

# Children's CHE

*Community Health Evangelism for Children*

*Community Health Evangelism  
for short-term teams*



GLOBAL CHE NETWORK

# CHILDREN'S CHE

## *Community Health Evangelism for Children*

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### OVERVIEW

Can children be involved in community health evangelism? Absolutely! Most children are eager to get together to learn Bible stories as well as health and practical skills. In the process, they grow in their faith, become active in their communities, and pass what they have learned on to their family and friends.

This manual contains four lessons, with the purpose of giving short-term teams background and practical skills for working with children. *What is Children's CHE* provides an introduction to Children's CHE and discusses the importance and Biblical basis of working with children. *Development of Children and Communities* explores ways in which Children's CHE can lead to the growth and development of children and their communities. *Teaching Children's CHE* investigates the ways that children learn, and gives an introduction to Bible storying. With *Health Stories*, participants learn to teach health skills through health storying as well as encouraging the children to tell the stories to others. The health stories and Bible storying are designed to help facilitate the transfer of knowledge in the community.

The lesson plans in this manual can be used in at least a couple of ways: (1) to prepare short-term teams or (2) to teach the topic to any small group.

## 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](http://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](http://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:

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

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 in a clear and concise way. The purpose of a starter is to focus an issue and stimulate the thinking process. Each starter, whether it is a picture, a role play, a case study, a story, or an object lesson, is followed in the lesson plan by one of more of the SHOWD questions. These questions serve as a framework for CHE/NT lessons, but often only the first two or three questions are asked after a starter because the other questions will be answered in the body of the lesson:

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

### **What outcomes are we looking for?**

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

1. Shared vision: The community sees a better future and has hope that it can be achieved.
2. Leadership: Godly Christian leaders are positioned and equipped to lead the community toward the accomplishment of its vision.
3. Ownership: People are taking responsibility for their own health and 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 compromise

**CHILDREN'S CHE 1***What Is Children's CHE?***Date:** 9/07 (rev. 12/11)

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. List reasons why a children's ministry is important.
  2. Explain the Biblical basis of a children's ministry.
  3. Name some important children of the Bible.
  4. Describe some resources available for a Children's CHE ministry.

**OVERVIEW FOR TRAINERS:** This is a lesson to introduce the topic of a Children's CHE ministry, with information on the Biblical basis of a Children's CHE ministry, along with materials available.

METHOD	TIME	KNOWLEDGE
<p><b>Role Play:</b> Two committee members are talking.</p> <p><b>1<sup>st</sup></b> I hear they have started a new children's ministry.</p> <p><b>2<sup>nd</sup></b> This one seems to be different. It is not just Bible stories and songs. They are teaching some practical health skills as well. They say the children may actually become CHES!</p> <p><b>1<sup>st</sup></b> I don't know how that will work. The children are too young to make a difference in the community. They don't have any influence here.</p> <p><b>2<sup>nd</sup></b> Yes, who could they teach? And what impact could they have?</p> <p><b>1<sup>st</sup></b> We have enough to do already. Let's just concentrate on the adults.</p> <p><b>2<sup>nd</sup></b> I agree. We are busy enough as it is.</p>	5"	

**----SHOWD questions----**

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

- |  |     |   |
|--|-----|---|
| <p>I. Why is a children's ministry important? Discuss in small groups and report back.</p> | 10" | <p>I. <u>Why a Children's Ministry is Important:</u></p> <p>A. Half (50%) of the people on earth today are under the age of 18. In most developing countries, half of the people are under the age of 15.</p> <p>B. Children between the ages of 4 and 14 are one of the largest unreached people groups. (This is sometimes known as the "4-14 Window").</p> <p>C. During the next 20 years, 4.5 to 5 billion children will be born.</p> |
|--|-----|---|

## CHILDREN'S CHE 1: WHAT IS CHILDREN'S CHE?

METHOD	TIME	KNOWLEDGE
		<ul style="list-style-type: none"> <li>D. If all the 5-11 year-olds held hands, they would go around the world three times.</li> <li>E. Most full-time Christian workers came to Christ as a child.</li> <li>F. Children are a gift from the Lord; they are important.</li> <li>G. Children are often eager to learn and more open to change than adults.</li> <li>H. The Biblical truths and health habits the children learn will be the base for how they live as adults.</li> <li>I. Children can serve as models for their families and friends. They can demonstrate a healthier lifestyle.</li> <li>J. Childhood is a key time to reach people for Christ.</li> <li>K. A ministry with children can be a way to enter a community.</li> <li>L. In an area that is hesitant about the gospel, a children's ministry may help build relationships so a ministry with adults can be started.</li> <li>M. Children have unique needs:               <ul style="list-style-type: none"> <li>1. There are over 3 million children living with HIV.</li> <li>2. The number of children orphaned by AIDS is growing rapidly.</li> <li>3. There are more than 10 million children in the sex industry.</li> <li>4. There are 200 to 300 million children involved in child labor.</li> <li>5. Children are vulnerable to many serious illnesses, such as malaria.</li> </ul> </li> </ul>
<p>II. What is the Biblical basis for a children's ministry? Think also of important children. Here are some examples:</p> <p>A. Working as groups of 2-3 people, think of 2 or 3 Bible passages that teach about the role of children and summarize what they say. Here are some examples, but you can use others:</p> <ul style="list-style-type: none"> <li>1. Psalm 127:3-5</li> <li>2. Matthew 21:15-16</li> <li>3. Mark 20:13-16</li> <li>4. Deuteronomy 31:12-13</li> <li>5. Proverbs 22:6</li> </ul>	20"	<p>II. <u>Biblical Basis for a Children's Ministry:</u></p> <p>A. Bible passages teaching about children:</p> <ul style="list-style-type: none"> <li>1. Children are a gift from God.</li> <li>2. Children can praise and glorify God.</li> <li>3. We must enter the kingdom of God "like a little child."</li> <li>4. Children must learn to fear the Lord and obey him.</li> <li>5. Training a child to follow the</li> </ul>

## CHILDREN'S CHE 1: WHAT IS CHILDREN'S CHE?

METHOD	TIME	KNOWLEDGE
<p>6. Mark 9:36-37</p> <p>7. Proverbs 4:20-22</p> <p>8. Other passages:</p> <p>B. Who are some children or young people in the Bible who followed God and are examples for us?</p>		<p>Lord will guide him as an adult.</p> <p>6. Those who welcome little children welcome Jesus.</p> <p>7. Teach your children that God's words bring life and health.</p> <p>8. Other passages:</p> <p>B. Examples of children:</p> <ol style="list-style-type: none"> <li>1. Samuel (1 Samuel 1)</li> <li>2. David (1 Samuel 16-17)</li> <li>3. Naaman's servant (2 Kings 5:1-7)</li> <li>4. Daniel (Daniel 1:3-4)</li> <li>5. Timothy (1 Timothy 4:12)</li> <li>6. Jesus (Luke 2:41-52)</li> <li>7. Moses (Exodus 2)</li> <li>8. The boy who gave the five loaves and two fish (John 6:9)</li> <li>9. The little children who followed Jesus (Luke 9:47-48)</li> <li>10. Other children and youths of the Bible</li> </ol>
<p>III. Think of some children's ministries that you are familiar with. Discuss in large group:</p> <p>A. What is different about Children's CHE?</p> <p>B. Where can Children's CHE be done?</p>	10"	<p>III. <u>Comparison to Other Children's Ministries</u></p> <p>A. What is different or unique about Children's CHE?</p> <ol style="list-style-type: none"> <li>1. Children learn about a wide variety of topics, from health skills to Bible storying to social issues.</li> <li>2. They participate actively, with many stories, dramas, games and activities.</li> <li>3. Older children teach younger children.</li> <li>4. They put these new skills into practice.</li> <li>5. They share what they have learned with their friends and neighbors.</li> <li>6. Children are active in their communities.</li> <li>7. They carry out community projects.</li> </ol> <p>B. Where is Children's CHE Done?</p> <ol style="list-style-type: none"> <li>1. With a Sunday school class</li> <li>2. In a Bible club</li> <li>3. In the community</li> <li>4. As part of a school health program</li> <li>5. During an after-school club</li> <li>6. In a family</li> <li>7. Anywhere there are children!</li> </ol>
<p>IV. What resources are available to begin a Children's CHE ministry?</p>	10"	<p>IV. <u>Resources Available:</u></p> <p>A. Many of the CHE teaching</p>



## CHILDREN'S CHE 1: WHAT IS CHILDREN'S CHE?

METHOD	TIME	KNOWLEDGE
(Show the materials when available.)		<p>materials, such as the CHE teaching booklets, can be used effectively with children.</p> <p>B. There is a series of lessons to prepare trainers to lead a children's CHE ministry, and to train them how to work with kids.</p> <p>C. There are also lessons on working with children on community projects.</p> <p>D. There are over 50 health lessons designed specifically for use with children. These interactive lessons use a variety of stories, dramas, games, and illustrations to teach health skills. (Show the CHE Lessons CD and the book of lessons if available.)</p> <p>E. There are many health stories for children.</p> <p>F. We have <i>KAP for Kids</i> sheets to evaluate the results of the health teaching and projects.</p> <p>G. There are lessons on social topics.</p> <p>H. There are Old Testament and New Testament Bible story lessons for children, along with coloring pages and discipleship lessons.</p> <p>I. There are lessons for adolescents.</p> <p>J. We are developing manuals of lessons for children and adolescents.</p>
V. Conclusion: is a children's ministry important? Can CHE be used for children? Discuss in large group.	5"	<p>V. <u>Conclusion</u></p> <p>A. Yes! It is critically important that we reach children for Christ. They can become strong disciples, and what we teach them now is an investment in future generations.</p> <p>B. Children can become a vital part of a CHE ministry.</p> <ol style="list-style-type: none"> <li>1. A Children's CHE ministry can be an effective way to enter a new community.</li> <li>2. Children can be a bridge to reach their family and their community for Christ.</li> <li>3. Working with the health committee and with adult CHEs, they can learn to share health skills and the gospel with their friends and neighbors.</li> <li>4. Children can be involved in community projects.</li> </ol>

## CHILDREN'S CHE 1: WHAT IS CHILDREN'S CHE?

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**METHOD**
**TIME**
**KNOWLEDGE**


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**ATTITUDE:** Facilitators understand that adults need to be open to and enthusiastic about starting a children's CHE ministry.

**SKILL:** Participants know the materials available to help begin a children's CHE ministry.

**EVALUATION:** Are the participants investigating or taking steps to begin a children's CHE ministry?

**MATERIALS:**

- Newsprint
- Marking pens
- Masking tape
- Children's CHE Lessons (CD and manuals, or CHE Lessons DVD or PDFs)
- Picture books
- Examples of stories

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This lesson is used in: Children's CHE

**CHILDREN'S CHE 2**

*Development of Children and Communities*

**Date:** 04/07 (rev 9/08)

(1 HOUR)

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

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

METHOD	TIME	KNOWLEDGE
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**Action:**  
 Divide into small groups. As a group, act out, draw, or sing a song demonstrating the different stages of development of a child from birth to five years of age.

10"

**----SH questions----**

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

- I. Growth and development  
 Discuss in large group.
- A. What are some ways children grow and develop?
  - B. What are some other things that grow and develop over time?

5"

- I. Growth and Development
- A. Growth and development of children:
    1. They grow in size and strength.
    2. They learn to do new things.
    3. They develop new skills and abilities.
    4. They have new experiences.
    5. They develop new friends.
    6. They grow to be adults.
  - B. Other growth and development:
    1. All living things grow and develop (plants, insects, animals, birds, etc.).
    2. Adults continue to grow and develop as they develop new skills.
    3. Families also grow and develop over time.
    4. Neighborhoods and communities can grow and develop.
    5. Cities and even countries and civilizations can grow and develop.

**CHILDREN'S CHE 2: DEVELOPMENT OF CHILDREN AND COMMUNITIES**

METHOD	TIME	KNOWLEDGE
<p>II. Growth of children and communities through CHE. Divide into small groups. Each group will answer one of two questions and report back.</p> <p>A. How do we hope our children will grow and develop as a result of the Children's CHE ministry?</p> <p>B. How do we hope our communities will grow and develop as a result of the CHE ministry?</p> <p>C. What is your conclusion?</p>	<p align="center">20"</p>	<p>II. <u>Growth of Children and Communities</u></p> <p>A. They will:</p> <ol style="list-style-type: none"> <li>1. Learn health skills and how to prevent illness.</li> <li>2. Learn new practical skills.</li> <li>3. Grow socially as they build friendships with other children and adults.</li> <li>4. Learn how to work together.</li> <li>5. Learn how to carry out projects.</li> <li>6. Learn how to solve problems.</li> <li>7. Learn how to teach others.</li> <li>8. Hear the gospel message and come to know Christ.</li> <li>9. Grow in Christ.</li> <li>10. Learn to share their faith.</li> <li>11. Learn to be leaders.</li> </ol> <p>B. The community will:</p> <ol style="list-style-type: none"> <li>1. Learn to work together.</li> <li>2. Learn to solve their own problems.</li> <li>3. Learn to prevent health problems.</li> <li>4. Learn how to deal with social problems.</li> <li>5. Come to know Christ and their lives will be changed.</li> <li>6. Reach out to help meet each others' needs.</li> <li>7. Share their new knowledge and skills.</li> <li>8. Develop new services by working together on community projects.</li> <li>9. Develop strong leaders.</li> <li>10. Develop unity.</li> </ol> <p>C. CHE ministries can help both children and communities develop over time.</p>
<p>III. Children's CHE and the Development of Communities</p> <p>A. Brainstorm as a large group. How can Children's CHE help a community grow and develop? Think of practical steps.</p>	<p align="center">20"</p>	<p>III. <u>Children's CHE and the Development of Communities.</u></p> <p>A. Children's CHE and the community</p> <ol style="list-style-type: none"> <li>1. The children can share their new knowledge and skills with their family, friends, and neighbors.</li> </ol>

## CHILDREN'S CHE 2: DEVELOPMENT OF CHILDREN AND COMMUNITIES

METHOD	TIME	KNOWLEDGE
<p>B. How can children be involved in different stages of a CHE ministry? Give out the <i>Children's CHE</i> handout. What is happening here?</p>		<ol style="list-style-type: none"> <li>2. As the children learn moral values, their families will be impacted.</li> <li>3. The children can share Christ with their family, friends, and neighbors.</li> <li>4. The children can work on projects to improve the community.</li> <li>5. Working with children can be an effective way to enter the community.</li> <li>6. The children can be a bridge to help their parents be more open to new ideas.</li> <li>7. Their mothers can take part in mothers' groups and also learn new health skills.</li> <li>8. Their parents can become CHEs.</li> <li>9. Some parents may become committee members.</li> </ol>
<p>C. Give out the <i>Entering the Community</i> handout. What is happening here?</p>		<p>B. Children's CHE</p> <ol style="list-style-type: none"> <li>1. A children's CHE ministry is established in a community.</li> <li>2. The children use what they have learned to reach out to their family, friends, and neighbors.</li> <li>3. They also work on community projects.</li> <li>4. This helps to transform their community.</li> </ol> <p>C. Entering the Community</p> <ol style="list-style-type: none"> <li>1. A children's CHE ministry is established in a new community as part of the process of entering the community.</li> <li>2. The children share what they have learned with their families and neighbors.</li> <li>3. The families become interested in learning more, and form parents' groups to learn health teachings and other topics.</li> <li>4. Over time, committed members of the parents' groups become CHEs.</li> <li>5. A committee is formed.</li> <li>6. The CHEs and committee reach out to their community through home visits and community projects.</li> </ol>

**CHILDREN'S CHE 2: DEVELOPMENT OF CHILDREN AND COMMUNITIES**

METHOD	TIME	KNOWLEDGE
<p>D. How can a Children's CHE ministry grow out of an established CHE ministry? Give out the <i>Children's CHE Resulting from an Established CHE Ministry</i> handout. What do you see here?</p>		<p>D. How Children's CHE Grows out of a CHE Ministry</p> <ol style="list-style-type: none"> <li>1. First, a traditional CHE ministry is formed in the community.</li> <li>2. The adults learn practical skills and Bible storying.</li> <li>3. The adults and youths can become trainers for the children, teaching the children what they have learned.</li> <li>4. The children are trained as CHEs.</li> <li>5. Both the adults and children reach out to their neighbors and work on community projects.</li> </ol>
<p>E. Who can be the trainers in a Children's CHE ministry?</p>		<p>E. Trainers</p> <ol style="list-style-type: none"> <li>1. The training team can work with the children.</li> <li>2. Older children can teach younger children.</li> <li>3. Adults and youths who are CHEs can share with the children what they have learned.</li> <li>4. Elderly people and grandparents can also work with the children.</li> </ol>
<p>IV. Summary</p> <p>A. What does a Children's CHE ministry have to do with development?</p>	5"	<p>IV. <u>Summary</u></p> <p>A. Development</p> <ol style="list-style-type: none"> <li>1. Children develop new skills and abilities.</li> <li>2. They grow in their relationships with each other and God.</li> <li>3. They learn to reach out to others.</li> <li>4. They also help the community to develop.</li> </ol> <p>B. Community</p> <ol style="list-style-type: none"> <li>1. The children share what they have learned with their family, friends, and neighbors.</li> <li>2. Their own lives (and the lives of their families) are changed.</li> <li>3. They work with community projects.</li> </ol>
<p>B. How can a Children's CHE ministry build up the community?</p>		

## CHILDREN'S CHE 2: DEVELOPMENT OF CHILDREN AND COMMUNITIES

METHOD	TIME	KNOWLEDGE
C. How can a Children's CHE ministry help develop other CHE ministries?		C. Children and CHE 1. A Children's CHE ministry can start in the community. 2. Children's CHE can also be a way of entering the community to help establish a CHE ministry in a new area. 3. A Children's CHE ministry can grow out of an established CHE ministry, with the CHEs helping to teach the children.

**ATTITUDE:** Both children and communities need to develop.

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

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

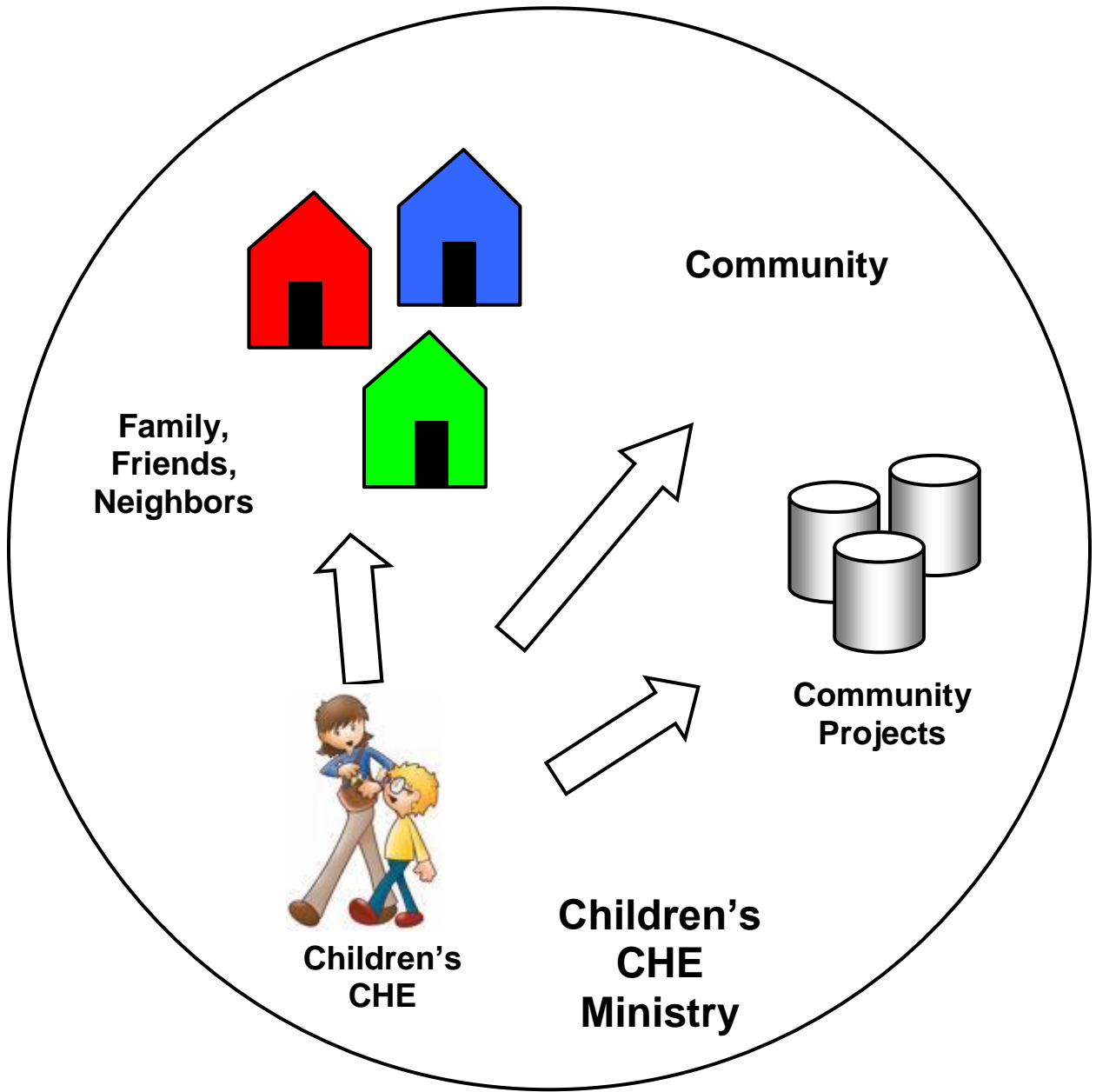
**MATERIALS:**

- Newsprint
- Marking pens
- Masking tape
- Children's CHE* handout
- Entering the Community* handout
- Children's CHE Resulting from an Established CHE Ministry* handout

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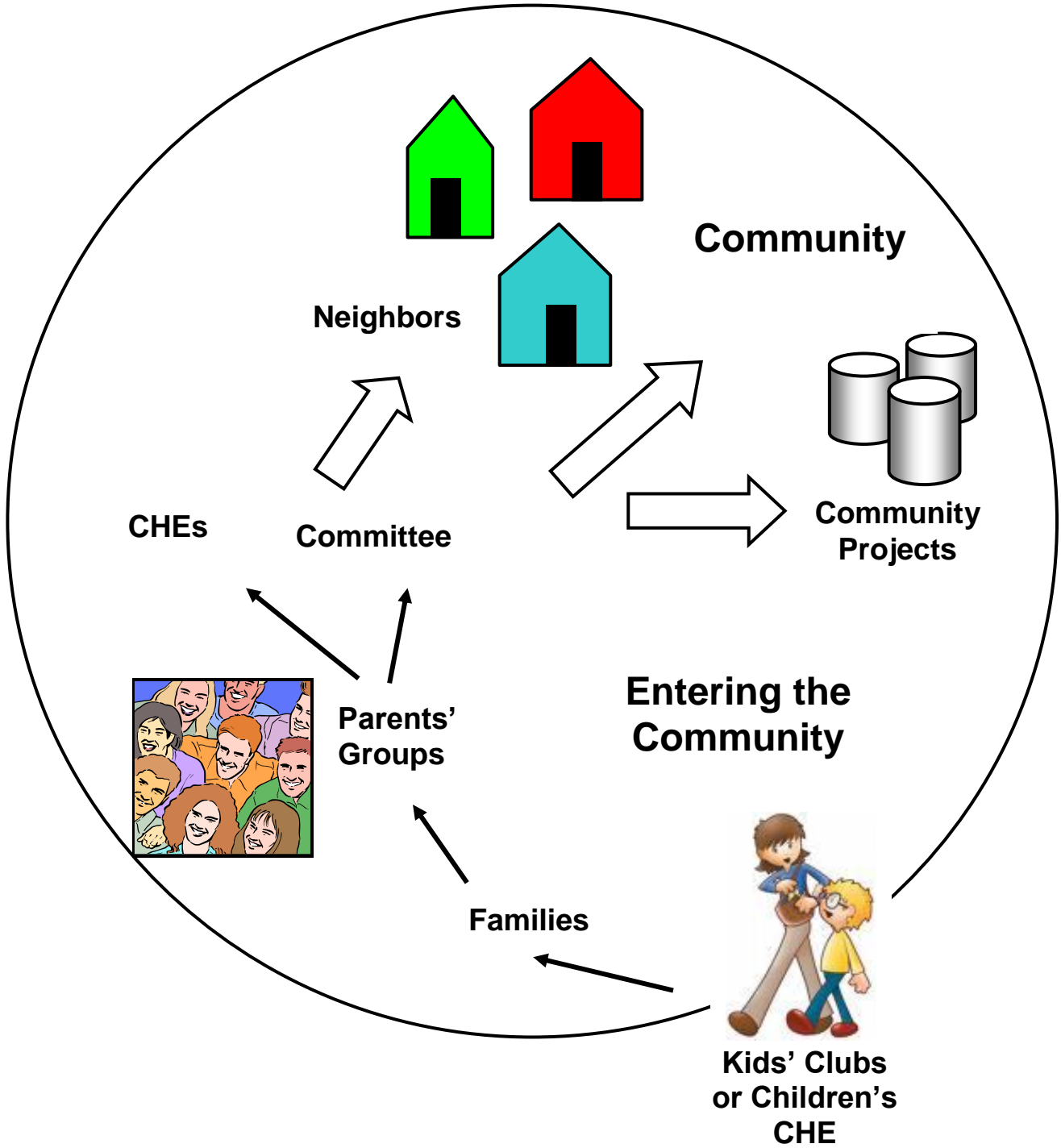
This lesson is used in: Children's CHE.

# Children's CHE

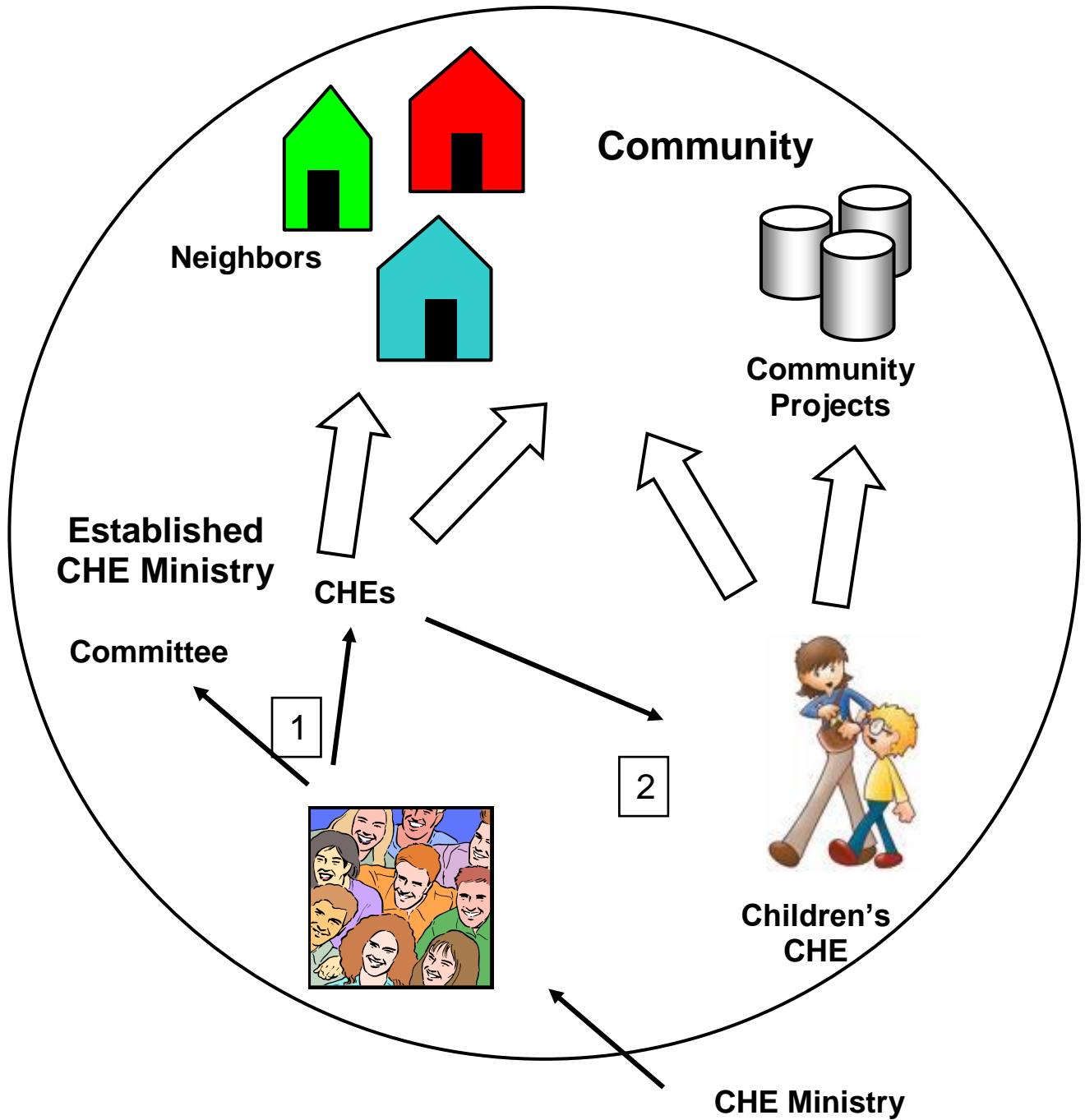




### Entering the Community



### Children's CHE Resulting from an Established CHE Ministry



**CHILDREN'S CHE 3***Teaching Children's CHE*

Date: 06/04 (rev 2/11)

(1 – 1½ HOURS)

**OBJECTIVES:**

- After working through this lesson, participants will be able to:
1. List the distinctive features of CHE, and some goals of CHE.
  2. Describe some distinctives of teaching children.
  3. Describe how spiritual teaching is done.
  4. Describe Bible storying.

**OVERVIEW FOR TRAINERS:** This is a lesson for trainers introducing the Children's CHE ministry, and teaching some practical skills for teaching children.

METHOD	TIME	KNOWLEDGE
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**Role Play:** Two teachers are talking.

10"

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

**----SHOWD questions----**

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

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

10"

- I. Characteristics of Children's CHE
- A. Children's CHE is an integral ministry, combining both physical and spiritual teaching.
  - B. We use a participatory (LePSAS) method of teaching.
  - C. Children's CHE is a form of discipleship training. Children grow in Christ.
  - D. Children who are Community Health Evangelists (CHEs) teach others what they have learned.
  - E. The children apply what they have learned in their own homes.
  - F. The children visit their friends and neighbors to teach what they have

## CHILDREN'S CHE 3: TEACHING CHILDREN'S CHE

METHOD	TIME	KNOWLEDGE
		<p>learned.</p> <p>G. We want to see multiplication. The friends and neighbors can then teach others.</p> <p>H. The children will share the gospel with their neighbors and disciple the new Christians.</p> <p>I. The children and the health committees can work together on community projects.</p>
<p>II. What is the goal of our Children's CHE ministry? What do we hope to accomplish? Divide into small groups to discuss, and then report back.</p>	10"	<p>II. <u>Goals of Children's CHE</u></p> <p>A. Children will come to know Christ and will grow as his disciples.</p> <p>B. Children will learn physical and spiritual skills.</p> <ol style="list-style-type: none"> <li>1. They will learn to pray, read the Bible, and will learn Scripture verses.</li> <li>2. They will learn to share the gospel and how to disciple new Christians.</li> <li>3. They will learn practical skills to live healthier lives.</li> <li>4. They will learn skills to improve their community.</li> </ol> <p>C. Children will apply what they are learning in their homes.</p> <p>D. Children will share what they are learning with their families, friends, and neighbors.</p> <p>E. Children can work together on community projects.</p> <p>F. Children's lessons should be interactive, fast-paced, and fun.</p> <p>G. Children's lessons should stress practical applications.</p> <p>H. Children's lessons are easy to pass on to others</p>
<p>III. What are some distinctives about teaching children? Discuss in a large group.</p>	10"	<p>III. <u>Distinctives About Teaching Children</u></p> <p>A. Children generally learn eagerly and rapidly.</p> <p>B. Children are usually open to new ideas and change.</p> <p>C. Children usually do not criticize or reject new ideas.</p> <p>D. Children need practical teaching. They have less ability than adults to think in abstract or general terms.</p> <p>E. Children have a short attention span and may become distracted easily.</p> <ol style="list-style-type: none"> <li>1. In general, children have an attention span of about one minute per year of age. So a Bible lesson for a six-year-old</li> </ol>

## CHILDREN'S CHE 3: TEACHING CHILDREN'S CHE

METHOD	TIME	KNOWLEDGE
		<p>should not last more than about six minutes, or ten minutes for a ten-year-old.</p> <p>F. Children's teaching should be fast-paced and interactive to keep their attention.</p> <p>G. Children learn best when multiple senses are involved—for example, through dramas, stories, and puppet shows. They also learn through actions and songs.</p> <p>H. It is more important to teach children Biblical principles than details about Bible stories.</p>
<p>IV. Spiritual teaching: What should each spiritual lesson for children include? How would you organize each lesson?</p> <p>A. What could be included in a spiritual lesson for children?</p>	<p>15-40"</p>	<p>IV. <u>Spiritual Teaching</u></p> <p>A. Children's spiritual lessons may include:</p> <ol style="list-style-type: none"> <li>1. Scripture reference and Biblical background for trainers</li> <li>2. Instructions for trainers</li> <li>3. Memory verses</li> <li>4. Bible lessons</li> <li>5. Stories, dramas, or puppet shows</li> <li>6. Bible storying, with observation, interpretation and applications</li> <li>7. Object lessons and visual aids</li> <li>8. Prayers and songs</li> <li>9. Crafts and illustrations</li> <li>10. Applications of the Biblical principles</li> <li>11. Review games</li> </ol>
<p>B. What Is Bible Storying? Hand out the story <i>Parable of the good Samaritan</i>. What is included here?</p>		<p>B. Bible Storying</p> <ol style="list-style-type: none"> <li>1. Bible storying uses stories to teach Biblical truths.</li> <li>2. First the Bible story is told.</li> <li>3. Then the children are encouraged to repeat the story or act it out.</li> <li>4. They use a series of questions to discuss the story.</li> <li>5. Some of these are observation questions. ("Describe...")</li> <li>6. Some are interpretation questions. ("Why do you think that...?")</li> <li>7. Some are application questions. ("How do you...?")</li> <li>8. The children learn a memory verse.</li> <li>9. They can use games to learn the verse.</li> </ol>

### CHILDREN'S CHE 3: TEACHING CHILDREN'S CHE

METHOD	TIME	KNOWLEDGE
C. If there is time, demonstrate Bible storying with the <i>Parable of the good Samaritan</i> .		10. The children practice telling the story to each other.  11. Then they are asked to tell their family and friends the same story.  C. Practice Teaching

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

**SKILL:** Participants will know how Children's CHE is distinctive from traditional children's ministries. They will know distinctive features of teaching children as well as techniques such as Bible storying.

**EVALUATION:** Are participants teaching children in a dynamic, interactive way?

**MATERIALS:**

- Newsprint, markers, masking tape
- Bibles
- *Parable of the good Samaritan* story

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This lesson is used in: Children's CHE

## PARABLE OF THE GOOD SAMARITAN

**BASED ON:** Luke 10:25-37

**THEME:** Who is my neighbor?

**INTRODUCTION:** This is a Bible story for children, based on the parables of Jesus.

### STORY:

- Tell the story of the Good Samaritan, from Luke 10:29-37
- Have the children act out the story, or do a puppet show or mime.
- Or, act out story in a modern context, with two prominent people refusing to help, and an unimportant or despised person aiding the victim.
- Does anyone want to retell the story?

### DISCUSSION:

#### 1. Observation questions:

- What question did the teacher of the law ask Jesus? What was the answer?
- How did Jesus respond when he asked, "And who is my neighbor?"
- Tell the story of the Good Samaritan. What happened first?
- What happened next?
- Then what happened?
- What instruction did Jesus give to the teacher of the law?

#### 2. Understanding questions: Use some of these questions or add your own.

- What is God's greatest commandment to us?
- What does it mean to love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind?
- How can you do that?
- What does it mean to love your neighbor as yourself?
- Why did Jesus tell the story of the Good Samaritan?
- Describe the priest, the Levite and the Samaritan. (The priest and the Levite were respectable leaders, and the Samaritan was despised or looked down upon.)
- Why did the priest and the Levite pass by the injured man on the other side?
- In contrast, how was the Samaritan a real neighbor?
- What is the main point of this story?

#### 3. Application questions: Use some of these questions or add your own.

- Describe ways that you can love God with your whole self.
- How can you love your neighbor as yourself?
- Who are your neighbors?
- Who are the people who are looked down upon or despised in your area?
- We don't have Levites and Samaritans today. But how do we sometimes overlook or ignore the needs of other people?
- What are some ways to show love to people who are looked down upon or despised?
- What did you learn about Jesus from this story?
- Did Jesus say anything that was surprising to you?
- Do you ever act like the priest or the Levite and not pay attention to the needs of others?
- What can you do differently? How can you love your neighbor like the Samaritan did?

#### 4. Memory verse: Luke 10:27. You can use the memory verse games to learn this verse.

#### 5. Practice:

- Divide into pairs to practice telling this story.
- During the week, tell your family, friends and neighbors the story of the Good Samaritan.

**CHILDREN'S CHE 4***Health Stories*

Date: 2/08 (rev 12/2011)

(1 HOUR)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Discuss why telling stories is a good way to teach health skills.
  2. Use observation, interpretation, and application questions to discuss a health story.
  3. Adapt health stories to their local context and needs.
  4. Teach health stories to children.

**OVERVIEW FOR TRAINERS:** This is a lesson on how to use health stories to teach children. The stories can also be adapted to be used with adults. Many of the stories were originally written for Child-to-Child readers, and are available from UNESCO/FRESH (see the reference below).

METHOD	TIME	KNOWLEDGE
<p><b>Story:</b> Tell the story <i>Bad Medicine</i> (from the handout). Do not ask the discussion questions for now, except for the SHOWD questions.</p> <p><b>----SHOWD questions----</b>            S = What do you <u>S</u>ee?            H = What is <u>H</u>appening?            O = Does this happen in <u>O</u>ur place?            W = <u>W</u>hy does this happen?            D = What will we <u>D</u>o about it?</p>	10"	
<p>I. Health stories            Discuss as large group.</p> <p>A. Why tell health stories?</p> <p>B. Children can learn health skills from stories. What else can they learn?</p>	10"	<p>I. <u>Health Stories</u></p> <p>A. Why tell health stories?</p> <ol style="list-style-type: none"> <li>1. Children enjoy them.</li> <li>2. Stories catch their interest.</li> <li>3. They like to hear stories and repeat them.</li> <li>4. Stories are easy to remember.</li> <li>5. Children can discover new ideas through stories.</li> <li>6. They can learn health skills from stories.</li> <li>7. Children can tell their friends these same stories.</li> </ol> <p>B. What else can they learn?</p> <ol style="list-style-type: none"> <li>1. They can learn to listen and answer questions.</li> <li>2. They can learn to work together.</li> <li>3. They can learn to share their opinions or conclusions.</li> <li>4. They can learn the results or consequences of what they do.</li> <li>5. They can learn when to say "no."</li> <li>6. They can explore moral questions, such as, "Was it right for Sonko to take revenge on Bouki? What would you</li> </ol>



## CHILDREN'S CHE 4: HEALTH STORIES

METHOD	TIME	KNOWLEDGE
<p>C. Other than just reading the stories, what are some other ways to tell health stories to make them more interesting?</p>		<p>have done in his place?"</p> <p>7. They can learn to teach others through health stories.</p> <p>C. Other methods</p> <ol style="list-style-type: none"> <li>1. You can show pictures.</li> <li>2. Children can draw pictures to illustrate the story.</li> <li>3. You can use flannelgraphs.</li> <li>4. Children can act out the stories or use mime.</li> <li>5. They can use puppets.</li> <li>6. Use songs or poems within the story.</li> <li>7. Add sound effects.</li> <li>8. Use objects to illustrate the story.</li> <li>9. Vary your voice, speaking loudly or softly, slow or fast.</li> </ol>
<p>II. Understanding the story Discuss in large group.</p> <p>A. What will you include in the introduction to the story?</p> <p>B. After telling the story, we often ask the SHOWD questions. What are the SHOWD questions? What do they ask about? ----SHOWD questions---- <b>S = What do you See?</b> <b>H = What is Happening?</b> <b>O = Does this happen in Our place?</b> <b>W = Why does this happen?</b> <b>D = What will we Do about it?</b></p> <p>C. Each story also includes questions to discuss the story. How can you decide on which questions to ask?</p>	<p>15"</p>	<p>II. <u>Understanding the story</u></p> <p>A. Introduction</p> <ol style="list-style-type: none"> <li>1. You may introduce the characters.</li> <li>2. Try to catch their interest.</li> <li>3. Ask them to look for something in the story.</li> <li>4. Ask a question.</li> </ol> <p>B. SHOWD questions</p> <ol style="list-style-type: none"> <li>1. They start with your observations. What did you see? What is happening?</li> <li>2. They move on to understanding the story. Does this happen in our place? Why does it happen?</li> <li>3. They move on to applying the story to your situation. What shall we do about it?</li> </ol> <p>C. Questions</p> <ol style="list-style-type: none"> <li>1. Select the questions that match the ages of your group of children.</li> <li>2. Select questions to focus on the main message you want to teach.</li> <li>3. Ask questions to get the children involved in the story.</li> <li>4. You don't need to ask all the questions.</li> <li>5. You can add your own questions.</li> </ol>

## CHILDREN'S CHE 4: HEALTH STORIES

METHOD	TIME	KNOWLEDGE
<p>D. Think back to the story of <i>Bad Medicine</i>. What types of questions were asked? What hand signs were used? Give examples of each type of question.</p>		<p>D. Types of questions</p> <ol style="list-style-type: none"> <li>1. Some questions were observation questions, What did you see? Or, what happened?</li> <li>2. The sign for this was putting your hand above your eyes, as if searching for something.</li> <li>3. Some basic observation questions are: <ul style="list-style-type: none"> <li>- Describe Manga.</li> <li>- What happened to Manga?</li> <li>- Where did she store the medicine?</li> </ul> </li> <li>4. Other questions were understanding questions, asking "Why?" Or, "What do you understand?"</li> <li>5. The sign for understanding questions is pointing to your head.</li> <li>6. Some understanding questions are: <ul style="list-style-type: none"> <li>- Why did Manga drink the red medicine?</li> <li>- Why didn't the medicine help?</li> <li>- How can medicine be bad for you?</li> </ul> </li> <li>7. Some questions are application questions, asking "How does this apply to me?"</li> <li>8. The sign for application questions is pointing to your heart.</li> <li>9. Some application questions are: <ul style="list-style-type: none"> <li>- Where do you store medicines?</li> <li>- What kinds of medicine are sold in your local market?</li> <li>- What should you do with the medicines in your house?</li> </ul> </li> </ol>
<p>Give out the story, <i>Bad Medicine</i>.</p>		
<p>E. When could you ask questions like this?</p>		<p>E. When can you ask the questions?</p> <ol style="list-style-type: none"> <li>1. Some questions can be asked as part of the introduction to the story.</li> <li>2. Some questions can be asked during the story as you tell it.</li> <li>3. Some questions can be asked after the story finishes, to review and understand the story.</li> </ol>

## CHILDREN'S CHE 4: HEALTH STORIES

METHOD	TIME	KNOWLEDGE
		4. You can also break up into small groups to discuss the story.
III. Adapting the story A. How can you involve the children in telling the story? Use the <i>Bed Medicine</i> story to work from. Discuss in small groups and report back, giving examples when possible.  B. How can you adapt the stories to your children, context, and needs?	20"	III. <u>Adapting the story</u> A. How can you involve the children? 1. The children can name the characters and the story itself. - <i>What shall we call him?</i> 2. They can change the characters to animals that are common in your area. 3. When you introduce the story give them something to look for. - <i>What do you think?</i> - <i>Are medicines always good for you?</i> 4. Ask them questions during the story. - <i>Do you think that Manga was right to eat those bananas?</i> 5. Ask for their suggestions and opinions. - <i>What should he have done instead?</i> 6. Have the children put themselves in the character's place. - <i>What could Manga have done when he started feeling sick?</i> - <i>What would you have done?</i> 7. Have the children finish the story or give another ending. - <i>Manga saw bottles of medicine on the table. What do you think he did next?</i> 8. Ask questions to involve the children: - <i>Have you ever taken bad medicine?</i> - <i>What did you do when...?</i> - <i>What would you do if...?</i> 9. Have them relate the story to their own lives. - <i>Do you know anyone who...</i> - <i>What do we do in our village?</i> - <i>What changes could we make?</i> B. Adapting the story 1. Feel free to adapt the stories to meet your needs.

## CHILDREN'S CHE 4: HEALTH STORIES

METHOD	TIME	KNOWLEDGE
Discuss in large group.		<ol style="list-style-type: none"> <li>2. Change the names and the details of the story to match your village or culture.</li> <li>3. Choose stories and change them to match the ages of your children.</li> <li>4. Some stories are aimed at older children and adolescents.</li> <li>5. Younger children will do better with shorter stories which are easier to understand.</li> <li>6. Many of the stories can be adapted to use with adults.</li> <li>7. Change the stories to focus on the health needs or issues that are important in your village, or to this group of children.</li> <li>8. You can shorten or lengthen the stories.</li> <li>9. You can put the stories in a modern context or an urban context. Instead of a monkey or a hyena, you can use a rock singer talking on a cell phone.</li> <li>10. Build on the beliefs and customs that are important in your culture (respecting your elders, for example).</li> <li>11. Change the illustrations to match your context.</li> <li>12. Use words that are common in your area, such as bus instead of lorry.</li> </ol>
<p>IV. Learning the story</p> <p>A. How can the children learn the story well?</p> <p>B. How can the children learn to tell the story to their friends?</p> <p>C. During the week, tell the story of <i>Bad Medicine</i> to your children or to your neighbors.</p>	5"	<p>IV. <u>Learning the Story</u></p> <p>A. Learning the story</p> <ol style="list-style-type: none"> <li>1. Ask the children to repeat the story.</li> <li>2. Have them act it out, do a puppet show, or draw pictures to illustrate the story.</li> <li>3. Give out the coloring page to reinforce the story.</li> </ol> <p>B. Learning to tell the story</p> <ol style="list-style-type: none"> <li>1. Have them practice telling the story to each other.</li> <li>2. Ask them to tell the story to their friends before they come back.</li> </ol> <p>C. Tell the story.</p>

**References:**

UNESCO/ FRESH (Focusing Resources on Effective School Health). *Stories and Story Telling*. Available from: [http://portal.unesco.org/education/en/ev.php-URL\\_ID=47013&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=47013&URL_DO=DO_TOPIC&URL_SECTION=201.html)

## CHILDREN'S CHE 4: HEALTH STORIES

METHOD	TIME	KNOWLEDGE
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**ATTITUDE:** Participants will believe that health stories are an effective way to teach children and adults.

**SKILL:** Participants will know how to tell health stories, and how to adapt them to their culture and their needs.

**EVALUATION:** Facilitators will know the participants have learned the content of this lesson when they are using health stories to teach children.

**MATERIALS:** -Newsprint, markers, masking tape  
-*Health Stories: Bad Medicine* (story and handout)

This lesson is used in: Children's CHE; Children—Physical—Health Stories;

## HEALTH STORIES: BAD MEDICINE

**INTRODUCTION:** Medicine should help you get better when you are sick. But can medicines be bad for you? Listen to this story to find out.

**STORY:**

This is a story of a little monkey called Manga who never listened to his teacher or his mother. He was also very greedy. Next to the tree where his house was there was a big fence and over the fence lived Mr. Karim the farmer. "Never go over there," his mother had told him. "Mrs. Karim hates monkeys." But Manga never listened to advice. He was naughty and always looking for adventure.

He ran to Mr. Karim's house and jumped from a big tree into the garden. There he found the most wonderful fruit growing. Mr. Karim grew the best bananas in the whole region. Manga ate and ate. Finally, feeling rather sick, he went to lie under a shady lemon tree. After minutes, he heard the heavy tread of Mrs. Karim's foot. "Oh, no!" he quickly got up and started to run. Mrs. Karim ran after him but she was fat and lazy and soon gave up. By this time Manga was hopelessly lost and feeling very sick because of all those bananas. He saw a door and slipped in. He was inside Mrs. Karim's kitchen but feeling sicker and sicker. "Perhaps I can find the red medicine here," he thought, "the kind the doctor gave me last time I was sick."

He went to a small room next to the kitchen. On the table were lying some bottles of medicine in a red basket. Manga saw some red medicine with a label on it, but his reading was so poor that he couldn't make out what the label said. "It must be the same," he thought. He grabbed the bottle.

"Now my pain will go away and I will be able to find my way home," thought Manga. He drank quite a lot of the medicine from the bottle, put it back, slipped out of the door and ran home before Mrs. Karim could come back.

Once inside his hole he flopped down on the sofa. He felt dizzy and itchy all over. His body was covered with red rashes. "What is that?" he said to himself. "What is happening to me? I feel so ill." He called his mother. She looked at him, "O my where have you been?" she cried. "What happened to you?" He told her. At first she was angry but then began to be really worried.

"What are you telling me?" she wailed, "I know Mrs. Karim throws her old medicine bottles in the red basket in her house. What you drank was probably not the same as the doctor gave you, and it was probably out of date. Mrs. Karim also buys most of her medicine in the market and who knows what stuff they could have sold her. You have drunk bad medicine," sighed Mrs. Monkey. "We must go to a doctor now." And they did.

The Doctor was just as concerned as Mrs. Monkey. "Some *really* bad medicine is being sold in the market these days," he said. "People pay lots of money for it. Some of it is useless but some really harmful". So he sent Manga to the hospital. There they put something down his throat and made him even sicker. All this cost Mrs. Monkey a great deal of money and made Manga very ashamed when his brothers and sisters teased him.

**----SHOWD questions----**

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

**DISCUSSION:** (Use some of these questions, or add your own.)

**Observation questions:** (What did you see?) Sign: Put your hand above your eyes as if searching.

- Would anyone like to retell the story of bad medicine?
- Describe Manga. Who is he? What is he like?
- What happened to Manga when he ate all the bananas?
- Where did Mrs. Karim store her medicine?
- What did the doctor do for Manga? Did Manga like his treatment in the hospital?

**Interpretation questions** (What did you understand?) Sign: Point to your head.

- Why did Manga take the red medicine?
- Did the medicine help Manga to get better? What happened to him?
- Why didn't the medicine help?
- How can medicine be bad for you?
- What happens when medicine gets out of date?

**Application questions:** (How does this apply to me?) Sign: Point to your heart.

- Where are medicines stored in your house? Where should they be kept? Why?
- What kinds of medicine are sold in your local market? Are any of them folk medicines (medicines that are not prescribed by doctors)?
- How do you know which medicines are good for you? Who could you ask?
- What should you do with the medicines in your house, or the medicines at a neighbor's house?

### **PRACTICE**

- Divide into pairs to practice telling this story.
- Give out the coloring page, *Why should you never monkey around with drugs?*
- During the week, tell your family, friends and neighbors the story of bad medicine.
- Check the medicines in your home. Are any of them out of date? Are they stored in a safe place where young children can't reach them?

### **Adapted from**

UNESCO/ FRESH (Focusing Resources on Effective School Health). *Web Stories*. Available from:  
[http://portal.unesco.org/education/en/ev.php-URL\\_ID=46812&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=46812&URL_DO=DO_TOPIC&URL_SECTION=201.html)

Handout: *Why should you never monkey around with drugs?*

This lesson is used in: Children—Physical—Health Stories, and in Children—Physical—General Health.

Why should you never monkey around with drugs?

