

PREPARING A LESSON PLAN

Date: 08/90 (revised 06/06)

(1 HOUR)

- OBJECTIVES:**
1. Participants will understand the format for preparing a lesson plan.
 2. Participants will be able to prepare a lesson plan in this format and teach from it.
 3. Participants will be able to teach from an already existing lesson plan in this format.
 4. Participants will be able to see the value of the CHEs using picture booklets when they do home visiting.

OVERVIEW FOR TRAINERS: This is the first lesson in a series of hours on teaching. This session covers how to prepare a lesson plan. Then there is a workshop for trainees to facilitate from the lesson plans. The actual teaching is 20" for each group, once from a prepared lesson plan and once from one they have created.

METHOD	TIME	KNOWLEDGE
Role Play: Two trainers talking:	7"	
1 st What are you going to teach the CHEs?		
2 nd I don't know. We will find out what the CHEs already know and then teach something.		
1 st Don't we need to teach from something?		
2 nd We don't need anything. We'll just see what happens when we get there.		

----SHOW questions----

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

I. Lesson Overview	8"	I. <u>Lesson Overview</u>
A. What is a lesson plan?		A. Lesson Plan – A plan for teaching each specific lesson or topic. Usually one hour in length.
B. What is included in a lesson plan? Give information under knowledge column if it does not come out from the group.		B. What is included in a lesson plan? Lesson content or knowledge Methods to be used Materials and supplies needed Time frames Statement of Objectives Title Evaluation criteria
C. Read Acts 17:21 and Colossians 1:10 to find why Greeks learn versus why Christians learn.		C. How much information to include 1. Greeks, Acts 17:21 – Wanted to learn as much as they could for enjoyment. 2. Biblical reason, Colossians 1:10 – Learn to bear fruit. Put knowledge into practical application.

Concentrate on what they must learn for the success or failure of the job.

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METHOD	TIME	KNOWLEDGE
		<p>Do not teach the useful to learn or nice to learn.</p> <p>3. Must learn – Those things which every student must learn in order to be competent in his job.</p> <p>4. Useful to Learn – This is material which is good to learn, but is not critical.</p> <p>5. Nice to Learn – Facts or skills which could help the learner or give background information, but is not necessary.</p>
II. Review available material from Global CHE Network	5"	II. Show Global CHE Network materials catalog or the <i>Curriculum Resources</i> handout and introduce group to available curriculum.
III. Hand out the "Comparing Relief and Development" lesson plan and familiarize the group with the format of a CHE lesson plan.	20"	III. <u>Go over lesson plan example</u>
A. Objectives		A. Here list the objective you want the participants to accomplish.
B. Overview for Trainer		B. This gives overall guidance to the trainer and may show how one topic fits with a later one.
C. Method		C. The method section makes suggestions on ways to present the knowledge in a way that gains student participation. This gives stories, songs, role plays, etc. which foster group discussion. We have attempted to place the appropriate method across from the knowledge point. It also gives questions to ask. Extensive use of the 'LePSAS' method and five 'SHOWD' starter questions, explained elsewhere, are used.
D. Knowledge		D. The knowledge section presents the basic knowledge which the student needs to know. Since small group discussion is often used, many times the knowledge in this section may not all come out or additional knowledge may be added. The trainer's role is to facilitate obtaining the necessary knowledge. It is not necessary for all the knowledge in this section to come out. The trainer can bring out important knowledge the students do not bring out.
E. Time		E. Show how much time is needed for each section.

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F. Spiritual Analogy or Bridge		F. Spiritual analogy or bridge takes a physical teaching and draws a spiritual teaching from it. Scabies/sin is one example. Several were given during the session on integration.
G. Attitude		G. Attitude section outlines the desired attitude on the part of the student towards the people he will teach.
H. Skill		H. The skill outlines the desired skill the student needs to assimilate and then begin to practice.
I. Evaluation		I. The evaluation section outlines how the trainer can evaluate if the student has understood the knowledge presented and is putting it into action.
J. Materials		J. Listing of the materials needed for this class session. Be sure to review what is needed before the class session.
IV. Picture Books	10"	IV. <u>Picture Books</u>
A. Hand out a copy of a picture book to each person. This is a book that is transferable – as someone can use it and teach from it.		A. Use in home visiting with small groups so all cover the same material and teach in the same way. It gives confidence on what to say.
B. Go through the flow of the book. Explain that a separate lesson plan tells how to use each one.		B. Approach of the physical topic picture books. <ol style="list-style-type: none"> 1. What is the cause? 2. How can you treat it at home? 3. What are the signs that tell you, you must go to a medical person? 4. How do you prevent the problem?
C. Show full set of physical and spiritual books.		C. There are picture books on the following topics: general, diseases, and spiritual
D. Show blanks without words for the local language to be added.		D. A master set of English picture books is available as a guide for translation onto blank picture books into the local language. These picture booklets are not necessarily picture literate.
E. Give sequence in using booklets.		E. In teaching, remember: <ul style="list-style-type: none"> - Teach all class content on topic. - Then use an extra class period to demonstrate picture book on topic. This also acts as a review. - Have CHEs practice 2x2. - Simulation exercise. - Send CHEs out in two's to practice in area of class. <ul style="list-style-type: none"> - Give assignment to share with at least one person at home.

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		- When trainer and trainee do home visiting together, observe each other using the book and discuss what was seen.
<p>V. Give assignment for extra sessions. Write this out on newsprint so people clearly understand the assignment.</p> <p>WORKSHOP is for groups of 3 or 4. Prepare a lesson plan on a physical topic: Worms, Malaria, Forgiveness, HIV, Physical examination of a Goat, or Earth Ownership Principle. Give out copies of resource material on the particular topic assigned to the group. Each group is to prepare a one hour lesson plan and then present 20 minutes of it to the whole class.</p> <p>Hand out a prepared spiritual lesson plan from curriculum manual to each of the four groups. Each group will present a 20 minute portion of the lesson.</p> <p>See Practicum Lesson Plan for full instructions on the above.</p>	5"	V. <u>Assignment:</u>
<hr/> <p><u>ATTITUDE:</u> Facilitator has prepared lesson plans prior to teaching and knows what will be taught so the presented material will be taught in an effective manner.</p> <p><u>SKILL:</u> Participants will be able to prepare and teach from their lesson plan and from an already prepared one.</p> <p><u>EVALUATION:</u> Facilitators will know that participants have learned the content of this lesson when the participant can prepare a proper lesson plan and teach from it.</p> <p><u>MATERIALS:</u></p> <ul style="list-style-type: none"> - Copies of teaching books like <i>Where There Is No Doctor</i> - Sample lesson plans and picture books - <i>Comparing Relief and Development Lesson</i> as handout - <i>Curriculum Resources</i> handout - Newsprint - Marking Pens - Masking Tape 		

This lesson is used in: Program Trainings – TOT I, Vision, Family-Based CHE TOT II, Urban TOT

COMPARING RELIEF AND DEVELOPMENT

Understanding CHE as a Program for Wholistic Development

Date: 02/01

(1 HOUR)

- OBJECTIVES:**
1. Participants will understand we desire development from a community that fosters individual self-reliance under God’s direction.
 2. Participants will understand wholistic development includes all aspects of an individual’s total being.
 3. Participants will understand we want multi-sector development, not just concentrating on one aspect.

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

METHOD	TIME	KNOWLEDGE
<p>Role Play: <u>River Crossing Role Play.</u> Draw two lines with chalk on the floor to be banks of a river. Draw two circles representing stepping stones and a larger circle to represent an island. Two men come to the river and want to cross but don not know how to swim. They current is strong and they are afraid to cross. A third man comes along and sees their difficulty. He offers to help them cross on the stepping stones but they are afraid. He agrees to carry one on his back but only manages to reach the island where he leaves the first man. He then returns to get the second man but is now too tired to carry the next man. The third man refuses to carry the man who is left but agrees to help him walk across on the stones. Halfway across the man feels confident enough to manage on his own. Both men cross the river and the one man is left on the island and shouts for help as the first man walks away.</p>	30”	<p>Points from the river crossing role play:</p> <ul style="list-style-type: none"> - When you carry the person, you don’t teach him to do it himself. - If you teach someone to do something, teach so he can teach another person so there can be multiplication. - Sometimes you hurt more than help a person by doing it for him. - You learn better by doing and not just seeing. - When the developer leaves, the people are not taught, and the project will die. - Use local resources. - A teacher was needed. - We learn by example and encouragement. - Explanation needed. - Repetition important. - More motivation when there is a need. - Sometimes we only do half job. - Doing it for someone doesn’t get the job done. - Task too great for one. - Just because someone can do something doesn’t mean they can teach others. - Trainer himself needs to know how to do the task. - Step by step instruction as person needed to know. - Don’t need vast experience to teach someone else.
<p>---SHO questions--- S = What do you See? H = What is Happening? O = Does this happen in Our place?</p>		
<p><u>Do second act</u> where the man that was helped across the river goes back to the man who was left on the island and teaches him to do it, so he in turn can also teach others.</p>		

This lesson is part of an extensive series for use in Community Health Evangelism (CHE) ministries. CHE facilitators skilled in participatory learning methods enable communities to escape cycles of poverty and live as followers of Jesus. For information about CHE, and how you can be trained as a facilitator, go to www.CHEnetwork.org.

COMPARING RELIEF AND DEVELOPMENT
Understanding CHE as a Program for Wholistic Development

METHOD	TIME	KNOWLEDGE																								
		<ul style="list-style-type: none"> - Second act shows importance of multiplication. - Ring out the point that real development is helping people to do things themselves and not just doing things for them. 																								
<p>Ask large group what we can learn from this story concerning development.</p> <p>I. Divide people into small groups to compare relief and development on the following points:</p> <ul style="list-style-type: none"> - When Do - Duration of the project - Source of resources - Ownership of the project - Time requirement - End results - Type of action 	25"	<p>I. Comparison between emergency relief and long-term development:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;"></th> <th style="text-align: center;">Relief</th> <th style="text-align: center;">Development</th> </tr> </thead> <tbody> <tr> <td>When Do</td> <td>Disaster, life and death situation</td> <td>Normal life that people want to improve.</td> </tr> <tr> <td>Duration</td> <td>Short-term</td> <td>Long-term</td> </tr> <tr> <td>Resources</td> <td>Bring outside resources</td> <td>Maximize the use of local resources</td> </tr> <tr> <td>Ownership</td> <td>Outsider</td> <td>Local people</td> </tr> <tr> <td>Required situation</td> <td>Emergency situation Save lives</td> <td>Normal or ordinary leads to sustainability</td> </tr> <tr> <td>End result</td> <td>May create dependency, exhaustion,</td> <td>Should create sustainability, independence</td> </tr> <tr> <td>Type of action</td> <td>Doing things for the people. Reactive, curative.</td> <td>Enabling, teaching people to do it by themselves, pro-active prevention</td> </tr> </tbody> </table>		Relief	Development	When Do	Disaster, life and death situation	Normal life that people want to improve.	Duration	Short-term	Long-term	Resources	Bring outside resources	Maximize the use of local resources	Ownership	Outsider	Local people	Required situation	Emergency situation Save lives	Normal or ordinary leads to sustainability	End result	May create dependency, exhaustion,	Should create sustainability, independence	Type of action	Doing things for the people. Reactive, curative.	Enabling, teaching people to do it by themselves, pro-active prevention
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ATTITUDE: Facilitator has understanding that development must be approached from the grass roots involving the people and helping them to become self-reliant under God's direction. It is not the developer's role to develop the community. People must develop themselves. Work is to be from the bottom-up, community-based and not institution-based or top-down.

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

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

MATERIALS:

- Newsprint
- Marking Pens
- Masking Tape
- Bible
- *River Crossing Story* handout

RIVER CROSSING STORY

River Role Play: Draw two lines with chalk on the floor to be banks of a river. Draw two circles representing stepping stones and a larger circle to represent an island. Two men come to the river and want to cross but do not know how to swim. The current is strong and they are afraid to cross. A third man comes along and sees their difficulty. He offers to help them cross on the stepping stones but they are afraid. He agrees to carry one on his back but only manages to reach the island where he leaves the first man. He then returns to get the second man but is now too tired to carry the next man. The third man refuses to carry the man who is left but agrees to help him walk across on the stones. Halfway across the man feels confident enough to manage on his own. Both men cross the river and the one man is left on the island and shouts for help as the first man walks away completely forgetting that he is left.

----SHOWD questions----

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

H = What is **H**appening?

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

W = **W**hy does this happen?

D = What will we **D**o about it?

Do Second Act where the man that was helped across the river goes back to the man who was left on the island and teaches him to do it, so he in turn can also teach others.

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

Second act shows importance of multiplication

Curriculum Resources

Where There is No Doctor by David Werner

Community Health Workers Manual by Elizabeth Woods

Where There is No Vet by Bill Forse

Where There is No Animal Doctor by Dr. Peter Quesenberry and Dr. Maureen Birmingham www.christianvetmission.org

Where There is No Artist by Petra Röhr-Rouendaal

World Health Organization (WHO) www.who.int

Teaching Aids at Low Cost (TALC) www.talkuk.org

Tearfund www.tearfund.org