WHEN HELPING HURTS 6: COMPARING RELIEF, REHABILITATION AND DEVELOPMENT

Date: 06/10

OBJECTIVES: After working through this lesson, participants will be able to:
1. Use the River Crossing Story to demonstrate relief versus development.
2. Compare relief, rehabilitation, and development.
3. Recognize that relief is an immediate, short-term response to a crisis.
4. Explain that over time, relief can lead to dependency.
5. Stress the importance of rehabilitation and development using local people and local resources.

OVERVIEW FOR TRAINERS: This is the sixth lesson adapted from the book, When Helping Hurts, by Steve Corbett and Brian Fikkert. These lessons combine CHE principles with the teaching of this book. The lessons may be used by short-term teams without prior CHE training or by CHEs working on community projects.

METHOD

Role Play: River Crossing Role Play. 25”
Draw two lines with chalk on the floor to be the 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.

---SHO questions----
S = What do you see?
H = What is happening?
O = Does this happen in our place?

Points from the river crossing role play:
- 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 is needed.
- Repetition is important.
- There is more motivation when there is a need.
- Sometimes we only do half the job.
- Doing it for someone doesn’t get the job done.
- Task too great for one person
- 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 is needed.
- You don’t need vast experience to teach someone else.
- The second act shows importance of multiplication.
- Bring out the point that real
COMPARING RELIEF, REHABILITATION, AND DEVELOPMENT

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I. Relief or rehabilitation or development

A. Give out the handout *Relief or rehabilitation or development*. What is happening here? Discuss in large group.

B. Divide into small groups to compare relief, rehabilitation, and development. Work together to answer these questions, and report back:

1. What are relief, rehabilitation, and development?

2. When is this done?

3. How long does this last?

4. Where do the resources come from?

development is helping people to do things themselves and not just doing things for them.

I. Relief or rehabilitation or development

A. What is happening here?

1. A disaster or crisis happened, such as an earthquake or tsunami.

2. The immediate response is relief.

3. When the acute crisis ends, rehabilitation or recovery begins.

4. Over time, development occurs.

B. Compare relief, rehabilitation, and development.

1. What are relief, rehabilitation, and development?

-- Relief is giving immediate, temporary aid after a crisis.

-- Rehabilitation is the recovery process to restore people and their communities.

-- Development is an ongoing process in which people and communities work to improve their lives.

2. When is this done?

-- Relief is done immediately after the crisis.

-- Recovery starts when the immediate crisis is over.

-- Development occurs in normal circumstances, and after recovery from a disaster.

3. How long does this last?

-- Relief is short-term.

-- Recovery lasts longer, but is temporary.

-- Development is an ongoing, continuous process.

4. Where do the resources come from?

-- Relief: Mostly from the outside

-- Rehabilitation: Increasing use of local resources

-- Development: Local resources
COMPARING RELIEF, REHABILITATION, AND DEVELOPMENT

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| 5. Who owns or leads this? | 5. Who owns or leads this? | Relief: Mostly by outsiders
Rehabilitation: Outsiders working with local people
Development: Local people |
| 6. What is the situation? | 6. What is the situation? | Relief: Immediately after a disaster or crisis
Rehabilitation: Recovering from an emergency
Development: Normal situation, or after recovery from a crisis |
| 7. What type of action is taken? | 7. What type of action is taken? | Relief: Do things for people. React to the needs and attempt to cure or fix them.
Rehabilitation: Work alongside the local people to bring recovery.
Development: Enabling, teaching people to do it by themselves, pro-active prevention |
| 8. What is the end result? | 8. What is the end result? | Over time, relief may lead to dependency and exhaustion.
Rehabilitation creates an ability to meet your own needs.
Development creates independence and sustainability |

C. Give out the handout, *Comparing relief, rehabilitation and development.*

II. Applications
   Work in large group.
   A. You are part of a short-term team responding a few days after a major earthquake. What are some principles or applications for you?

   1. You need to provide immediate relief.
   2. Your job is to "stop the bleeding."
   3. You are responding to an immediate crisis.
   4. You will provide much of the leadership and resources at first.
   5. But part of your job is to work with the local people so they can take over.
   6. In a short time, they should take over the leadership.
   7. Don’t do anything for them that

   C. Handout
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<td>they can do for themselves. 8. Work together with the local people whenever possible. 9. Use local resources whenever possible. 10. Work toward rehabilitation and development, led by the local people.</td>
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B. What can happen over time if a team of outsiders continues to provide leadership and resources?

B. Results over time
1. The team may become exhausted and discouraged.
2. The local people may become comfortable receiving aid.
3. The local people will not learn how to meet their own needs.
4. You are blocking the local people from becoming independent.
5. This leads to dependency.
6. This is not sustainable.

References:

ATTITUDE: Relief is sometimes necessary, but it should be immediate and short-term.

SKILL: Participants will know the difference between relief, rehabilitation, and development, and will know some of the risks of giving relief over long time periods.

EVALUATION: Are the participants using the River Crossing Story to teach their neighbors about relief and development?

MATERIALS: - Newsprint, markers, masking tape
- River crossing story handout
- Relief or rehabilitation or development handout

This lesson is used in: Short Term Missions/ When helping hurts and in Disaster preparedness
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 See?
H = What is Happening?
O = Does this happen in Our place?
W = Why does this happen?
D = What will we Do about it?

Do the 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 is needed.
   J. Repetition is important.
   K. There is 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. The task is 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.

The second act shows the importance of multiplication
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<td>Rehabilitation is the recovery process to restore people and their communities.</td>
<td>Development is an ongoing process in which people and communities work to improve their lives.</td>
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<td>When is this done?</td>
<td>Relief occurs immediately after a crisis or disaster.</td>
<td>Rehabilitation begins when the immediate crisis is over.</td>
<td>Development occurs in normal circumstances, and after recovery from a disaster.</td>
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<td>How long does this last?</td>
<td>Relief is short-term.</td>
<td>Recovery occurs over a longer time period but is temporary.</td>
<td>Development is an ongoing, continuous process.</td>
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<td>Where do the resources come from?</td>
<td>Resources mostly come from the outside.</td>
<td>Increasing use of local resources</td>
<td>The local people provide the resources.</td>
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<td>Who owns or leads this stage?</td>
<td>Mostly by outsiders</td>
<td>Outsiders and local people work together, with disaster victims working toward their own recovery.</td>
<td>The local people</td>
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<td>What is the situation?</td>
<td>Emergency situation or disaster. Action is needed to save lives.</td>
<td>Recovering from an emergency or crisis</td>
<td>Normal or ordinary situations, or after recovery from a disaster</td>
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<td>What type of action is taken?</td>
<td>Do things for people. React to the needs and attempt to cure or fix them.</td>
<td>Work alongside the local people to bring recovery.</td>
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