

LESSON 7: UNDERSTANDING OUR COMMUNITY

Part 1: The Game

Facilitator Instructions: Choose a small note in the local currency, something with which everyone will be familiar. **Adapt the questions below so they are about the currency you are using.** You will need to study the questions and the note ahead of time to know the answers. For this activity, hold up the note briefly, and then ask the group to answer the following questions from memory, since they've seen this note many times before. (Most likely they will not be able to answer many questions correctly.)

We are going to play a little game now: *(Tell them what bill you have)*

1. How many times does the number 1 appear on the note?
2. How many times do the words "one" appear on the note?
3. Where is the serial number on the note?
4. What colour is the serial number?
5. What animal is on the back of the note?
6. What is the animal doing?
7. How many people appear on the back of the note?
8. What words appear near the top on the back of the note?

Sometimes we are so familiar with something that we don't really see it anymore. The purpose of these next exercises is to help us see the community again and think about how we can help.

Part 2

Families

LARGE GROUP ACTIVITY

Facilitator Instructions: Draw 3 boxes on a large piece of paper. Label the boxes 'very poor', 'poor', and 'rich'. Have the group describe what a family that fits each label would be like. Ask them to consider things such as:

- Type of housing
- Food
- Livestock
- Land
- Clothing
- Education
- Job

Once this is completed, ask the class to estimate what percentage of people in their community are in each of the 3 boxes:

Example:

Rich (5%)	Poor (75%)	Very poor (20%)
Stable house, plenty of rice and clean clothes. They have a television, motorbike, DVD player, cattle, sofa. There is enough food for 3 meals a day with meat. Children are not hungry when they go to study.	They only have a house, nothing inside. Just enough food for one meal a day. Just a few items of clothing. Eat sweet potato leaves.	House is falling down. Eat one meal a day – rice and salt. Not able to eat anything with it.

Community

SMALL GROUP ACTIVITY

Facilitator Instructions: Have the participants work together to create a map of their village. If there are more than 6 people divide into 2 groups and have each group make a map.

If you are training people from more than one community, divide the class so that each group is from one community.

After the map has been completed, have participants mark the following:

- *Where people get their drinking water*
- *Schools, hospitals, markets, health centres, etc.*
- *Important religious places*
- *Places where people get fuel for cooking*
- *Important roads*
- *Recreational areas*

Once the maps are completed, have them compare maps to see what is different and what is similar. If they are from the same community then they can get ideas from each other on things that may have been missed.

Part 3: Story of the 14th Street church

14th Street church was a small, isolated church. Nothing had changed in the last 40 years, and they couldn't imagine why anything would change now. As they drew their map, they were hesitant. Was it okay to include things that they wanted—like a tractor? What about big things that they felt like only the government could do— like a bridge? Since the government persecuted the church, there seemed little hope they would ever do as the church asked. However, with the encouragement of their TCT trainer, the church added even these unlikely dreams to their “flourishing” map.

They hung the map on the church wall. Every Sunday they prayed that God would bring change to the community. Once a month they gathered around the map and asked God to show them what to do next. They were eager to start on a school building, but God seemed to say, “Not now”. Someone also pointed out they had a tractor on the map, so they prayed for a tractor. As they prayed, God showed them they only had a walking path to the fields, so a tractor wouldn't get there. So the church decided to widen the walking path. That year everyone in the village was able to harvest so much more because, with the wider path, they could use a motorbike with a cart attached to haul crops instead of carrying it on their backs. The whole village was so grateful that they gave the church some of the extra profit they made—enough to buy a tractor!

They kept meeting, praying, looking at their map and wondering what to do next. They completed many projects that they had dreamed of—wells, toilets, house repairs. They even took on projects that they never imagined that they could do, including building a bridge. But still no school. Then suddenly one day the government came and built a beautiful school! Amazingly, it was built in the exact spot where they had drawn it on their map! After 5 years, with all their hard work and God's multiplication, they had completed everything on the map. They were already reaching out to neighbouring communities to help them as well.