



CCMP toolkit

# Church and community mobilisation process

Facilitator's manual



Orality version



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## Facilitator's manual

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### About CCMP

Since its inception and rollout in the late 1990s, the church and community mobilisation process (CCMP) has increasingly gained acceptance in thousands of churches across different countries of the world. In Africa it has spread substantially.

The results everywhere are astounding – the church impacting its immediate community in such a way that it influences important decisions that affect the way of life of the community; the church motivating its immediate community to transform its situation sustainably; the community beginning to take charge of its destiny without having to depend on external support; relationships among people being restored in a lasting manner; people supporting one another to meet their most basic needs; people addressing their physical and spiritual poverty deeply and extensively; people honouring and worshipping God more consciously; and much more.



### Orality version

This orality version of the CCMP manual is primarily for facilitators who have had CCMP training, and is for use in churches and communities where oral learning is preferred or where there are church and community members who struggle to read or write in the facilitated language.

### Acknowledgements

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# About the CCMP orality version



This oral version of the CCMP manual has been produced as a response to some common challenges in CCMP. Although CCMP is participatory by nature, a number of the activities require a basic level of reading and writing, often requiring participants to write up their responses to activities. In the later stages of the process, some activities are quite technical. In many of the communities where CCMP is being done, participants have not had a formal education and many people struggle to read and write. These participants can find themselves excluded from activities, or lacking the confidence to fully engage.

The objective of CCMP is to empower people; so it is vital that everyone is able to fully participate. This manual is for CCMP facilitators who are doing CCMP in a church and community where participants struggle to read and write, in order to help everyone engage in the process.

This manual assumes that the facilitator has had training in ‘orality facilitation skills’ and is competent in facilitating a variety of orality techniques. It suggests the most appropriate orality technique to use in each of the CCMP activities; however, the facilitator should change the technique if another is more appropriate for their context.

# Orality techniques

There are several techniques that can be used in orality facilitation in order to reach a desired objective. Different activities will require different techniques. It is important to prepare correctly for each technique.



## Using stories and drama

- Record the whole story and the questions.
- Memorise the session steps and application, *or*  
Create symbols that you can look at during the session to help you remember the session steps and application.



## Using drawings

- Record the whole passage.
- Record the whole passage again, pausing after each natural break in the passage. Then record the questions.
- Memorise the session steps and application, *or*  
Create symbols that you can look at during the session to help you remember the session steps and application.



## Using lists

- Record the whole passage.
- Record the passage again, pausing after each element that you think will be on the list. (This recording may be the whole passage or only the verses that will be used to make the list. The lesson plan will tell you what verses to record for the list.)
- Memorise the session steps and application, *or*  
Create symbols that you can look at during the session to help you remember the session steps and application.
- Memorise the questions for the list (if you think that you will have a problem memorising the questions, make a second recording of just the questions).

### When there are several passages used in one lesson

- For each passage, do the appropriate preparation for the type of passage.

# Facilitation guidelines

## Icons used in this manual:



Who the activity is for – church and/or community members



What resources to bring to the session



Notes for the facilitator

## Reaching session steps

### Session steps

The 'session steps' in each activity outline the important points that people need to understand from each activity, or the tasks they need to do. The session steps are presented in the order they will be reached. As you prepare your lesson, think about where in the activity you think you will reach each session step. This could be at a certain question or at the application.

In order to reach a session step, general questions are asked to facilitate a discussion. If you do not feel that the general questions have enabled enough understanding, ask *sub-questions* that are more specific. Make sure you reach each session step before moving on to the next one.

## Running the activities

- A number of activities will take longer than an hour. If you break up an activity into several parts, look at the session steps and decide which ones you will reach for each part.
- Drawings, gestures, acting out a story, objects etc enable everyone to participate and help them to remember.
- If you are using objects to memorise a list, ensure that there are relevant objects available. You may need to bring them yourself.
- At the end of a session always:
  - ask the participants to share what they learned with people around them; if possible, give them a copy of the recordings of the passages
- At the beginning of a session always:
  - reflect on what was learned in the previous session, and repeat what was memorised
  - ask participants to describe what happened when they shared what they learned with people around them, and when they put their learning into practice
- Where an activity is divided into several parts, and you cannot do all the parts in one day, each time you get together reflect on the previous part – what was learned and what actions were taken.



## Every session:

- Reflect on what was learned in the previous session. Share what actions have been taken since the previous session.
- Facilitate the group to reach all the session steps.
- Do an application activity where appropriate.
- At the end of the session, ask people to share with others what they have learned.

### Ideas for **application** activities:

- Praise God with songs, prayers, proclamations or reading a Psalm.
- Pray about what you have learned.  
Repeat this throughout the week.
- Pray and ask God what you need to change.  
Make a symbol in your book or Bible to remind you what you plan to do.  
Start making the change after the session.

## Small groups

- Choose small group leaders based on who you would like to facilitate. The leaders can be literate or illiterate. Try to give illiterate people the opportunity to lead groups.
- It is good to train different people to be small group leaders. However, with orality, people often need to lead a group a few times before they feel comfortable with it. Therefore, allow someone to lead a group three or four times in a row before changing leaders.
- Meet with the small group leaders ahead of the session, and go through the lesson with them that they will then do with their small groups. Ensure that they understand the steps of the lesson and how these relate to the questions (explain to them that the purpose of the session steps is for them to know when to move on to the next question, list item or passage).
- Provide the group leaders with an audio version of the session steps, text and questions.
- Where possible, recordings and discussions should be in the language of the people. In each small group, everyone needs to be listening to and speaking the same language, but each small group can choose what language they will use. Therefore, if several languages are spoken in the church, each small group can be in one of those languages.
- Make sure that recordings are clear and loud enough for each small group. If your recording has a problem, or if there is no recording equipment, make sure that each group has a Bible with one person who can read it. This person becomes the audio for the group. This person should NOT be the group leader. The group leader can direct the reader when and what to read. The reader will also read out the questions.



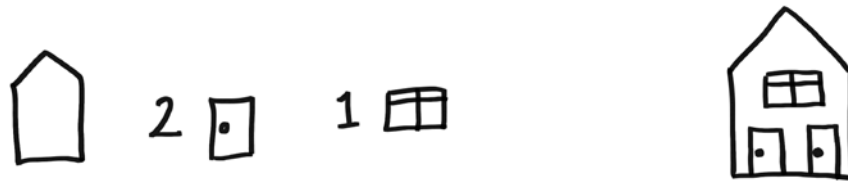
## Useful materials

- recording equipment
- pens and paper for drawing
- everyday objects

## Drawings

- Use drawings and symbols to record information that will be used in later sessions. Keep anything that is drawn. Where possible, take pictures. For many activities it will be necessary to refer back to the drawings and/or symbols. The meaning of symbols can be forgotten. If the group is having trouble remembering the meaning of the symbols, make a recording of the meaning of the symbols.
- If you are using symbols or drawings, ensure that there are writing materials available and the means to display the drawings.

The diagram below shows the difference between using symbols and a drawing to represent the statement ‘the house has two doors and one window’. The first line is the statement in symbols. The second line is the statement as a drawing.



If you have many groups, it may help to first join some of the small groups together into a few larger groups to combine their drawings, before all coming together as one group to develop the final drawing. For instance, if you have nine groups, you could first form three groups of three, combining their drawings. These three combined drawings can then be put together to develop the final list. You could also choose a few people to get together and combine all of the drawings after the session. It would be helpful if a representative from each group was included. They would then present the completed combined drawing at the next meeting.

## Documentation

It is very important to **keep anything that is drawn that will be used in later sessions**. This includes drawings, lists and the vision statement. From the first activity, ask someone responsible to keep what has been drawn and bring what is needed to the next activity. This could initially be the facilitator and then later on an information-keeping team.

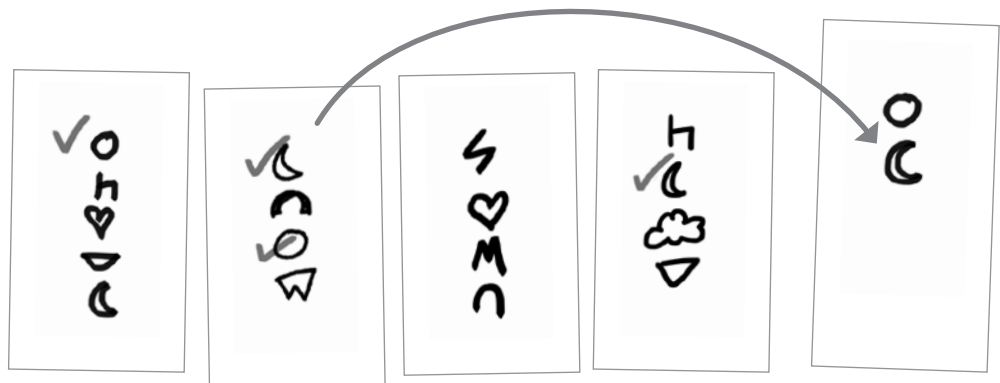
# Combining lists

## Two ways to combine lists

1. Create a team to do this. At least one person from each group should be on this team. When the team has completed the combined list, they present it to the whole church. They then ask if there is anything that needs to be added.
2. Put all of the lists on the ground or hang them on a wall. Take the first item on the first list and put a check next to it. Examine the other lists to see if they have this item. If it is on one of the other lists, put a check mark next to it. Then draw the symbol of this item on the combined list. (Do not get too detailed. For example, if one group has ten chairs and another has wooden chairs, just draw a symbol for chairs on the combined list.)



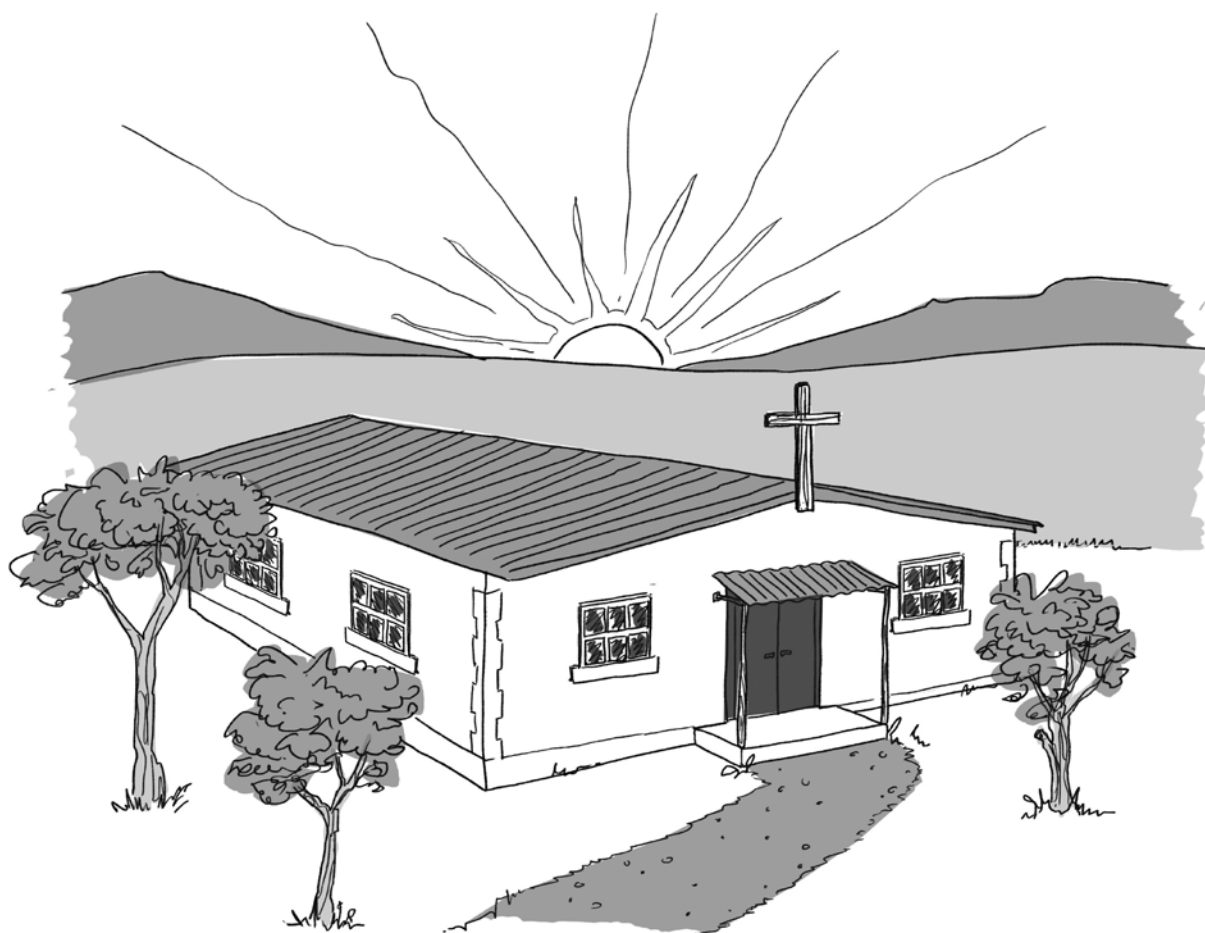
Go to the next list and take the first item that is not checked. Again, examine the other lists to see if they have this item and put a check next to it. Then add it to the combined list.



Continue this process until there are no more unchecked items on any of the lists. If an item is only on one list, the group talks about it and decides if it should be an item on the combined list.

# Stage 1

## Church awakening



This is the first stage of the church and community mobilisation process, based on the principle that CCMP should begin in the church, where the church first ‘awakens’ before it can go out to ‘awaken’ its immediate community.

During this stage, Christians learn that they should live out their faith in all areas of their life, leading them to be a light in their communities. Together the church members recognise all the different resources they have around them, and how to use these resources to meet the needs in their communities. The church members are empowered to create change in their own lives, and also compelled to reach out to their community, build relationships and work together to achieve a combined goal.

# 1.1 Thinking about what God wants the church to be and do

## ACTIVITY Creation (Genesis 1–3)

### Part 1: Genesis 1:28 to Genesis 2:25

#### Session steps

- To understand how God created the world
- To understand that what God created was good
- To praise God for who he is and what he did

- 1 Divide the group into small groups. In these small groups, listen to the passage Genesis 1:1 to Genesis 2:8. Listen to it again, stopping after the description of how the earth was at the beginning to draw what it was like. Then stop after each day and draw what God did on each day. (Each person can draw their own drawing or the group can create a drawing together.)



You will need to repeat each segment of the passage a few times for people to be able to draw it. For days 1–7 there can either be one picture that the participants keep adding to, or they can draw a separate picture for each day.

- 2 After drawing Genesis 1:1–2:8, listen to the whole passage again so that people can fill in any details that they missed.

Then ask the following questions:

- What do we learn about creation?

*Sub-question: What did God say at the end of each day about the things he created? What does this mean?*

- What do we learn about God?

**Optional activity:** Ask people to go outside and spend time observing creation. Once you have come back together, ask the following question:

- What else did you learn about creation?

- 3 **Application:** Spend time praising God for who he is and what he did.

## Part 2: Genesis 1:28 to Genesis 2:25

### Session steps

- To understand that God created a perfect place for people to live
- To understand that God wanted people to take care of his creation
- To understand that currently people are not taking care of creation very well

**1** In small groups, listen to Genesis 1:28 to Genesis 2:25. Listen again, stopping after each paragraph to draw what the garden was like. (Each person can draw their own drawing or the group can create a drawing together.)

**2** After drawing what the garden was like, listen to the whole passage again so that people can fill in any details that they missed.

Then ask the following questions:

- What was life like for Adam and Eve?
- Imagine that you were living in this garden. Take a few moments to meditate on this. What are the emotions you feel when you meditate on this?

**3** **Application:** Spend time praising God for creating this garden.

**4** Staying in small groups, listen to Genesis 1:28 to Genesis 2:25. Listen again to the specific verses that instruct Adam and Eve on what they are to do: Genesis 1:28; Genesis 2:15; Genesis 2:18–19.

Listen again to the specific verses, stopping each time you learn something about what humankind is supposed to do. Make a list, choosing a method to represent each element. Each time an item is added to the list, ask the following questions:

- What does this mean?
- How can we represent this?
- How do we do this today, in a positive and in a negative way?

Memorise the list.

**5** **Application:** Pray and ask God to show you how he feels about the way we are taking care of his creation. Share and pray in your group about what God has shown you.

**6** Bring the groups back together and ask them to share their lists. Discuss the differences, and create one combined list using a symbol to represent each item.

## Part 3: Genesis 3

### Session steps

- To understand that Adam and Eve sinned and that we also sin
- To understand that the consequences of Adam and Eve's sin affect us today
- To desire to do something to reverse these consequences

- 1** In small groups, listen to Genesis 3:1–13.
- 2** Choose people to act out the different characters in the passage. The remaining people can be the different trees. Listen again to Genesis 3:1–13, acting out what you hear. Do this three times and change the roles people play each time.

After people have acted out this passage, ask the following questions:

- What do we learn about the serpent?
- What do we learn about Adam and Eve?
- How are we like them today?

- 3** **Application:** Pray and ask God if there is anything you are doing today that is like Adam and Eve and ask God what he wants you to do about it. Share and pray in groups of two or three. Then after the session start doing what God has shown you to do.

- 4** In small groups, listen to the passage Genesis 3:15–24. Listen again, stopping each time there is a consequence from God. Make a list, choosing a method to represent each element. Each time you add an element to the list, ask the following questions:

- What does this consequence mean?
- How can we represent this?
- How do we see this in our everyday lives?

Memorise the list. (After the session, make a recording of the list.)

Ask the participants to meditate on the list, then ask the following question:

- What emotions do you feel when you look at this list of consequences?

- 5** **Application:** Pray and ask God to show you what the church could do to reverse these consequences. Share in your group, and ask God to help the church do these actions.

- 6** Bring the groups back together and ask them to share their list of consequences. Discuss the differences, and create one combined list using symbols to represent each item.

## Part 4: Review

### Session steps

- To review everything that was learned in parts 1–3
- To get an overall view of what has been learned about God in these passages
- To get an overall view of what has been learned about creation in these passages
- To get an overall view of what has been learned about people in these passages



**Bring to this session:** the drawings of creation, the drawings of the garden of Eden, the combined list of what Adam and Eve were to do in the garden, and the combined list of consequences

- 1** Form large groups of 10 to 20 people, and review all the parts of this activity. For each part:
  - reflect on what was learned
  - go over what was drawn
  - repeat what was memorised
- 2** After reviewing all the parts, ask:
  - What did you learn about God?
  - What did you learn about creation?
  - What did you learn about Adam and Eve?
  - What did you learn about how people are today?
- 3** Bring the groups back together as a large group, and ask the participants to tell stories about what has changed in their lives because of this activity.
- 4** **Application:** Thank God for what he has done.



## ACTIVITY **Developing a vision with the church leaders/ the church**

### Session steps

- To understand that having a vision is important
- To develop a general vision drawing describing the church's desired situation and the desired situation of its immediate community
- To develop a drawing describing the church's current situation and the current situation of its immediate community
- To develop a list of the things that the church can do to go from the current situation to the desired situation
- To create a vision statement with symbols

- 1** Reflect together on the previous session – what was learned and what actions were taken.
- 2** In the large group, explain that the book of Proverbs means wisdom, and is in the Old Testament in the Bible. Proverbs was written by King Solomon (only say this if they know who King Solomon is).
- 3** Memorise Proverbs 29:18 in the local language: 'Where there is no vision, the people perish' (KJV). When you translate this into the local language, make sure that the word 'vision' is used.

Once you have memorised the verse, ask the following questions:

- What does this proverb mean?
  - Why is it important?
- 4** Individually, close your eyes and spend time dreaming about what you desire your church and community to be like.



When the vision drawing is created (point 5), draw the church in the centre of the page and the community around the outside of the church. This makes it clear that the church is within the community.

- 5** Divide the group into small groups to create a drawing of the desired church and community by answering the following questions:
  - What do we desire our church to be like?
  - What do we desire our community to be like?

Next, draw the current church and community by answering the following questions:

- What characteristics does our church demonstrate today?
- What characteristics does our community demonstrate today?

Once these drawings are completed, discuss the following question:

- Why do you think there is a difference between the current church and community and the desired church and community?

Discuss what the church could do to move from the current church and community to the desired church and community by answering the following question. Think of specific answers. For each answer, create a symbol. You will then end up with a list of symbols.

- What can the church do to move from the current church and community to the desired church and community?

- 6** Bring the groups back together as a large group. Each small group presents their drawings.
- 7** Either the large group or a chosen committee works together to develop a final drawing, which will be the new vision drawing. Start by looking at what all the drawings have in common and add those parts to the new drawing first. Then agree on what unique aspects of each drawing should be included.
- 8** Each small group then presents their list of things the church can do to move from its current situation to the desired situation. The large group works together to develop a final list of symbols by combining all the lists of symbols.
- 9** Use the combined vision drawing and final list of symbols to develop a vision statement, using symbols to represent the elements of the vision statement. The vision statement should communicate in one sentence what you would like to achieve.

Display the following in the church or somewhere they will be clearly seen:

- the drawing of the desired church and community
- the list of symbols of what the church could do to achieve the desired church and community
- the vision statement in symbols

- 10** **Application:** Break up into small groups to pray. Ask for God's help to do the actions that have been identified.

## ACTIVITY Living out our faith in all areas of life

### Session steps

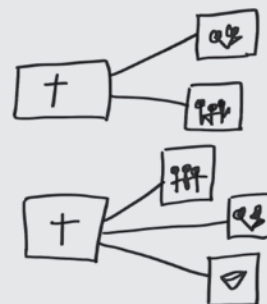
- To understand what Jesus did
- To understand that Jesus looked after the needs of the whole person
- To examine ourselves to see if there is something that we should be doing to be like Jesus
- To make a decision as a church to do what Jesus did

- 1 Reflect together on the previous session – what was learned and what actions were taken.
- 2 Divide the group into small groups. In these small groups, listen to the passage Luke 4:18–19. Listen to the passage again, stopping each time you learn something that Jesus did. Make a list of what he did, choosing a method to represent each element. Each time you add an element to the list, ask the following questions:
  - What did Jesus do?
  - What does this mean?
  - How can we represent this?
  - How do we do this today?
  - How can we represent this?



You will end up with a list looking like the diagram to the right.

On the left-hand side is a list of all the things Jesus did, and connected to each thing Jesus did is a list of all the ways we can do this today.



- 3 Listen to John 10:7–10 and memorise John 10:10. Then continue to add to the list of what Jesus did. Each time you add an element to the list, ask the following questions:
  - What did Jesus do?
  - What does this mean?
  - How can we represent this?
  - How do we do this today?
  - How can we represent this?

Memorise the list of what Jesus did. Then ask the questions:

- How did Jesus touch people physically?
- How did Jesus touch people emotionally?
- How did Jesus touch people spiritually?
- Why was it important for Jesus to touch people's lives in all of these different areas?
- Should the church also be doing this? Why or why not?

**4 Application:** Pray and ask God if there is anything that Jesus did that he wants you to do this week. Share with each other and pray for God's help. Create a symbol in your notebook or Bible that will help you remember to do this action.

**5 Optional:** *John 14:12 (only include if the group has not grasped the church's responsibility already). Listen to John 14:12. Listen again, think of the question, who is responsible today for doing what Jesus did. Ask the following question:*

- *Who is responsible today for doing what Jesus did?*

**6** Bring the groups back together as a large group. Ask each group to present their list of ways they can be like Jesus. Facilitate the large group to decide whether it feels committed to doing the actions on this list. Ask the following question:

- Are you committed as individuals and as a church to do the actions on the list? If yes, why?

## ACTIVITY **Introducing CCMP as a tool for living out our faith in all areas of life**

### Session steps

- To understand the three stages of CCMP
- To understand CCMP as a tool for living out our faith in all areas of life
- The church commits to and develops a plan to do CCMP

**1** Reflect together on the previous session – what was learned and what actions were taken.

**2** In the large group, develop a diagram that outlines the three stages of CCMP.

Explain that CCMP is a three-stage process.

Name, explain, and draw a symbol for stage one. Then ask the following question:

- Why is this stage important?

(Do this for each stage)

Facilitate the group to memorise the three stages. The stages of CCMP are:

- **Stage 1: Church awakening.** The church does Bible studies to gain a deeper understanding of living out our faith in all areas of life.
- **Stage 2: Deep understanding.** The church and community do various activities to gain a deep understanding of their history, current situation, and resources.
- **Stage 3: Decision-making.** The church and community make informed decisions to change their situation.

**3 Relationships:** Introduce the concept of the four relationships – with God, self, others and creation.

Draw a diagram illustrating the four relationships. After you draw each relationship, ask the questions:

- Why is this relationship important?
- How has this relationship been broken?
- How can we practically restore this relationship?

Memorise the four relationships. Ask:

- Why is it important to live out our faith in all areas of our lives?

**4** Repeat everything that the participants have learned/memorised in this activity.

**5** Facilitate the church to decide if they are ready to do CCMP by asking the following questions:

- After looking at all of this, how do you feel about the approach of CCMP as a way of helping the church live out its faith in all areas of life and achieve its vision of the desired church and community?
- Do you want to commit to CCMP as a tool to help you achieve your vision drawing and vision statement?

If yes, agree on the following:

- When will it start?
- Who will be trained as co-facilitators?
- Where will meetings be held?
- What materials will need to be provided?
- What do participants need to commit to?
- How regularly will they meet? And for how long at a time?
- How can the process become part of the life of the whole church?
- *Optional: Create an information-keeping team.*

## ACTIVITY Pillars of CCMP

When training facilitators, include the pillars. The pillars are optional when facilitating in a local church. Only use them if you think they will be helpful to the church.

### Session steps

- To understand the pillars of CCMP
- To understand that the church can use the pillars to measure success throughout the process

- 1** Explain that the pillars of CCMP help the church to measure the success of CCMP throughout the process. If the process is successful, then each of the nine pillars should be achieved.
- 2** Make a list of the pillars, choosing a method to represent each one. After representing each pillar, ask the following questions:
  - What does this mean?
  - Why is this important?
- 3** Memorise the list.
- 4** Ask:
  - How can we use these pillars to measure success throughout the process?

#### **The pillars of CCMP are:**

- changing yourself before you change others
- improving relationships
- empowering people
- people changing completely
- being who God wants us to be
- using resources well
- seeing change as an ongoing process
- local church bringing change to its immediate community
- sustainability



# 1.2 Foundational Bible studies

## ACTIVITY Foundational Bible study 1 – God’s purpose for humankind (Genesis 1–3)

### Part 1: Genesis 1:28 to Genesis 2:25

- 1 Reflect together on the commitment the church made to use CCMP as a tool.

Session  
steps

- To understand that people were created in God’s image
- To understand that we represent the image of God
- To examine ourselves to see if there is something that we should be doing to better represent the image of God



*Bring to this session:* the drawings of creation from the first activity

- 2 Form large groups of 10 to 20 people and reflect on the drawings of creation from the very first session. Ask the following questions:
  - What did we learn about creation?
  - What did we learn about God?
- 3 Listen to Genesis 1:27 and then memorise it. Then ask the following questions:
  - What is an image? Give examples.
  - What does it mean to be made in the image of God?
  - How can we represent the image of God in our church family?
  - How can we represent the image of God in our community?
  - Imagine your community if people in your church represented the image of God in the community. What would the relationships be like between the church and the community?
- 4 **Application:** Pray and ask God to show you the ways that you are representing the image of God and then ways that you are not. Confess this to God and ask for his forgiveness. In groups of two or three, share what God has shown you and pray that you will better represent God’s image. Make a symbol or choose an object to remind yourself of what you are going to do to better represent God’s image. Put it in a place where you will see it.
- 5 **Application:** Pray and ask God how you can start informally building relationships with your community. In groups of two or three, share what God has shown you and pray for God’s help to do this. Make a symbol or choose an object to remind yourself of what you are going to do. Put it in a place where you will see it.

## Part 2: Genesis 1:28 to Genesis 2:25

### Session steps

- To understand that the four types of relationships were present for Adam and Eve before the Fall
- To understand that before the Fall, these relationships were good for Adam and Eve
- To understand that our world would be a better place if these four types of relationships were good



**Bring to this session:** the diagram of the four relationships, the drawings of the garden of Eden and the combined list of what Adam and Eve were supposed to do in the garden – from the creation activity

- 1** As a large group, review the four relationships from the activity ‘Introducing CCMP as a tool for living out our faith in all areas of life’.
- 2** *If they did individual drawings of the garden of Eden:*  
  
Divide the group into small groups. In these small groups, listen to Genesis 2:4–25. Reflect on the drawing of the garden of Eden that each person drew.  
  
*If they did group drawings of the garden of Eden:*  
  
As a large group, listen to Genesis 2:4–25. Review the group drawings of the garden. Then divide into small groups.
- 3** In these small groups, ask the following questions:
  - What was life like for Adam and Eve?  
*Sub-question: Where do you see the relationship with God, self, others and creation in this story? (Ask this sub-question only about the relationships that are not talked about in the discussion of the main question.)*
  - Do you think that any of the four types of relationships were broken? Why not?
- 4** **Application:** Ask people to spend a few minutes imagining that they were living with Adam and Eve in the garden. Then ask: What emotions did you feel when you thought about this?
- 5** Staying in small groups, review the list of what Adam and Eve are to do in the garden: Genesis 1:28; Genesis 2:15; Genesis 2:18–19.  
  
Then, for each of the four relationships, ask:
  - What items on the list show this relationship? How?
  - Today, how would people know if this relationship was good in their lives?
- 6** Ask people to spend a few minutes imagining that today they are living in a world in which these relationships are perfect. Then ask:
  - What is this world like?  
*Sub-question: What are people doing?*

## Part 3: Genesis 3

### Session steps

- To understand that the four relationships were broken after Adam and Eve sinned
- To examine ourselves individually to see if we have a broken relationship and consider how it can be restored
- To decide what the church can do to restore broken relationships
- To update the action list



**Bring to this session:** the action list and the list of consequences from the creation activity

- 1** In small groups, listen to Genesis 3. Choose people to act out the different characters in the passage. The remaining people can be the different trees. Listen again to Genesis 3:1–13, acting out what you hear. Do this three times and change the roles people play each time.

After people have acted out this passage, ask the following questions for each of the four relationships:

- How was this relationship broken?
- Today, how do people break this relationship?
- How can this relationship be restored?

- 2** **Application:** Pray and ask God if you have broken any of these four relationships, and how you can restore this relationship. Draw something or find an object that will remind you to do this. Put it in a place where you will see it in the evening. When you see it, ask yourself how you did that day and pray for God's help to continue to restore this relationship.

- 3** Staying in small groups, review the list of consequences from Genesis 3:15–24. Then start to go through them one by one. After each consequence ask the following questions:

- What relationship(s) are being broken?
- How do we see this in our lives today?
- What can the church do to restore these relationships? Make a list with symbols of what the church can do.

Compare the list of what the church can do to restore broken relationships with the action list. Circle the items that are not on the action list.

- 4** Review the action list:
  - Come back together as a large group and each group presents the items that were circled. After each new circled item is presented, ask if this should be added to the action list. If the answer is 'yes', add the item to the action list.
  - At the end of this exercise, you will have a new action list for the church. Display it somewhere visible in the church.

## Part 4: Review and commitment

### Session steps

- To review everything that was learned in parts 1–3
- To get an overall view of what has been learned about God in these passages
- To get an overall view of what has been learned about relationships in these passages
- The church makes a commitment to put the action list into practice



*Bring to this session:* the new action list

### Review of Bible studies

- 1** Form large groups of 10 to 20 people, and review all the parts of this activity. For each part:
  - reflect on what was learned
  - repeat what was memorised
- 2** After reviewing all the parts, divide the groups into small groups and ask:
  - What did you learn about God?
  - What did you learn about the four relationships?
- 3** Ask the participants to tell stories about what changed in their lives because of this activity.
- 4** **Application:** Spend time praying and thanking God for what he has done throughout this activity.

### Action list

- 1** Come back together as a large group, and review the action list.
- 2** Discuss whether the church is ready to commit to doing these actions. Then ask the following question:
  - Are you ready to commit to doing these actions?
- 3** If the church makes a commitment, ask the church to pray for God's help.

## ACTIVITY Foundational Bible study 2 – God’s vision for his people (Isaiah 65:17–25)

### Session steps

- To understand that God desires people to live a full life in spite of the Fall
- To make a list of actions the church could do based on the passage, and add any new actions to the action list
- To review the vision drawing and vision statement and make any necessary changes



**Bring to this session:** the action list, vision drawing and vision statement

- 1** Reflect together on the previous session – what was learned and what actions were taken.
- 2** Divide the group into small groups. In these small groups, listen to Isaiah 65:17–25. Memorise verse 17. Once the verse is memorised, ask the following question:
  - How do you think God will do this?
- 3** Listen again to Isaiah 65:19–25, stopping each time there is a description of what the new heaven and earth will look like. Make a list, choosing a method to represent each element. Each time an item is added to the list, ask the following questions:
  - What does this mean?
  - How can we represent this?
  - How do we see this today?
  - What can people do to make this a reality?

Memorise the list of what the new heaven and new earth will be like.

- 4** **Application:** Pray together as a small group and ask God to show you what the church could do today to make the Isaiah passage a reality. Then ask the following question, and record the responses with symbols so that you can present your answers to the large group:
  - What are the things that the church could be doing better?

Compare this list with the action item list. Circle anything that is on the Isaiah passage list that is not on the action list.

- 5** Come back together as a large group.

Each group presents the items that were circled. After each new circled item is presented, ask if this should be added to the action list.

At the end of this exercise, you will have a new action list for the church. Display it somewhere visible in the church.

**6** Look at your vision drawing and vision statement and ask the following questions:

- Is there anything that you want to add/change to the vision drawing?
- Do you want to change anything in the vision statement?

**7 Application:** Share with someone who was not at this meeting what you learned in the Isaiah passage and what the church members would like to do (the vision statement and any items on the action list that are appropriate). Ask them if they have anything that they desire for the community.



If there are a lot of changes to the vision drawing, you may want to develop a new one. Display the vision drawing and vision statement somewhere visible in the church.

## ACTIVITY Foundational Bible study 3 – pictures of the church (1 Peter 2:4–8; 2 Chronicles 31:2)

### Part 1: Cornerstone (1 Peter 2:4–8)

- 1 Reflect together on the previous session – what was learned and what actions were taken.

#### Session steps

- To understand that Jesus is the cornerstone of the church
- To understand that Jesus should be our cornerstone
- To examine ourselves to see if there is something that we should be doing to make Jesus the cornerstone in all areas of our lives
- To understand that we are a 'living stone'
- To understand that the church is a 'spiritual house'
- To examine our lives to see what actions we can do to be a 'living stone'

- 2 In the large group, ask the following questions:
  - What is a cornerstone?
  - Why is it used?
  - Why is it important?
- 3 Divide the group into small groups. In these small groups, listen to the passage 1 Peter 2:4–8. Then listen to the passage again with the question in mind, 'Who is the cornerstone?' Then ask the following question:
  - Who is the cornerstone?

Listen to the passage again, stopping every time you learn something about the cornerstone. Make a list, choosing a method to represent each element. Each time you add an element to the list, ask the following questions:

  - What does this mean?
  - How can we represent this?
  - Why is this important?

Memorise the list.
- 4 **Application:** Pray and ask God to show you if Jesus is the cornerstone in all areas of your life and what steps you can take to make him the cornerstone. Draw or find an object to remind you to take these steps. Put this in a place where you will see it throughout the week.



**5** Staying in small groups, ask the following questions:

- What is a house?
- How is it used?
- Why is it important?

Memorise the passage 1 Peter 2:5, 'you also, like living stones, are being built into a spiritual house'. Once the verse is memorised, ask the following questions:

- What does it mean to be a 'living stone'? Give practical examples of how someone can be a 'living stone'.
- What does the phrase 'spiritual house' mean?
- What does the phrase mean, 'you also, like living stones, are being built into a spiritual house'?
- How can we put this into practice?

**6 Application:** Pray and ask God to show you how you can be a 'living stone'. Share and pray with each other. Create a symbol in your notebook or Bible that will help you remember to do this action after the session.

## Part 2: Royal priesthood (2 Chronicles 31:2; 1 Peter 2:5)

### Session steps

- To understand Christians' role as priests
- To examine ourselves to see if we can be a better 'royal priest'
- To understand what a 'spiritual sacrifice' is
- To examine ourselves to see what 'spiritual sacrifices' we should offer

**1** In small groups, listen to the passage 2 Chronicles 31:2. Then listen to the passage again, stopping each time you learn something about priests. Make a list, choosing a method to represent each element. Each time you add an element to the list, ask the following questions:

- What does this mean?
- How can we represent this?
- How is this done today?

Memorise the list.

**2 Application:** Pray and ask God to show you how you can be a 'royal priesthood'. Share and pray with each other. Create a symbol and put it somewhere you will see it regularly to help you remember to do this action.

**3** Staying in small groups, explain that the first sentence in 1 Peter 2:4–5 is talking about Jesus. Listen to 1 Peter 2:4–5. Memorise 1 Peter 2:5. Then ask the following questions:

- What do you learn about 'priesthood' in 1 Peter 2:5?
- How does the priesthood that we heard about in the last passage compare with the 'priesthood' in this verse? What are the similarities and what are the differences?

- How is your church functioning as a ‘royal priesthood’ today? Give a practical example.
- What is the meaning of the phrase ‘spiritual sacrifice’?
- How can people offer ‘spiritual sacrifices’?

**4 Application:** Pray and ask God to show you what ‘spiritual sacrifices’ you ought to offer. Share and pray with each other. Create a symbol and put it somewhere you will see it regularly to help you remember to do this action.

### Part 3: Holy nation (1 Peter 2:9–12)

#### Session steps

- To understand that the church is part of a ‘holy nation’
- To understand what it means for the church to be part of a ‘holy nation’

**1** In small groups, listen to the passage 1 Peter 2:9–12. Memorise 1 Peter 2:9[a], ‘But you are a chosen people, a royal priesthood, a holy nation, God’s special possession.’

Answer the following questions:

- What is the meaning of the word ‘holy’?
- What is the meaning of the word ‘nation’?
- What is the meaning of the phrase ‘holy nation’?

**2** Listen again to 1 Peter 2:9–12, stopping each time you learn something about being a holy nation. Make a list, choosing a method to represent each element. Each time an item is added to the list, ask the following questions:

- What does this mean?
- How can we represent this?
- How do we experience this today?

Memorise the list.

**3** Imagine a community where the churches lived as a ‘holy nation’. After everyone has spent a few minutes thinking about this, ask the following question:

- What impact would there be in your church and in your community if your church lived as a ‘holy nation’?

## Part 4: Review

### Session steps

- To review parts 1, 2, and 3 of this activity
- To determine specific actions the church can do in response to what has been learned in parts 1–3
- To update the action list



*Bring to this session:* the action list

- 1** Form large groups of 10 to 20 people, and review all the parts of this activity. For each part:
  - reflect on what was learned
  - go over what was drawn
  - repeat what was memorised
- 2** Divide the groups into small groups. Pray together as a small group and ask God to show you what the church should be doing better, and how they can do this in a practical way. Then ask the following questions and record the responses with symbols so that you can present your answers to the large group:
  - What are the things that the church could be doing better?
  - How can the church do this? Give specific actions.

Once this list is complete, compare the list of what the church can do better to the action list. Circle the items that are not on the action list.
- 3** Come back together as a large group and each group presents the items that were circled. After each new circled item is presented, ask if this should be added to the action list. If the answer is 'yes', add the item to the action list.

At the end of this exercise, you will have a new action list for the church. Display it somewhere visible in the church.
- 4** **Application:** Pray as a large group for God to give the church all that they need to put this into practice both in the church and in the community.

## ACTIVITY Foundational Bible study 4 – ministry of Jesus (Luke 4:14–21; Matthew 9:35–36; Luke 5:27–32)

### Part 1: Luke 4:14–21; Matthew 9:35–36

- 1 Reflect together on the previous session – what was learned and what actions were taken.

#### Session steps

- To understand what Jesus did
- To understand what motivated Jesus to help people
- To examine ourselves to see if there is something that we should change in order to have Jesus' response and motivation when we meet people in need

- 2 Divide the group into small groups. In these small groups, listen to the passage Luke 4:14–21. Then listen again, stopping each time you hear something that Jesus did. Make a list, choosing a method to represent each element. Each time you add an element to the list, ask the following questions:
  - What does this mean?
  - How can we represent this?
  - How can we do this in our lives? Be specific.
- 3 Listen to the passage Matthew 9:35–36. Then listen again, stopping each time you hear something that Jesus did. Continue the list, and each time you add an element to the list, ask the following questions:
  - What does this mean?
  - How can we represent this?
  - How can we do this? Give practical examples.

Memorise the list of what Jesus did.

Memorise Matthew 9:36. Once you have memorised the verse, ask the following questions:

- In this passage, what did Jesus feel and think when he met needy people?
  - Today, what can people feel and think when they meet needy people?
  - Do these thoughts and feelings influence a person's actions when they meet needy people? How?
  - What motivated Jesus to respond to people's needs?
  - What motivations can people have for helping the needy?
- 4 **Application:** Pray and ask God if you have the right response and motivation when you meet needy people. In groups of two or three, pray for each other that you would have God's response and motivation. Create a symbol and put it somewhere you will see it regularly to help you remember to do this action.

## Part 2: Luke 5:27–32

### Session steps

- To understand that Jesus called people who were sinners to repentance
- To examine ourselves to see if we need to repent of something

- 1** In small groups, explain that the definition of repentance is ‘a complete change of mind and behaviour’ and then ask the following question:
  - What does it mean to have a complete change of mind and behaviour?
- 2** Listen to the passage Luke 5:27–32.  
  
Memorise this version of Luke 5:32: ‘I have not come to call the righteous, but sinners to repentance.’ Once the verse has been memorised, ask the following questions:
  - What did Jesus do?
  - What does this mean?
  - How can we represent this? Add this to the list that you already started for the last passage.
  - In this passage, who are the sinners that Jesus called to repentance? Who would they be today?
  - How can we do what Jesus did? Give practical examples.
- 3** **Application:** Pray and ask God if there is something that you need to repent of. Ask him how you can, in a practical way, change the way you think and/or your behaviour. Create a symbol and put it somewhere you will see it regularly to help you remember to do this action. Start making this change after the session.

## Part 3: Review

### Session steps

- To review parts 1 and 2 of this activity
- To get an overall view of what has been learned about Jesus in these passages
- To get an overall view of what has been learned about people in these passages
- To examine ourselves to see if there is something that we should be doing to be like Jesus

- 1** Form large groups of 10 to 20 people (if you have just done parts 1 and 2, stay in your small groups, skip the review and go to the next step of asking questions about the passages). Review all the parts of this activity. For each part:
  - reflect on what was learned
  - go over what was drawn
  - repeat what was memorised

**2** Ask the following questions:

- What have you learned about Jesus from these passages?
- What have you learned about people from these passages?

**3 Application:** Pray and ask God if there is something that Jesus did that he wants you to do. Ask God how you can do this in a practical way, then do it after the session.

## ACTIVITY **Foundational Bible study 5 – the church as salt and light of the world (John 15:18–22; Matthew 5:13–16)**

### Session steps

- To understand that we are not of this world
- To understand that the church should be salt to the world
- To understand that the church should be a light to the world
- To understand that individual Christians should be salt and light to the world
- To add anything new to the action list



**Bring to this session:** the action list

- 1** Reflect together on the previous session – what was learned and what actions were taken.
- 2** Divide the group into small groups. In these small groups, listen to John 15:18–22. Explain that this passage was Jesus talking. Listen to the passage again with the question in mind, ‘What do we learn about the world?’ Then ask the following questions:
  - What did you learn about the world?
  - Who is in the world and who is not in the world?
- 3** Listen to the passage Matthew 5:13–16. Explain that this passage was Jesus talking to his disciples.  
  
Memorise the passage.
- 4** **Salt:** Staying in small groups, ask the following questions:
  - What is salt and what is it used for?
  - Jesus said, ‘You are the salt of the earth.’ What did he mean?
  - How can a church show its saltiness?
  - In what ways can a church lose its saltiness?
  - How can a church restore its saltiness?
  - Pray and ask God to show you how your church can be salt to your community. Ask: How can our church be salt to the community? Create a symbol for each response.Make a list with symbols of what the church can do.
- 5** **Light:** Ask the following questions:
  - What is light and what is it used for?
  - When Jesus said, ‘You are the light of the world’, what did he mean?

- In what ways can a church let their light shine to the world? (Create a symbol for each response and add it to the list that has been started. Make sure that there are no duplicates.)
- What would a church be like if they were not letting their light shine?

**6** Staying in small groups, compare this list of what the church can do to be light and salt with the action list. Circle anything that is not on the action list.

**7** Ask: Can individual Christians be salt and light to the world? How could they do this?

**8** **Application:** Pray and ask God what you can do to be salt and light to the world around you. In groups of two or three, share with each other and pray that God will help you do these actions.

**9** Come back together as a large group.

Each group presents the items that they circled. After each new circled item is presented, ask if this should be added to the action list. If the answer is 'yes', add the item to the action list.

At the end of this exercise, you will have a new action list for the church. Display it somewhere visible in the church, and continue to add to it through the ongoing Bible studies.



## ACTIVITY **Developing a vision for ministry in all areas of life**

### Session steps

- The church puts the actions on the action list into five or six general categories
- The church creates an updated vision drawing and if necessary, a new vision statement



**Bring to this session:** the action list, vision drawing and vision statement

- 1** Reflect with the church on all the foundational Bible studies covered so far:
  - Review the major lessons learned from each of the Bible studies.
  - Recite any verses and stories that were memorised.
  - Reflect on what actions have been taken since the start of the Bible studies.
- 2** As a large group, ask the church to look at the specific actions on the action list and identify general categories. Place each action into a category. Try to not have more than five or six categories.  
  
Memorise these categories.
- 3** Divide the large group into small groups equal to the number of categories. Give each group one category and ask them to make a final list of actions in the category with symbols. Each small group can accept the list of actions in their category as it is, combine two actions into one, divide an action into two actions, or determine that an action in their category should be in another category.
- 4** Display the vision drawing and statement clearly so that everyone can see them. Bring the groups back together as a large group. Each small group presents their category with its specific actions.

After the presentation of a category, determine if each action in the category is in the vision drawing. If it is not in the vision drawing, circle it. Later on, it will be added to the vision drawing.



Be aware that some actions can be done immediately while others may take years.

- 5** After all of the categories have been presented, ask everyone to close their eyes and think of their community. Ask them to search for anything that is not in the community that should be, and that is not already an action on the action list.

After a few minutes, ask if anyone has a new action to add. After each new action is mentioned, ask the group if this should be added to the action list. If the answer is 'yes', create a symbol for the action and add it to the appropriate category. If the action is not in the vision drawing, circle it.

Create a team that will redo the vision drawing adding the action items that have been circled because they were not in the original vision drawing. This team should have at least one person from each category group. They will redraw the vision drawing and present it to the whole church for their approval.

- 6** This drawing becomes the new vision drawing. Make sure you take a picture of both the vision drawing and the action list.

Now that you have the new vision drawing, ask the following question:

- Does this vision statement match our vision drawing?

If the answer is 'yes', leave it as it is. If the answer is 'no', ask the following question:

- Why do you feel it needs to be changed?

Facilitate the church to develop a new vision statement. Once the new vision statement has been approved, memorise it.

- 7** **Application:** Pray together and commit the action list, vision drawing and vision statement to God. Ask for his blessing as you start taking these actions. Praise God for all that has been achieved so far.

# 1.3 Resource mobilisation

## ACTIVITY **Introducing the concept of ‘resources’ and how to use them to address needs**

- 1** Reflect together on the previous session – what was learned and what actions were taken.
- 2** Gather the participants as a large group and explain that we will play a couple of games to begin.
- 3** **Game: Treasure hunt**

*Session steps*

- To realise that there are items around us that we are not noticing or using**
- To understand that resources should be shared**

The facilitator should get some sweets (or cookies) ahead of the session, and hide them around the room before the participants come in. The number of sweets should match the number of participants. Put some in places where they can be seen easily and others in places where they are harder to see, for example, under chairs and tables. Make sure you know how many sweets have been hidden.

- 4** When the group comes into the room, invite them to look for the sweets, explaining to them that they can keep whatever they find.

Observe them and guide them as they search. Look at the first person to find something and observe their reaction.

- 5** When all the sweets have been found, bring the group back together for discussion. Make sure no one eats their sweets.

Ask the following questions:

- How many sweets did each person find?
- How did it make you feel?
- What did we learn about finding resources?

If the participants do not bring up the point that resources should be shared, ask the following question: How do you think everyone can benefit from the sweets?

- 6** **Game: Longest line**

*Session steps*

- To start thinking creatively about how we can use what we have around us**

Divide the participants into two teams.

Ask each team to make the longest line they can. Mark the starting point.

Give them a time limit and encourage them to use what they can find around them to make their line the longest.

When the time is up, look at which team has the longest line.

**7** Bring the teams together for a discussion and then ask the following questions:

- What did you use to make your line?
- What could you have used to make it even longer?
- What is a resource?
- What did you learn from this game about finding resources?

## ACTIVITY Categories of resources

### Session steps

- To make a list of resources that can be used
- To understand the different categories of resources
- To understand that you can make good use of resources or use resources poorly
- To see if there is a resource that can be better used



**Bring to this session:** the action list and vision drawing

- 1 Reflect together on what was learned from the previous session.
- 2 Divide the large group into small groups for another activity that will help the group to identify specific resources around them. Have the vision drawing and action list available.

For each small group, ask the following question:

- What resources are around you that can be used to achieve the vision drawing and the action plan? Use a symbol to represent each resource mentioned.

- 3 Come back together as a large group and ask each group to present their resource list. Then combine all of the lists into one list. (Do not get too detailed. If one group has ten chairs and another has wooden chairs, just draw a symbol for chairs on the combined list.)
- 4 Ask the church to look at the resources on the combined list and identify general categories. Try to not have more than five or six categories.



Include any categories that are not represented: natural, human, social, economic, physical, spiritual, time.

Place each resource in a category.

Memorise the categories and then ask the following questions:

- How do we make good use of resources?
- What would be the outcome of using resources well?
- How can we make poor use of resources?
- What would be the outcome of using resources poorly?

Reflect together on the resources that the group has identified and whether these resources are being used well or poorly. Put a check mark next to the resources that are being used poorly. Ask: How can these poorly used resources be better used?

- 5 **Application:** Pray and ask God if you are using a resource poorly. Ask him how you can use this resource well. Create a symbol and put it somewhere you will see it regularly to help you remember to do this action. Start to use this resource well after the session.

## ACTIVITY **Resource mobilisation Bible study 1 – Jesus raises Lazarus from the dead (John 11:1–45)**

### Session steps

- To understand how Jesus used his resources to meet his goal
- To examine ourselves to see if we should be using our resources to help someone in need



**Bring to this session:** the categories of resources

- 1** Reflect together on the previous session – what was learned and what actions were taken.
- 2** As a large group, reflect on the lessons learned from the last two sessions including the games ‘Treasure hunt’ and ‘Longest line’, and the categories of different resources. Review the categories of resources and examples of resources in each category.
- 3** Break up into small groups and listen to John 11:1–45. Choose people to act out the different characters in the passage. The remaining people can be the crowd or the disciples. Listen again to John 11:1–45, acting out what you hear. Do this three times and change the roles people play each time.

Memorise John 11:17.

After people have memorised this passage, ask the following questions:

- In this story, what was the need of the people?
  - What steps did Jesus take to meet this need?
  - What resources did Jesus use and how did he use them? Think about the categories of resources identified in the last activity.
- 4** **Application:** Pray and ask God to show you if there is someone with a need that you have the resources to help, and then ask God how you should use your resources to meet this need. Do this after the session.

## ACTIVITY **Resource mobilisation Bible study 2 – Jesus feeds five thousand people (Mark 6:30–44)**

### Session steps

- To understand the steps that Jesus took to meet a need
- To understand that God can provide for our needs with only a few resources
- The church decides if there are actions on their action list that they can easily do immediately



**Bring to this session:** the vision drawing and vision statement

- 1** Reflect together on the previous session – what was learned and what actions were taken.
- 2** Divide the group into small groups. In these small groups, listen to Mark 6:30–44. Listen to it again, with people acting out the different characters in the passage. The remaining people can be the crowd or the disciples. Do this two times and change the roles people play each time.

Memorise Mark 6:34–44.

After people have memorised this passage, ask the following questions:

- In this story, what was the need of the people?
  - When the disciples saw this need, what did they focus on? Why?
  - When Jesus saw this need, what did he focus on? Why?
  - What steps did Jesus take to meet this need?
  - What resources did Jesus use and how did he use them? Think about the categories of resources identified in the last activity.
  - Why can people think that something is too difficult to do?
- 3** Staying in small groups, look at the vision drawing and vision statement. Think about whether there is something in the drawing that you think is too difficult to do. Pray and ask God to show you what resources you have to do this.
  - 4** **Application:** Pray and ask God to show you what resources the church could easily use now to meet a need in the community. Share in the small group and then each small group picks one thing that the church could do.
  - 5** Come back together as a large group. Each group presents their idea. The whole church prays about these ideas and then decides if the church is ready to put one or more of them into practice. (This should be something that is easily done. If it would take a lot of organisation, ask them to wait until they get to the final stage [stage 3] before starting it.) If something is chosen, do it after the session.

## ACTIVITY **Resource mobilisation Bible study 3 – Elisha, the widow and her oil (2 Kings 4:1–7)**

### Session steps

- To understand that God miraculously provided for the widow
- To understand that needs can be met with God's help and using local resources

- 1** Reflect together on the previous session – what was learned and what actions were taken.
- 2** Divide the group into small groups. In these small groups, listen to the passage 2 Kings 4:1–7.  
  
Memorise the passage.
- 3** Ask the following questions:
  - What did we learn about Elisha?
  - What did we learn about the widow? / Do you know anyone like this widow?  
*Sub-question: What resources did she use?*



Think about all the types of resources – refer to the list of resources that was developed in the first resource mobilisation activity.

- What did we learn about God?
  - What emotions do you think that the widow was feeling throughout the story? (At the beginning, middle and end.)
  - Can you relate to the widow's or Elisha's experience? How?
- 4** **Application:** Pray and ask God to show you all the different types of resources that you have around you. In small groups, name the resources and praise God for them. Ask God to increase your faith that he can provide the resources you need.



## ACTIVITY Identifying and prioritising needs

### Session steps

- To identify the needs that affect the church today
- To pick three priority needs for the church



**Bring to this session:** the vision drawing and the action list

- 1** Reflect together on the previous session – what was learned and what actions were taken.
- 2** Review the vision drawing and the action list.
- 3** Divide the church into small groups. Each small group should make a list of the basic needs of the church and its members. The groups can use the vision drawing and action list to help them. Explain that a need would be clean water. The actions are what can be done to get clean water (digging a well, filtering water etc). For example, to find the basic needs from the action list you can ask, ‘Why do we need to [an action]?’ eg ‘Why do we need to dig a well?’
- 4** Bring the groups back together as a large group. Combine lists of needs from each group into one list. This will be the church needs list.
- 5** To choose three priority needs, draw the symbol for each need on the combined list onto a piece of paper. If there is no paper, the symbols can be drawn on the ground. Give each participant three stones and ask them to put their stones on the three needs that they think are the most important. They should not put more than one stone on each symbol. The three needs that have the most stones become the three priority needs of the church.
- 6** **Application:** Praise God for showing these items to the church. Pray and ask God to show the church members how to start meeting the priority needs.

## ACTIVITY Matching needs to resources

### Part 1

- 1 Reflect together on the previous session – what was learned and what actions were taken.

#### Session steps

- To make a list of actions that the church can do to meet each need
- To find the basic requirements for each action
- To identify the resources the church has to meet each basic requirement
- To complete an action drawing for each action



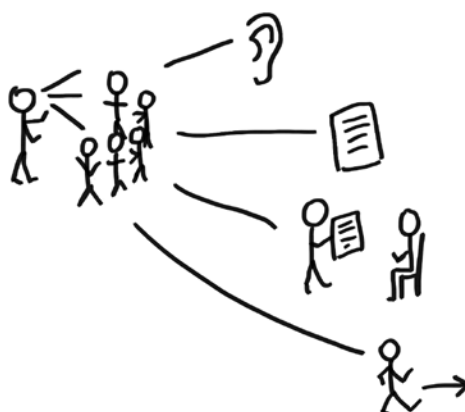
**Bring to this session:** the categories of resources and the action list

- 2 Look at the first priority need identified during the last session and divide the church into small groups. Each group makes a list of possible action(s) that can be done to meet this need. These may be actions already on the action list or they can be new actions. For instance, if the first priority need is evangelism, the actions could be large-scale evangelism, door-to-door evangelism, friendship evangelism etc.
- 3 Come back together as a large group and combine the list of possible actions for the first priority need into one combined list of actions for this need.
- 4 Take the first action on the combined action list, and ask, ‘What are the basic requirements for this action?’ At this point do not get too specific. Draw a symbol for each basic requirement.



Someone might say that one of the basic requirements for large-scale evangelism is a sound system, but this is not the most basic requirement. The most basic requirement is for people to be able to hear what the speaker is saying.

- 5 Once all of the basic requirements are found for the first action, create an action drawing:



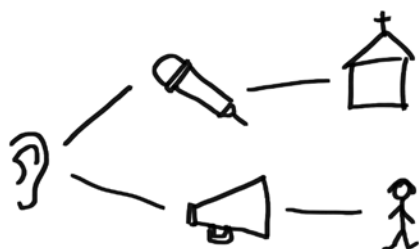
Draw the symbol for the first action and then next to it the symbols for each basic requirement, with a line between the action and each basic requirement.

For example, if one action is large-scale evangelism, put the symbol for large-scale evangelism on the paper. Draw a line from this symbol to each basic requirement. In this example, the basic requirements are for people to be able to hear the speaker; for material to give to the people who are listening; for training on evangelism; and for transportation of the speaker and church members.

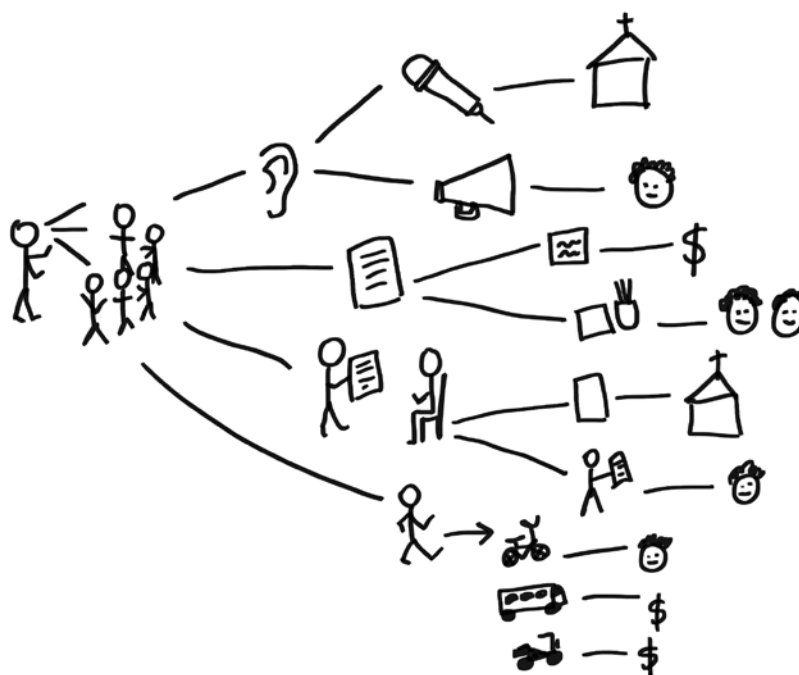
## 6 Review the resource list.

Then identify resources that are available to the church or members of the church that can be used to meet each basic requirement, and where to get them. Add to the drawing a symbol for each resource and where you will get it. For example, the first basic requirement is for people to be able to hear the speaker. The group identifies two possible resources to meet this basic requirement:

- a microphone with a sound system, which can be found at the church
- a megaphone, which can be borrowed from someone they know has one



The final action drawing for large-scale evangelism would look like this:



After doing this process once, if you have enough people, you can split the large group into small groups. Each group would do an action drawing for one of the actions for the first priority need.

- 7 After the small groups have finished their action drawing for the first priority need, come back together as a large group and each small group presents their action drawing. After each presentation, ask if anything should be added to the action drawing. If the group agrees, add it to the action drawing.
- 8 Once all of the action drawings for the first priority need are presented, go to the second and third priority need and do the same thing.
- 9 After all of the action drawings are done for the three priority needs, review them with the church.

## Part 2

### Session steps

- To decide what actions the church wants to do
- To make a timeline that shows when each action will be done



*Bring to this session:* the action drawings

### 1 Action timeline:

The church looks at the action drawings and, based on their resources, decides if they can do an action either now or in the future. They separate the drawings into two piles: actions they can do now and actions they can't do now.

After the church decides what actions that they can do now, they place the action drawings in the order that they want to do the actions. (More than one action can be done at the same time.)

Once the action drawings are in order, draw a timeline and put a symbol for the action on the timeline to show when it will be done. (For less than three actions it is not necessary to do this. To display the action timeline, display the action drawings in order of when they will be done.)

- 2 Put the action timeline somewhere in the church where people can see it.
- 3 **Application:** Praise God for this timeline. Pray and ask God to help the church to do these actions.

## ACTIVITY **Planning for the projects identified and agreed on**



**Bring to this session:** the church action timeline, the action drawing for each action on the timeline, and the list of resources

### **Part 1**

- 1** Reflect on the church action timeline and the action drawing for each action on the timeline.

Session  
steps

- To create a list of the desired characteristics of a good committee member**

- 2** In the large group, inform the participants that a committee will be formed to do the action items. However, first a list of desired characteristics of a good committee member will be created.
- 3** Break up into small groups and create a list by asking:
  - What characteristics would a good committee member have?
  - After a characteristic is mentioned, draw a symbol for it.
- 4** Bring the groups back together as a large group. Combine the lists of characteristics from each group into one combined list. However, before you add a characteristic to the combined list, ask why this characteristic is important. Only add characteristics to the combined list that the church agrees are important. The list should not contain more than ten items.
- 5** After the list is finished, memorise it by breaking the large group up into small groups of two or three. Each of these groups will work together to memorise the combined list.

## Part 2

### Session steps

- To break down the first action on the action timeline into tasks that a person(s) can do.  
(If two actions will be done together, do parts 2 and 3 for each action.)

- 1 As a large group, review the action timeline.



If your church has decided that they will do the first two tasks at the same time, you can split the church into two groups by asking people which action they would like to work on and then ask each group to do the following exercise.

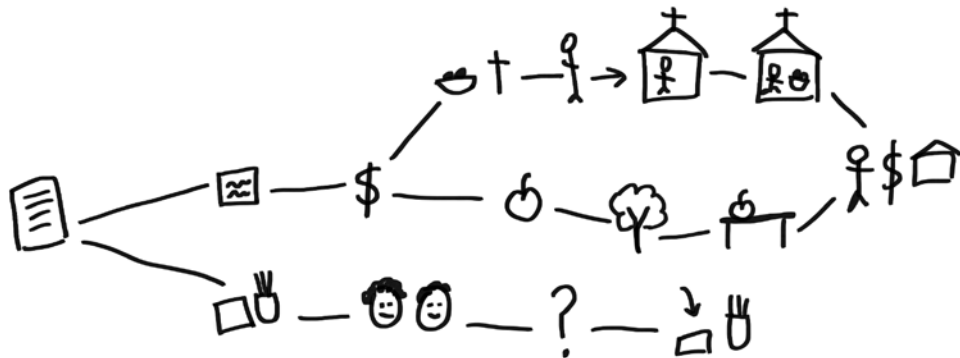
- 2 Take the first action on the timeline and review its action drawing:

Take the first basic requirement on the action drawing. Think of the specific tasks that have to be done to get the resources for this requirement. Keep breaking down the tasks until you get to tasks that someone can do. For each task that someone can do, create a symbol and add these symbols to the action drawing. (It is possible that the action drawing will have to be redrawn to make room for the symbols of the specific tasks.)

For example: from the example in the previous activity, 'a microphone with a sound system, which can be found at the church' has not been broken down into specific tasks that someone can do in order to get and use this resource. The specific tasks could be: someone needs to dismantle the church sound system, someone needs to transport it, a power source needs to be found in order to use it, etc. If the resource is money, it has to be decided how to get the money.

Once one basic requirement is done, do the next one until the whole action drawing is broken down into tasks that someone can do.

You will end up with something like this for the second basic requirement (material to give to the people who are listening):



## Part 3

### Session steps

- To assign people to tasks
- To determine when each task will be done
- To pick a leader for the committee for each action and if necessary, group leaders

- 1** Once all of the tasks have been broken down into tasks that a person(s) can do, assign tasks to individuals by asking the following questions:
  - Who will be responsible for this task? (The person(s) responsible for the task will write his or her name next to the task.)
  - When will you do this?



People can either be responsible for an individual task or be responsible for making sure a group of tasks is done. For example, making sure that everything is done to get the written materials. This person would then be a group leader.

- 2** Select the person who will be the head of the committee for this action. This is often someone who the church has already assigned to coordinate development projects. This should not be someone who is already a group leader.
- 3** **Application:** Pray for each person who is assigned a task – that they would be able to do this well and at the correct time. Pray for the group leaders and for the head of the committee for each task to lead well. Pray for unity in the committee for each action.

# 1.4 Relationship-building

## ACTIVITY The concept of good relationships

Session  
steps

- To understand for each of the four relationships what is a good relationship
- To understand how to improve and strengthen the four relationships



**Bring to this session:** the diagram illustrating the four relationships, and the action timeline

- 1** Reflect together on what was learned from the previous session. Review the action timeline.
- 2** Ask for a progress report for each task.
- 3** In the large group, review the concept of the four relationships: relationship with God, relationship with self, relationship with others, and relationship with creation.
- 4** Divide the group into small groups in order to have a discussion on the four relationships. In each group:

### Relationship with God

Ask the questions:

- How do you know if you have a good relationship with God?
- Why is it important to have a good relationship with God?
- How can people improve/strengthen their relationship with God? (Give examples.)

### Relationship with yourself

Ask the questions:

- How do you know if you have a good relationship with yourself?
- Why is it important to have a good relationship with yourself?
- How can people improve/strengthen the relationship with themselves? (Give examples.)

### Relationship with other people

Ask the questions:

- How do you know if you have a good relationship with other people?
- Why is it important to have a good relationship with other people?
- How can people improve/strengthen their relationship with other people? (Give examples.)



## Relationship with creation

Ask the questions:

- How do you know if you have a good relationship with creation?
- Why is it important to have a good relationship with creation?
- How can people improve/strengthen their relationship with creation?  
(Give examples.)

## Summary

Ask the question:

- What lessons have you learned from these four relationships?

- 5 Application:** For each relationship, pray and ask God to show you how you can strengthen it. Then pick one of the relationships and ask God for a specific thing that you can do to improve/strengthen this relationship. Share in groups of two or three and pray for each other.

## ACTIVITY **Relationship-building Bible study – who is my neighbour? (Numbers 19:14–20; Luke 10:25–37)**

### Session steps

- To understand that during the time the story is set, touching a dead body made you unclean and it takes a lot of work to make you clean again
- To understand who is our neighbour
- To understand that God wants us to help our neighbour

- 1** Reflect together on the previous session – what was learned and what actions were taken.
- 2** Ask for a progress report for each task. Each meeting, ask for a progress report on the tasks until the action is completed. Once the action is completed, have a celebration.
- 3** Divide the group into small groups. In these small groups, listen to the passage Numbers 19:14–20. Listen to the passage again with the question in mind, ‘What do we learn about being unclean?’ After listening to the passage again, ask the question:
  - What do we learn about becoming unclean?

*Sub-questions:*

  - *How do you become unclean?*
  - *What do you have to do to become clean again?*



Make sure that the participants know what a priest, Levite and Samaritan are before they listen to the following passage.

- 4** Staying in small groups, listen to Luke 10:25–37. Choose people to act out the different characters in the passage. The remaining people can be other people at the inn. Listen again to Luke 10:25–37, acting out what you hear. Do this three times and change the roles people play each time.

After people have acted out this passage, ask the following questions:

- What do we learn about the priest in the story? Who do they represent in our society today?
- What do we learn about the Levite in the story? Who do they represent in our society today?
- What do we learn about the Samaritan in this story? Who do they represent in our society today?
- What do we learn about the innkeeper in the story? Who do they represent in our society today?
- Who is being a good neighbour? Why or why not?
- Who is our neighbour? Make a list of the answers with symbols.

- Who is God asking the church to help? Make a list of the answers with symbols.
- 5** Come back together as a large group. Each small group presents their answers to the questions: 'Who is our neighbour? Who is God asking the church to help?' Agree together on some practical actions that the church can do following this Bible study. For each practical action, ask for volunteers to do it. Ask these volunteers to meet together to plan a date and time to plan and/or do their practical action.
  - 6** Facilitate the church to commit to going out and 'being neighbours' to their community.
  - 7** **Application:** Share testimonies of how relationships have been built with the community so far. Pray and ask God if there is someone that you can start a relationship with or continue to develop a relationship with, and what steps you can take. Start taking these steps after the session.

## ACTIVITY **Relationship-building – preparing the church leaders to meet and build relationships with leaders of neighbouring denominations**

### Session steps

- The church leaders decide which leaders of neighbouring denominations and leaders of other religions in the area they will meet
- The church leaders decide how they will contact the religious leaders
- The church leaders decide what they will say and do when they meet the religious leaders



It is expected that the church leaders who meet today will include leaders at all levels of the church. This is important for building ownership.

- 1** Reflect with the leaders on the previous Bible study and the commitment the church has made to build relationships with the community, beginning with the religious denominations that are active in the area. Agree that the objective of this meeting is for the church leaders to prepare themselves to meet the religious leaders first before going to meet the community leaders and the community.
- 2** Facilitate the church leaders to prepare to contact the religious leaders. Some questions/points to consider are listed below. Create a symbol for any key points.
  - Who are the leaders that we should meet and who do they represent? (Be sure to include all religious leaders such as women’s and youth leaders.)
  - How can we reach these leaders? It is best if there are existing structures, such as a pastors’ fellowship or faith-based council, who can then organise the rest of the religious leaders. Ask this structure for consent and support before meeting the other leaders.
- 3** Facilitate the church leaders to discuss what will happen in the meeting with the religious leaders – what to begin with, what to cover, who will do what, and how to conclude the meeting.
  - What shall we say during the meeting? Content for the meeting should include the objective of the meeting, why the church is wanting this process now, what the process is all about, what the expected outcomes of the process are, who needs to be involved, what the religious leaders are expected to do, etc.
  - What are the likely questions and expectations that could come from the religious leaders, and how shall we handle them?
- 4** Facilitate the church leaders to plan to inform the most influential religious leader about their intent to meet all the religious leaders. Only the church pastor can meet the chief religious leader/s.
- 5** **Application:** Pray for the pastor’s meeting with the chief religious leader and the church leaders’ meeting with religious leaders.

## ACTIVITY **Relationship-building – preparing the church leaders to meet and build relationships with the community leaders**

### Session steps

- The church leaders decide which community leaders they will meet
- The church leaders decide how they will contact the community leaders
- The church leaders decide what they will say and do when they meet the community leaders



This meeting is a continuation of the last one, where the church leaders prepared to meet the faith-based leaders in the area. Therefore, be sure to include all levels of the church leadership.

- 1** Reflect with the church leaders on the commitment the church has made to ‘build relationships with the community’. Share testimonies of practical actions taken so far.
- 2** Agree that the objective of this meeting is for the church leaders to prepare themselves to meet the community leaders first, before the church and community begin meeting together.
- 3** Facilitate the church leaders to prepare to contact the community leaders. Some questions/points to consider are listed below. Create a symbol for any key points.
  - Who are the leaders that we should meet and who do they represent? Be sure to include all community leaders and opinion holders, government and NGO representatives, informal leaders such as women’s group leaders and youth leaders, etc.
  - How can we reach these leaders? It is best if there is one chief community leader who can then organise the rest of the community leaders. The pastor should then meet with this person to explain what the church wants to do. The pastor then asks the chief community leader for consent and support before meeting the other leaders.
- 4** Facilitate the church leaders to discuss what will happen in the meeting with the community leaders – what to begin with, what to cover, who will do what, and how to conclude the meeting.
  - What shall we say during the meeting? Content for the meeting should include the objective of the meeting, why the church is wanting this process now, what the process is all about, what the expected outcomes of the process are, who needs to be involved, what the community leaders are expected to do, etc.

- During the meeting, the church and community leaders should agree on the following:
  - The church leaders will mobilise the church.
  - The community leaders will in turn mobilise the community.
  - After that, the church and the community will formally meet for the first time for relationship-building.
  - Where and when this will begin.
- What are the likely questions and expectations that could come from the community leaders, and how shall we handle them?

**5** Facilitate the church leaders to plan to inform the top community leader about their intent to meet all the community leaders. Only the church pastor can meet the chief religious leader/s.

**6** **Application:** Pray for the pastor's meeting with the chief community leader and the church leaders' meeting with community leaders.

## ACTIVITY **Preparing the church to meet the community for relationship-building**

### Session steps

- The church leaders tell the church members how they have prepared to meet the community leaders (religious and non-religious)**
- The church makes a commitment to meet with the whole community**
- The church decides what activities they will do to build relationships with the whole community**

- 1** Facilitate the entire church to reflect on the process so far, focusing on relationship-building with its immediate community. Start by reminding the church of the Bible study about the good Samaritan; the commitment of the church to go out and start engaging the community practically; and the expected outcomes from this engagement. Share testimonies of practical actions taken so far.
- 2** Facilitate the church leaders to tell the church about how they have prepared to meet with the community leaders (religious and non-religious). Create a symbol for any key points. Facilitate the church to make a commitment to meet with the whole community.
- 3** Facilitate the church to make an action plan showing the activities that will be done to build relationships with the community. Create a symbol for any key points. This action plan should include the following:
  - What is the objective and the expected outcome of the first meeting between the church and community?
  - Who should attend this meeting? (Preferably as many members of the church as possible.)
  - What will the church members say and do during that meeting? What role are church members expected to play?
  - What will other people, eg the facilitator or leaders, say and do during that meeting? What are their responsibilities?
  - What should we as the church do now to prepare for that meeting?
- 4** **Application:** Pray for this meeting.

## ACTIVITY **Church and community leadership meet for relationship-building**

### *Session steps*

- The church leaders build relationships with the community leaders (religious and non-religious)**
- The church and community leaders decide to work together to meet common needs**

- 1** Facilitate the church leaders to describe to the community leaders the need to build relationships in order to mobilise the community (this should include the biblical view of relationships, the process of community mobilisation and the expected outcomes).
- 2** Share the outcomes of the process so far, and share testimonies from the church and the community.
- 3** Facilitate a discussion where the community leaders can ask for understanding, clarification etc. Ensure that all expectations are handled well.
- 4** Lead the two groups to agree on the need to join hands to address common needs.



## ACTIVITY **Church and community meet for relationship-building**

### Session steps

- The church and community leaders inform the community about the objectives of the meeting**
- The community and church agree to work together to meet needs in the community**
- The community and church agree on when and how they will meet**

- 1** Facilitate the church and the community leaders to explain to the community the objective of the meeting, ie, that this meeting is to help the church and the community discover how they can 'walk together' to cause positive change in their community.
- 2** Share the outcomes of the process up to now, and share testimonies from the church on what they have been able to do so far.
- 3** At this point, facilitate the entire community to do the 'Build a fire!' activity below. This activity should result in the community and church agreeing to work together to begin to address needs affecting the community.
- 4** After this activity, facilitate the community to decide on the following (create a symbol for any key points):
  - dates/days and times when meetings should be held
  - place where meetings should be held
  - who should participate in the meetings (preferably every member of the community)?
  - how they will ensure people, including leaders, attend meetings
  - the roles and responsibilities of specific people in making the process successful
  - logistics, eg travelling to site, meals, information about meetings

## ACTIVITY **‘Build a fire!’– lighting the development fire**



*To be done with the church and the community*

### Session steps

- The church and community gain confidence to start and sustain their own development using locally available resources**
- The church and community decide on how they will keep the ‘fire burning’**

- 1** Participants stand in a circle with the facilitator in the middle. Explain that the objective of the exercise is to build the confidence of the church and community to start and sustain their desired change.
- 2** Ask the participants to make a fire within five minutes (they could make the fire in less or more time – there is no hard rule because the exercise is not about speed but the ability of the church and community to build a fire using the local resources, and doing it as a team).
- 3** Process the outcome, asking questions such as how the group felt when they succeeded, what made them succeed, where the resources came from, and the lessons that were learned from the challenge.
- 4** Compare the fire to the entire development process that the church and the community want to do, showing that they can start and sustain their own development using local resources (without having to depend on external resources).
- 5** Facilitate the participants to realise the need to keep this development fire burning.  
Ask the following question:
  - How will we sustain this fire?Usually, they will talk of the need to select a team to do this. Facilitate them to develop the characteristics of this team, drawing a symbol for each characteristic. After the list is complete, memorise it. Use this list to select the team in a democratic and inclusive way.
- 6** At the end of this exercise, the church and community often identify a small team charged with the responsibility to keep the ‘fire’ going, by calling community meetings regularly to reflect and discuss progress with development. These people are called the church and community support team.

## ACTIVITY **Training the church and community support team**

### *Session steps*

- The church and community support team understand the CCMP process**
- The church and community support team understand their roles and responsibilities**

- 1** Bring the church and community support team selected during the last session together. In a creative and fun way, facilitate them to spend time getting to know one another.
- 2** Reflect on the principles learned during the 'lighting the development fire' exercise, and the commitments that the church and community made from that exercise, especially the commitment to 'walk together through the process of change'.
- 3** Facilitate the church and community support team to focus on the role that they will play in this 'journey', by covering the following content:
  - overview of CCMP (in symbols)
  - roles and responsibilities of the support team (in symbols) in general and for each part of the process

## Stage 2

# A deep understanding of the church and community



This stage will help the church and the community to develop a deep understanding of their community and themselves: where they have come from, where they are now, and where they want to go. Together the church and community will develop a new vision for their future, identify and mobilise local resources and match the available resources to meet the needs. This stage will prepare them to know what decisions to make in the final stage.



*The activities in stage 2 are to be done with the church and community together, unless it is stated that a particular activity is to be done 'with the church'. The community won't be involved in activities just for the church, but the church will always be involved in community activities.*

If you are struggling to engage the community, proceed with this stage with just the church. Do not give up on engaging the community, but allow the church to continue moving forward. This can help build the confidence of the church members and give you something to showcase to the community. It may also help bring the community on board!

This stage includes tools to help the church and community think about their historical and current situations. For each tool:

- There are two ways of recording the information: things that are drawn and/or the oral recordings. After each tool is used, the information that is recorded and drawn needs to be kept by the information-keeping team. These must be kept safe so that they can be used for the baseline and are available for participants to refer back to.
- Ideally, each tool should be done first in the church and then again with the community, so that the church can go to the community with experience. However, it is most important to go where the energy is, so if the community is ready before the church, then go to the community first.
- Ensure that small groups are made up of people from both the church and the community.
- If you are working with many small groups, it will take a lot of time to combine several drawings together. In this case, select a representative from each group and ask these representatives to get together after the session but before the next session to come up with a final combined version. The facilitator should follow up to make sure this happens. This final version will then be used in the next session for the group reflection on this session.

# 2.1 Bringing the community on board

## ACTIVITY Secret-in-a-box

### Session steps

- The people in the community understand that any outsider trying to describe their community will not be able to do it as well as they can
- The people in the community have confidence that they are the 'experts' of their situation and that they are the best-placed people to describe and to determine the best way forward for the community



In preparation, the facilitator secretly puts into a carton box a variety of materials common to the community – fruits, leaves, seeds, used materials, eg maize cobs or pods etc.

- 1** In the large group, introduce the 'secret-in-a-box' game as a demonstration to understand who is the expert of a situation. Ask for volunteers to play the secret-in-a-box game.

Divide this group of volunteers into four smaller groups, with each group taking a number.



The number of members of each small group will differ according to the total number of participants in the meeting. If there are many participants in the meeting, involve many participants in the game.

- 2** Bring the closed carton box (containing all the materials you prepared) to the front of the meeting. Tell all the participants that the idea is for each team to state what is contained in the box. They must be as descriptive of each item that they identify as possible – for example: how many of each thing they identify, what is its colour, what is its quality, how do you use it etc. A volunteer should record the answers that each team gives with a symbol.
- 3** Ask the teams to come forward in turns to describe what is in the box, as follows:
  - **Team 1** – Walk around the box, look at it from a distance (without touching it), and then as a team agree what is in the box. The team tells the entire meeting their answer.

- **Team 2** – Gently shake the box and listen, agree as a team what is in the box, and then tell the meeting.
- **Team 3** – The facilitator blindfolds the team, then partly opens the box and each one puts one hand into the box, to feel what is in there. The team agrees on what is in the box, then tells the meeting.
- **Team 4** – The team opens the box fully, and pulls out the items one by one, describing each item as fully as they can. They agree on what is in the box and tell the meeting.

**4** Process the game by asking the following questions:

- What team was the least accurate? Why?
- What team was the most accurate? Why?
- If the box represents what is in our community, what group would be like team 1?
- What group would be like team 2? Team 3? Team 4?



Note for facilitator: This should lead to the answer that team 4 will represent 'us, the community, because we are the ones who know everything about our situation' while teams 1, 2 and 3 are 'outsiders'.

- Who knows the most about our community?
- Who are the experts in describing their situation and what should be done?

## ACTIVITY **Developing a vision with the community members**

### Session steps

- The community understands the need for a vision
- The community develops a community vision drawing
- The community creates a community vision statement

**1** Reflect together on what was learned from the previous session.

**2 Game: Understanding the need for vision**

As a large group, ask for a volunteer to be blindfolded and tell them their task is to get to a certain goal. Set up some obstacles using objects and/or people that will make the journey for the blindfolded person more challenging.

For the first time, set the blindfolded person off without any instruction. Let this person attempt to reach the goal without any support. After some time, stop this person and ask the group the following questions:

- How did you feel during this exercise? What thoughts and emotions came to you?

For the second attempt, take off the blindfold and ask the volunteer to attempt to reach their goal again using the same obstacles. Once they reach the destination, ask the group the following questions:

- How did you feel during this exercise? What thoughts and emotions came to you?
- What was the difference between the two attempts?

As a group, reflect together on what can be learned from this activity. Ask the following question:

- What was necessary for the volunteer to reach the goal?

**3** Individually, close your eyes and spend time dreaming about what you desire your community to be like.

**4** Divide the group into small groups to create a drawing of the desired community by answering the following question:

- What do we desire our community to be like?

**5** Bring the small groups back together as a large group. Each small group presents their drawings.

**6** The large group works together to develop a final drawing of the desired community by combining all the drawings. This will be the community vision drawing. Start by looking at what all the drawings have in common and add those parts to the new drawing first. Then agree on what unique aspects of each drawing should be included. Alternatively, you can form a group made up of a representative from each small group to combine the drawings.



- 7** Tell the participants that this combined drawing is the goal of CCMP. The activities that follow through the rest of the CCMP process will help us reach this goal.
- 8** Use the drawing to develop a vision statement that is made with symbols, which communicates in one sentence what the community would like to achieve. Display the vision drawing and vision statement somewhere they will be clearly seen in the community.
- 9** Assign someone to be responsible for bringing the vision drawing and statement to the next session.

## ACTIVITY Further training for the church and community support team

### Session steps

- The church and community support team understand why the placement of chairs in a room is important
- The church and community support team understand that everyone has something to contribute to a conversation
- The church and community support team understand that if people follow ground rules, it will be easier for the facilitator to make sure that everyone can contribute to a conversation
- The church and community support team understand that ultimately it is the responsibility of the facilitator to make sure that everyone has a voice

- 1** It is important that the support team has good facilitation skills. The chairs game is a good introduction to learning about facilitation. In this game the placement of the chairs in the room will change. First, the chairs will be randomly placed in the room facing different directions. Then, one chair will be placed at the front of the room with all the other chairs in rows facing it. Finally, all the chairs will be facing each other in a circle.
- 2** For each placement of the chairs, ask people to sit on the chairs and then ask the following questions:
  - Is there a leader? What is the leader doing?
  - What is everyone else doing?
  - How much do you feel you could contribute?
- 3** After the game is finished, explain that a good facilitator makes sure all voices are heard and everyone can contribute to a conversation. Ask:
  - Why is it important for everyone to be able to contribute to a conversation?



The participants should understand that everyone has something to contribute. It may be appropriate to have separate groups for the men, women and youth in order for everyone to feel comfortable and contribute to a conversation.

Then ask the following questions (if necessary, break up into small groups):

- What will help everyone to contribute and understand, and what will not help?
- What rules do we need in order to achieve this?
- Create a symbol for each answer and add it to the list. This list will become the list of ground rules for the support team.



It is the responsibility of the facilitator to make sure everyone has the opportunity to contribute. However, the participants will make this easier if they follow the ground rules. Make sure that the ground rules are short, general, and there aren't too many to remember.

- 4** If you have more than one group, bring the groups back together as a large group and combine the lists.

Memorise the combined list.

- 5** Ask: Who is responsible for making sure that everyone has the opportunity to contribute to a conversation?

## ACTIVITY **The support team introduces the church and community to facilitation skills**



*To be done once with the church and community*

### Session steps

- To understand that everyone has something to contribute to a conversation**
- To create a list of ground rules for meetings**
- To understand that if everyone follows the ground rules, it will be easier for everyone to contribute to a conversation**



This activity should be led by the support team so that they can put into practice what they learned from the previous activity.

- 1** Put the chairs in different positions and ask people to sit on them. Start by putting all the chairs randomly in the room facing different directions. Next, put one chair at the front and all the other chairs in rows facing it. Finally, put all the chairs facing each other in a circle.
- 2** For each position the chairs are in, ask the questions:
  - Is there a leader? What is the leader doing?
  - What is everyone else doing?
  - How much do you feel you could contribute?
- 3** After the game is finished, explain that a good facilitator makes sure all voices are heard and everyone can contribute to a conversation. Ask:
  - Why is it important for everyone to be able to contribute to a conversation?Break up into small groups and ask the following questions:
  - What will help someone to contribute and understand, and what will not help?
  - What rules do we need in order to achieve this?
  - Create a symbol for each answer and add it to the list. This list will become the list of rules for the participants.
- 4** Bring the groups back together as a large group and combine the lists.

This list will become the list of ground rules for the participants.



Make sure that the ground rules are short, general, and there aren't too many to remember. If you get too many rules, ask the church and community to prioritise them. The rules that they think are the highest priority become the list of ground rules for the meetings.

Everyone memorises the list of ground rules.

- 5** Ask: Who is responsible for making sure that everyone has the opportunity to contribute to a conversation?



Make sure that the ground rules are visible for every meeting.

## ACTIVITY Bible study – describing our situation (Nehemiah 1:1–11; 2:1–5)



*To be done with the church members*

### Session steps

- To understand that Nehemiah heard about the situation of the city and decided to do something about it
- To understand that it is important to understand a situation before trying to change it

- 1** Reflect together on the church awakening activities in stage 1 that the church has done.  
  
Review the Bible studies and what was learned from them.  
  
Think about what actions were taken as a result.  
  
Reflect on the meeting between the church and community.
- 2** Divide the large group into small groups and listen to Nehemiah 1:1–2:5.  
  
Listen again to Nehemiah 1:2–4 and 2:2–5.  
  
Memorise Nehemiah 1:2–4 and 2:2–5.  
  
When these verses have been memorised, ask the following questions:
  - What did we learn about Nehemiah?
  - Why was it important for Nehemiah to have this description of the situation in Jerusalem?
  - Why is it important for us to have a description about our own community?
- 3** The facilitator should then explain how these activities link with stage 2: A deep understanding of the church and community.
- 4** **Application:** Pray that the church and community would develop a God-given vision for the community and that they would work well with each other.

## ACTIVITY **Creating a baseline – introduction**



A critical outcome that the church and community will develop through stage 2 is a description about itself, called a baseline. A baseline describes the characteristics of a people and the condition of the environment that they live in at a particular time in their life. As in all other aspects of CCMP, the church and community undertaking the process should be fully involved in creating the baseline description, so that they own it and from now onwards use it for planning and reference.



*To be done once with the church and the community*

### Session steps

- To understand the process that will lead the church and community to develop their baseline**
- To understand the responsibilities of a recording team**
- To select a recording team**

- 1** As a large group, reflect on the principles learned from the activity, 'The support team introduces the church and community to facilitation skills'.
- 2** As a large group, reflect on the principles learned from the secret-in-a-box game by asking the following questions. A critical principle that needs to be brought out is that they are the insiders, the 'experts' of their situation – the only ones who own and can best describe that situation.
  - What did you learn in secret-in-a-box?  
*Sub-question: In your situation, who do you think are the experts? Why?*
- 3** Explain the process of stage 2 and its three objectives:
  - Information about the history and current situation of the church and the community is gathered.
  - Information is analysed and needs are identified.
  - The church and community create a baseline that will enable them to make informed decisions.

To achieve these objectives, we will use a variety of tools to look at the community from lots of different angles in order to gather and analyse information.



Stage 2 will help people to answer two key questions: ‘Where have we come from?’ And ‘Where are we today?’ The historical perspective (‘Where have we come from?’) gives people the background that has brought them this far, and informs them of some of the root causes of the situation they are in. The second question (‘Where are we today?’) helps people to examine their current reality and motivates them to begin addressing needs.

For each tool, you will break up into small groups. Each small group will develop a drawing and/or a list of symbols that represents the needs or the findings from each tool.

After each tool is used, the small groups will come back together as a large group and each small group will present their findings to the large group.

In the large group, a final drawing and/or a list of symbols will be developed for each tool.

A record-keeping team will create a recording that describes the final drawing/list.

After all the tools have been used, the information gathered will be used to decide what needs the community will work on.

- 4 Facilitate the church and community to select three to four volunteers who will become the ‘recording team’. The information the recording team collects will be used to make the baseline. Some of the responsibilities of the recording team will be:
  - looking after all the drawings after each activity
  - bringing the correct material (drawings, list, recording etc) to each session
  - helping the facilitator with each
  - making a recording of the findings after each of the tools has been analysed, which explains what the symbols and/or drawings represent – the team selected must have people who can do this



Schedule a time to meet with the recording team. At this meeting, explain the team’s role (including collecting and recording the information from each tool such as maps and drawings that the people may use to describe themselves). Lead them to commit to working as a team. Ensure that the team has enough materials.



## ACTIVITY **Introducing the concept of ‘resources’ to the community and how to use them to address needs**



*To be done once with the church and community*

### Session steps

- To understand that resources should be shared
- The church and community start thinking creatively about how they can use what they have around them
- The church and community realise that there are items around them they are not noticing or using

- 1** Reflect together on the previous session – what was learned and what actions were taken.
- 2** Gather the participants as a large group and explain that we will play a couple of games to begin.
- 3** Play the treasure hunt game (see p 38), making sure you reach the session steps for this game.
- 4** Play the longest line game (see p 39), making sure you reach the session steps for this game.

## ACTIVITY **Categories of resources**



*To be done once with the church and community*

### Session steps

- To make a list of resources that the church and community can use**
- To understand the different categories of resources**
- To understand that you can make good use of resources or use resources poorly**

- 1** Reflect together on what was learned from the previous session.
- 2** Divide the large group into small groups for another activity that will help the group to identify specific resources around them. Have the vision drawing available.  
  
For each small group, ask the following question:
  - What resources are around you that can be used to achieve the vision drawing? Use a symbol to represent each resource mentioned.
- 3** Come back together as a large group and ask each small group to present their resource list. Then combine all of the lists into one list. (Do not get too detailed. If one group has ten chairs and another has wooden chairs, just draw a symbol for chairs on the combined list.)
- 4** Ask the community to look at the resources on the combined list and identify general categories. Try to not have more than five or six categories.



Include any categories that are not represented: natural, human, social, economic, physical, spiritual, time.

Place each resource in a category.

Memorise the categories and then ask the following questions:

- How do we make good use of resources?
- What would be the outcome of using resources well?
- How can we make poor use of resources?
- What would be the outcome of using resources poorly?

Reflect together on the resources that the group has identified and whether these resources are being used well or poorly. Put a check mark next to the resources that are being used poorly. Ask: How can these poorly used resources be better used?

- 5** Reflect together on what actions can be taken as a result of this activity.

## 2.2 The history description tools

### ACTIVITY Drawing the church history map



*To be done with the church members*

#### Session steps

- To develop a drawing of what the church used to be like
- To make a list of what the church can do to continue the positive things in the history map
- To make a list of what the church can do to change the negative things in the history map to positive things



*Bring to this session:* the church's action list and needs list

- 1** Reflect together on the previous session – what was learned and what actions were taken.
- 2** Explain that the objective of this activity is to draw a map of what the church used to look like at a certain point in time. As a large group, pick a point in time. A good point to consider is when the church started.
- 3** Divide the group into small groups. In these small groups, ask the following questions (draw the responses to these questions – this will be the history map):
  - What did the church look like at this point in time?
  - Were there things in the community that affected the church?
- 4** When the history map is completed, come back together as a large group and each small group explains their drawing to the large group.
- 5** Combine the history maps together into one overall history map for the church, first by drawing the elements that are the same for each small group and then by agreeing together which additional elements to include.

Reflect together on what has been learned from this activity by asking the following questions:

- What have we learned about our history from this map?
- What are the positive things you see in the history map?

For each positive thing ask:

- Why did this happen?
- How did this affect us?
- Is there anything we can do to continue the positives?
- What can we do?

Every time something is identified that the church could do, create a symbol.

- What are the negative things you see in the history map?

For each negative thing ask:

- Why did this happen?
- How did this affect us?
- What can we do to change these negatives into positives?

Every time something is identified that the church could do, create a symbol.

Ask the group to circle the items on the list that are not already on the church action list.

- For each circled item, the church discusses whether to add the item to the church action list. If they agree, the item is added to the list.
- For each circled item, the church discusses what is the basic need associated with this action. If the need is not already on the needs list, add it to the list.

- 6 Application:** Pray and thank God for what was shown during this exercise. Pray that God would give the church wisdom to know what to do with this information.

## ACTIVITY **Drawing the community history map**



*To be done once with the church and community*

### Session steps

- To develop a drawing of what the community used to be like
- To make a list of needs that are being met or that could be better addressed
- To make a list of unmet needs that should be met in order to change the negatives into positives in the history map
- To start a list of needs in the community

- 1** Explain that the objective of this activity is to draw a map of what the community used to look like at a certain point in time. As a large group, pick a point in time.



Make sure that they pick a point in time to allow enough time between the history and current maps to identify change. Depending on the situation, there may be five, ten or 15 years between the history and current maps.

- 2** Divide the group into small groups. Reflect together and then draw:
  - What did the community look like at this point in time?
- 3** Come back together as a large group. Each small group shows and explains their drawing to the large group.
- 4** Combine the history maps together into one overall history map for the community, first by drawing the elements that are the same for each small group and then by agreeing together which additional elements to include.
- 5** Explain that for each tool, they will be asked if there is a need that is being addressed that should continue to be addressed or can be done better. In addition, are there needs that are not being met that should be met? This list of needs will be used to determine what the community will do at the end of analysing all the tools.



The church has a list of actions and needs, and the community has only a list of needs. As you create a list of needs for the community, if someone mentions an action try to find the basic need behind the action and add this need to the needs list. The reason why the community does not have an action list is that the community may have many more actions to fulfil a need than the church would have. For example, the church might have an action of fixing the road in front of the church. The need is for a good road, but the church will only fix what affects the church, which ends up being one action. The community could have ten actions to fulfil the need for good roads. If you want to record the community actions, as you add a need to the list of needs, add next to the need any actions people mention to fulfil that need. In later activities a list of actions will be found for each need.

**6** Break up into small groups again and reflect together on what has been learned from this activity by asking the following questions:

- What have we learned about our history from this map?
- What are the positive things you see in the history map?

For each positive thing ask:

- Why did this happen?
- How did this affect us?
- Is there any need that is being addressed that we should continue to address or that we could do better?

Every time a need is identified that the community should continue to address or do better, create a symbol for it.

- What are the negative things you see in the history map?

For each negative thing ask:

- Why did this happen?
- How did this affect us?
- What unmet needs should be addressed in order to change the negative into a positive? Create a symbol for each need mentioned.

**7** Come back together as a large group and ask each group to present their needs list. Then combine all of the lists into one combined community needs list.

## ACTIVITY Historical timeline of events – church



*To be done with the church members*

### Session steps

- To develop a timeline of events showing how the church moved from the history map to the present day
- To understand what events had negative or positive influences
- To decide if there are any needs that should be added to the church's needs list because of the events on the timeline



*Bring to this session:* the church's history map, action list and needs list

- 1** As a large group, reflect together on what was learned from the drawing of the church history map.
- 2** Explain that the next activity is to develop a timeline identifying key events in the history of the church that explain how the church has moved from the history map to the present day.
- 3** Divide the group into small groups and ask them to create the church timeline by drawing a symbol to represent each event on the timeline.
- 4** Come back together as a large group and each small group presents their timeline. Then combine all of these timelines into one timeline. First, take the events that are on each small group's timeline and put them on a new timeline. Then, agree with the group which additional events to include. If small groups have used a different symbol to describe the same event, then agree together which symbol to use.
- 5** Go back into small groups for discussion:  
Ask the questions:
  - What is interesting about the timeline of the church?
  - What major events have had an influence on the way of life of the church?For each major event ask:
  - Did this event have a positive or negative influence on the church?
  - Why did it happen?
  - Who or what was responsible for it?
  - Is there something we should do that we need to add to the action list? Make a symbol for any actions mentioned.
- 6** Come back together as a large group and ask if any group has items to add to the church's action list. Add the items to the list that the church agrees should be added.
- 7** For each action added, the church discusses what is the basic need associated with this action. If the need is not already on the church needs list, add it to the list.
- 8** **Application:** Pray and thank God for this church.

## ACTIVITY **Historical timeline of events – community**



*To be done once with the church and community*

### Session steps

- To develop a timeline of events showing how the community moved from the history map to the present day
- To understand what events had negative or positive influences
- To decide if there are any needs that should be added to the community's needs list because of the events on the timeline



*Bring to this session:* the community's history map and needs list

- 1** As a large group, review the community history map and reflect on what was learned.
- 2** Explain that the next activity is to develop a timeline identifying key events in the history of the community that explain how the community has moved from the history map to the present day.
- 3** Divide the group into small groups and ask them to create the community timeline by drawing a symbol to represent each event on the timeline.
- 4** Come back together as a large group and each small group presents their timeline. Then combine all of these timelines into one timeline. First, take the events that are on each small group's timeline and put them on a new timeline. Then, agree with the group which additional events to include. If small groups have used a different symbol to describe the same event, then agree together which symbol to use.
- 5** Ask if there are any more events that should be added to the combined timeline. Add the events that the large group agrees should be added.
- 6** Divide into small groups again for discussion.

Ask the questions:

- What is interesting about the timeline of our community?
- What major events have had an influence on the way of life of the community?

For each major event ask:

- Did this event have a positive or negative influence on the community?
- Why did it happen?
- Who or what was responsible for it?
- Is there a need that should continue/start to be addressed? Make a symbol for any needs mentioned.

- 7** Come back together as a large group and ask if any of the small groups has any needs to add to the community needs list. Add the items to the list that the community agrees should be added.



## ACTIVITY **History narrative**



*To be done twice: first with the church and then afterwards with the community*

### Session steps

- To create stories that tell the history of the church/community
- To combine these stories into a single story of the history of the church/community
- To create a recording of this story



*Bring to this session:* the church/community's history map and historical timeline

- 1** As a large group, review the history map and the historical timeline of events. Explain that the next activity is to create an audio recording of the history of the church/community.
- 2** Divide the large group into small groups. Make sure that in each small group there are elderly members of the church/community who will remember the events of the history map.
- 3** In small groups, use the history map and the historical timeline of events to create a story that tells the history of the church/community. First, agree on key points in the story and make a symbol for each key point. From these key points create the narrative of your story. Decide on a spokesperson who will then tell the story back to the main group.
- 4** Come back together as a large group, and select one small group at a time. The first small group tells their story and then explains the key points in their story and the symbols that they used to represent them. The facilitator draws their symbols on a large sheet of paper, leaving space between symbols. The next group comes up and tells their story and then explains the key points in the story and the symbols that they used to represent them. Add the symbols for their key points to the paper. You might end up with different symbols for the same event. This is alright, because each symbol will visualise a different aspect of the event. At the end there will be a list of symbols highlighting all the events that have been mentioned by all the groups. This list will be used to help create the final history narrative.  
  
Agree on who will narrate the history narrative.
- 5** Record the narrative in small chunks at a time, only covering as much as the narrator can comfortably remember. The narrator should tell the first part of the story to the group by looking at the symbols, and the group can give feedback and suggest changes. The narrator then retells that part of the story including this feedback. Once everyone is happy, the narrator should record that part of the story. Repeat with the remaining parts. The recording can be done in front of the group if the group can be very quiet, or it can be recorded in a separate room.
- 6** The final recording of the history will be played for the whole group so that they can agree this is the final version that will be kept.

## ACTIVITY **Song and drama**



*To be done twice: first with the church and then afterwards with the community*

### Session steps

- To create a drama and song about the history of the church/community**



**Bring to this session:** the church/community's history map and historical timeline, and the history narrative

- 1** As a large group, review the church/community history map and historical timeline.
- 2** Listen to a recording of the church/community history narrative.
- 3** Split the group into two groups: a drama group and a song group (or more groups if the group is large). The drama group can be larger than the song group. Each group creates a drama or song to reflect on the history of the church/community.
- 4** Come back together as a large group. Each group performs for the rest of the groups. This should be recorded either as an audio recording or video.
- 5** Reflect together on what the drama and song communicated. Ask people what emotions they felt as they watched/listened to the groups performing.

## ACTIVITY **Analysing the history tools together**



*To be done twice: first with the church and then afterwards with the community*

### Session steps

- To review the information learned from all the church/community history tools
- To determine if anything essential should be added to a drawn church/community history tool
- To decide if there are any needs that should be added to the church/community's needs list after looking at all of the church/community history tools



**Bring to this session:** the church/community's vision drawing and statement, history map, historical timeline of events, recording of the history narrative, recording of the song and drama, and needs list



Put the drawings on the wall so that they are visible. Make sure that you have a way to listen to the recording of the history narrative. Encourage those involved in the song and drama to be ready to perform.

- 1** As a large group, the people involved in the song and drama come and perform again for the group (If this is not possible because key people are absent, play the audio recording/video). Then reflect together on what was learned through the song and drama.
- 2** Listen together to the church/community history narrative. Then reflect together on what was learned through the church/community history narrative.
- 3** Break up into small groups, and take time to move around each drawing in turn. For each tool, reflect and ask the questions:
  - What did we learn from this tool?
  - Is there anything essential that is missing from this tool? Make a symbol for anything essential that is missing.Then move on to the next tool. When all the tools have been reviewed, ask the questions:
  - What have you learned/realised through all of these tools?
  - Do you see any more needs in the history tools that should be addressed? Every time a need is identified, make a symbol for it.
- 4** Come back together as a large group, and ask each small group:
  - Is there anything essential that you found missing from any tool? If the large group agrees that this is essential, add it to the correct tool.
  - Is there any need that you see in the church/community history tools that is not being addressed, but should be? If the large group agrees, add it to the needs list.

## 2.3 Current situation description tools

### ACTIVITY Drawing the current-day map



*To be done twice: first with the church and then afterwards with the community*

#### Session steps

- To develop a drawing that describes the current church/community
- To make a list of needs that are being met or that could be better addressed
- To make a list of unmet needs that should be met in order to change the negatives into positives in the current map
- To add any agreed-upon need to the church/community's needs list



*Bring to this session:* the church/community's needs list and history map

- 1** In the large group, explain that the next few activities will describe the church/community's current situation. This activity is to draw a map of the current situation of the church/community.
- 2** Divide the large group into small groups, making sure that everyone is able to participate in each group.
- 3** In small groups, draw the current map:

Begin by drawing the physical aspects of the community – for example, rivers, hills and forests. Include the physical boundaries of the church/community.

Next, start drawing the things that have been built by people – for example, roads, bridges and buildings.

Draw the boundaries. For the church, draw the church and its immediate community. For the community, draw the boundary of the community that is involved in the CCMP process.

Ask the following questions, and add the answers to the map in symbols:

- What are the livelihoods?
- What are the relationships like between the church and community/within the community?
- What is our relationship like with the people across the boundaries?

Keep adding elements to the drawing until the participants feel it accurately represents their church and its immediate community.

- 4 When the current map is completed, ask for two to four volunteers to explain the map to others in the group.
- 5 Come back together as a large group. Each small group presents their drawing. Combine the drawings to develop a combined current map. Start by drawing the things that are included in each small group's drawing, and then agree on what additional aspects should also be included. Once the combined current map is completed, make a recording of someone describing the map.
- 6 Break up into small groups again and reflect together by asking the following questions:
  - What did we learn about our current situation from this map?
  - What are the positive things you see in the current map?
  - Why did this happen?
  - How does this affect us?
  - Is there any need that is being addressed that we should continue to address or that we could do better?

Every time a need is identified that the church/community should continue to address or do better, create a symbol for it.

- What are the negative things you see in the current map?
- Why did this happen?
- How does this affect us?
- What unmet needs should be addressed in order to change the negative into a positive?

Every time a need is identified, create a symbol for it.

Ask the group to circle the items on their needs list that are not already on the church/community needs list.

- 7 Come back together as a large group and ask each small group to present the new (circled) symbols. After each item, ask the large group if they want to add it to the needs list. If they agree, add it to the needs list.
- 8 Place the history map alongside the current map. Reflect together on the changes that have taken place and why. If anything new comes up in this discussion, add it to the relevant map.
- 9 **Application for the church:** Pray and thank God for where they are and where they have come from.

## ACTIVITY **Typical day**



To be done twice: first with the church and then afterwards with the community

### Session steps

- To create a chart of a typical day to discover how the resource 'time' is being used
- To discover that a good use of time improves lives
- To create a list of things that can be done to improve the use of time

- 1** Reflect together on what was learned from the previous activity.
- 2** Introduce the 'typical day' tool to the large group. Explain that each small group will draw a chart that shows the activities that a typical family does in a typical day, from the moment they wake up to the time they go to bed.
- 3** Divide the group into small groups to create the typical day charts. The charts will have five columns: time, activities of the man, activities of the woman, activities of the boys, and activities of the girls. Draw a symbol for each column at the top. Then under the time column, either put in the hours (6, 7, 8 etc) or symbols for daybreak, morning, noon, afternoon, sundown, evening, night.

For all the columns but time, ask:

- What are the key activities that the (men, women, boys, girls) are doing on a typical day? What do they do and when do they do it? (Fill in each column by drawing a symbol that represents the activities of the group throughout the day.)
- After all of the columns have been filled in, ask if there is anything missing that should be added to one of the columns.

Which of these activities are important for the wellbeing of the family members? Circle the activities that are important.

Discuss the resource of 'time' by asking the following questions:

- How is the resource 'time' being used?  
*Sub-question: When is time used well? When is time wasted?*
- Are all family members engaging in productive activities equally? Why or why not?
- In what ways is poverty being 'defeated' or 'accelerated' in the way time is being used?
- What can be done to improve the use of the resource 'time'? Make a symbol for anything that is mentioned.

- 4** Come back together as a large group and each group presents its chart and explains why they considered the circled items important. Combine the charts into one chart.
- 5** Each group now presents their list of what can be done to improve the use of the resource 'time'. Combine the lists into one list.



Time is one of the resources.

## ACTIVITY **Seasonal calendar**



*To be done twice: first with the church and then afterwards with the community*

### Session steps

- To discover what seasonal things affect the church/community
- To understand how seasonal elements are related to each other
- To add any agreed-upon need to the church/community's needs list



*Bring to this session:* the church/community's needs list

- 1** Reflect together on what was learned from the previous activity.
- 2** Introduce the 'seasonal calendar' to the large group. Explain that a symbol for each month will be first written across the top of the chart, and then down the side will be a symbol for different things that affect the church/community throughout the year, such as agriculture, livestock, income and illness. As a starter, think about the weather and use this as your first row. Reflect together on how the weather changes throughout the year and put a symbol under each month to represent the weather for that month.
- 3** In the large group, ask what other things affect the church/community. Create a symbol for everything mentioned. (Alternatively, you can come with a pre-prepared list of things that affect the church/community, ask the participants to create a symbol for each item, and then ask if they want to add anything to the list.)
- 4** Break up into small groups. As a small group, copy the chart with the months and weather that was started in the large group and then continue the discussion of what things affect the life of the people throughout the year. If they come up with another category, this can be added to the chart. For each new category, create a symbol. Draw a picture under each month showing what is happening that month.
- 5** In small groups, analyse the chart that you have made.  
  
Ask the following questions:
  - Are any of these columns linked to each other?
  - How are they linked?
  - Why is this the case?  
If any needs are identified as part of this activity, make a symbol for that need.  
  
Ask the groups to circle any needs that are not already on the church/community needs list.
- 6** Come back together as a large group and each small group presents their seasonal calendars. Create a combined seasonal calendar for the whole group.
- 7** Each group presents any needs that were circled. After each need, the large group discusses if they want to add this to the needs list. If they agree, add it to the needs list.

## ACTIVITY **Analysing the current-day tools together**



*To be done twice: first with the church and then afterwards with the community*

### Session steps

- To review the information learned from all the current-day tools**
- To determine if anything essential should be added to the current-day tools**
- To decide if there are any needs that should be added to the church/ community's needs list after looking at all of the current-day tools**

- 1** Ask the recording team to bring the following church/community tools and put them on the walls around the room so that everyone can see them:
  - vision drawing and statement
  - current-day map and action list
  - typical day
  - seasonal calendar
  - needs list (since this is not a tool, people will not reflect on this)
- 2** As a large group, review the church/community vision drawing and statement.
- 3** Break up into small groups, and take time to move around each tool in turn. For each tool, reflect and ask the questions:
  - What did we learn from this tool?
  - Is there anything essential that is missing from this tool? Make a symbol for anything essential that is missing.

Then move on to the next tool. When all the tools have been reviewed, ask the following questions:

  - What have you learned/realised through all of these tools?
  - Is there any need that you see in the church/community current-day tools that is not being addressed, but should be? Every time a need is identified, make a symbol for it.
  - Ask the groups to circle any needs that are not already on the church/community needs list.
- 4** Come back together as a large group, and ask each small group:
  - Is there anything essential that you found missing from any tool? If the large group agrees that this is essential, add it to the correct tool.

Ask the groups to present any needs that were circled. After each need, the large group discusses if they want to add this to the needs list. If they agree, add it to the needs list.



- 5 Reflect on the church/community needs list. Ask if there are any needs that can be easily worked on. If so, what could they do to meet this need (actions)? Make a list with symbols of actions they could do. Ask if there is any action on this list that they would like to do. If an action is selected, make a plan on who will do what.



If needs are recognised that can be solved immediately and easily using actions that have been identified, then you should encourage the participants to do that. For things that are harder to change and need more planning, then wait until the 'Decision-making' stage but keep the list of actions that have been identified.

## 2.4 Understanding resources in the community

### ACTIVITY Resource map



*To be done twice: first with the church and then afterwards with the community*

#### Session steps

- To draw a resource map
- To add any agreed-upon resources to the resource list



**Bring to this session:** the church/community's resource list and categories of resources

- 1** If the group decided to do an action from the previous activity, share what has been done so far.
- 2** Reflect together on the church/community resource list and categories of resources developed earlier.
- 3** Introduce the 'resource map' to the large group. Divide the group into small groups. Each small group should draw a map showing the resources that exist in the church and its surrounding area/community, using all of the categories of resources. The map should also show where the resources are located if that is important, for example, by the river.
- 4** Bring the groups back together as a large group and each small group presents their resource maps.
- 5** As a large group, make a combined resource map.
- 6** After looking at the combined map, ask if there are any resources that they would like to add to the church/community resource list. After a resource is mentioned, make a symbol for it, add it to the map, and add it to the appropriate category in the resource list.

## ACTIVITY **Collecting more information for the resource map and list**



*To be done twice: first with the church and then afterwards with the community*

### Session steps

- To determine how much the church/community has of a resource**
- If the quantity is not known, to assign someone to find the information**



**Bring to this session:** the church/community's resource list and resource map

- 1** As a large group, review the previous activities – the church/community resource map and the list of resources. Reflect on what was learned from developing them and if there are any gaps or things that need to be added. If anything is mentioned, make a symbol for it and add it to the resource map and the list of resources. Share testimonies from any practical actions taken.
- 2** Explain that it is important to know how much there is of each resource. Therefore, we will look at each resource and ask how many of these resources exist and put a number next to it. For example, if there are 50 chairs, write the number 50 next to the symbols for chairs. This list will help you know exactly what you have. If there are gaps, or if there are differences, then it is important to gather additional information. Find this information in the following way:

Select a small team or individual for each piece of information that needs to be collected. The teams/individual should then gather that information before the next session, when it will be added to the list. If more clarity is needed, then keep collecting more information until the resource list is complete.



You may need to redraw the resource list to make room to add this additional information. Also, when you ask someone to find out how many of something exists, it will be helpful if you give them a piece of paper with its symbol so that they can write the number next to it. If they cannot write a number, they can put a mark on the paper for each one.

## ACTIVITY **Analysing the resource map and list**



*To be done twice: first with the church and then afterwards with the community*

### Session steps

- To gather additional information about the resources on the church/ community resource list
- To analyse this information to determine if their resources can be better used
- To add any agreed-upon need to the church/community's needs list
- To reflect together and agree on practical actions that can be taken immediately
- To make a plan on how to do any agreed-upon actions



**Bring to this session:** the church/community's resource list and categories, resource map and needs list

### Preparation

Before the session, break the church/community resource list up by its categories so that each small group will be able to analyse a category. Then create a table for each small group to fill in. Each table lists the resources from one category and then has four additional columns for the answer to these questions:

1. How well is the resource being used?
2. Who controls/owns the resource? (one person, family, government etc)
3. Who has access to these resources? (one person, family, government etc)
4. Does this have an effect on the environment? If it does, is it good or bad?

Create a symbol for each question and put it at the top of its column. Under the symbol for the question, put symbols that will be used to answer the question. For example, a tick for positive use and an X for negative. Add these symbols to the column so that it's clear to each group.

- 1** Ask the people who have gathered information since the last session to present their findings. Add their findings to the church/community resource map and list.
- 2** Explain to the large group that they are going to find out more information about each resource. Show the charts, explain what the symbols mean and how to use symbols to answer the questions. Divide the group into small groups. Give each small group a category and a table to be completed. Each small group should go through the list of resources in their table and complete the columns using the symbols that are at the top of each column.

For each item on the list, ask the questions and then fill in the answer in the table:

- How well is the resource being used?
- Who controls/owns the resource?
- Who has access to these resources?
- Does this have an effect on the environment?

Once the table has been completed, discuss together as a small group:

- How can we make better use of these resources?
- If a need is recognised, make a symbol for it.

- 3** Come back together as a large group. Each group presents their category/table. Put the completed tables where everyone can see them.
- 4** Split up into small groups again and discuss what are the needs based on the completed tables. After each need is mentioned, create a symbol for it.
- 5** Each group should look at their list of needs and circle those that are not already on the church/community needs list.
- 6** Come back together as a large group. Each group presents any needs that were circled. After each need, the large group discusses if they want to add this to the needs list. If they agree, add it to the needs list.
- 7** Reflect together and agree what practical actions can be taken immediately as a result of this activity.

Ask the large group to reflect on the church/community needs list. Ask if there are any needs that can be easily worked on. If so, what could they do? Make a list with symbols of actions they could do. Ask if there is any action on this list that they would like to do now. If an action is selected, make a plan on who will do what.



If needs are recognised that can be solved immediately and easily using actions that have been identified, then you should encourage the participants to do that. For things that are harder to change and need more planning, then wait until the 'Decision-making' stage but keep the list of actions that have been identified.

Completing this table may take some time. It is better to do it properly than to rush it. If some information is taking some time to gather, then go onto the next activity and complete the resource map once the information is gathered.

## ACTIVITY **Analysing institutions in the community**



*To be done twice: first with the church and then afterwards with the community*

### Session steps

- To identify the institutions in the community
- To analyse each institution
- To understand that building relationships with the institutions will benefit the church/community
- To add any agreed-upon need to the church/community's needs list
- To reflect together and agree on practical actions that can be taken immediately
- To make a plan on how to do any agreed-upon actions



*Bring to this session:* the church/community's needs list, resource map and resource list

### Preparation

Before the session, create a table for each small group. First, create a column for institutions and put a symbol for 'institutions' at the top of the column (this will be filled in when the group identifies the institutions in the community). Then create five additional columns for the answers to the following questions:

1. What is the function of this institution?
2. What resources does this institution provide for the community?
3. What level of influence does each institution have in the community?
4. Is this influence positive or negative?
5. What is the current relationship between the church and/or community with each institution?

Create a symbol for each question and put it at the top of its column. Under the symbols for questions three to five, put symbols that will be used to answer the questions. For question one, they will create their own symbols. For question two, they will use the symbols from the list of resources. Make sure the symbols used for positive and negative are the same as those used in the analysis of the resource map. For example, a tick for positive and an X for negative.

Make sure that there is someone in each small group who knows about the institutions and can answer the questions. If there isn't someone, then it is better to remain as a large group.

- 1** Reflect together on the previous session – what was learned and what actions were taken.
- 2** Explain that knowing about the institutions in the community is important. Divide the group into small groups.

Each small group should discuss together all the institutions in the community that provide a service or role to the church/in the community. Create a symbol for each institution mentioned.

- 3** Come back together as a large group, and combine the lists to make a master list of all the institutions. Compare the list to the church/community resource map and see which institutions had already been identified in the resource map. Add any new institutions to the resource map/list.
- 4** If only a few institutions have been identified, then discuss them as a large group. If there are several, then break up into small groups again and divide the list of institutions between the different groups.

For each institution on the list, put the symbol for the institution in the first column of the table. Ask the following questions for each institution and record the answers with symbols:

- What is the function of this institution?
- What resources does this institution provide for the church/community?
- What level of influence does each institution have in the church/community?
- Is this influence positive or negative?
- What is the current relationship between the church/community with each institution?
- What can we do to increase the benefit of this institution?
- What can we do to have a better relationship with this institution?

Make a symbol of any needs that are mentioned.

The group/s should look at their list of needs and circle those that are not already on the church/community needs list.

- 5** If you had split into small groups to analyse the institutions, come back together as a large group and each group presents their table of the institutions they analysed. After a group has presented an institution, ask if anyone wants to add anything.
- 6** After every institution has been presented, combine the tables to make a final table of institutions with their characteristics.
- 7** Each small group presents any needs that were circled. After each need, the large group discusses if they want to add this to the church/community needs list. If they agree, add it to the needs list.
- 8** Reflect together on what actions can be taken immediately as a result of this activity.

Ask the large group to reflect on the church/community needs list. Ask if there are any needs that can be easily worked on. If so, what actions could they do to meet this need? Make a list with symbols of actions they could do. Ask if there is any action on this list that they would like to do now. If an action is selected, make a plan on who will do what.

## ACTIVITY **Analysing the resource tools together**



*To be done twice: first with the church and then afterwards with the community*

### Session steps

- To review the information learned from all the resource tools
- To determine if anything essential should be added to the resource tools
- To decide if there are any needs that should be added to the community's needs list after looking at all of the resource tools
- To reflect together and agree on practical actions that can be taken immediately
- To make a plan on how to do any agreed-upon actions



**Bring to this session:** the community's resource map, resource list and categories, resource chart, table of institutions, and vision drawing and statement

- 1** Reflect together on the previous session – what was learned and what actions were taken.
- 2** Ask the recording team to bring all the finalised resource tools together. Put the tools on the walls around the room. The tools include: resource map, resource list, resource chart, table of institutions.
- 3** As a large group, review the community vision drawing and statement.
- 4** Break up into small groups, and take time to move around each tool in turn. For each tool, reflect and ask the questions:
  - What did we learn from this tool?
  - Is there anything essential that is missing from this tool? Make a symbol for anything essential that is missing.

Then move on to the next tool. When all the tools have been reviewed, ask the following questions:

- What have you learned/realised through all of these tools?
  - Is there any need that you see in the resource tools that is not being addressed, but should be? Every time a need is identified, make a symbol for it.
- 5** Come back together as a large group, and ask each small group:
    - Is there anything essential that you found missing from any tool? If the large group agrees that this is essential, add it to the correct tool.
    - Is there any need that you see in the resource tools that is not being addressed, but should be? If the large group agrees, add it to the community needs list.



**6** Reflect together on what actions can be taken immediately as a result of this activity.

Ask the large group to reflect on the community needs list. Ask if there are any needs that can be easily worked on. If so, what could they do to meet this need (actions)? Make a list with symbols of actions they could do. Ask if there is any action on this list that they would like to do now. If an action is selected, make a plan on who will do what.

## ACTIVITY **Reviewing and confirming the information**



*To be done once with the church and community*

### Session steps

- The church and community review, correct and approve all of the information in the community's tools**
- To create a drama and song about the community using the information from the tools**



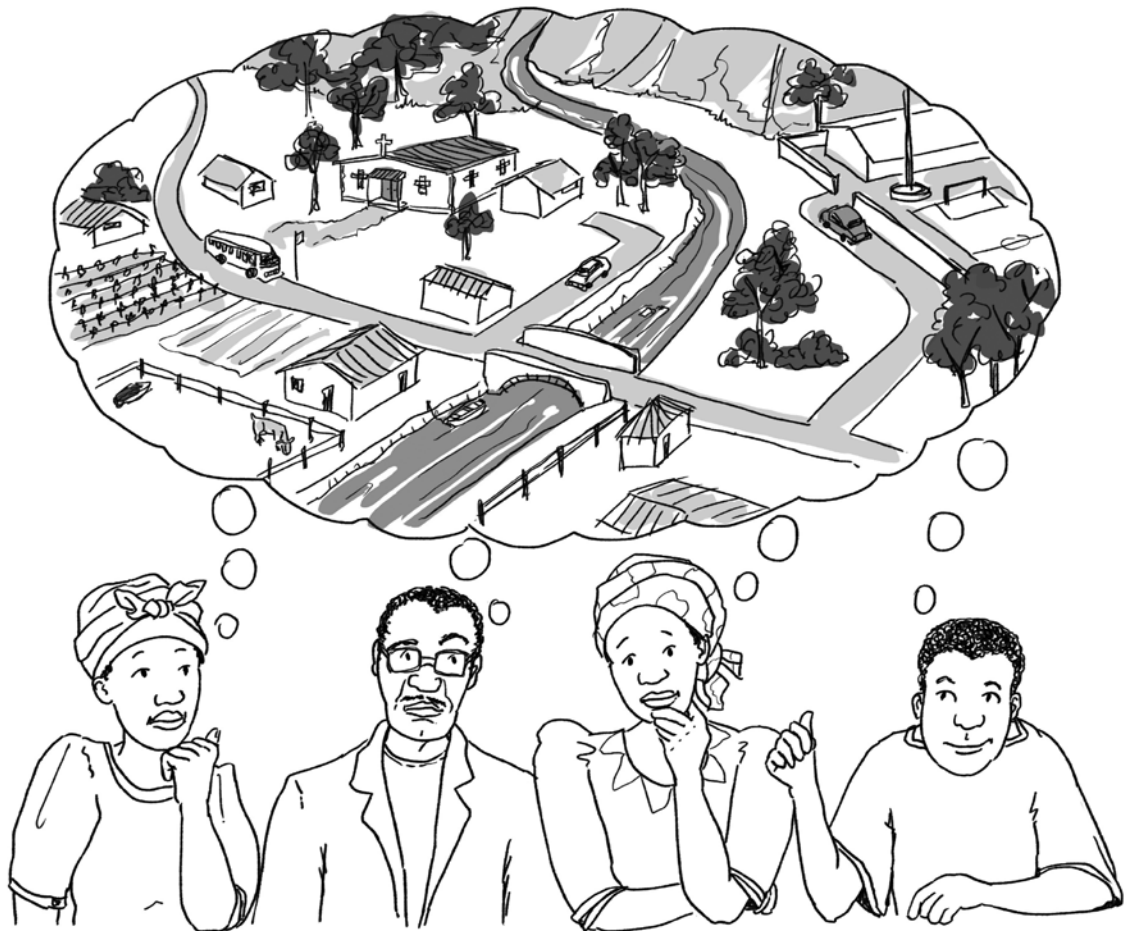
**Bring to this session:** all of the community's tools and recordings done for stage 2

- 1** Reflect with the large group about the description process just completed.  
  
Ask the recording team to present each community tool to the group.  
  
Reflect on each activity and tool that was used. Help participants to remember the activities that were done and what they learned from each one.  
  
Give the large group time to ask for clarifications, make corrections and adjust any information if needed.  
  
If there are still gaps in the information, then make sure that someone goes to get that information and adds it to the correct tool.
- 2** Once the final changes have been made, the large group should agree that everything is correct and truly represents the situation of the community.
- 3** Split the group into two groups: a drama group and a song group (or more groups if the group is large). The drama group can be larger than the song group. Each group creates a drama or song to reflect the findings of the community description tools.
- 4** Come back together as a large group. Each group performs for the rest of the groups. This should be recorded either as an audio recording or video.
- 5** Reflect together on what the drama and song communicated. The following is a list of suggested questions:
  - What is the way of life of the community described in the song and/or drama?
  - What emotions did you feel about your community as you watched/listened to the groups perform?
  - What are the joys of the community?
  - What do they enjoy most about their area? What are they proud of?
  - What are the struggles of the community?
  - What is the community doing about it?
  - What more could the community do to transform the situation today?



# Stage 3

## Decision-making



In this final stage, the church and the community make decisions about the changes they want to see and how to achieve them. The activities in this stage help the church and community to look at their action plan and put all the necessary steps in place in order to do it successfully. The church and community take actions to change their situation that will bring abundant life.

## ACTIVITY **Understanding what the Bible says about decision-making**



*To be done with the church members*

### Session steps

- To understand that we should make decisions based on information that we have
- To understand that God can help us to make good decisions

- 1** Divide the group into small groups. In these small groups:
  - Listen to the four lepers story in 2 Kings 7:3–16.
  - Memorise 2 Kings 7:3b–5a.After the passage is memorised, ask the following questions:
  - In this passage, what do we learn about making a decision?  
*Sub-question: What did the lepers do before they made their decision?*
  - How is this related to the church making a decision?  
*Sub-question: What should the church do before they make a decision?*
  - Why is it important for the church to make a decision?
- 2** Staying in small groups, listen to Psalm 32:8. Then memorise the verse. After the verse is memorised, ask the questions:
  - What do we learn about God?
  - In this passage, what do we learn about making a decision?
- 3** Bring the small groups back together. Review what was memorised and ask:
  - What did you learn about making decisions in these two passages?
  - How can you apply what you learned about decision-making to CCMP?
- 4** **Application:** As a group, pray that God would give the church direction on what decisions to make for CCMP.

## ACTIVITY **To change or not to change?**



*To be done twice: first with the church and then afterwards with the community*

### Session steps

- To review the church/community's key drawings, maps and lists
- The church/community make a decision about whether or not to change their current situation



**Bring to this session:** the church/community's vision drawing and statement, current-day map, resource map, resource list and list of needs

- 1** In the large group, review the following: the church/community's vision drawing and vision statement, current map, resource map and list, and list of needs.
- 2** Facilitate the church/community to understand that the time has come for them to make decisions that will determine their long-term future.
- 3** Ask: Now that we all understand our current situation and our resources, are we satisfied with our current situation?
  - If the answer is 'Yes, we are satisfied', then it means they do not want to change, and that is the end of the process.
  - If the answer is 'No, we are not satisfied', then it means they desire to change their current situation and you are ready to go on to the next activity.

## ACTIVITY 'Dreaming dreams'



*This activity and the following activities are to be done with the church and community together*

### Session steps

- To create a new vision drawing of the community
- To create a list of general needs to be met to go from the current to the desired community
- To revise the community vision statement



**Bring to this session:** the community's current-day map, resource map and list, and list of needs

- 1** Reflect together on what was learned from the previous activity.
- 2** Individually, close your eyes and spend time dreaming about what you desire your church/community to be like.
- 3** Divide the group into small groups to create a drawing of the desired community.

Create the new vision drawing by asking: What do we desire our community to be like?

Review the community's current-day map.

Discuss what the community could do to move from the current community to the desired community by answering the following question:

- What are the general needs that need to be met to move from where we are to the desired community?



If someone mentions a specific need like 'we need a new well', find the general need by asking, 'Why do we need a new well?'. If they answer, 'We need to dig a new well because we need clean water', clean water is the general need.

For each general need, create a symbol. You will then end up with a list of symbols.

- 4** Bring the groups back together as a large group. Each small group presents their drawings.
- 5** The large group works together to develop a final drawing of the desired community by combining all the vision drawings from the small groups. Start by looking at what all the drawings have in common and add those parts to the new drawing first. Then agree on what unique aspects of each drawing should be included. This will be the new vision drawing.

- 6** Each small group presents their list of needs.
- 7** Combine the lists of needs to create a new list of needs.
- 8** Use the new vision drawing and the new list of needs to review the vision statement that was developed. Make any changes to the vision statement that are needed because of the new vision drawing and new needs list. The revised vision statement should still be made with symbols that will communicate in one sentence what you would like to achieve. Display the following in the community where they will be clearly seen:
  - the new vision drawing
  - the new list of needs
  - the revised vision statement



## ACTIVITY **Prioritising the desired changes**

### Session steps

- To understand that all the needs are important
- To understand that resources are limited
- To understand that success in achieving the desired change requires planning
- To determine the top priority needs to focus on



**Bring to this session:** the community's vision drawing, vision statement and needs list from previous activity, and the community's resource map and list

- 1** Facilitate the church and community to understand that the objective of this session is to decide how to start making the desired changes.
- 2** As a large group, review the vision drawing, vision statement, and list of needs.
- 3** Ask the group to randomly say what is the most important need to begin dealing with. Normally, the answers will be very different. Agree that all these needs are important, and therefore none of them should be ignored, but they will have to decide on what things to do first.
- 4** Facilitate the people to understand the value of prioritising, by telling them the puzzle below.

#### **Puzzle: Crossing the river**

A man was travelling through the country, heading home from a long journey. He was bringing home three items that he valued a lot – a goat, some grass that he would plant to feed his goat in the future, and a young leopard. He came to a wide river, which he must cross to get home. Unfortunately, there was no bridge. However, there was a tiny boat that could only fit him and one item at a time – if he loaded more than one item, the boat would sink. His goal was to get all of his valuables across the river without losing anything. However, left alone, the leopard would eat the goat and the goat would eat the grass bundle.



This puzzle shows them that all the items are important and of value – none must be lost. Resources are limited (the boat is too small to fit in all the items at once). Success in achieving the desired change is a long process (the back-and-forth crossing of the river). Deciding where to begin requires serious thought, considering many connected factors.

Break up into small groups to try and solve the problem.

Bring the groups back together and ask the following questions:

- What was the goal of the man who was crossing the river?
- How did he achieve his goal of getting everything safely across to the other side of the river? (Either ask for solutions or give them the solution to the puzzle.)

- What did you learn from the puzzle about resources?

*Sub-question: How many resources did he have?*

- What did you learn from the puzzle about obstacles?

*Sub-questions:*

- *What obstacles did the man face?*
- *How did he overcome the obstacles?*

- What did you learn from the puzzle about how to successfully complete a goal?

*Sub-question: Why was it important for the man to plan how he was going to achieve his goal?*

- What do we need to do to successfully complete a project in our community?

*Sub-question: Why do we need a plan of the order to do things in, to successfully complete a project?*

**5** Review the list of needs. It may help to organise them into categories.

**6** Have a piece of paper for each symbol on the needs list. If there is no paper, the symbols can be drawn on the ground. Give each participant three stones and ask them to put their stones on the symbols that they think are the most important. They should not put more than one stone on each symbol. The three needs that have the most stones become the priority needs for the community.

## ACTIVITY **Turning needs into projects**

### Session steps

- To create a list of projects that can be done to meet the priority needs
- To select the three projects that the community wants to do first

- 1** Reflect together on what was learned from the previous activity.
- 2** As a large group, create a list of projects to meet the priority needs by doing the following:  
  
Choose the first priority need, then ask:
  - Why does this need exist?
  - What concrete projects can be done to meet this need? Make a symbol for each project mentioned.  
Do the same thing for the other two priority needs.
- 3** After you have a list of projects that can be done for the three priority needs, draw the symbol for each project on a piece of paper. If there is no paper, the symbols can be drawn on the ground. Give each participant three stones and ask them to put their stones on the projects that they think are the most important. They should not put more than one stone on each symbol. The three projects that have the most stones become the priority projects for the community. (The number of priority projects can be larger if you have a big community.)

## ACTIVITY Breaking down each project into tasks

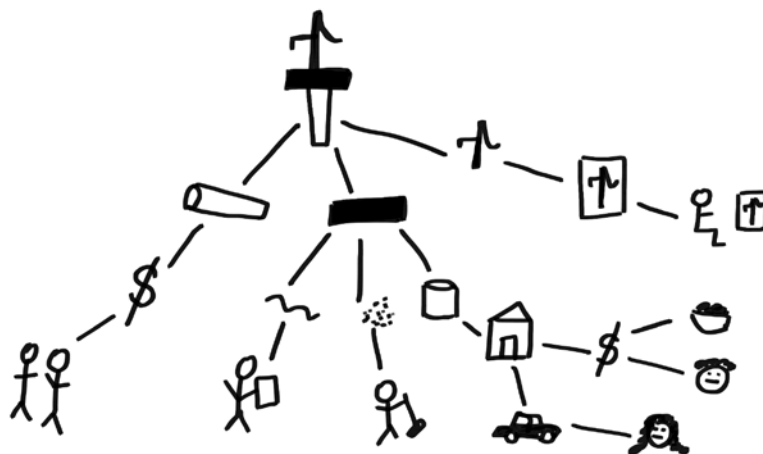
### Session steps

- To determine what tasks need to be done to do the priority projects
- To choose the project(s) that will be done first



**Bring to this session:** the community's resource map and list, and the list of priority projects

- 1** Review the resource map and list, and the priority projects.
- 2** Divide the large group into three small groups. Give each group one of the priority projects. If you do not have enough people to divide into three groups, you can stay as a large group and do the diagrams one at a time.
- 3** Ask each group to come up with a plan for doing the project they were given by deciding what tasks should be done to complete this project. They will decide on the tasks by drawing a diagram:
  - At the top of the page, draw the final project. Ask what tasks or materials are needed to complete the final project.
  - Keep breaking down the tasks or materials needed by asking, 'What do you need in order to do or have this?'
  - Continue to break down the tasks or materials needed into smaller and smaller tasks or specific materials until you get to tasks that someone can do.



### Example

For a borehole you would need pipe, concrete and a pump. Draw a symbol for each of these below the symbol for a borehole. Now decide what you need in order to get the pipe, concrete and pump.

For instance, for the pipe you could say that you need money to buy it. Put a symbol for money under the symbol for the pipe. Under the money symbol, you could say that a committee will be formed to come up with ideas on how to get the money.

For the concrete, you need water, sand and cement. The symbols for these go under the symbol for concrete.

- For water and sand, you could say that we just need someone to go to the river and get it.
- For the cement, you need a car to go and get it and money to buy it. For the car, you could say that someone will be asked to drive their own car. To get the money, you could have two symbols: one for taking up a collection and one for asking an individual for the money.

For the pump, you could say that you will send a letter to the government and ask for it. Under the letter, you could say that someone needs to write the letter and send it.



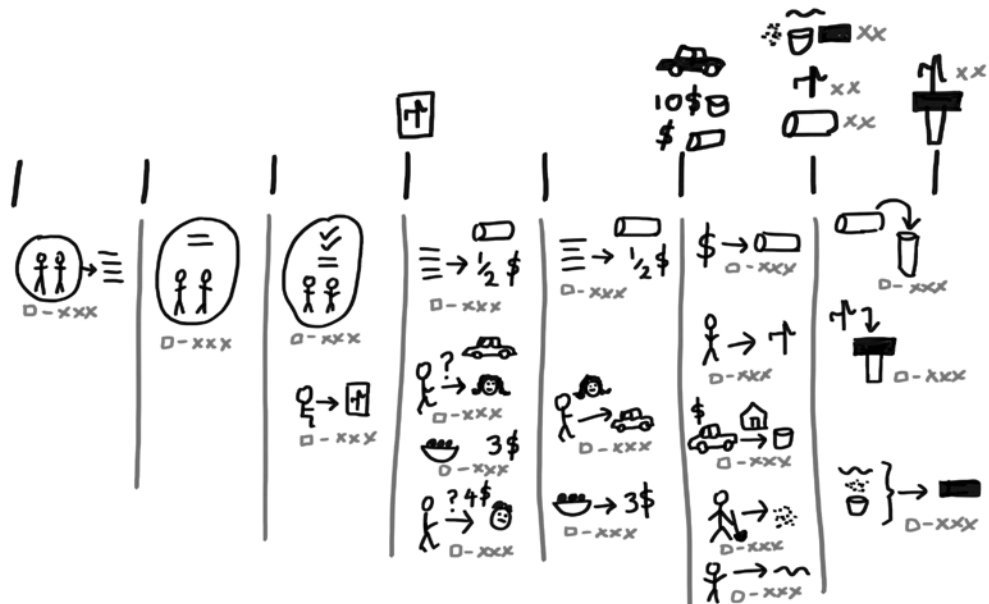
- 4 Expect that this will take a while. Allow people time to think and make changes to their diagram as they go along. Give each group two pieces of paper – one that they use to brainstorm and one for the final diagram that they will present to the large group.
- 5 Come back together as a large group and each small group presents their final diagram.
- 6 Agree together as a community which project you are going to do first. (If you have a large group, you can choose more than one project.)
- 7 Ask if there is any task or material that is missing in the diagram of the chosen project.
- 8 Once the diagram is complete, you are ready to create the timeline for the chosen project.

## ACTIVITY Creating the timeline

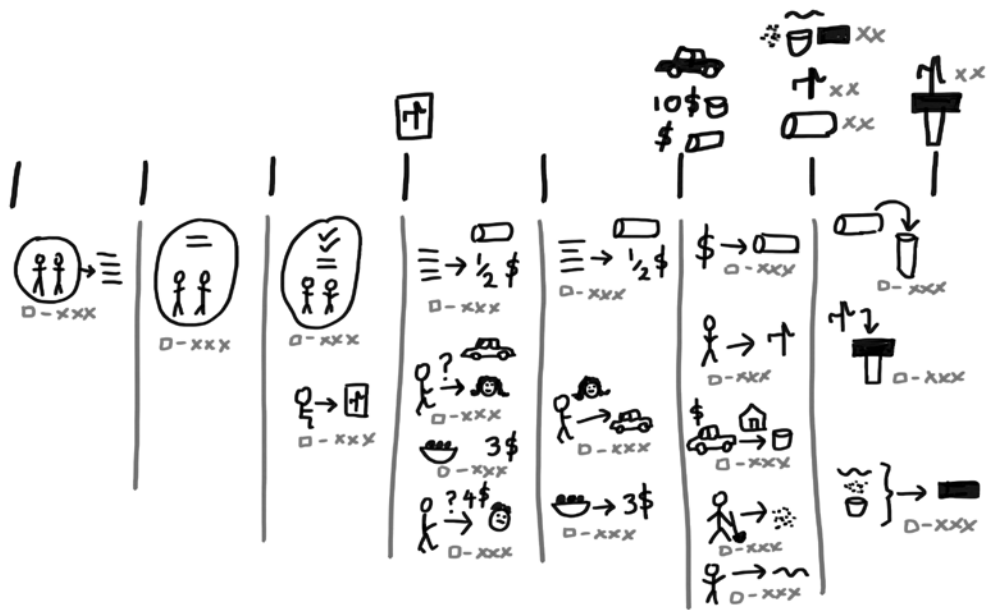
### Session steps

- To determine how long it will take to do each task for the chosen project(s)
- To create a timeline of how the chosen project(s) will be done
- To assign people to be responsible for doing each task
- To choose leader(s)

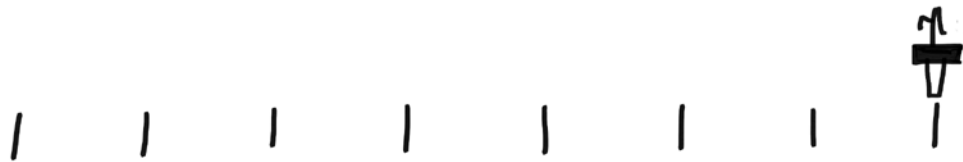
- 1 As a large group, review the diagram for the chosen project(s).
- 2 On the diagram, put down how many weeks you estimate it will take to do each task. For example, you estimate that the committee working on getting money to purchase the pipe will require five weeks to get the money. Then the next week they will go and buy the pipe. Then the next week it will be installed.



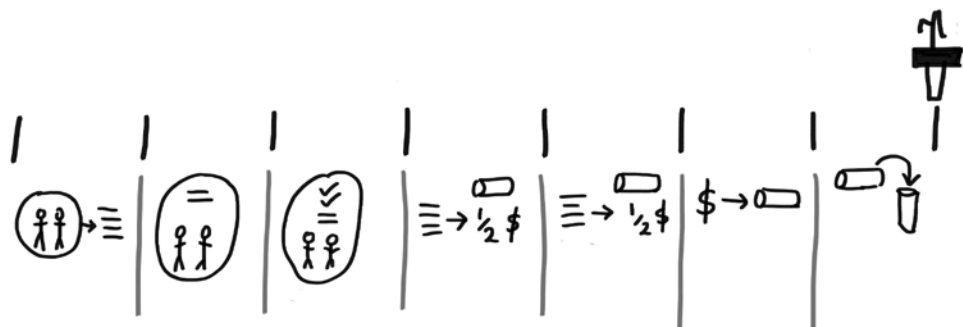
- 3 Find the line of tasks that will take the longest time to complete. In the above example, installing the pipe would take the longest amount of time because you have 5 plus 1 plus 1, which is an estimate of seven weeks to complete.
- 4 You are now ready to develop a timeline like the one below that shows the specific tasks and the order in which they will be done.



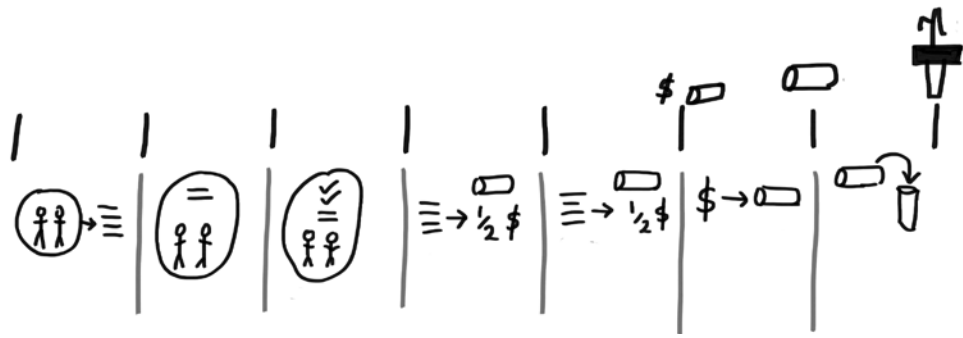
First, create a timeline for the task that will take the longest to complete. In our example, this is installing the pipe, which will require seven weeks. Each line represents a week.



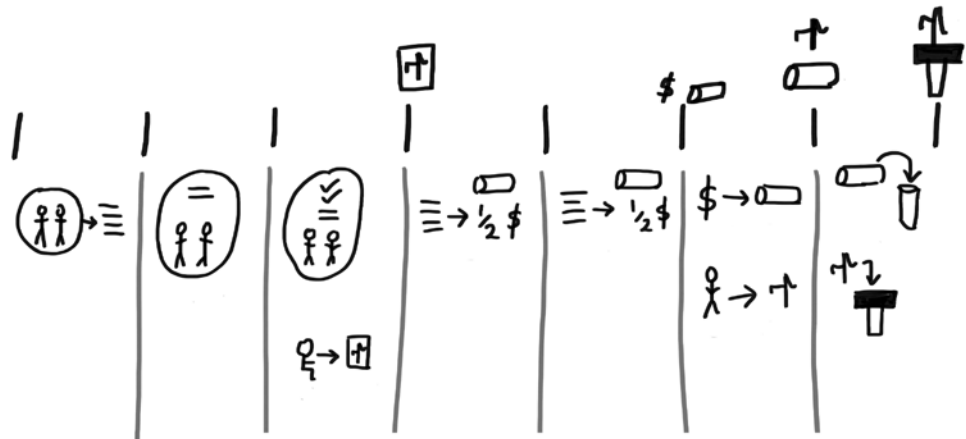
Then draw under the timeline the symbols representing the specific task(s) that will be done each week to install the pipe. So, the first week the pipe committee meets and decides what tasks they will do to raise money to buy the pipe. The second week they work on doing two of the tasks. The third week they do two more tasks. Each week shows what will be done that week until the pipe is installed.



Above the timeline put a symbol for when you will have a resource. They will have the money to buy the pipe at the end of the fifth week and will have the pipe at the end of the sixth week. (They buy the pipe during the sixth week.)

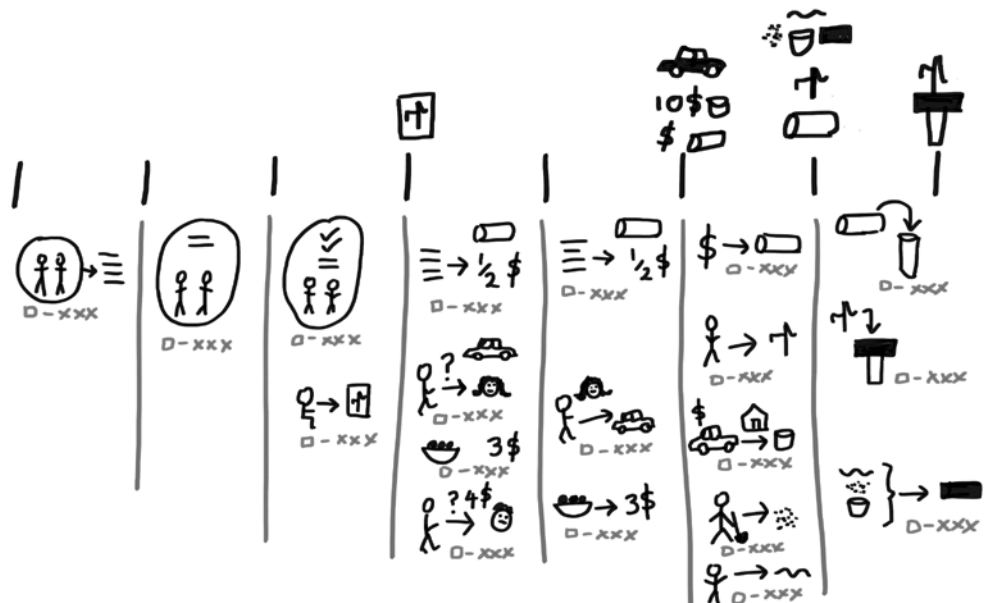


Then take the next longest line of tasks and add these tasks to the timeline. In our example, it is getting the pump, which takes five weeks. The person writing the letter to ask for a pump does it during the third week. You could also decide that the person will write the letter earlier if this works out better. They cannot, however, do it later than the third week because that would delay the completion of the project. Complete the timeline for getting the pump.



Continue adding to the timeline until all of the tasks are represented.

After the timeline is complete, assign people to be responsible for doing each task. Ask them to put their name next to the task they will do.





Select a leader of the project and put their name next to the image of the finished project. In addition, you can also have people who are leaders of key parts of the project. For example, someone is responsible for making sure that everything is done to get the pipe. The names of the people who are responsible for each key part of the project will have their names on the timeline next to the key part they are responsible for, and will make up the committee for the project.

**The planning is now complete for the project.**

- 5** After the project has started, mark on the timeline every time a task is completed so everyone can see what has been done and everyone is ready to move on to the next task.
- 6** Reflect on this activity each week and keep updating which activities will be done each week.
- 7** When a project has been completed, come back together and reflect on what was achieved, how it went and what is the next project. Either the next project is the next priority project, or you may need to re-evaluate the resources/needs and re-prioritise the projects.





**Matthew 5:13-16**

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