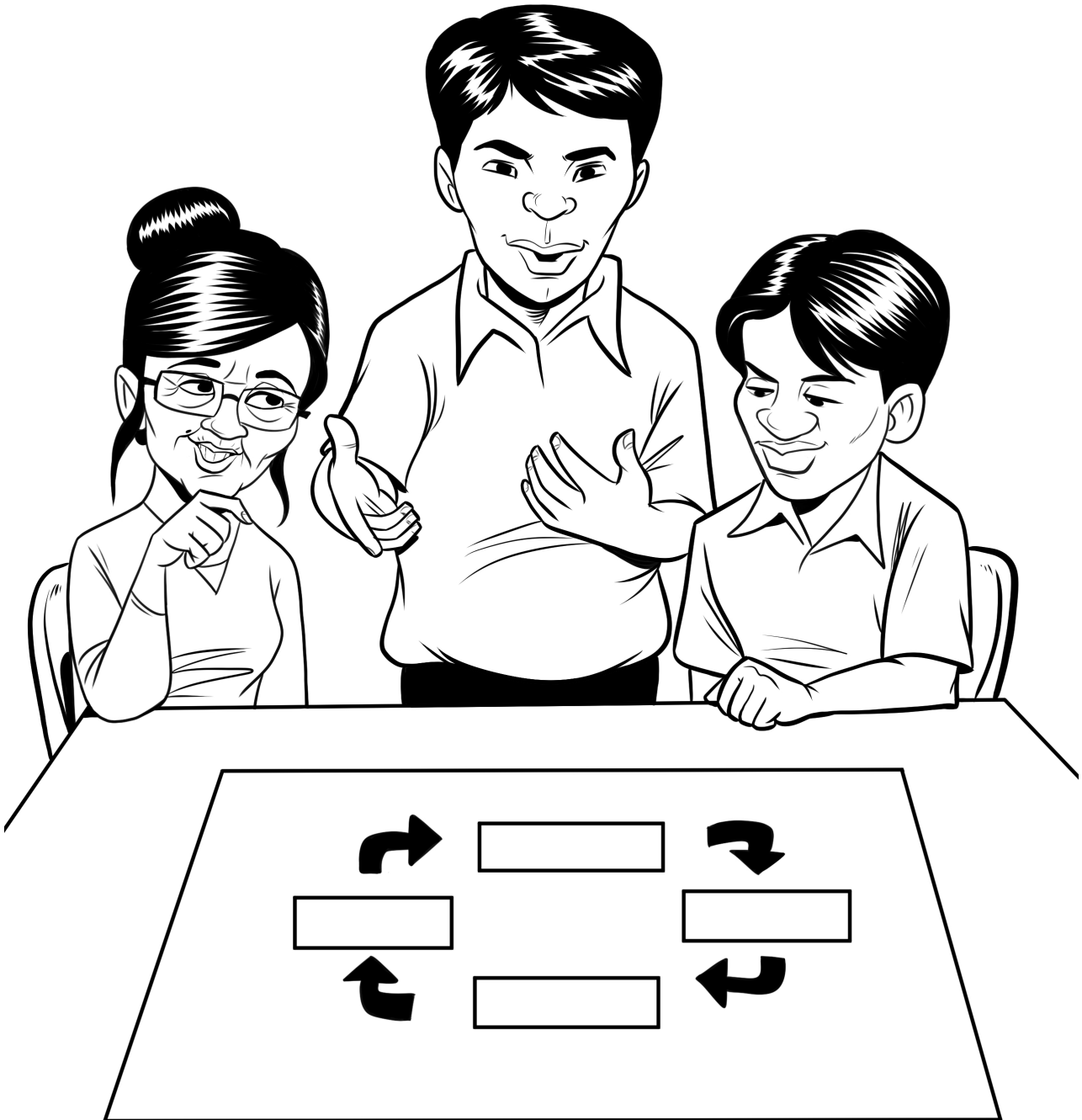


Facilitator Development

— How People Change —



Teacher Guide

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Facilitator Preparation

Preparing for Teaching a Lesson

1. Read through the **Teacher's Guide** carefully, several times if possible. Highlight or make notes in the margin to remind yourself of important points.
2. Look at the **objectives** for each lesson so you know what students should learn through the lesson.
3. Read all **Scripture** passages ahead.
4. Check to see what **materials** are needed in each lesson and make sure you make copies of Student Guides (handouts) and create the Visual Aids that are used in the lesson.
5. Make sure you are familiar with each **activity** in the lesson (role plays, games, visual aids). You can practice it with your family or friends. Do not skip these activities. They help people to learn and remember the main ideas.
6. Take time to **pray** for God to prepare the students, for the students to hear what God wants them to hear and for Him to help you teach the materials. Remember that it is only through God's strength that we will see people changed.

How to Use This Teacher's Guide

1. **Objectives and Materials:** Each Lesson begins with this section.
 - a. **Objectives** - Students should be able to achieve these by the end of each lesson. It is good to ask yourself if these objectives were accomplished after you lead a lesson. Take time to review key ideas often to help them remember.
 - b. **Materials** - The specific materials needed are listed for each lesson, including Visual Aids and Student Handouts. You can choose to provide copies of the entire Student Guide to each participant, or make the minimal number of copies as suggested in each lesson. We also recommend having poster paper, a whiteboard, or a chalkboard to use with the large group.
2. **Teacher Instructions:** There are special instructions in the lesson to help you lead the training well. These are not meant to be shared with the students. Read these ahead so you are prepared to lead discussions and activities. Some questions will also have italicized answers to help you as a facilitator know what to draw out of the students. These are not the only good answers, just some good answers.
3. **Managing Timeframes and Flow:** Time frames are not included for each lesson.
 - a. Take as much time as is needed to help people learn the ideas in the lesson. It is more valuable to be concerned about what people are learning than with completing the lesson in a set time frame.
 - b. Remember to leave time for facilitators to start off with devotions, share testimonies, discuss any problems they are having, and pray together.

Lesson 1: How People Change

Key Objectives:

1. Recognize the steps in the process that people go through to change.
2. Identify examples of how to help people to move through the change process.
3. Identify the reasons why people change (triggers of change) that are best for us to use.

Materials:

1. Visual Aids
 - a. 1.1 The Change Process Poster
 - b. 1.2 Reasons Why People Change Posters (5 posters)
2. Student Guide:
 - a. 1.1 The Change Process (1 copy per person)
 - b. 1.1 Reasons Why People Change (on the same page as above)

Feelings about change

Imagine that you got home today and your wife/husband/denominational leader said to you that you had to move to another province next week.

SMALL GROUP DISCUSSION (2-3 people): Discuss these questions:

- What feelings would you have about that change? Why?
- What would be some things that would make that change easier?

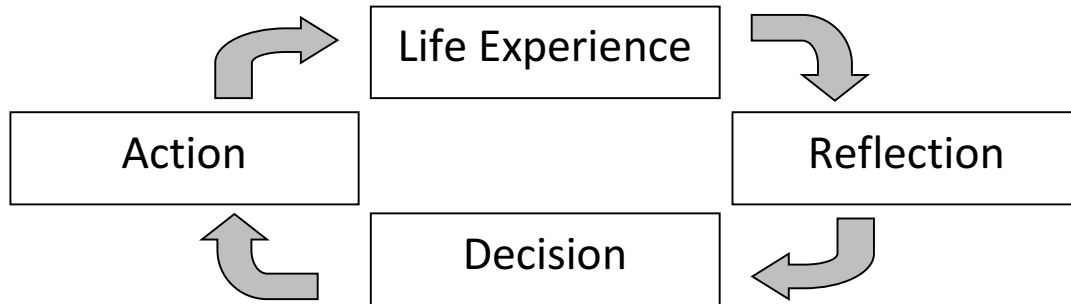
REPORT BACK: We would like to hear the thoughts from your small group discussion.

Instructions:

- As they share make a list on a board or poster sheet of the feelings and the things that could be done to make the change easier.
- Remind the class that change is never easy. Since we long to see people change it is important for us to understand more clearly about this area.

The Change Process

Instructions: Show the Visual Aid 1.1 poster. Hold up the change process diagram poster or draw the change process on a board and talk through each of the stages and make sure the class understands each of them clearly. Students can fill in the diagram on Student Guide 1.1 handout.



1. Life Experience – the change process starts with what people already know, believe and value.
2. Reflection – in the next stage people think about their experiences and compare them to an alternative.
3. Decision – at this point a person must make a decision about whether or not they will change.
4. Action – they then act on this decision. The results of their action are then added to their life experience and the cycle begins again with each life experience.

Give an example: “I am always tired”.

1. This is my current **life experience**. My friend tells me that if I eat more dark green vegetables I will have more iron and will not be so tired.
2. I think about this (**reflection**) and realize that I don’t eat many green vegetables.
3. I **decide** that I will try her advice.
4. I start to eat more dark green vegetables (**action**).

The cycle starts again:

1. My **life experience** changes, now I am not so tired.
2. I **think** about this, it is better than when I was always tired.
3. I **decide** that I want to continue this way.
4. I continue to eat more dark green vegetables (**action**).

Instructions: If you have a more relevant example, please use that.

Reasons Why People Change

As we look at this diagram we need to understand how people move from one step to the next through this process. If it happened naturally then we would all be constantly changing, but it doesn't. People need something to get the change cycle started.

LARGE GROUP DISCUSSION:

What helps people to start reflecting, deciding and acting?

SMALL GROUP DISCUSSION:

- Think about a time that you changed and what caused you to start this process of change?
- What are some of the factors that cause people to reflect and decide to change their behavior?

REPORT BACK: Share some of the ideas from your discussion with the whole group.

Instructions: Use the five Visual Aid 1.2 posters one at a time to show and discuss the main reasons people change. Refer to the image to help them remember each one.



There are 5 main reasons why people change.

1. **See a new way of doing things** – Remember the example of the dark green vegetables? That is an example of seeing a new way of doing things. This is one of the most common reasons to change and the easiest for us to use to help people make good changes.
2. **A pressing need or a problem to be solved** – This happens when we cannot bear our current situation any longer so we change to avoid it. This can also happen when we become aware of a problem and are willing to solve it. An example may be when the price of coffee has gone down drastically. If we are a coffee grower we have a problem because the amount that we earn is not enough to feed our family. So we change—we try to grow something else.
3. **A Crisis** – Some examples of this would be a major storm, a house fire or an accident. Obviously we don't want to create a crisis in people's lives. However, when a crisis does occur it can be an opportunity to examine old ways of thinking and acting and consider ways we can change to possibly avoid the crisis in the future.
4. **Embarrassment or shame** – Sometimes people change because they become embarrassed by what they are doing. As Christians we don't want to intentionally bring embarrassment or

shame to anyone in order to get them to change. Bringing public shame to people is not loving or respectful. While we don't want to publicly shame individuals, general peer pressure can sometimes be a useful tool. An example is when a man does not beat his wife anymore because he knows his neighbors believe domestic violence is wrong and they will disapprove.

5. **God's Intervention** – Without God it is very difficult to change. Sometimes God speaks to people and challenges them to change. Sometimes God suddenly changes a person's heart. We need to pray and teach the Bible, but we cannot control whether or when God will speak to people. However, we should never forget the importance of prayer in helping people change.

LARGE GROUP DISCUSSION:

As local facilitators, which of these five options can we best use to help people change?

Instructions: Affirm that the first two are the most effective for us because they are reasons we can actively use.

We will now look more closely at these two sources of change.

Lesson 2: Best Ways to Help People Change

Key Objectives:

1. Find 2-3 stories to share with others to inspire change.
2. Identify good ways to use problems to encourage people to change.
3. Discover that forced change is usually only temporary.
4. Reflect on how to effectively encourage others to change.

Materials:

1. Visual Aids:
 - a. 2.1 Forcing People To Change Poster
2. Student Guide:
 - a. 2.1 Seeing a New Way of Doing Things (one copy per person)
 - b. 2.2 A Pressing Need (one copy per group)

Seeing A New Way of Doing Things

One of the most common ways of seeing people change and the easiest way for us to influence people is through helping them to see a new way of doing something.

LARGE GROUP DISCUSSION:

How can we help people to see a new way of doing something?

- *Affirm all responses.*

We will use the Student Guide 2.1 handout to look more closely at the three best ways to help people change:

1. **Be an Example** – Show people a different way through your own personal example or the example of your family or church.

Instructions: Remind or retell the story of Lepcha and the mountain village in Module 2.

Remember the story of Lepcha used in Module 2. Lepcha and his family brought change in the community by being an example to others.

SMALL GROUP DISCUSSION:

- What did they do differently?
- What changes occurred in the community as a result?
- How can we model change to others?
- What are some of the things that your family could do to model change to others?
- What can we learn from this story about helping people change?

REPORT BACK: Share some of the ideas from your discussion with the whole group.

PERSONAL REFLECTION: Are you living as a good example to others now? What could you do to be a better example?

2. **Educating or training** – teaching people about new techniques or sharing new information about a subject.

Sometimes people don't change because they just don't know what to do. They lack the ideas or the knowledge. For example, think of a mother who wants to improve the health of her children, but doesn't have any knowledge about preventing disease. The mother cannot change without learning new information.

LARGE GROUP DISCUSSION:

What specific lack of knowledge holds people back from changing in your area?

Remember the story of Mrs. Lee. Mrs. Lee connected a family who wanted to work to another family that could teach them about growing sweet potatoes. Mrs. Lee didn't know how to grow sweet potatoes, but she served by connecting the family with those who did.

What are some ways you could help others by connecting them with new techniques or information that they need?

3. Telling Stories – sharing new ideas through telling stories.

We constantly share stories in our training about what people in other communities are really doing, like Mrs. Lee, so that others can see what is possible and be inspired to try it themselves. We can also share stories of what we see God doing in our community.

INDIVIDUALLY: Try to list at least 10 stories that you have heard or have been printed in the training or magazine that you could tell others to inspire them to doing something a new way.

Instructions: After a while if people can't think of 10 stories you can let them work in pairs or threes to identify additional stories.

Now, think about the problems in your area. Which of the stories that you listed could help to inspire people to try something new? What can you do to make sure that churches hear and remember some of these inspiring stories?

People don't always remember stories the first time. Sometimes you need to remind people of stories that relate to the problems in their lives. For example, if people don't have clean water, you can remind them of the story in Module 1 about the church that hand-dug a well. Or if people are dependent on foreign money, remind them of the story in Module 2 about Haiti.

LARGE GROUP DISCUSSION:

Make a list together of as many ways as possible we as facilitators can make sure that churches hear and remember inspiring stories.

PERSONAL REFLECTION: Take time now to think about the questions that are on your handout:

- What good practices do you model to others?
- What changes can you make to your life to be a better model to others?
- Do people learn from your life? How do you know?
- How can you help more people to learn from your example?

A Pressing Need or Problem to Be Solved

Another reason why people change is because they face a pressing need or a problem.

Think about a problem that you may have had that was the turning point to urge you to make a change in your life. Example: A painful tooth that had to be removed would make you start cleaning your teeth more so that you don't have that kind of pain or lose more teeth.

Instructions: Ask if anyone can share an example or share one from your own life. Use Student Guide 2.2 handout.

Often people don't realize that they are facing a particular problem, or if they do, they believe that the problem cannot be solved. We need to help people recognize their problems and see that there are solutions.

If our teaching shows people how to solve a problem that they are facing then they will be more willing to implement it.

Give an example: We could just tell people that they need latrines. But it is more effective to help them see **why** they need latrines and what problems can be solved by using latrines. Then they will be more willing to consider making the change.

- They and their children will be healthier
- They won't have to spend as much time looking after sick children and they will have more time to do other things

We need to connect what we teach with the specific problems in people's lives so that they will see the good alternative to their situation and make the decision to change. To do this, when you are teaching a new idea, ask people what problem they may have that this new idea could help solve. Give them the opportunity to identify their problems that each new idea will help to solve.

SMALL GROUP DISCUSSION: Identify a persistent problem in your community that is the result of people being unwilling to change.

- Do most people recognize that it is a problem?
- What are some new ways we can help people understand why they should change?

REPORT BACK: Share some examples.

LARGE GROUP DISCUSSION: Very often instead of letting people face their problems, which as we have discussed can help them see their need to change, we are quick to try to solve the problem for them. To help us understand this more clearly, let us think about the story of the Prodigal Son in the Bible (Luke 15:11-32).

- Think about the son at the beginning of the story and the son at the end of the story, what was the biggest change in his life?

His attitude – he became humble and submissive.

- Would this change have happened if the father had come to him and brought him extra money when he heard that he was running out of money?

No. If the father had come to solve the problem, then the son would never have felt the pressing need. He likely would not have changed at all.

Problems have a way of getting our attention that there is a need to change.

Imagine something similar happening in your community:

A family has a son who is a bad worker. He is always losing his job or walking away from a job because he doesn't like it. So the family always helps him find another job. Many times the oldest brother in the family finds him a job, but each time the younger son gets fired or walks away from the job.

- In what way is the family helping the son to avoid facing a pressing need?
- What is the consequence of this?

SMALL GROUP DISCUSSION:

- What are some other examples you have seen where someone has stopped people from facing a pressing need?
- What was the consequence of that?
- Is it possible to help someone too much?
- How do you know if you are helping too much and causing them to avoid facing a pressing need?

REPORT BACK: Share some of your ideas with the large group.

Dangers of Forcing People to Change

Think about a time in your life when you changed your behavior because someone in authority told you to change and another time when you changed your behavior because you decided to yourself.

Instructions: Give people a few minutes to think of these two situations.

LARGE GROUP DISCUSSION:

1. What differences in feelings did you have between the two occasions?
2. When no one was watching did you maintain the change?
3. How long did the change last in each situation?
4. How do people usually respond to forced change rather than change they can initiate themselves?

It is a common unconscious belief that if you have authority and tell someone to change, like a boss to an employee, it should be enough.

Instructions: Use Visual Aid 2.1 poster or write on the whiteboard.

Forcing people to change often results in only temporary change...

Lasting change in behavior results from a change in values and thinking.

LARGE GROUP DISCUSSION:

- Who are some people that we often try to force to change rather than helping them to desire change and initiating change by themselves?
(Family, children, those we have authority over)
- Why do we try to force these people to change?
(It is easier, we know better what they should do, we are older and they should listen to us)
- Is it usually effective? *(No, or at least not a lasting way to help people change)*
- Using what you have learned so far - How can we help people to want to change rather than feeling forced to change?

Instructions: It is important for us as facilitators to reflect on this personally. We want to model helping people change in healthy ways.

PERSONAL REFLECTION: Take 2-3 minutes to honestly reflect if you try to force people to change. What is one thing that you can do to more effectively encourage others to change?

WITH A PARTNER: Pray that God will help you to make this change in how your help others change.

Lesson 3: Obstacles to Change

Key Objectives:

1. Understand and be able to identify the obstacles that people face to change.
2. Identify good ways to help people overcome these various obstacles.

Materials:

1. Visual Aids:
 - a. 3.1 Five Obstacles to Change posters
2. Student Guide:
 - a. 3.1 Obstacles to Change (one copy per person)

Obstacles to Change

The change process is simple but often change isn't easy. One reason is because there are a number of obstacles that people face when trying to change. We will look at these now.

WITH A PARTNER: Use the Student Guide 3.1 handout to discuss:

- What are some of the changes that you initially wanted to make after studying Module 1?
- Which changes did you manage to make?
- What changes have you been unable to make or maintain?
- What are some of the obstacles and difficulties that you encountered?
- Which of the obstacles were within you? (*personal attitude, motivation, etc.*)
- Which were external? (*related to other people, the environment or circumstances, etc.*)

REPORT BACK:

What are some of the main barriers you have personally discovered to people changing?

Instructions: The handout will be used in two steps.

- Step 1 – Review the left column of the Student Guide 3.1 handout as a large group by showing Visual Aid 3.1 posters one at a time and asking one person to read each explanation and the example from handout. Then for each obstacle ask the group to think of more

examples to make sure that they understand this problem. Some ideas are included below in italics. This can also be done by assigning one obstacle to pairs and have them read the information and come up with additional examples.

- Step 2 – After going through each obstacle in the left column, then divide into small groups to look at the right column. Depending on the size of the large group and how long you want to give for this activity, you could ask the small groups to go through each of the obstacles OR have each group do 1-3 of the obstacles—each of the obstacles will be covered when the small groups share their ideas back in the large group follow up discussion.

LARGE GROUP DISCUSSION:

Using the Student Guide 3.1 handout we are going to explore each of the six common obstacles to change in the left column. We will read about each obstacle one at a time.



What other examples can you think of for this obstacle?

SMALL GROUP ACTIVITY:

Fill in the right column in the chart on Student Guide 3.1 handout by thinking of ideas of how to help someone overcome each of these obstacles.

REPORT BACK: Review each obstacle and ask the small groups to share their ideas with the large group.

Instructions: Summarize each obstacle and add any ideas that have not already been discussed in column 2.

Obstacle	What we can do to help:
<p>Human Sinfulness. Positive change can be blocked by our sinful nature.</p> <p><i>For example: Often we are lazy or selfish and we are not willing to make the effort required to change.</i></p> <p>Other examples:</p>	<ul style="list-style-type: none"> • <i>Help people to see their sinfulness</i> • <i>Challenge them to repent</i> • <i>Pray for them</i>

<p>Satanic Lies. As we talked about in Module 2 training, Satan tells us lies. He wants us to stay poor. If we believe the lies of Satan then we are not going to change. We may believe that we are right and don't need to change or we might think that it is impossible to change so we won't be willing to try.</p> <p><i>For example: We may not want to send our daughters to school because we believe that it is not important to educate girls as they only look after their families and the fields. There is nothing at school for them to learn. This is a lie from Satan, actually women can play a key role in society. If a woman does spend her time raising her children then it has been shown that women who have been educated have much healthier children than those who don't. However Satan wants us to believe the lie that education is not important. He knows that if we educate our children our communities will move out of poverty.</i></p> <p>Other examples:</p>	<ul style="list-style-type: none"> • <i>Teach people the truth</i> • <i>Pray for people and our communities</i>
<p>Lack of knowledge. We can not change if we don't know that there is another way to do something.</p> <p><i>For example: We may be told that we must feed our children more nutritious food but if we don't know what food they should eat and how to prepare it then we will not be able to change.</i></p> <p>Other examples:</p>	<ul style="list-style-type: none"> • <i>Educate people</i> • <i>Make sure that we teach them all that they need to know to make a change.</i> • <i>Be a model to others so that they can see a different way of doing things.</i> • <i>Work together with people to change showing them how to do each step.</i>
<p>Lack of supportive people. We need encouragement and support of others to change. If no one will support us then it is very difficult to change.</p> <p><i>For example: We may know that we should send our daughters to school but if no one else in the village educates their daughters then we may be embarrassed to do so. Or if our husband or wife thinks that we are crazy to spend money on educating girls we might not bother.</i></p>	<ul style="list-style-type: none"> • <i>Develop support groups. For example, form groups like mothers' groups that get together every week to learn and discuss the changes that they are making in their lives.</i> • <i>Visit regularly with people that are making a change in their lives and</i>

<p>Other examples:</p>	<p><i>encourage them.</i></p> <ul style="list-style-type: none"> • <i>Make sure that you teach others in the family if they are open so that they can help one another.</i> • <i>Introduce them to people that have made the same change or a similar change.</i>
<p>Presence of opposition. If there are people who are trying to stop us from changing then it is very difficult to change. These people may be family, friends, neighbors or officials.</p> <p><i>For example: You may want to send your children to school but your spouse refuses to allow you to spend money in that way. They want the children to help around the home and in the fields.</i></p> <p>Other examples:</p>	<ul style="list-style-type: none"> • <i>Pray.</i> • <i>Start with a smaller step. For example if we wanted to improve the hygiene of our family, then our spouse might refuse to spend money on a latrine but we could start washing clothes more regularly or washing our hands before preparing meals.</i> • <i>Meet with those giving opposition. Try to explain to them why the person is making the change and encourage them to be supportive or at least allow it.</i>
<p>Lack of resources. If we don't have enough financial or material resources to make the change then we are less likely to change.</p> <p><i>For example: We may learn about hygiene but not have enough money to build a latrine or access to water to wash our clothes more regularly.</i></p> <p>Other examples:</p>	<ul style="list-style-type: none"> • <i>Help the person to find ways they can start with the resources that they already have.</i> • <i>Help the person to make a plan for how they can save to have the resources that they need.</i> • <i>Try to think of lower cost alternatives that the person may be able to afford.</i>

ACTIVITY: Helping New or Young Christians Overcome Obstacles to Change

One of the biggest changes that we hope to see in people's lives is that they will become a Christian. Any new or young Christian may face the same difficulties as someone making a big lifestyle change.

Instructions: Assign each group one of these two scenarios—a non-believer who wants to become a believer, or a new believer who wants to grow in their faith.

SMALL GROUP ACTIVITY: Use what we have learned so far and apply it to helping a new or young Christian overcome obstacles to make changes necessary to take the next step in their faith:

In your small groups discuss the following questions:

- Identify the potential obstacles that this person may encounter.
- List ideas for ways to help the person overcome the obstacles.

Instructions: Make sure that the groups are clear which topic they are to focus on. Go around and listen to each group and affirm the things that they are discussing that are related to the lesson. Ask questions to help them clarify how they will help the person overcome obstacles without solving the problem for them. Affirm and encourage them in their discussions. This is one way to model the main ideas in the next lesson.

REPORT BACK: We will have each group share some of the obstacles they identified and two ways they can help them overcome the obstacles.

Lesson 4: Ways to Support Change

Key Objectives:

1. Understand the importance of supporting people who are in the process of making changes in their lives.
2. Identify effective ways to support, encourage and give people accountability in their process of change.
3. Practice encouraging and affirming people who are making changes in their lives.

Materials:

1. Student Guide
 - a. 4.1 Giving Encouraging Comments (one copy per person)

Change Takes Support

LARGE GROUP DISCUSSION: Remember some of the changes you've made after studying Module 1. Think about your process of change.

- Did you do it alone?
- What helped you in the process?
- Who supported you in making those changes?
- How did that support help you be successful in making your changes?

Change takes work. It takes consistency, commitment and effort. There are real obstacles and challenges. The good news is that we were not created to have to make changes and overcome obstacles all by ourselves.

In the last lesson we talked about some of the common obstacle that people face in the process of change. Two examples are having opposition or a lack of support from others. If we can provide genuine and timely support for people as they are learning new ideas and ways, they will be confident to move forward.

Paul talks about us as a body, and all the parts of the body are meant to work together in support of one another. Think about when God created Adam—He told Adam it wasn't healthy for him to be on

his own. He needed a helper. Jesus didn't send his disciples out alone, they always went out in pairs. We are designed to help one another.

Ask someone to read Ecclesiastes 4:9-10.

PERSONAL REFLECTION: Who can you support that is trying to make a change in their life?

Change Takes Encouragement

Read 1 Thessalonians 5:11 and Hebrews 3:13.

LARGE GROUP DISCUSSION:

- What do these verses have in common?
- Why is encouraging one another so important?
- When you receive encouragement from someone how do you feel?
- When you give encouragement how do you feel?

Genuine encouragement gives hope to another. Encouraging words inspire, energize and motivate a person to continue what they are doing.

Encouraging others also helps us understand how God sees another person. It is a way to serve and love others. It helps us express that we really believe the best about them.

There are many ways to provide effective encouragement to others, but not all words of encouragement are effective.

Let's look at the earlier example of making the decision to eat more dark green vegetable in order to have more energy. We will build on this example.

Let's say that I'm in your community and you had noticed that I have faced some obstacles in my decision to change. I have had difficulties growing my own green vegetables, and I don't have enough money to buy green vegetables. But you also see that recently I found a

way to overcome that obstacle by trading the rice that I have with a neighbor that grows healthy green vegetables. My neighbor agreed to make the trade starting next week.

SMALL GROUP ACTIVITY: Using Student Guide 4.1 handout, read each comment and discuss if you think the comment is really encouraging or not.

REPORT BACK: We will go through each comment to hear what each group decided about the comment.

Instructions: Ask questions to help the group see what made it effective or not OR allow them to share and wait to go over what makes encouraging word effective later. Some ideas to bring out for each comment are below:

1. So, I see you have tried to plant green vegetables to improve your health. It was a good idea but too bad it didn't work. Hopefully when you get to trade with your neighbor you will feel less tired.
 - a. *This comment recognizes my good idea, which can be encouraging, but is more focused on what didn't happen than the energy it took to overcome the obstacles and the potential positive future.*

2. I'm glad to hear you figured out how to eat more green vegetables. What other changes would you like to make now?
 - a. *This comment acknowledges the progress but doesn't really share in the success. Instead, it seems to be focused on the "next" thing. Making changes is hard and each step that is taken can be celebrated and affirmed. That will encourage more progress.*

3. Wow! That's great that you did it. You didn't quit when things got hard. Good job!
 - a. *This may seem like good encouragement, but it lacks any specifics and any depth. It is a lazy affirmation, and although it sounds good, it usually doesn't feel too good or motivate people toward future change.*

4. You really pushed through some difficult challenges without giving up. I am inspired by your example. Your idea to trade with your neighbor showed that you were really thinking of different ways. How did you get that idea? I'm confident that not only will you gain energy

when you eat green vegetables, but you will overcome other obstacles in the future when you make other changes.

- a. *This is a good example of an affirming and encouraging comment because it is genuine; it highlights specific good ideas and recognizes the challenges that were overcome. It is personal and it speaks hope for the future.*

Encouraging comments are effective and affirming when they are genuine, specific, personal and hopeful.

- **Genuine** – you mean what you say.
- **Specific** – give details of what you observed and what stood out.
- **Personal** – share what you see in the person that made them successful and share anything that encouraged or inspired you.
- **Hopeful** – success makes future success more believable. What will this success help them do in the future?

Personal Reflection: Think of someone you've noticed that has been making an effort to make changes in their life. Take a few minutes now to write out an encouraging comment that is genuine, specific, personal and hopeful. Make a plan to either verbally give your encouraging comment or write it and give it to the person.

Lesson 5: Putting It All Together

Key Objectives:

1. Demonstrate understanding of each lesson in a role play.
2. Build confidence in their ability to help others effectively to make changes in their life.
3. Have fun!

Materials:

1. Visual Aid: 5.1
 - a. Desire to Change Scenario Option Cards (one set)
2. Student Guide:
 - a. 5.1 Depending on God Story (one per group)

Depending on God

In everything we do, we want to depend on God to show us how to help people change.

SMALL GROUP DISCUSSION: Read the Story of Esther from the Student Guide 5.1 handout

The Jews were in crisis. The King had listened to the evil man Haman and granted permission for all the Jews to be slaughtered. The day was set. Their only hope was if Queen Esther could persuade the King to change his mind. But this was no easy task! The King was very proud. He had already gotten rid of one queen for disobeying him. Queen Esther needed to speak to the King about the Jews, but he had not called for her in a month. If she went on her own, then the King could choose to have her killed as punishment.

Queen Esther needed God to open the King's heart. Only God could make the King willing to listen and change his mind. So before she dared to go to the King, she called for all the Jews to join her in three days of fasting and prayer. They prayed that the King would be willing to listen to Queen Esther. Their prayers were answered! The King did not kill Queen Esther for approaching him. God worked through Queen Esther to expose Haman's evil deeds and persuade the King to protect the Jews from slaughter. Thousands were saved because Queen Esther was able to change the mind of the King.

Discuss the following questions:

1. What did Queen Esther and the people do to prepare for trying to change the King's mind?
2. What might have happened if they had not prayed and fasted and depended on God? What if Queen Esther had just relied on her own skills of persuasion?
3. How often do we rely on our own skills and abilities instead of relying on God?
4. How much time do you spend in prayer and fasting before trainings or church visits?
5. What can you do to be more dependent on God to bring change in people?

ROLE PLAYS: Helping A Person to Change

We are now going to use all that we have learned so far and apply it to make suggestions for how to help someone who wants to change.

SMALL GROUP ACTIVITY (3 or 4 people):

In small groups, I will give you a scenario. Discuss the obstacles to changing in this example. Then have:

- One person who wants to change and shares the desire to change and the obstacles he is facing
- One or two friends wanting to help the person make the desired change.

Remember to look back at the **process of change, the reasons people change, the danger of forced change, the obstacles of change and ways to support change** when you create your role play.

Instructions:

1. Give one scenario option to each small group using the Visual Aid 5.1 cards or you can create other local examples. Let groups discuss the obstacles in each scenario and then create a role play.
2. The Scenario Options:
 - a. A woman wants to save some money to buy school supplies for her 5 children.
 - b. One man wants to change the way he gets so angry at his neighbor that doesn't like him and treat him with more kindness, patience.
 - c. A man wants to help change his habits in treating his wife and daughters poorly.
 - d. A new Christian wants to learn about God and be obedient to His Word.
 - e. (Create one or two that are common in your area)
3. Make sure that the groups are clear which topic they are to focus on.
4. Go around and listen to each group and affirm the things that they are discussing that are good practices in helping people change.

A woman wants to save some money to buy school supplies for her 5 children.

5. Ask questions to help them clarify how they will help the person in their change process and to confirm if the ways they are involved will bring lasting change.
6. Give enough time to have the discussions and create the role plays.

ROLE PLAY ACTIVITY: We will have each group do their Role Play in the front of the room.

Instructions: After each role play invite the rest of the large group to affirm the good examples of ways to help people change that were seen in the role play.

PERSONAL REFLECTION: What have you learned about helping people to change? What is one way you can use this in your family or church? How could you use this in helping other churches?