
Reporting
Roles of the CHE
Roles of the Committee
Roles of the Training Team
Spiritual Information Gathering
Steps to Implement a CHE Program
Summary and Evaluation
The Great Commandment and the
Great Commission
Training of the CHE
Understanding Community
Urban CHE Approach
Worldview and Development

Training of Trainers II (TOT II)

Adult Education Principles
Analysis of Baseline Questionnaire
Baseline Survey
Building a Community Ownership
Christian Growth I – Loving by Faith
Christian Growth – Prayer
Committee Training
Decision Making and Problem Solving
Filling Out MAI's Quarterly Report
Growth Groups I
How Jesus Taught I
How to Help Fulfill the Great
Commission
How to Use New Life if Christ Booklet
How to Use the Confession and
Christian Growth Follow-Up Booklet
Interpreting MAI's Quarterly Report
Introduction to the Operations Guide
Life Changing Movement
Mapping
Methods of Training and Visual Aids
Objective Setting
Reporting
Scaling Up CHE
Step Planning
Stories and Songs
Summary, Close, and Evaluation
Teaching Oral Learners
Telling the Story & Leading the
Discussion
Ten Seed Technique and Rapid Food
Security Assessment
The Learning Process I
The Learning Process II – LePSAS
Review

**Program
Trainings
continued**

Training of Trainers III (TOT III)

Building a Team I and II
Controlling in Management
Decision Making and Problem Solving
Developing & Mentoring Others
Discipleship I – Biblical Basis of Discipleship
Discipleship II – Objective of Discipleship
Discipleship III – Framework for Developing a Multiplying Ministry
Discipleship IV – Building Disciples Strategy
Discipleship V – Selection of Disciples
Discipleship VI – Multiplication of Disciples
Evaluation I – Introduction
Evaluation II – Purpose
Evaluation III – Developing a Questionnaire
Evaluation IV – Analysis
Evaluation V – Reporting
Evaluation VI – Summary
How to Start a Movement
Introduction to Management
Leader Know Thyself
Leadership
Management Exemplified by Nehemiah
Movement
Organizing in Management I and II
Overview of a Discipleship Ministry
Planning
Project Reports and Problem Workshops
Purpose for Life
Reporting
Servant Leadership Overview

Urban Training of Trainers (TOT)

ABCD I – What is ABCD
ABCD II – Mapping and Inventorying Assets
ABCD III – Rebuilding the Community Economics
Building Community Vision 1 & 2
Building Community Ownership
CHE Principles
Choosing & Entering an Urban Neighborhood
Coalition Building I – What is Empowerment and Coalition
Comparing Relief, Betterment, & Development
Evaluation, Baseline Survey, & RBM
Evangelism, Follow-Up, and Discipleship
Finding Urban Needs by 10 Seed Road to Health
Gathering Information & Mapping an Urban Community
Gathering Information and Choosing the Best Urban Community
God and The City III – How God Views the City
How ABCD & CHE Fit Together
Identifying Interests & Assets in the Community
Interdependence in Community Development
LePSAS Learning Techniques
Luke 2:52 and Development
Networking in a Neighborhood
Poverty
Praying for Our Target Area
Preparing a Lesson Plan
Roles of the Urban CHE

Program Trainings continued

Urban TOT continued

Roles of the Urban Committee
Roles of the Urban Facilitation Team
Secondary Information Gathering and
Mapping for a U.S. Urban City
Seed Projects
Spiritual Impact
Steps to Implement an Urban CHE
Program
The Great Commandment and the
Great Commission
Urban CHE Approach
Urban CHE Concepts – Understanding
the Need for CHE
Urban CHE Description
Urban Needs & the Road to
Development
Urban Poverty
What is Good Health and a Community
Worldview and Development

Vision Seminar

Beginning a CHE Program
CHE – A Template for Church Planting
CHE Background
CHE Program Description – Basic
Elements of a CHE Program
Comparing Relief and Development
Defining Good Health
Different Approaches to CHE
Evangelism, Follow-Up, and
Discipleship
God's Intention for the Nations
How We Learn
Integration of Physical and Spiritual
LePSAS Learning Techniques
Narrow View of the Gospel
Paralytic and Development
Preparing a Lesson Plan

Vision Seminar continued

Roles of the Training Team, Committee,
and CHE
Seed Projects
Understanding Worldview
What can We do to Start CHE in Our
Situation
Worldview and Development
Worldview and Discipleship

Vision – Mobilizing the Church

Establishing a Target Area
Evaluation of a Target Area
Finding out Community Needs and
Church Resources
God's Intention for the Nations
God's Intentions for His Church
God's Mathematics
How the Church and CHE Work
Together
Integration of Physical and Spiritual
Inward or Outward Looking Church
Jesus' Purpose
Luke 2:52 and Development
Mobilizing the Church – Being Light in
My Community
Mobilizing the Church – Being Yeast
and a Mustard Seed
Networking in a Community
Seed Projects
Seeing the Community through God's
Eyes
The Great Commandment and the
Great Commission
What is Community and River Crossing
Worldview and Development
Worldview and Discipleship

Social Development

Children – About Children

Biblical Importance of Children
Caring for Children with HIV and AIDS
Caring for Vulnerable Children with the
Community
Caring for Your Neighbor
Child Evangelism I and II
Children as Health Educators
Christian Family V – The Needs and
Training of Children
Children’s Community Projects
Development of Children &
Communities
Developing and OVC Survey
Games
Helping a Child through the Grief
Process
How Children Grieve
Importance of a Children’s CHE
Mapping for OVC
Monitoring & Evaluation Tools
Mobilizing a Community to Care for
Their Own
Needs of Children
Needs and Resources for AIDS
Orphans
Nurturing Children Affected by HIV and
AIDS
Organizing a Kids’ Club for Orphans
and Vulnerable Children
OVC Home-Visit Log
Protecting Orphans and Vulnerable
Children from Exploitation
Providing Compassionate Care
Reaching Out in Ministry to People with
AIDS
Starting a Children’s CHE Program
Teaching Children’s CHE Parts 1 and 2

Children Physical

Colds
Complications of Colds
Caring for Our Teeth Lessons I – III
Children with Diarrhea Lessons I and II
Eye Care Lessons I and II
First Aid I – Responding to
Emergencies
First Aid II – Choking
First Aid III – Wounds and Injuries
First Aid IV – Fractures
First Aid V – Burns and Bites
First Aid VI – Review of First AID
Caring for Children Who are Sick
Helping Children I – Children who do
not See or Hear Well
Helping Children II – Understanding
Children’s Feelings
Medicines – When and How they Can
Help Us
Smoking Part 1 and 2
Appearance
Respect
Speech and Attitude
Table Manners Part 1 and 2
Preventing AIDS
Responding to AIDS
Hygiene I – Germs, Flies, and Disease
Hygiene II – Home Cleanliness
Hygiene III – Garbage Pits
Hygiene IV – Latrines
Scabies
Skin Parasites
Tippy Taps
(see also section on worms)

Social Development continued

Children Physical

Preventing Malaria I – Prevention and Treatment
Preventing Malaria II – Practical Projects
Breastfeeding
Children’s Growth Lessons I and II
Feeding Children I – A Health Diet
Feeding Children II – Fruits and Vegetables
Immunizations
Our Neighborhood
Prevention of Accidents
Road Safety
Clean Water Lessons I – III
Hookworms and Wearing Shoes
Roundworms and Washing Hands
Tapeworms

Children Spiritual – Bible Storying

Birth of Moses
Elijah & the Widow’s Son I & II
Elisha & the Shunammite’s Son
Isaac’s Birth
Ishmael
Mephibosheth
Naaman’s Servant Girl
Samuel’s Birth
Samuel Serves God
The Sacrifice of Isaac

Children Spiritual – Discipleship

Evangelism 1 – The Good News
Evangelism 2 – All Have Sinned
Evangelism 3 – New Life
Evangelism 4 – Importance of Evangelism
Evangelism 5 – Wordless Book
Evangelism 6 – One-Verse Evangelism
Evangelism 7 – Review Game
Prayer 1 – Talking to God
Prayer 2 – A PACT with God
Prayer 3 – Continuing the PACT
The Bible 1 – God’s Word
The Bible 2 – Equipped for Service
The Bible 3 – Living and Active

Children Spiritual – New Testament

John the Baptist and Repentance
The Birth of Jesus 1
The Birth of Jesus 2 – Wise Men Still Seek Him
The Birth of Jesus 3 – An Interview with Joseph
The Birth of Jesus 4 – The Meaning of Christmas
The Life of Jesus 1 – Water into Wine
The Life of Jesus 2 – Nicodemus

Social Development continued

Children Spiritual – Old Testament

Abraham 1 – God’s Faith Partner
Abraham 2 – God’s Promises
Abraham 3 – Abraham Gives His Son
Cain and Abel 1 – The Right Sacrifice
Cain and Abel 2 – Haji and the
Elephant
Creation 1 – God Creates with Words
Creation 2 – God’s Most Special
Creation
Creation 3 – God Puts Man in Charge
Creation 4 – Taking Charge
Enoch Walks with God
Isaac 1 – Isaac Finds a Wife
Isaac 2 – Double Trouble
Noah 1 – Preacher of Righteousness
Noah 2 – Noah’s Ark and God’s
Promises
The Fall 1 – Adam Gave it All Away
The Fall 2 – All Satan’s Apples have
Worms
The Tower of Babel – An Interview with
Nimrod

Children’s Development Program -

CDP

Abraham 1 - God's Faith Partner
Abraham 2 - God's Promises
Abraham 3 - Abraham Gives His Son
Appearance
Cain and Abel 1 - The Right Sacrifice
Cain and Abel 2 - Haji and the Elephant
Caring for Children Who are Sick
Caring for our Teeth I
CDP Topic Schedule.xls
Children with Diarrhea I
Children's Growth I
Clean Water I
Colds
Creation 1 - God Creates With Words

CDP Continued

Creation 2 - God's Most Special
Creation
Creation 3 - God Puts Man in Charge
Creation 4 - Taking Charge
Enoch Walks with God
Evangelism 5 - Wordless Book
Eye Care I
Feeding Children I - A Healthy Diet
Feeding Children II - Fruits and
Vegetables
First Aid - Responding to Emergencies
First Aid III - Wounds and Injuries
First Aid V - Burns and Bites
Helping Children II - Understanding
Children's Feelings
Hygiene in our Community I - Germs,
Flies, and Diseases
Hygiene in our Community II - Home
Cleanliness
Hygiene in our Community III - Garbage
Pits
Hygiene in our Community IV - Latrines
Immunizations
Isaac 1 - Isaac Finds a Wife
Isaac 2 - Double Trouble
John the Baptist - Part 1 and 2 HO
John the Baptist and Repentance
Noah 1 - Preacher of Righteousness
Our Neighborhood
Respect
Road Safety
Roundworms and Washing Hands
Scabies
Speech and Attitude
Table Manners - Part 1
The Birth of Jesus 1
The Birth of Jesus 2 - Wise Men Still
Seek Him

Social Development continued

Cross-Cultural

Adapting to New Cultures
Basic Concepts of Culture
Becoming Full Participants in a New
Culture/Community
Communicating Cross-Culturally
Symptoms and Cycle of Cultural Shock

Emotional Care

Anger
Availability
Bitterness
Care Groups
Caring for People with Emotional Needs
I – VI
Character Qualities Flexibility
Confronting Biblically
Dealing with Failure
Depression
Directing Toward Action – The Third
Helping Skill
Evaluate Your Listening Skills Exercise
Fear and Worry
Flexibility
Helping a Person Who is Grieving
God's Word for AIDS Patients
Grief
Guilt
Kindness Leads to Goodness
Listening – The First Helping Skill

Emotional Care Continued

Loneliness
Overcoming Hurts and Anger
Proper Perception of God
Serving Others
Speaking the Truth – The Second Level
of Helping
Taking Inventory of Your Helping Skills
The Foundation for Helping Ultimate
Self-Worth I – Who Am I
Ultimate Self-Worth II – Your Identity in
Christ
Valuing Self
Worry and Anxiety

Healing Wounds of Trauma

Forgiveness
How Can We Help Children
How Can Wounds of the Heart be
Healed
If God Loves Us Why Do We Suffer
Overcoming Trauma
What Happens When Someone is
Grieving

Marriage and Family

Christian Marriage – A Biblical View of
Respect
Family Violence I and II
Harmony and Peace in a Marriage
Relationship

Social Development continued

Moral Values

Availability
Being a Person of Integrity
Caring for the Whole Person
Caring for Your Neighbor
Christian Family II – Husband’s and
Wife’s Roles
Christian Family III – Disharmony
Between Men and Women
Christian Family V – The Needs and
Training of Children
Christian Family VI – Training by
Discipline for Obedience
Enthusiasm
Faithfulness
Flexibility
Forgiving Others
Honesty
Justice
Kindness Leads to Goodness
Living a Balanced Life
Living in Unity
Obedience
Patience
Peace and Gentleness
Perseverance
Principles of Justice
Resourcefulness
Self-Control
Self-Esteem
Serving Others
Taking a Stand and Not Compromising
The Requirements of Married Partners
The Responsibility of Parents
Withstanding Temptation

Parenting

Building Relationships that Bond
Five Smooth Stones for Parenting 1 and
2

Parenting Continued

God’s Process for Teaching Obedience
How to Develop Your Child’s Potential
How to Discipline Your Child Effectively
Importance of Modeling
Punishment versus Discipline
Words that Discipline

Social Care of the City

Babylon’s Example of an Evil City
Christians Meeting Needs
Empowering the Urban Poor I – Poverty
and Community Organization
Empowering the Urban Poor II –
Community Organization
Empowering the Urban Poor III –
Networking
Empowering the Urban Poor IV –
Coalition Building and Organizing
Empowering the Urban Poor V – Steps
to Start a Program
How God Views the City
Jerusalem’s Example of God’s City
New Testament Cities
Seed Projects
Transforming the City
Urban CHE Approach
Urban CHE Description
Urban Needs

Storying

Using Biblical Stories to Present Biblical
Truth
Using Chronological Bible Stories to
Present the Good News
Using Moral Values as Jesus Did

Women

Trafficking of Women

Spiritual Growth

Acts Bible Study (listed in order of teaching)

Overview of ACTS
Promise of the Holy Spirit
Empowered by the Holy Spirit
Witness to the World
Devoted to Prayer
Coming of the Holy Spirit
Witness in Jerusalem
Results of the Witness
Believers Fellowship
Lame Man Healed
The Name of Jesus
Salvation in No One Else
Speaking Boldly for Christ
Spiritual Multiplication
Sharing Among Believers
Stewardship
Seriousness of Sin
Spiritual Breathing
Opposition
Organizing Growing Fellowship
The Importance of the Local Church
Stephen's Witness
Stephen's Victory
The Witness Expanded
Witness in Samaria
Philip's Witness
Saul Meets Jesus
Peter's Witness
Witness to Gentiles
Three Remarkable Conversions
First Called Christians
Opposition from Herod
Witness to Uttermost Part of the World
Witness in Cyprus
Witness in Antioch
Witness in Iconium, Lystra, and Derbe
Building Leaders
Council at Jerusalem
Revisiting the Churches

Acts Bible Study Continued

Witness in Europe
Witness in Greece
Paul Speaks in Athens
Witness in Corinth
Witness in Ephesus
Witness in Asia
Paul and His Disciples
Paul Goes to Jerusalem
Paul Testifies
Paul before the Religious Leaders
Paul before Felix
Paul before Festus and Agrippa
Voyage to Rome
Witness to Rome
Instructions for Using CHE Growth
Group Bible Study Series

Booklets, Picture

Adam & Eve
Affirmation & Encouragement
Ananias & Sapphira
An Easy Way to Remember
Attributes of God
Christian Growth
Christian Life in the Power of the Holy Spirit
Confession
Developing Your Relationship with God
Experiencing God's Love & Forgiveness
Getting Ahead (Paul)
How to Pray for Others I – What, Who, Why, & When
How to Pray for Others II – Health
How to Pray for Others III – Praying for Those in Need
Jonah
Moses – A Reluctant Leader
Moses – Birth
Naaman, Elisha, & Gehazi

Spiritual Growth continued

Booklets, Picture Continued

New Life In Christ
Noah
Prayer
Psalms I – Blessed & Despised
Psalms II – God Keeps His People Safe
Psalms III – Soul's Reviving and the
Furnace
Psalms IV – Forsaken and Restored
Psalms V – Mercy and Forgiveness
Sovereign God
The Blessings of God
Time Alone with God
Walking with Christ
Who Am I
Your Identity in Christ
Zacchaeus

Bible

Bible Study Methods I & II
Care Groups
Christian Growth Group III – Time Alone
with God
Creation and Sin
Groups
Growth Groups I, II, and III
How to Lead a Group Discussion
Small Group Materials for 51 Weeks

Church

CHE and a Church Planting Movement
Establishing a Target Area
Evaluation of Target Area
How to Start a Movement
Illness Compared to the Church
Integration of Physical and Spiritual
Integration of Physical and Spiritual
Ministry for the Local Church
Inward or Outward Looking Church

Church Continued

Kingdom of God – A Broken World to
Heal
Kingdom of God – Characteristics
Kingdom of God – Implications
Kingdom of God – Intentions for the
Future
Kingdom of God – Intentions for the
Present
Kingdom of God – Jesus, Man and His
Need
Praying for Our Target Area

Discipleship

Devotions on Great Commission
Discipleship I – Biblical Basis of
Discipleship
Discipleship II – Object of Discipleship
Discipleship III – Framework for
Developing a Multiplying Ministry
Discipleship IV – Building Disciples
Strategy
Discipleship V – Selection of Disciples
Discipleship VI – Multiplication in
Disciples
How to Take the Leap from Addition to
Multiplication
Multiplication
Overview of a Discipleship Ministry
Steward Act
The Great Commandment and the
Great Commission
20 – 20 Spiritual Vision

Spiritual Growth continued

Evangelism

Creation and Sin
Developing Your Relationship with God
Evangelism – Sharing the Gospel Hand
Picture Book
God's View of Man and the Community
How to Help Fulfill the Great
Commission
How to Know God's Will for your Life
How to Prepare a Personal Testimony
How to Use Evangelism Picture Books
"The Four Spiritual Laws"
Integrity – Being a Person of God
Kingdom of God – A Broken World to
Heal
Ready and Willing Witnesses
Seeing the Community through God's
Eyes
Sovereign God
The Attributes of God
The Grace of God
The Priority of Your Relationship with
God
Trusting God
Ultimate Self-Worth I – Who Am I
Ultimate Self-Worth II – Your Identity in
Christ

Family

Christian Family II – The Husband's and
Wife's Roles
Christian Family III – Disharmony
between Men and Women
Christian Family V – The Needs and
Training of Children
Christian Family VI – Training by
Discipline for Obedience
The Requirements of Married Partners
The Responsibility of Parents

Follow-Up

Christian Growth – Experiencing God's
Love and Forgiveness
Christian Growth – Loving by Faith
Christian Growth – Prayer
Christian Growth I – Overview
Christian Growth III – Time Alone with
God
Follow-Up and Discipleship
Follow-Up for New Believers
How to Use Follow-Up Picture Books –
New Life in Christ
How to Use Living the Christian Life in
the Power of the Holy Spirit and
Walking in Christ Picture Book
How to Use Living the Christian Life in
the Power of the Holy Spirit Picture
Book
How to Use Spiritual Picture Booklets
How to Use the Christian Growth Book
How to Use the Confession Follow-Up
Booklet
How to Use Walking with Christ Booklet

Healing

Biblical View Of Health
Healing I - Worldview
Healing II - Jesus' Worldview
Healing III - God's Devine Healing
Healing IV - Practical Approach to
Healing
Worldview And Ethics

Holy Spirit

Christian Growth – Walking in the Spirit
How to Use Living the Christian Life in
the Power of the Holy Spirit Booklet
How to Use Walking with Christ Booklet
Wholistic How to be Filled with the Holy
Spirit

Spiritual Growth continued

Integrated Wholeness

Beginning an Integrated Physical and
Spiritual Ministry
Framework for Integrated Approach in
the Church
Good Health is Wholeness
Health Beliefs
Narrow View of the Gospel
Wholeness
Wholistic Diagnosis

Jesus

How Jesus Taught I and II
Jesus Film Discussion I – V
Jesus I – The Coming of the Messiah,
Who Jesus Is
Jesus II – Jesus' Earthly Life
Jesus III – Jesus' Death and
Resurrection
The Life of Jesus I – Jesus' Beginnings
The Life of Jesus II – Choosing His
Disciples
The Life of Jesus III – Jesus' Teaching
The Life of Jesus IV – Jesus Teachings
on Love
The Life of Jesus V – Miracles
The Life of Jesus VI – Jesus' Last Days
The Life of Jesus VII – Plot Against
Jesus
The Life of Jesus VIII – Jesus' Trial and
Crucifixion
The Life of Jesus IX – Jesus'
Resurrection
The Life of Jesus X – What to Do to be
with Jesus in Heaven
Using the Jesus Film Strips

Kingdom Values

Giving to God What is His
The Dignity of Children
The Exploitation of Women
The Treatment of Outsiders
The Underemployed, the Unemployed,
and the Poor

Prayer

Christian Growth – Prayer
Developing Your Relationship with God
How to Pray for Others I – What, Who,
Why, When
How to Pray for Others II – Health
How to Pray for Others III – Praying for
Those in Need
Kingdom of God – A Broken World to
Heal
Prayer Foundations I – Steps to the
Throne
Prayer Foundations II – Biblical
Meditation with God
Prayer Foundations III – Sharing and
Prayer
Prayer Foundations IV – Intercessory
Prayer
Prayer Foundations V – Practice of
Intercessory Prayer
Praying for Our Target Area
The Priority of Your Relationship with
God

Spiritual Growth continued

Religions

African Traditional Religions
African Traditional Religions I –
Overview
African Traditional Religions II – Ritual,
Spirits, and People Involved
African Traditional Religions III – View
of Health and Illness
Animism
Traditionalists View of Ill Health

Samaritan Strategy

God's Intentions for His Church
God's Intention for the Nations
Jesus' Purpose
Kingdom of God – Characteristics;
Implications; Intentions for the Future;
Intentions for the Present; Jesus, Man
and His Need; A Broken World to Heal
Luke 2:52 and Development
Mobilizing the Church – Principles of
Justice
Narrow View of the Gospel
Seed Projects
Three Relationships of Man
Understanding Worldview
Worldview and Development
Worldview and Discipleship

Spiritual Warfare

Angels, Satan, Demons and the Spirit
World I – Who, What, How
Angels, Satan, Demons and the Spirit
World II – Signs, Deliverance, and
Prayers
Angels, Satan, Demons and the Spirit
World III – Demonization of Believers
Traditionalist View of Ill Health

Storying the Bible

Building Memories
David & Bathsheba
Leading the Discussion
Teaching Oral Learners
Telling the Story
Telling the Story & Leading the
Discussion
Peter's Escape from Prison
Nathan Confronts David
Zacchaeus
Rich Young Ruler
Parable of the Talents
Eve I & II

Storying the Bible – Moral Values

Achievement
Anger
Disobedience
Faithfulness
Forgiving Others
Integrity
Lying
Resisting Temptation
Resourcefulness
Responsibility
Ambition
Caring
Greed
Judgment
Loyalty
Obedience
Patience
Perseverance
Pride
Restoration

Urban Transformation

Coaching

Motivating Individual Excellence and Fulfillment
Developing & Coaching Others
Coaching Activities
Building Relationships
Listening in Coaching
Goal Setting and Step Planning
Coaching for Getting a Job

Emotional Care

Healing Wounds of Trauma (6)
Anger
Availability
Bitterness
Care Groups
Caring for People with Emotional Needs (6)
Character Qualities Flexibility
Confronting Biblically
Dealing with Failure
Depression
Directing Toward Action - The Third Helping Skill
Evaluate Your Listening Skills Exercise
Fear and Worry
Flexibility
God's Word for AIDS Patients
Grief
Guilt
Healthy Relationships
Helping a Person Who is Grieving
Kindness Leads to Goodness
Listening - The First Helping Skill
Loneliness
Overcoming Hurts and Anger
Proper Perception of God
Serving Others

Emotional Care Continued

Speaking the Truth - The Second Level of Helping
Taking Inventory of Your Helping Skills
The Foundation for Helping
Ultimate Self-Worth I - Who Am I
Ultimate Self-Worth II - Your Identity in Christ
Valuing Self
What Causes Your Stress
Worry and Anxiety

HIV and AIDS – See under Physical Health

Marriage & Family

Christian Family (6)
Christian Marriage - A Biblical View of Respect
Family Violence I
Family Violence II
Harmony and Peace in a Marriage Relationship
Effective Parenting (9)

Personal Finance

Gods Responsibilities and My Responsibilities
Spending and Debt
Giving and Saving
Honesty and Teaching Children

Social Care

Moral Value Lessons (30+)
Christians Meeting Needs
God Bless the Urban Children
Empowering the Urban Poor I - Poverty and Community Organization
Empowering the Urban Poor II - Community Organization

Urban Transformation Continued

Social Care Continued

Empowering the Urban Poor III - Networking
Empowering the Urban Poor IV - Coalition Building and Organizing
Empowering the Urban Poor V - Steps to Start a Program
Urban Poverty
God and the City - I Jerusalem's Example of God's City
God and the City - II Babylon's Example of an Evil City
God and the City - III How God Views the City
God and the City - IV New Testament Cities
God and the City - V Transforming the City
Illness Compared to Church
Inward or Outward Looking Church
Mobilizing the Church - Being a Revolutionary in my Community
Mobilizing the Church - Being Light in my Community
Mobilizing the Church - Being Yeast and a Mustard Seed in my Community
Mobilizing the Church - Principles of Justice
Seed Projects
Seeing the Community Through God's Eyes
Urban CHE Approach
Urban CHE Description
Urban Needs

Tools

Asset Based Community Development (ABCD)
ABCD I - What is ABCD
ABCD II - Mapping and Inventorying Assets
ABCD III - Rebuilding the Community Economics
Identifying Interests and Assets in the Community
Appreciative Inquiry I - Discovery
Appreciative Inquiry II - Dreaming
Appreciative Inquiry III - Dialogue
Appreciative Inquiry IV - Delivery
Assessing the Relationship Between Cooperating Organizations
Images of Organizational Capacity
Community Ownership & PLA
From Problems to Solutions
Mapping
Market of Skills
PLA Calendaring Exercise
PLA Institutional Relations Exercise
PLA Mapping Exercises
PLA Preference and Feasibility Exercises
PLA Scoring Exercises
PLA Trend Analysis Exercise
PLA Well-Being Analysis Exercise
Ten Seed Technique and Rapid Food Security Assessment
Using Biblical Stories to Present Biblical Truth
Using Chronological Bible Stories to Present the Good News
Using Moral Values as Jesus Did

Urban Transformation Continued

Urban Development

Assessing Needs and Resources
Christians Meeting Needs
Comparing Relief and Development
How to Choose and Enter the Best
Community
Human Need & Poverty
Hunger and Poverty
Needs and Resources of the
Community
What is Development?

Working

Biblical View of Work
Why Work
Working for Someone Else
What It Means To Run A Business
Assessing Job Skills
Finding A Job
Succeed Your First Day
Being Prepared To Get To Work
Keeping Your Job

MALARIA I – CAUSE

Date: 11/89

(1 HOUR)

- OBJECTIVES:**
1. Participants will understand the cause of malaria.
 2. Participants will teach others on the cause of malaria.
 3. Participants will recognize the traditional beliefs about malaria.

OVERVIEW FOR TRAINERS: This is the first in the series about malaria.

METHOD	TIME	KNOWLEDGE
<p>Role Play:</p> <p>A person acting like a mosquito bites a person who is apparently sick with malaria (shivering, joint pain, fever, etc.) Later the same mosquito bites a healthy person and this person starts to develop symptoms. (You may want to say this is some days later when the second person gets sick).</p> <p style="text-align: center;">OR</p> <p>Teaching Picture (rather than role play)</p> <p>Use picture of a boy with fever, standing water and mosquitoes.</p>	10"	
<p>----SHOWD questions----</p> <p>S = What do you See? H = What is Happening? O = Does this happen in Our place? W = Why does this happen? D = What will we Do about it?</p>		
<p>I. Ask them to discuss traditional beliefs about causes of malaria. List their answers. (You may not want to write these all down as it takes up a lot of class time.) Strike out those that there is disagreement over. (Go over them one by one.) As you discuss the list, help them understand why some of their traditional beliefs are wrong or that they don't go far enough.</p> <p>Find out, before teaching, what the traditional beliefs are in your area.</p>	15"	<p>I. <u>Traditional Beliefs</u></p> <ol style="list-style-type: none"> A. Mandazies cause malaria. B. Sugar causes malaria. C. Malaria is something you can vomit up. D. Kimbo (shortening) causes malaria. E. Walking in the rain causes malaria F. Food that is not cooked well causes malaria.

This lesson is part of an extensive series created by LifeWind International for use in Community Health Evangelism (CHE). In CHE, facilitators skilled in participatory learning methods enable communities 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 communityhealthevangelism.org, or contact [LifeWind International](#).

MALARIA I – CAUSE

METHOD	TIME	KNOWLEDGE
<p>II. Explain what actually causes malaria and the role of the mosquito in the malaria cycle. You could do the above role-play after the discussion of traditional beliefs and before explaining the role of mosquito in the cause of malaria.</p>	10"	<p>II. <u>Role of Mosquito in Malaria Cycle</u></p> <p>A. Mosquito bites a person with malaria and sucks the blood with the malaria germs.</p> <p>B. The mosquito now carries malaria and,</p> <p>C. 7 - 10 days later the mosquito bites a healthy person and gives this person the malaria germs.</p> <p>D. Now this person has malaria.</p> <p>E. Incubation period is about 10 days.</p>
<p>III. Discuss ways we cannot get malaria.</p>	10"	<p>III. <u>How Malaria Cannot be Contracted</u></p> <p>A. By eating certain foods.</p> <p>B. By touching or being around another person with malaria.</p> <p>C. By drinking from the same cups or using the same bed or clothes from another person who has malaria.</p>
<p>IV. Explain only way we can get malaria.</p>	5"	<p>IV. <u>Only Way to Get Malaria</u></p> <p>A. When bitten by a mosquito that has the malaria germs.</p>
<p>V. Give the spiritual analogy</p>	10"	<p>V. <u>Spiritual Analogy</u></p> <p>A. Malaria is a disease caused by the introduction of germs into one's body through the bite of a mosquito. The symptoms of malaria are fever, chills and aching joints. These symptoms come and go in 48-hour cycles. Because of these cyclic symptoms, people often think they are over the disease before they actually are.</p> <p>B. In the Christian life, we tend to have periods where we feel we have overcome temptation to sin. We think that we've reached a level of maturity where Satan will now leave us alone. But beware, "Your enemy, the devil, prowls around like a roaring lion looking for someone to devour. Resist him, standing firm in the faith." I Peter 5:8a</p>

MALARIA I - CAUSE

ATTITUDE: Facilitator is aware and has a respect for people's traditional beliefs about the causes of malaria.

SKILL: Participant will be able to understand the cause of malaria; teach others on the cause of malaria; and recognize the traditional beliefs about malaria.

EVALUATION: Facilitators will know that participants have learned the content of this lesson when they observe them teaching others about the cause of malaria.

MATERIALS:

- Newsprint
- Marking pens
- Masking tape
- Teaching picture of boy with malaria

This lesson is used in: Physical - Malaria

Sample Health Teaching Picture





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