

**NEEDS AND RESOURCES OF THE COMMUNITY**

**Date:** 05/02

(1 HOUR)

- OBJECTIVES:**
1. Participants will learn how to help people in the community identify their problems.
  2. Participants will know how to help the people prioritize their needs.
  3. Participants will be able to help the people realize that they have most of the resources necessary locally to complete their project.

**OVERVIEW FOR TRAINERS:** The problem survey game is the most important section in this session. Participants must be told beforehand to bring something that represents a need in their community.

METHOD	TIME	KNOWLEDGE
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**Learning Activity:** The purpose of this exercise is to help participants identify problems in their community and choose priorities for action. Participants will also identify resources available locally that can be used to accomplish their priorities and resolve the problems they have chosen to address.

**Before this session begins** ask each participant to collect an object which represents or reminds them of a problem or concern in their community. They should also bring three leaves to be used in voting.

- I. Begin the exercise by giving the instructions in the knowledge column to the group, asking them to put their objects on the "Road to Development."
  
- II. After each participant has placed an object on the "Road to Development," give the instructions in the knowledge column and have them vote.

- I. Instructions regarding objects:  
Imagine a road in front of you that we will call the "Road to Development." On that road are problems that must be overcome if the community is to make progress. The objects you have brought with you each represent one of those problems. One by one, each of you will put your object on the road and explain to the group what your object represents.
  
- II. Instructions regarding voting:  
You should each have three leaves with you. We will now vote to see which of these problems you think are the most significant. You do not have to vote for your own object.

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<p>III. After the vote is complete, have someone in the group count the leaves and identify the four problems that had the highest votes. These four problems will be used in the next section. Read the quote in the knowledge column</p>		<p>III. <u>Two sides to every problem:</u> Just as there are two sides to a coin, there are two ways of looking at our problems. On the one side, we see the needs that our problems produce. On the other side, we see resources that can be used to solve the problems. In our Road to Development exercise, we have identified some needs in our community. Now we will divide into small groups and look at the other side of the coin. We will look for whose resources are available to us to solve our problems.</p>
<p>A. Break into 4 small groups. Assign each group one of the four problems identified in the exercise above, and ask them to discuss the following question. Instruct the group to focus on local resources that are available within the community that can be used to help transform the community into what God intends it to be. Report findings.</p> <ol style="list-style-type: none"> <li>1. What people are available in your community that can help solve the problem your group has been assigned?</li> <li>2. What materials are available locally?</li> <li>3. Where and how can money be found locally for the transformation of our community?</li> </ol>		<p>A. Small group discussion</p> <ol style="list-style-type: none"> <li>1. People who can help: <ul style="list-style-type: none"> <li>- Local leaders and influential people</li> <li>- Government workers. People from the district and county in health teaching, agriculture, sanitation, etc.</li> <li>- Christian organizations</li> <li>- Secular development organizations, i.e. CARE, UNICEF</li> <li>- Committee Members and CHEs</li> </ul> </li> <li>2. Materials available locally: <ul style="list-style-type: none"> <li>- Banana leaves</li> <li>- Rock and sand</li> <li>- Mud blocks and thatch</li> <li>- Water and sun</li> <li>- Trees, timber, and charcoal</li> <li>- Crops and livestock</li> <li>- Materials purchased from nearby market or cities</li> </ul> </li> <li>3. Where and how to find money: <ul style="list-style-type: none"> <li>- Local fund raising events</li> <li>- Proceeds from sale of crops, livestock, etc.</li> </ul> </li> </ol>

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<p>4. What facilities are available that will help the project?</p>		<ul style="list-style-type: none"> <li>- Government or church</li> <li>- Local aid and development agencies</li> <li>- Outside aid and development agencies</li> </ul> <p>4. Facilities available:</p> <ul style="list-style-type: none"> <li>- Local buildings</li> <li>- Schools</li> <li>- Shops</li> <li>- Government offices</li> <li>- Churches</li> <li>- Clinics</li> </ul>
<p>IV. Read the quote in the knowledge column.</p> <p>A. Brainstorm with the whole group: What should you do when the community has a problem you cannot deal with?</p>	<p>5"</p>	<p>IV. <u>Local resources:</u> There are always many problems in a community. Look for what is locally available as resources to meet these needs. Most of what is needed can be found inside the community without looking for outside assistance. Make the best of what you have. Time is a great resource often overlooked. It is always very valuable when members of a community can volunteer their time to assist in meeting needs.</p> <p>A. What to do when you cannot meet the need yourself:</p> <ol style="list-style-type: none"> <li>1. Put the community in contact with people who can help.</li> <li>2. Acknowledge the need of the community.</li> <li>3. Be willing to help as you can.</li> <li>4. Guide the community into projects which are realistic and can be completed.</li> <li>5. Think of small and tangible projects.</li> </ol>

**ATTITUDE:** Facilitators understand that there are many resources available locally to address the problems of a community, and that there is little need for outside inputs. They also understand that most needs are common.

**SKILL:** Participants are able to help a community identify needs and prioritize them. Participants are also able to help a community identify locally available resources to meet those needs.

**EVALUATION:** Facilitators will know participants have learned the content of this lesson when they have helped a community to identify common needs and resources.

**MATERIALS:**

- *Problem Survey Game – Road to Health* handout
- Participants bring something to represent one of their needs.
- Three leaves for each participant to use for voting.
- Newsprint, Marking Pens, and Masking Tape

**PROBLEM SURVEY GAME**  
**“Road to Health”**

1. Divide the village into three groups: men, women and youth and ask each to select one representative for each 15 members of their group. Explain to the villagers that these reps will be responsible to conduct the PROBLEM SURVEY GAME for each of their groups.
2. Before the groups meet, teach the PROBLEM SURVEY GAME to the reps by playing it with them.
3. Meeting with first group, have the group reps first place a "road" on the floor in the center of the group, and then explain that the progress of the village is like a person traveling down this road. This person's journey is sometimes hindered by "trees" which have fallen across the road, making the journey more difficult. In some cases the person can simply step over the trees, but at times he may need to stop and remove the trees from the road before he can move on. The reps should then explain that the purpose of this game is for the group to decide if there are any such problems ("trees") getting in the way of their village's progress, and if so, what they are. To do this, the group should list the problems they feel their village is facing, placing one "tree" (sticks) across the road to represent each one.

Once the group has placed on the "road" all the "trees" it can think of, they should be compared. In the case that any of the "trees" are similar, this should be pointed out to the group, and the similar "trees" should be combined into one "tree" which reflects the overall problem previously represented by the similar "trees." The group reps should also insure that each of the "trees" does represent a problem rather than a solution. For example, if the group indicates lack of a tractor as one of their problems, this should be discussed until the group is able to decide on what the actual problem causing this felt need is.

4. Next the group should discuss the following aspects of each of the problems:
  - a) Who is most affected by this problem?
  - b) What are the consequences of this problem?
  - c) What are the causes or reasons for this problem?
5. Finally, the group should be asked to rate the "trees" according to their sizes. To do this, the group should be given 25 "branches" (leaves), and asked to add the "branches" to the "trees," according to their relative size.

(If there are more than 15 people in any group, they should be divided into subgroups of 15, and #3 through #5 should be done for each of the subgroups. When each subgroup has finished, join them back together, and have them compare their results.)

6. Repeat #3 through #5 with the two other groups.