



Rethink Design.

DESIGNING MINISTRIES THAT HELP WITHOUT HURTING

TASK 1: WELCOME & INTRO

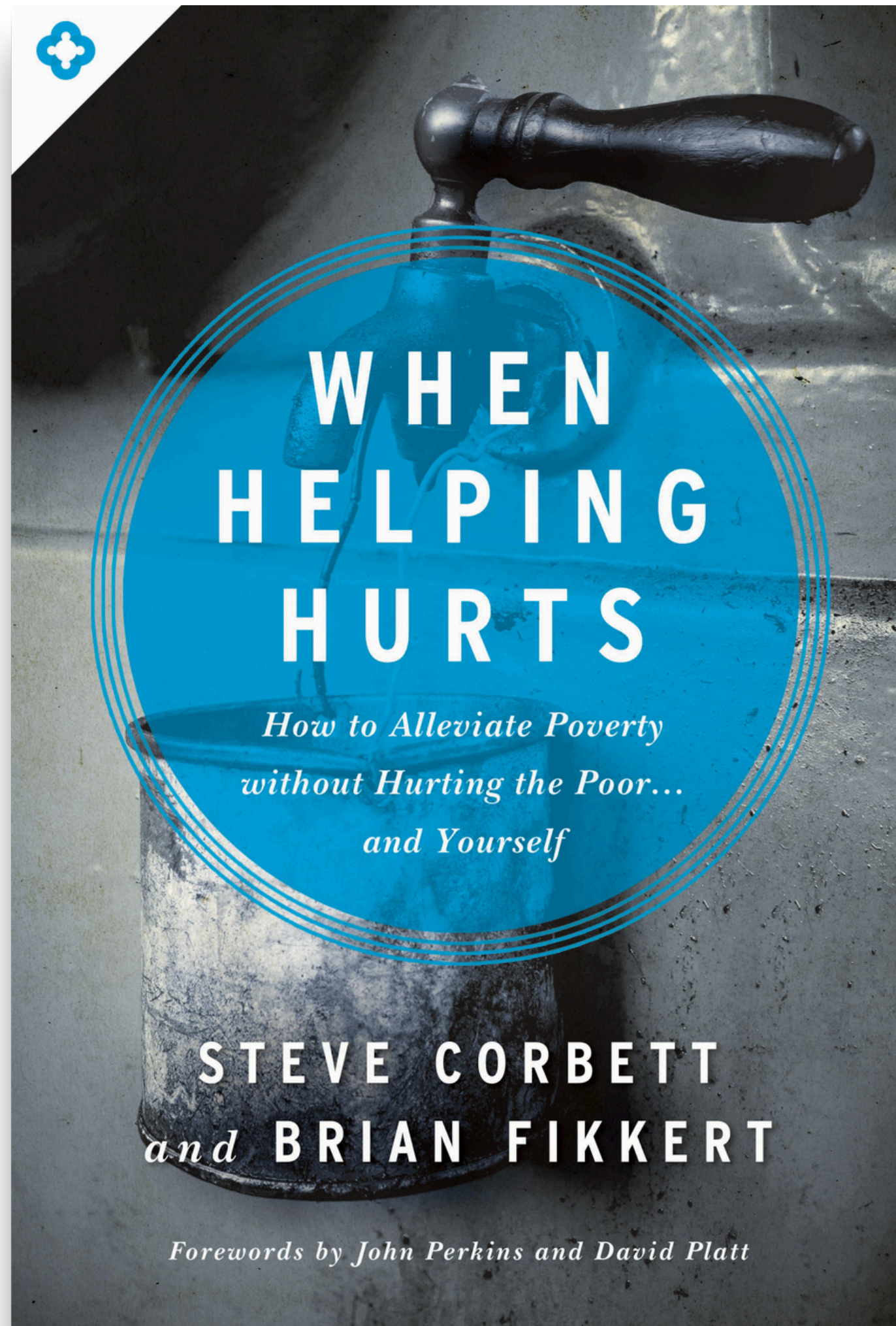
5 minutes

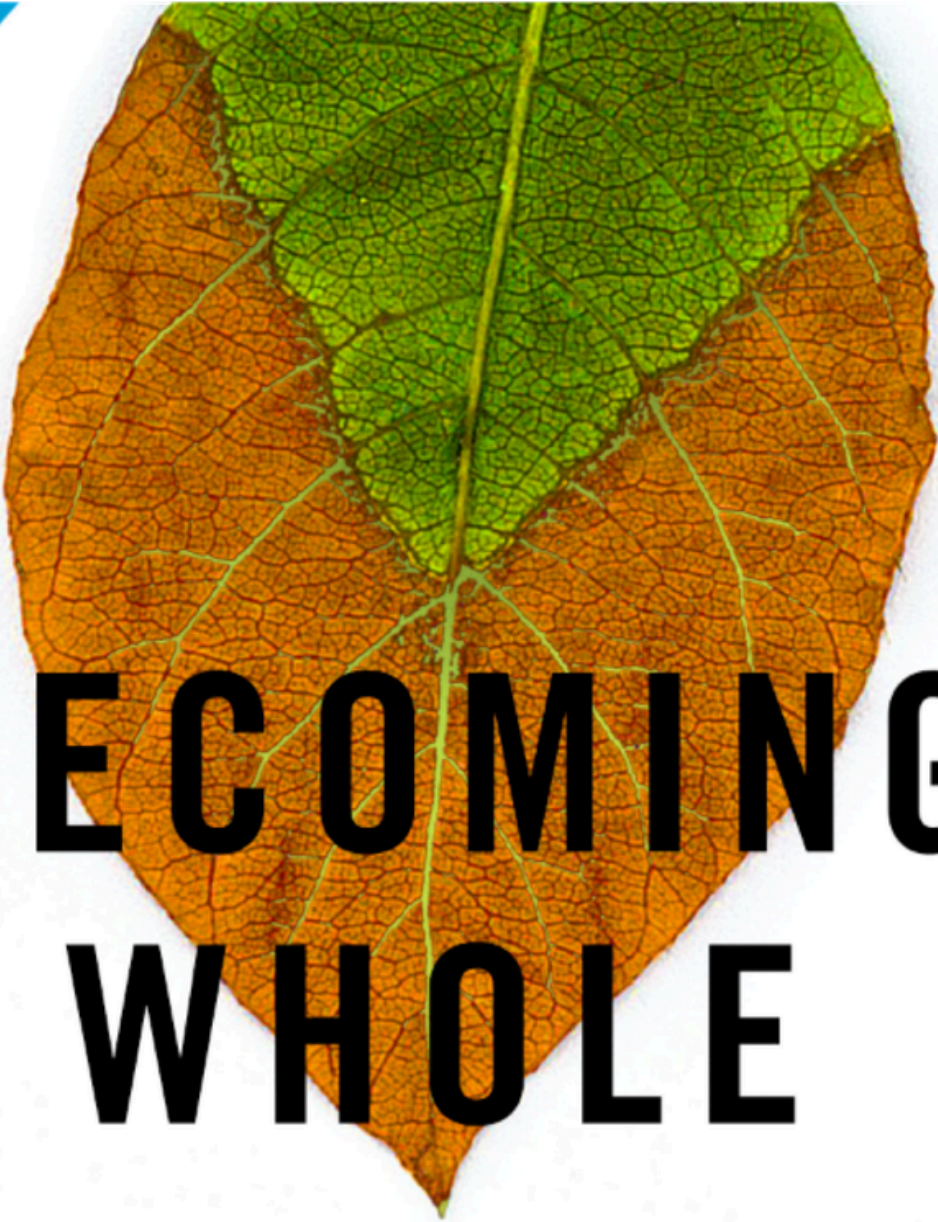


Chalmers helps God's people rethink poverty and respond with practical, biblical principles so that all are restored to flourishing.

MORE ABOUT US:





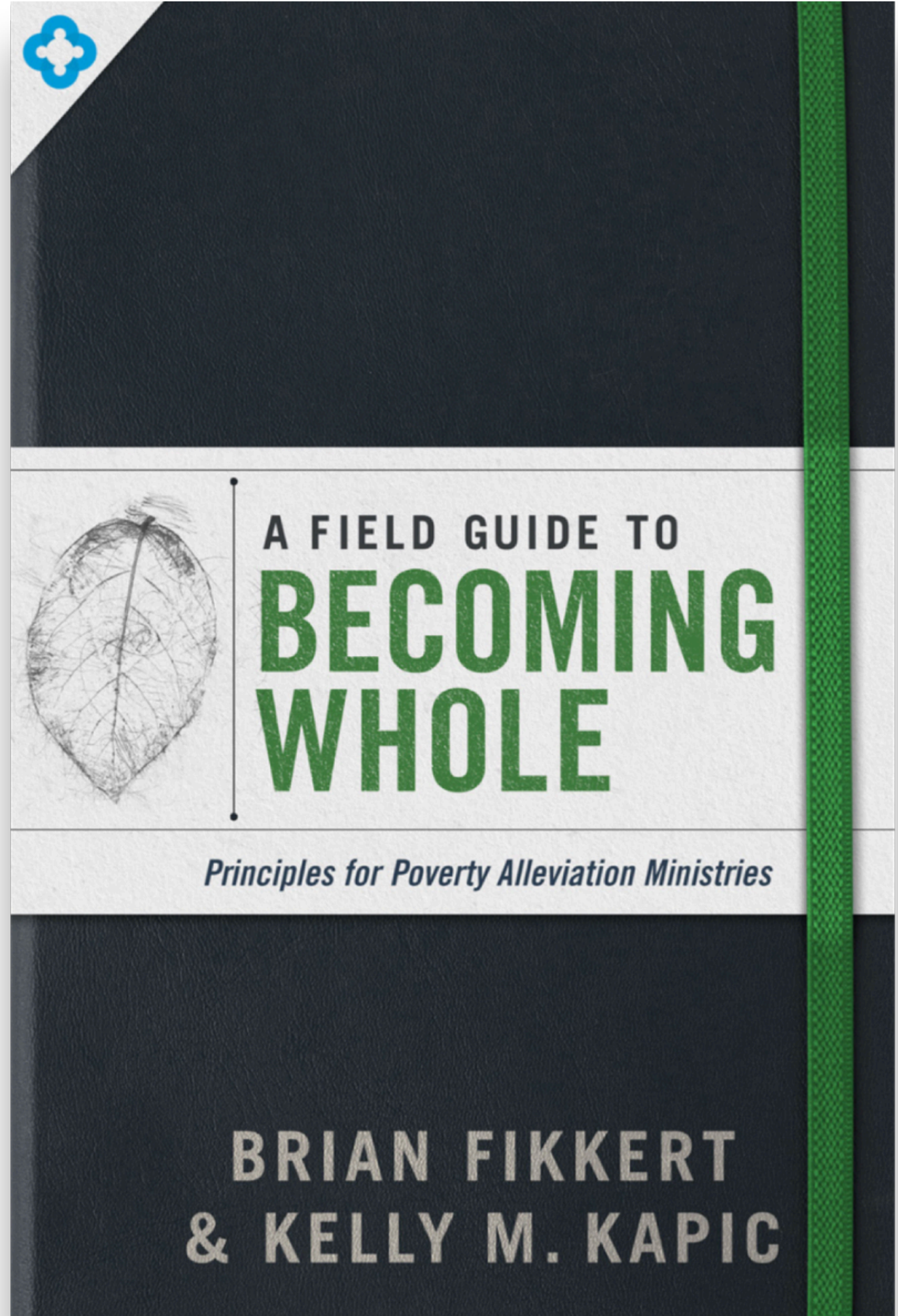


BECOMING WHOLE

WHY THE OPPOSITE OF POVERTY
ISN'T THE AMERICAN DREAM

COAUTHOR OF *WHEN HELPING HURTS*

**BRIAN FIKKERT
& KELLY M. KAPIC**





Training for your ministry

Get the training you and your team need to foster real change in the lives of the people you serve.

United States



FAITH & FINANCES →

Financial Education.

Help people in poverty steward their money well.



INNOVATE →

Community Innovation.

Pioneer creative solutions and bring sustainable change.



WORK LIFE →

Jobs Readiness.

Help low-income people find and keep meaningful work.



AMBASSADORS →

Certification in our Network.

Get certified to represent foundational principles, practices, and tools to better address the root causes of material poverty.



GOALS FOR TODAY'S WORKSHOP

Examine the way we think about poverty
and how our ministries address it

Plan to respond in ways that help all
involved flourish





COMMUNITY

Share tools to form kingdom community

- 1 Christian work must be “rooted in and flow back into” the local church
- 2 Use supportive, gospel-centered groups as much as possible



STORY

Adopt the true God’s story of change for all of life

- 3 Narrate God’s story of change throughout life
- 4 Integrate God’s story of change into technical training
- 5 All ministry stakeholders should “pray without ceasing”
- 6 Use funding sources that permit God’s story of change to be integrated into technical training



PRACTICES

Provide resources in restorative practices

- 7 All stakeholders should treat each other as members of a community that is jointly stewarding the King’s gifts to advance His Kingdom
- 8 The ministry’s marketing and communications should use images and messages that communicate God’s story of change
- 9 Learn from existing “best practices”
- 10 Encourage all stakeholders to give sacrificially
- 11 Use relief, rehabilitation, and development appropriately
- 12 Start by focusing on assets, not needs
- 13 Use participatory rather than blueprint approaches
- 14 All interventions should be pro-work
- 15 Foster whole-person discipleship using adult education training techniques



SYSTEMS

Challenge God’s people to mend broken systems

- 16 Address broken systems by navigating existing ones, creating alternatives, and/or reforming them altogether



PEOPLE

Heal broken people

- 17 Verbally invite nonbelievers to saving faith in Jesus Christ
- 18 Invite materially poor people into the church’s administration of the “ordinary means of grace”
- 19 Help people access physical and mental healthcare



WORSHIP

Engage in spiritual warfare

- 20 All the ministry’s stakeholders need to resist demonic forces by putting on the whole armor of God



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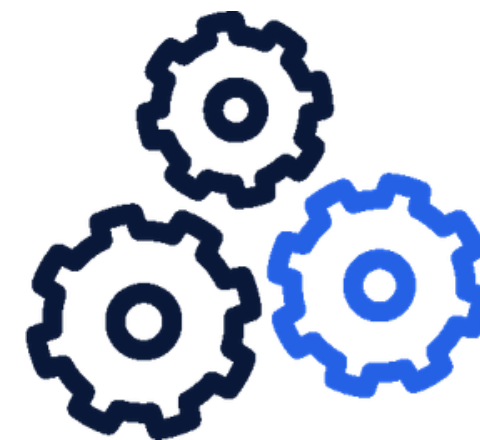
RETHINK POVERTY

TASK 2: CONNECT DESIGNING PROGRAMS WITH GOD'S PLAN OF RESTORATION

15 minutes



This is an
interactive
workshop





There are ways to
help that hurt

A cautionary tale.



There are ways to
help that **hurt**

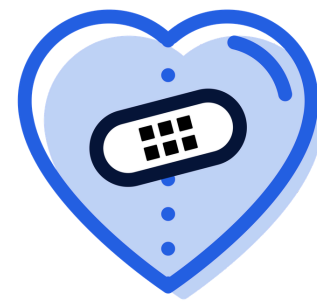
There are ways to alleviate
hurt that don't really **help**



CLOSE YOUR EYES

What is poverty?

Top 5 answers by a group of women in rural
Rwanda living on less than \$2 a day



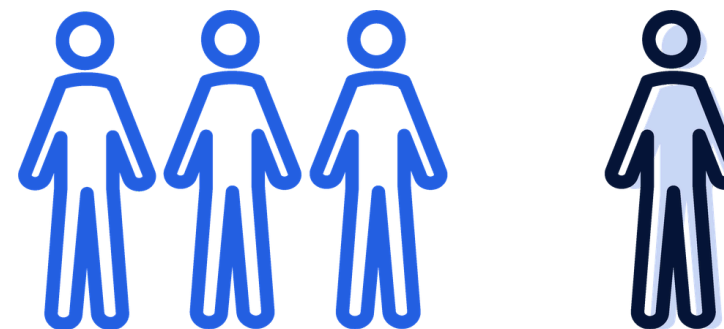
AN EMPTY HEART



NOT KNOWING YOUR
ABILITIES OR STRENGTHS



NOT BEING ABLE TO MAKE
PROGRESS



ISOLATION



NO HOPE OR BELIEF IN
YOURSELF



There are ways to
help that **hurt**

There are ways to alleviate
hurt that don't really **help**

When we reduce poverty to **only**
physical needs, we reduce **people**.



{When we reduce poverty to **only physical needs**, we reduce **people**.}

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A TOO-SIMPLE VIEW OF POVERTY

{There are ways to **help** that **hurt**}

+

**A SAVIOR COMPLEX THAT
BELIEVES WE KNOW THEIR NEEDS
BETTER THAN THEY DO**

{There are ways to alleviate **hurt** that
don't really **help**}

=

**INTERNALIZED DISCOURAGEMENT
AND INFERIORITY**

FLOURISHING FOR NO ONE





POVERTY ALLEVIATION IS RECONCILING RELATIONSHIPS.

**A PROCESS IN WHICH PEOPLE—BOTH THOSE STRUGGLING
WITH MATERIAL POVERTY AND THOSE WHO AREN'T—MOVE
CLOSER TO HEALED RELATIONSHIPS WITH GOD, THEMSELVES,
OTHERS, AND THE REST OF CREATION TOGETHER.**

1 MINUTE



Write in your workbook:

The name of the ministry you will **rethink** today

2 MINUTES



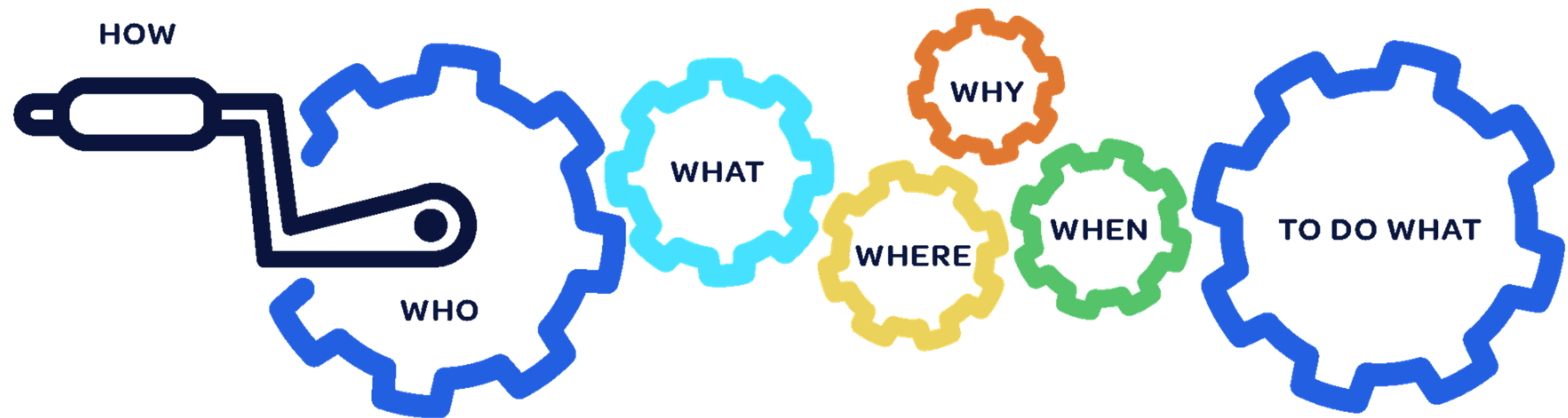
Share with one person you don't know:

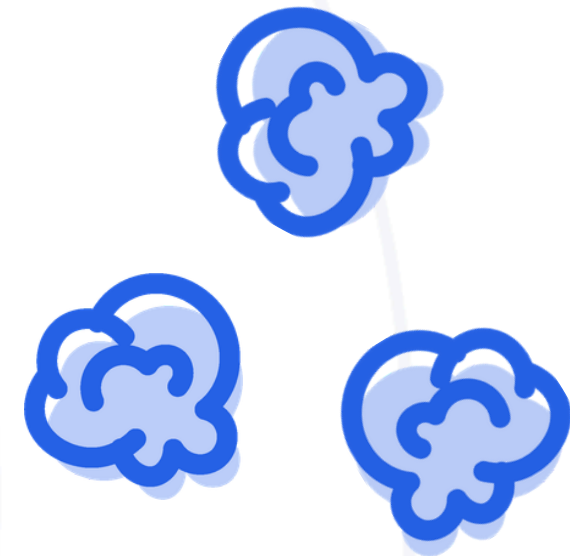
- Your name
- A 30 second description of the ministry that you wrote down

TASK 3: Introduce Rethink Design

5 minutes

THE Rethink Design FRAMEWORK





Giving you a
taste of doing
something at
each step...
like eating
popcorn!

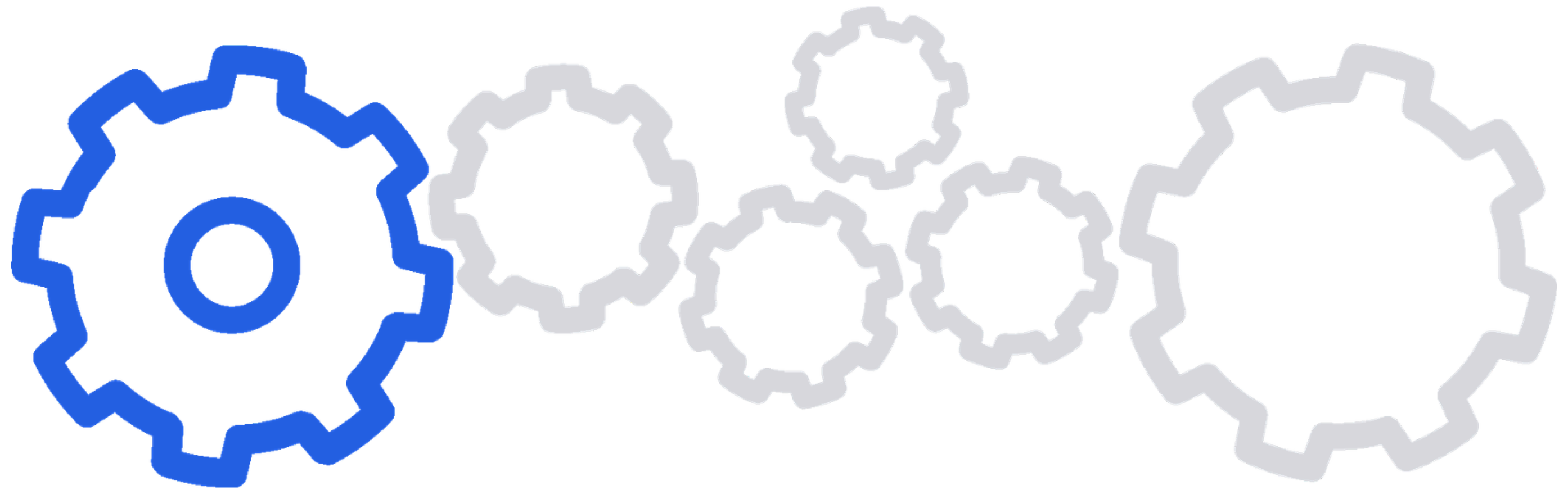


Write questions
on **sticky notes**
or share them
with us.

TASK 4: WHO | THE PEOPLE

15 minutes

WHO | THE PEOPLE



People are at the heart of God's design *and* our designs. This gear should reflect a deep understanding of all the stakeholders—not just those the ministry or program is “serving.”

Broad questions to ask: **Who will be involved in building, running, and participating in this program? What experience and relationships are they bringing?**

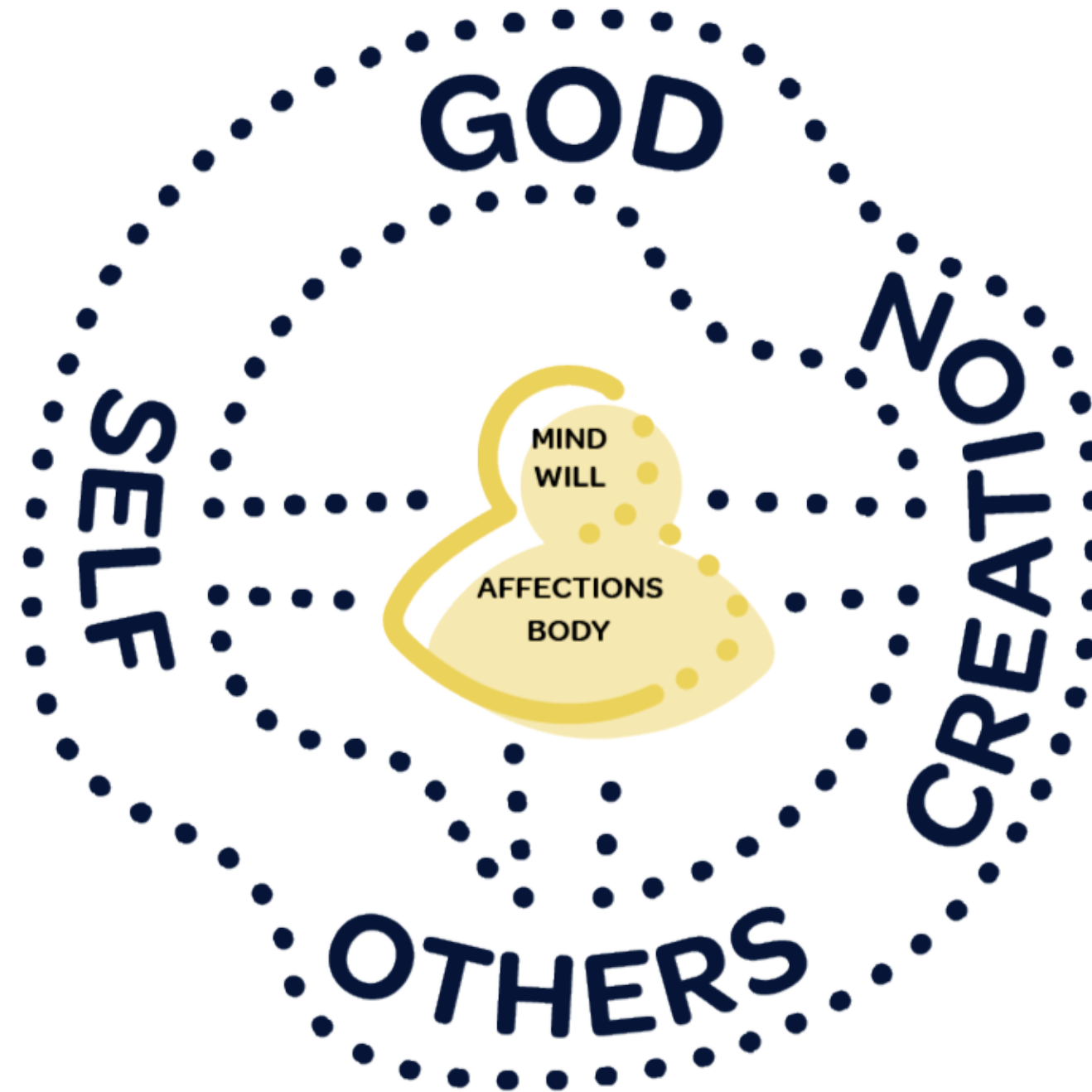


WHO | THE PEOPLE





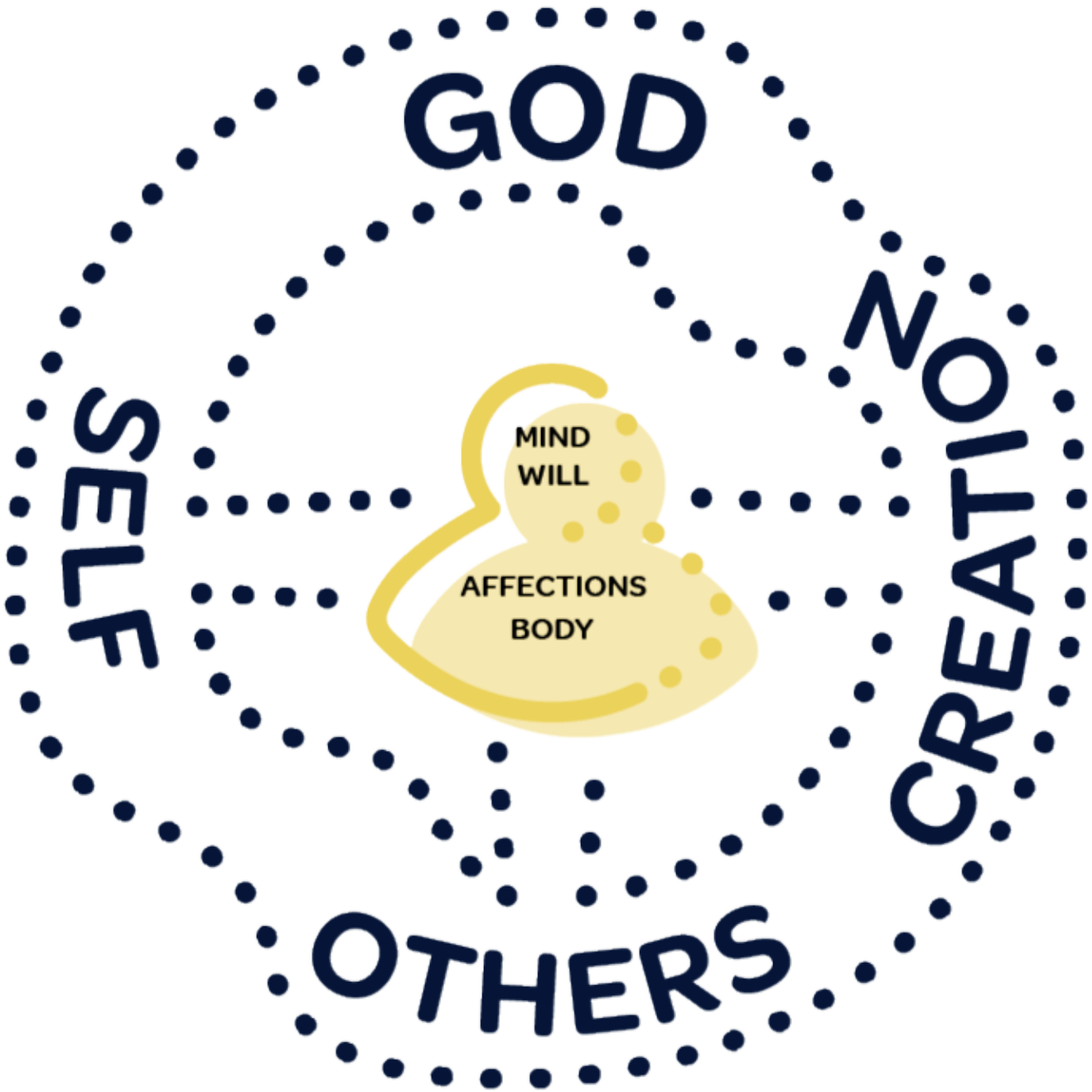
WHO | THE PEOPLE



WHO | THE PEOPLE

Poverty of Spiritual Intimacy

Poverty of Being



Poverty of Stewardship

Poverty of Community

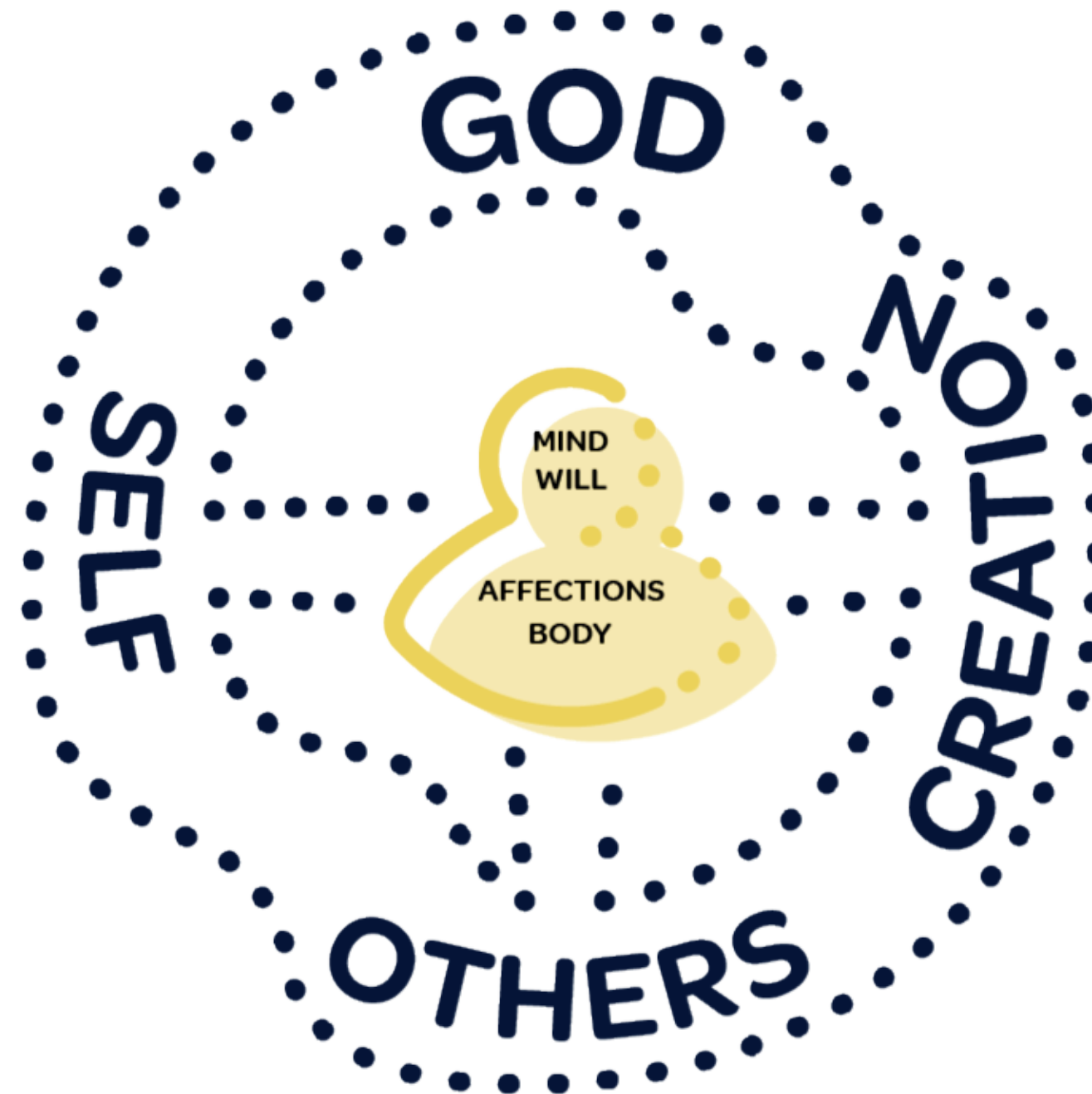


WHO | THE PEOPLE

Hopelessness

Shame / Despair

Unemployment;
Environmental Issues



Isolation; Survival Mentality

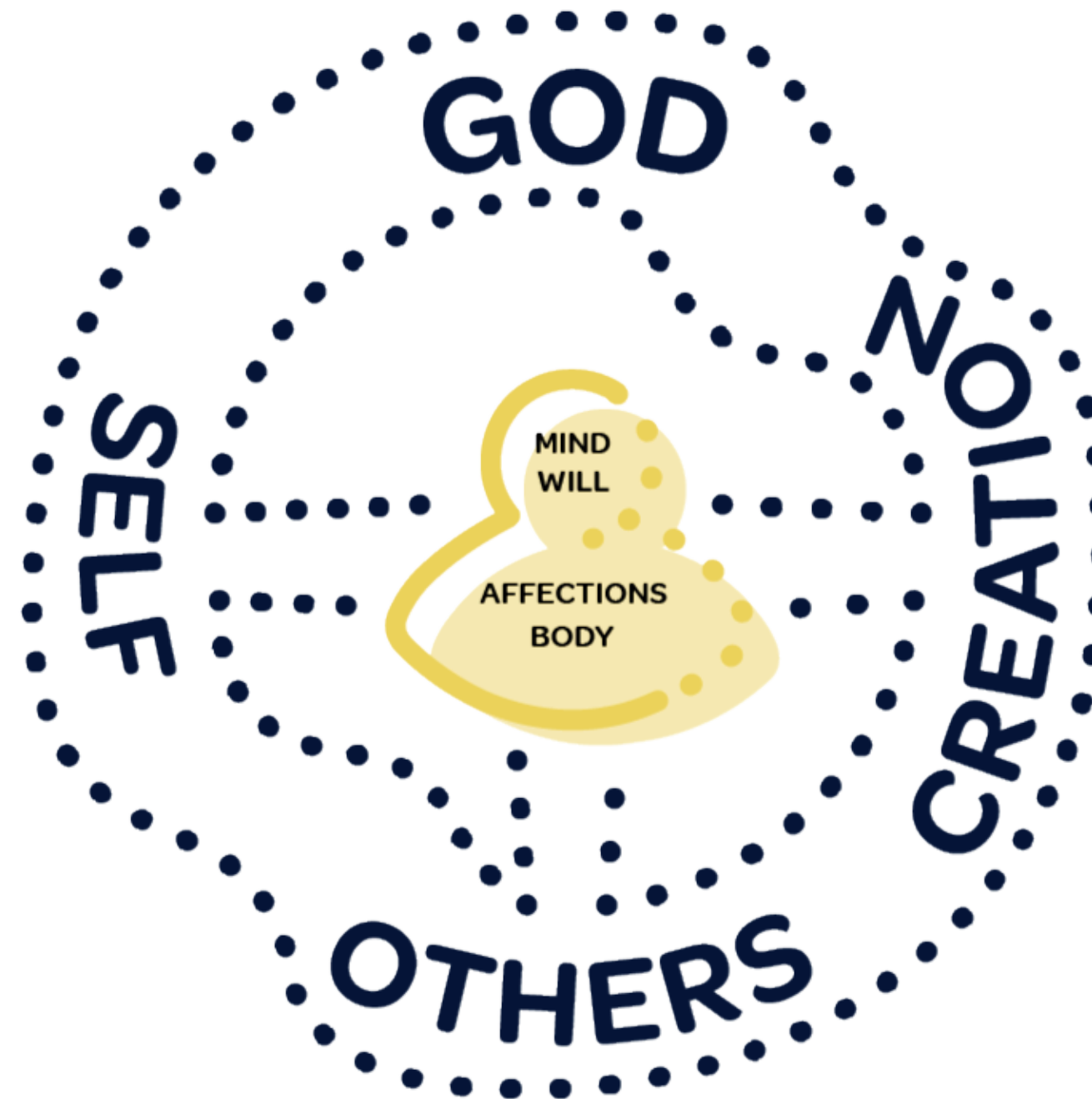


WHO | THE PEOPLE

Practical Unbelief; Irrelevance

Pride;
God-complexes

Workaholism;
Consumerism



Individualism;
Instrumentalism





Programs should
benefit and *change*
everyone involved

CREATE 7 WORD SUMMARIES OF STAKEHOLDERS IN OUR PROGRAMS



Get in **small groups** of 3-4.

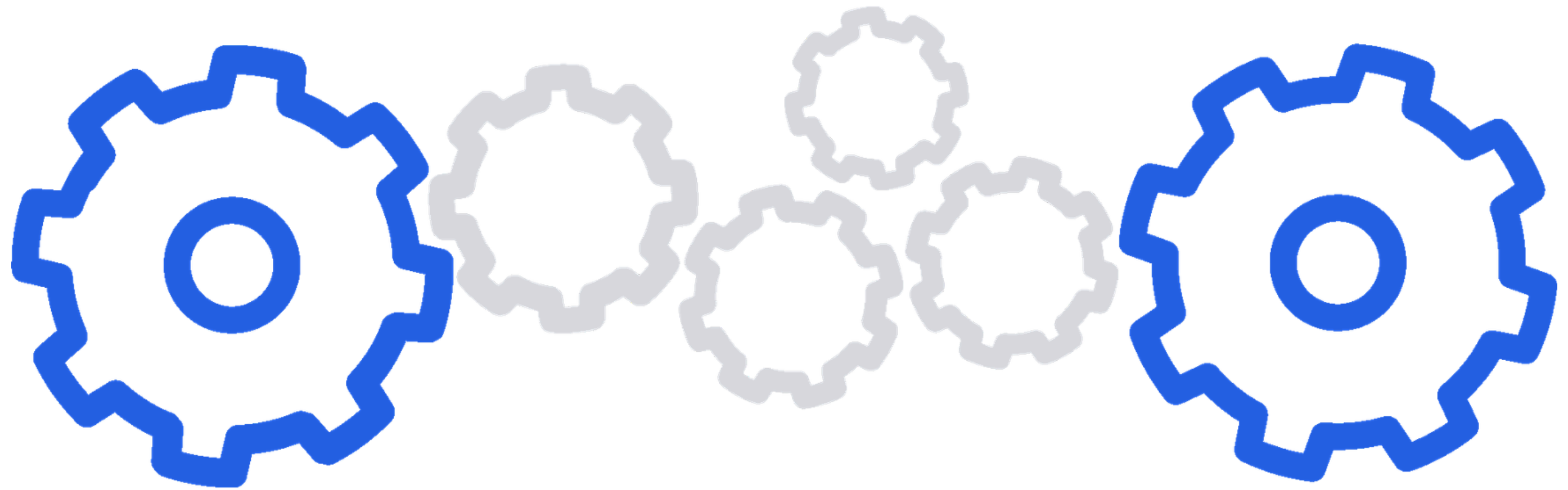
Summarize **who** your participants, volunteers, and staff/leaders, and donors/partners are by **writing** 7 words about each group.

When everyone has finished, choose one category each to **share** about with your group.

TASK 5: TO DO WHAT | THE GOAL

20 minutes

TO DO WHAT | THE GOAL



This gear needs to articulate the restoration that we're aiming for and what that restoration looks like in action.

Broad questions to ask: What should people be able to *do* after completing this program? How does this goal fit into God's larger plan of restoration?





What does it look like to flourish?





Flourishing is the
final step of God's
Big Story:
Restoration

We want participants in our ministries
to work towards flourishing

and

to live like people who have that hope



What does restoration look like in action?

WHAT DO WE WANT PARTICIPANTS TO DO?

How does that encourage hope in future restoration?

HOW DOES THIS ACTION LEAD THEM FURTHER INTO GOD'S BIG STORY?



IN YOUR WORKBOOK, WRITE THE ANSWERS
TO THESE QUESTIONS:



Through participating in this ministry, people will be
equipped to do...*what?*

How will this enable them to better understand that God's
big story is also their story?



REFINE OUR GOALS BY ASKING AND RECEIVING QUESTIONS

Find someone else and take 30 seconds. In that time, **share** who your participant is, what your goal is, and how it fits into God's story of change. They will ask 1 question. You will not respond. Take another 30 seconds and repeat the process for the other person.

Share:

- The answers you wrote in your workbook

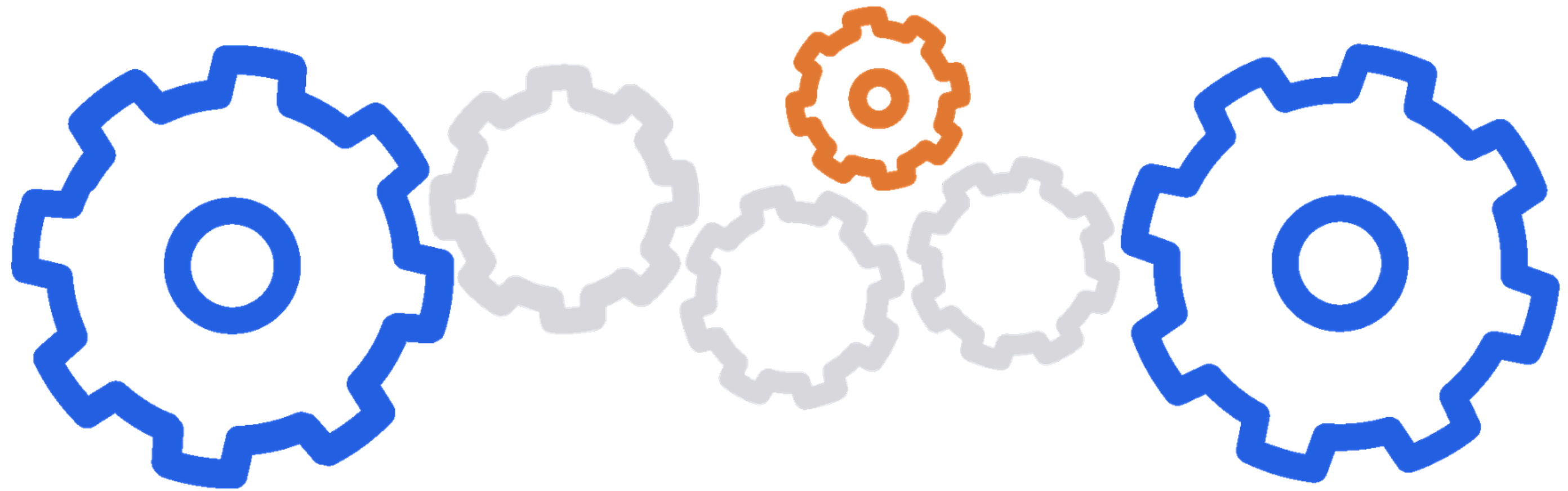
Respond with one question prompting them to think about how they can:

- Make their goal more action-oriented
- Better envision how their goal fits in God's larger story of change

TASK 6: WHY | THE SITUATION

15 minutes

WHY | THE SITUATION

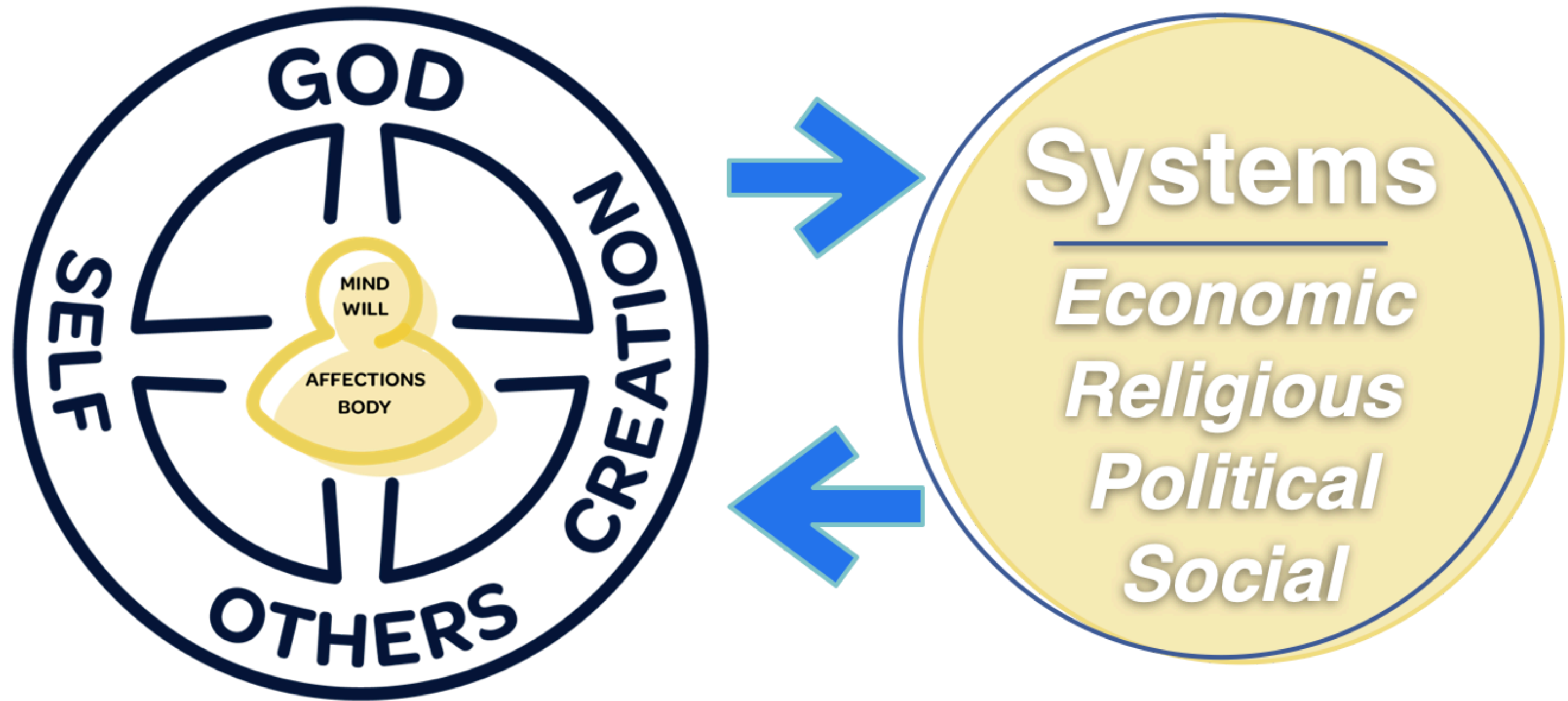


In order to see the action we are aiming for, we need to understand why it isn't already happening, what assets we have available, and what challenges we will face.

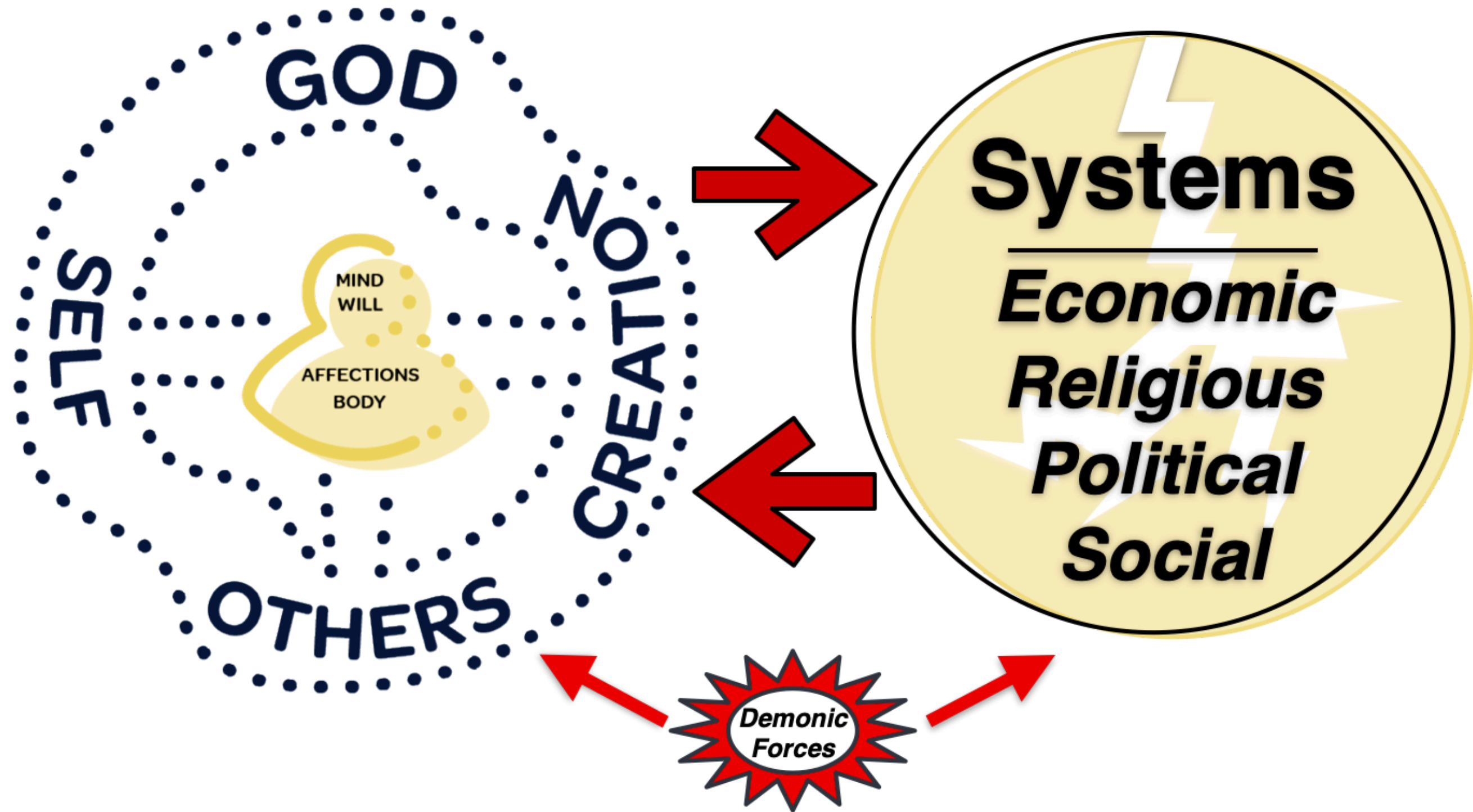
Broad questions to ask: What is keeping participants from achieving the **goal**? What false story of change is this program challenging?



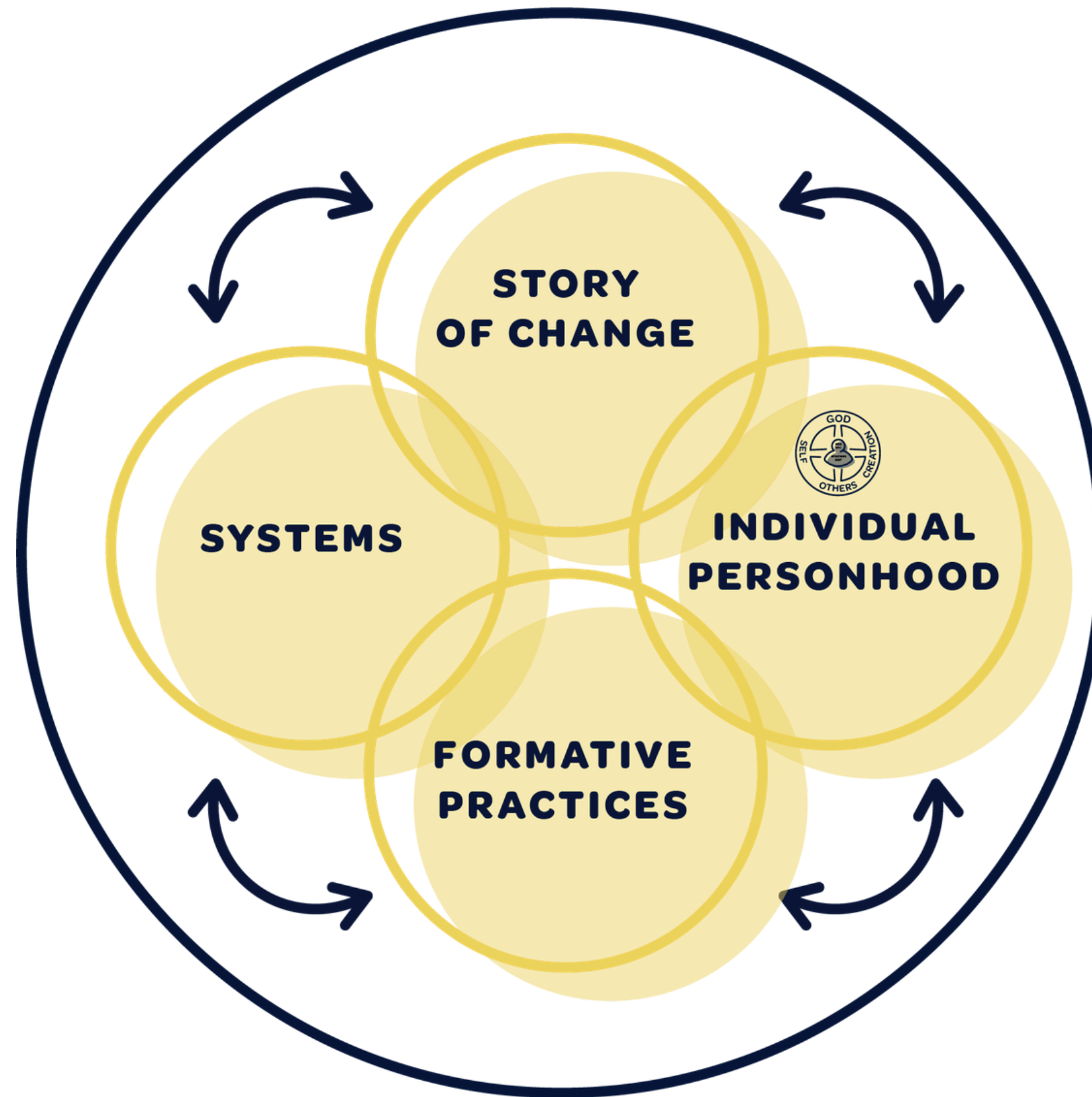
WHY | THE SITUATION



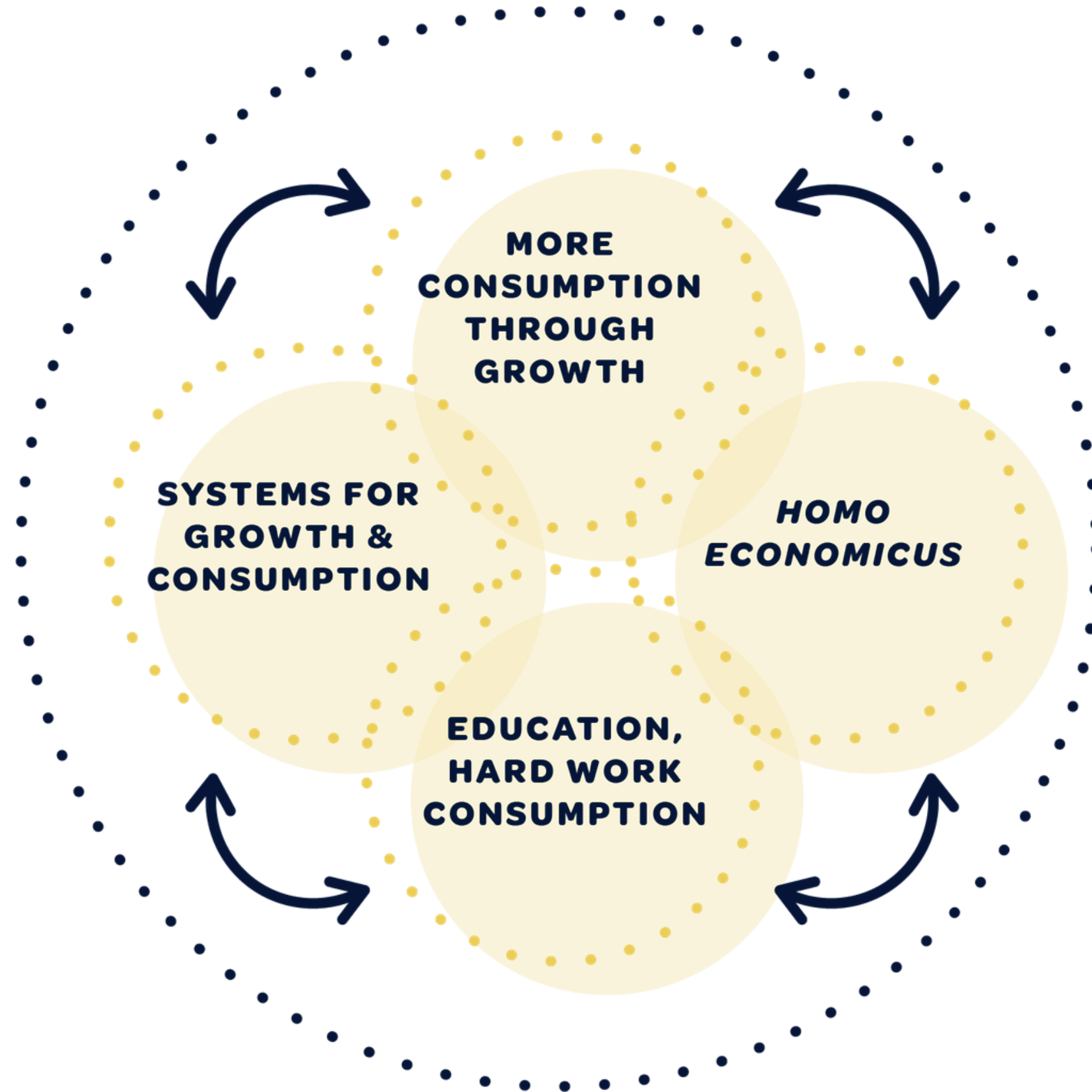
WHY | THE SITUATION



WHY | THE SITUATION



WHY | THE SITUATION





WHY IS THE
EXPERIENCE AND
REALITY OF THE
WHO

3 MINUTES



Turn to a neighbor and share:

What are some false stories of change that
you have encountered?

IDENTIFY THE FALSE STORY OF CHANGE



In your workbook, write down the **false story of change** that your ministry is trying to or best positioned to address



IDENTIFY BROKEN RELATIONSHIPS KEEPING PROGRAM STAKEHOLDERS FROM SUCCESS

Choose one category from the WHO activity (*participants, volunteers, staff/leaders, donors/partners*). Write or draw some challenges they experience in their relationships with God, themselves, others, and the whole of creation.

GOD



SELF

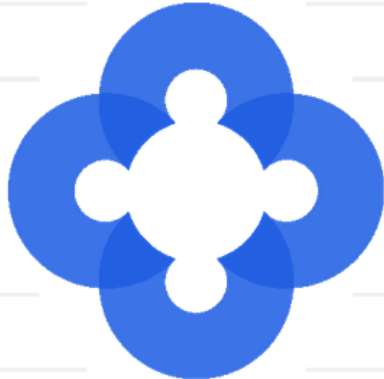


OTHERS



CREATION





TASK 7: WHEN | THE TIME

10 minutes

1 MINUTE



Think for a moment:

- When have you made some **changes** in your life to achieve a goal?
- **How long** did it take you to make those changes?

WHEN | THE TIME



This gear is focused on making sure our goals are achievable. Being realistic about how much time restoration will take is important to set our ministries up for success.

Questions to be asking at this stage: How much time will it take for our **who** to achieve our **goal**? How much time do we actually have?

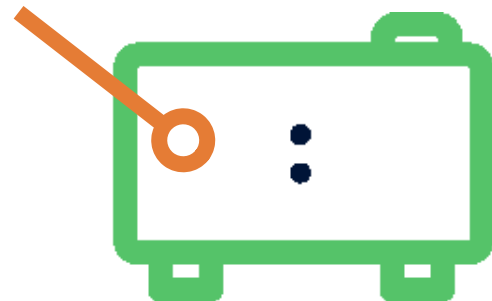




CREATE A TIMELINE OF CONTACT POINTS IN YOUR MINISTRY

In your workbook, write down each point of contact you have with your participants below the green clocks. Then use the clocks to write the amount of time that point takes. On the green lines in between the clocks, write how much time passes between those points of contact.

THE TIME YOU
HAVE WITH
PARTICIPANTS
AT EACH POINT
OF CONTACT

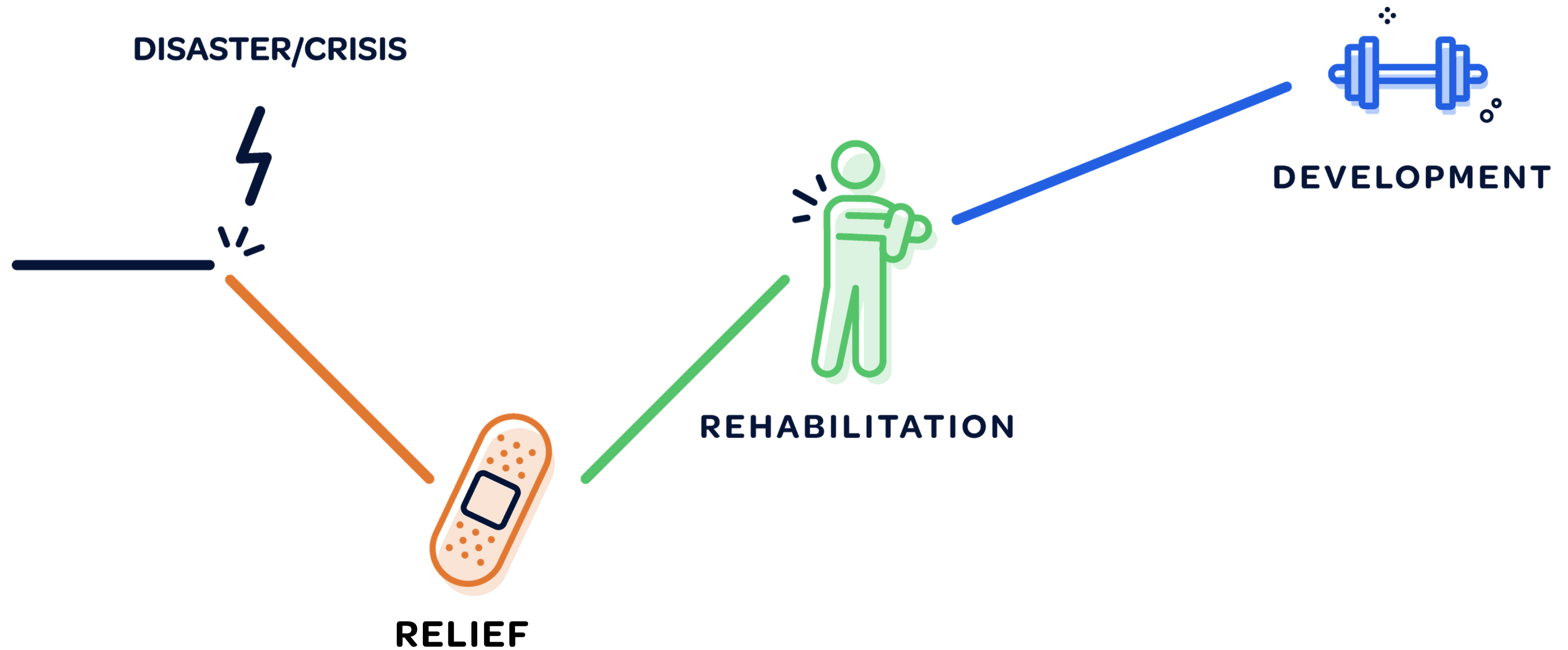


THE TIME THAT PASSES BETWEEN
WHEN YOU SEE PARTICIPANTS



A DESCRIPTION OF
WHAT YOU DO WITH
PARTICIPANTS WHEN
YOU ARE WITH THEM

Do the people you are serving primarily need relief, rehabilitation, or development?



- **Development** “is a process of ongoing change that moves all the people involved—both the ‘helpers’ and the ‘helped’—closer to being in right relationship with God, self, others, and the rest of creation.”

When Helping Hurts, p. 100



MARK THE POINTS OF RELIEF, REHAB, AND DEVELOPMENT

Use the symbols in your workbook to mark each point of contact as relief, rehabilitation, or development. Then count how many there are of each and write the number in your workbook.



REHABILITATION



**COUNT HOW MANY OF EACH SYMBOL
YOU HAVE AND NOTE IT IN YOUR
WORKBOOK**

REFLECT

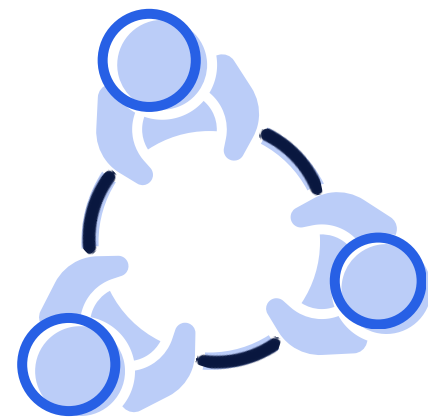


Take a moment by yourself to answer the questions in your workbook. You won't be asked to share these reflections with anyone else.

TASK 8: WHERE | THE SPACE

10 minutes

Types of Assets



PHYSICAL



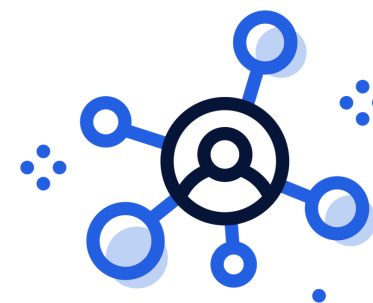
NATURAL



SPIRITUAL



ECONOMIC



SOCIAL



HUMAN



WHERE | THE SPACE



If “the medium is the message,” we need to be intentional about what we are communicating with the environment in which our programs take place.

Questions to be asking at this stage: What assets and challenges are presented by the space in which this program takes place? How can we use the space to facilitate restoration?





**ALL ADULTS NEED SAFETY,
RESPECT, INCLUSION,
RELEVANCE, ENGAGEMENT,
AND IMMEDIACY TO LEARN—
AND ALL OF THOSE START
WITH THE ENVIRONMENTS
WE CREATE**

ANALYZE HOW A SPACE WORKS TOWARDS OR AGAINST RESTORATION OF RELATIONSHIPS



By yourself, **read** the questions in your workbook.
Then, **think** about the space(s) where your ministry
program happens and **jot down** thoughts about
what you remember.

What do you **notice** that helps meet your goals?
What could be **improved**?

DRAW A SIMPLE DIAGRAM

MAP YOUR SPACE

TYPES & EXAMPLES OF ASSETS

PHYSICAL

buildings
meeting spaces
tables
chairs
pews
equipment
flip charts
TVs
computers

NATURAL

parks
plants
trees
rivers
lakes
fountains
gardens

SPIRITUAL

churches
ministries
places of prayer
sacred spaces
mentors

ECONOMIC

ministry budget
participant fees
donations
recycled items
local businesses

SOCIAL

schools
hospitals
clinics
government offices
informal networks

HUMAN

you!
participants
volunteers
people's skills
people's knowledge
the ability to work
good health



inclusion

safety

growth



- How does the space foster inclusion, safety, growth, respect, dialogue, and engagement?
- What gaps or needs did you identify?
- What other community assets could help you fill some of the gaps?

respect

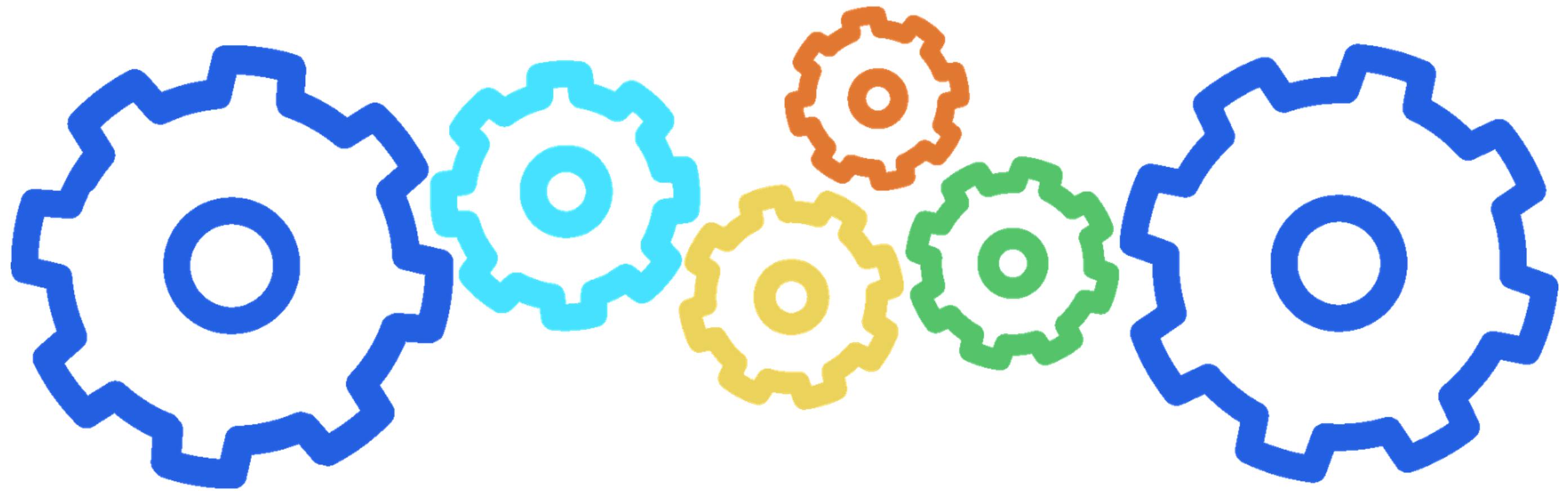
dialogue

engagement

TASK 9: WHAT | THE TOOLS

15 minutes

WHAT | THE TOOLS



Knowledge, skills, and motivation are all necessary for achieving lasting change. This gear is an opportunity to hone your content and ensure it is all contributing to your goal.

Questions to be asking at this stage: What knowledge, skills, and attitudes/beliefs does our **who** need to learn to succeed in the **goal**?





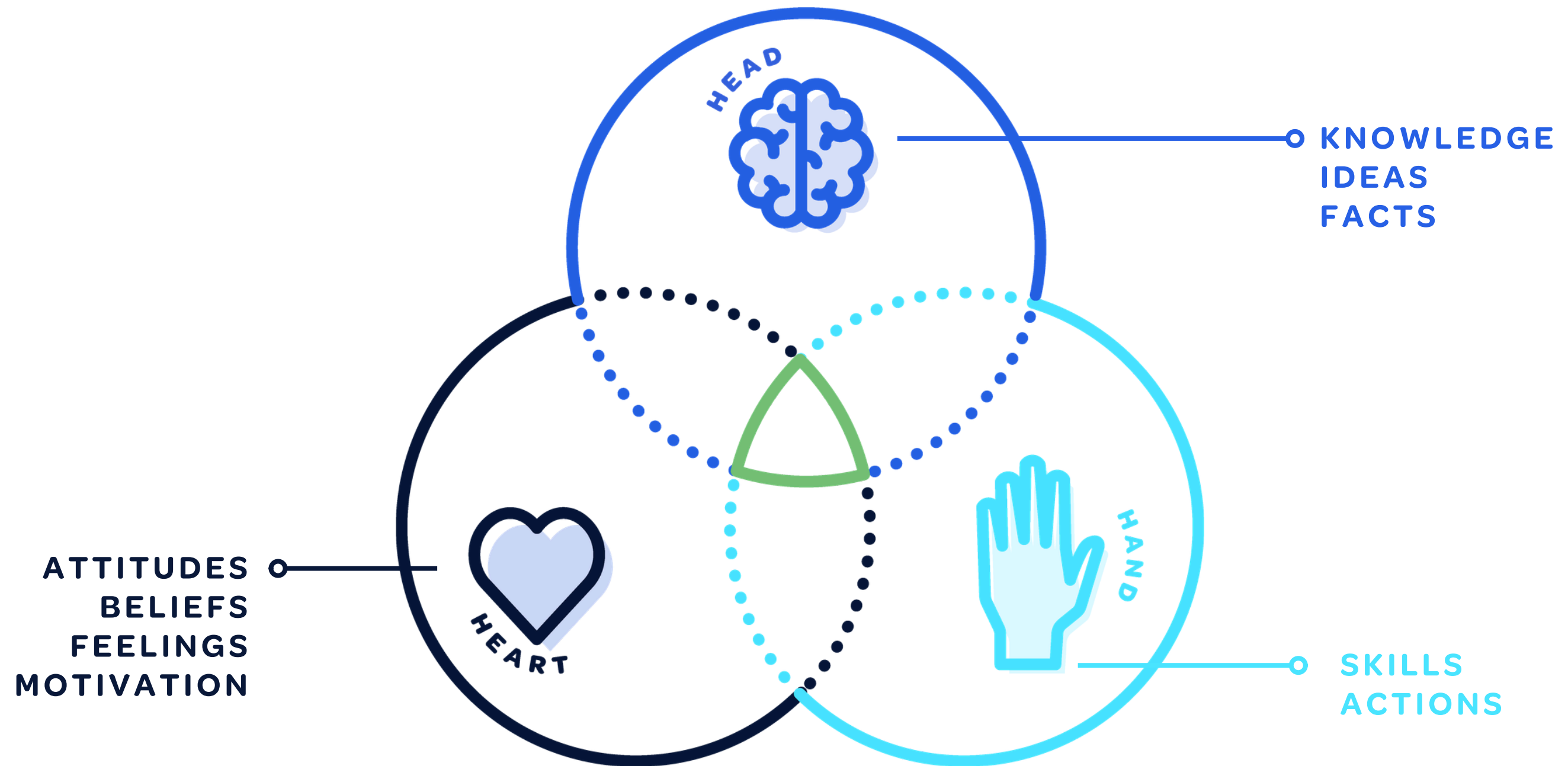
HEAD - KNOWLEDGE

HEART - ATTITUDES/BELIEFS

HANDS - SKILLS



Transformation happens when our heads, hearts, and hands are all working together.



WORKBOOK SWAP



Write your **TO DO WHAT** goal in the center of your workbook page. Then **swap** workbooks with someone who is unfamiliar with your ministry.

In your borrowed workbook, write down all the **knowledge, skills, and attitudes** you think you would need to succeed in the written goal.

DISCUSS

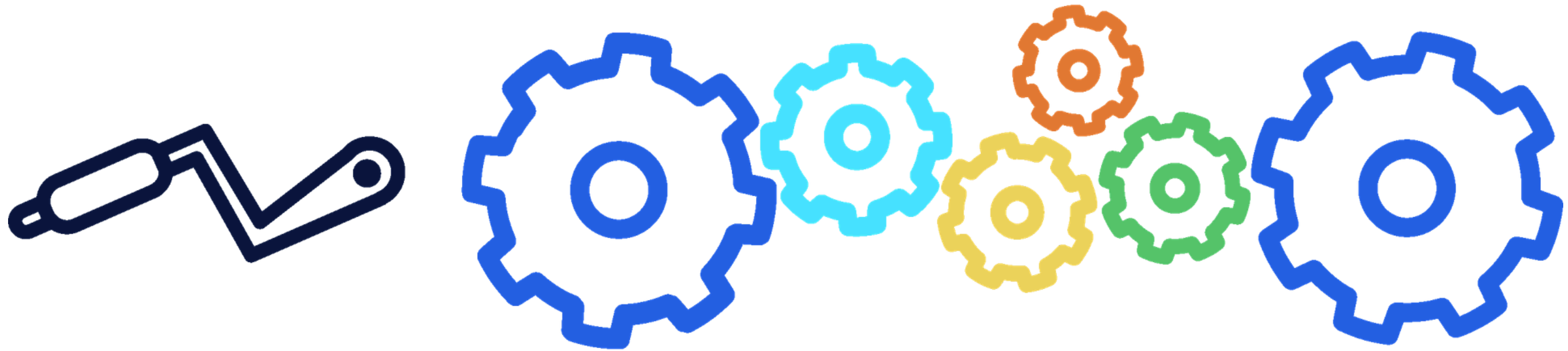


Share what you wrote—and why—with one another. Discuss the questions in the workbook for each of you.

TASK 10: HOW | THE EVIDENCE

15 minutes

HOW | THE EVIDENCE



We've assembled all of the pieces of our program. But the last bit is thinking about **how** we will turn the gears. In our analogy, we need a crank or handle to turn everything else. The crank is the **evidence** that learners have mastered what they need to achieve the goal.

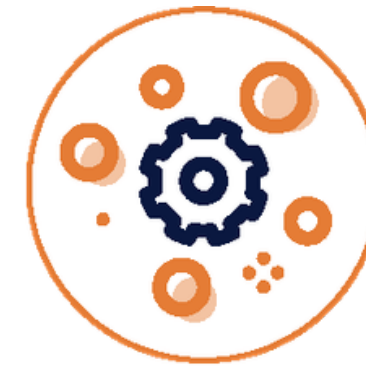
Questions to be asking at this stage: How will we—facilitators and learners—know what learners know? What evidence will demonstrate that a skill has been mastered, an attitude shifted, or knowledge has been internalized?





COMMUNITY

Share tools to form
kingdom community



SYSTEMS

Challenge God's people to
mend broken systems

Ministry Design



PRACTICES

Provide resources in
restorative practices



Principles



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change for all of life



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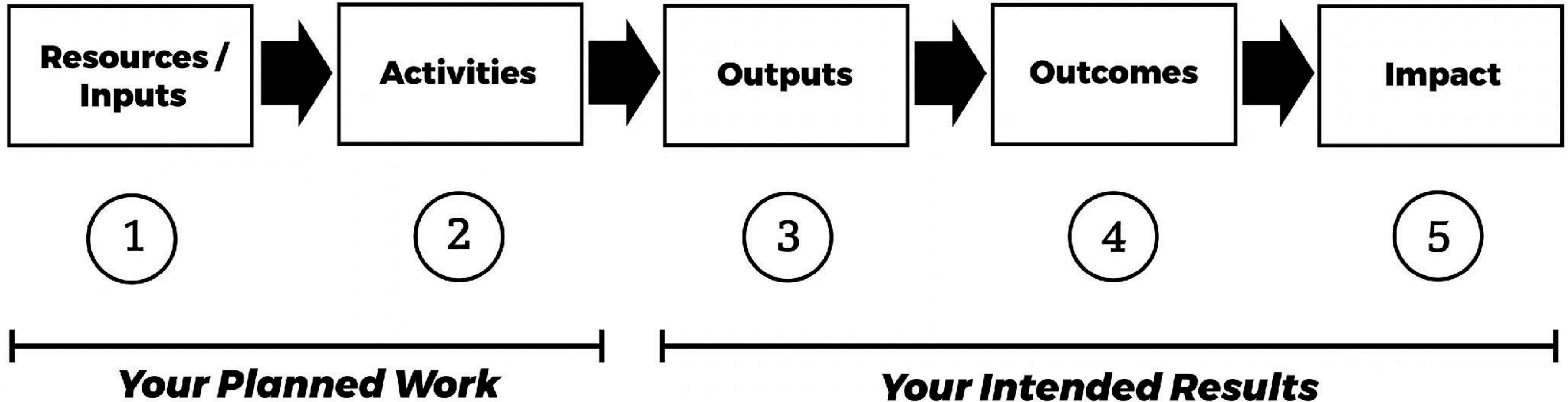
- 20 All the ministry’s stakeholders need to resist demonic forces by putting on the whole armor of God



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RETHINK POVERTY

Example of A Logic Model



CONSIDER EVIDENCE FOR YOUR PARTICIPANTS



Choose one of the tools you identified in the previous step and **write** it in the box in your workbook. **Circle** whether it is head, heart or hands (or more than one!). Then **gather in groups of 3-4** and **discuss**: How might you see evidence that participants have integrated this tool into their lives?

If there is time, each member of your group may do multiple tools.

CONSIDER EVIDENCE FOR YOUR MINISTRY



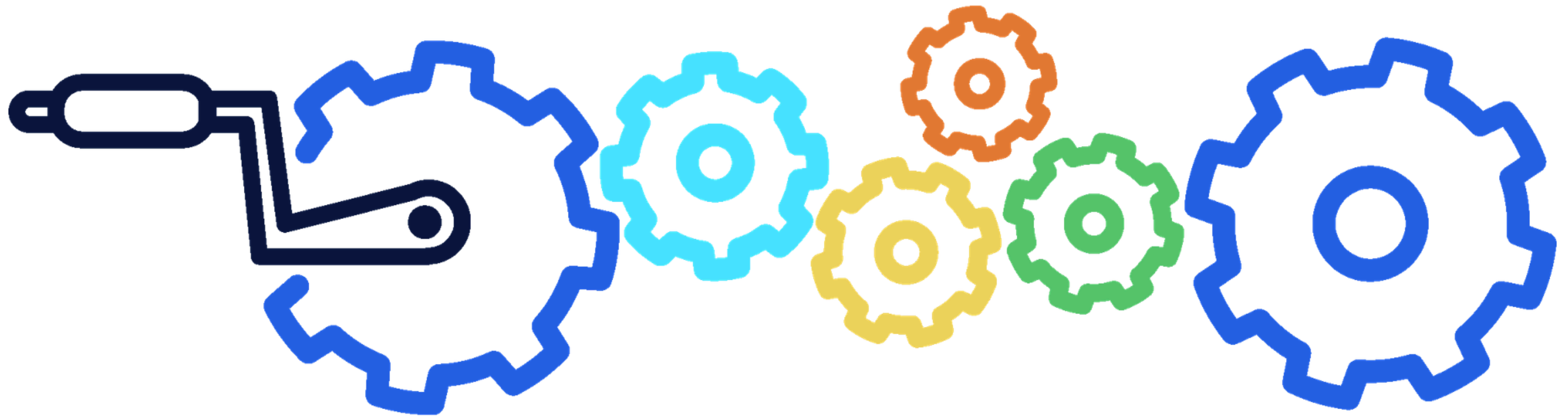
The Ministry Design Principles are evidence that your ministry is living into God's Big Story.

Use the ministry design checklist in your workbook to **rate** how well your ministry does in the different areas for each of your stakeholders.

TASK 11: HOW | THE EQUIPPING

5 minutes

HOW | THE EQUIPPING



To attach the crank to our gears, we need to look at the ways you will **equip** participants to learn the content and provide the evidence you identified in the last step.

Questions to be asking at this stage:

- How does the act of “doing”—rather than just listening—create transformation?
- What ministry activities will help participants grasp new ideas and practice applying them to their own lives?



THE 4 A'S





ANCHOR the
content within
the learner's
experience



ADD new
information



Invite the
learner to
APPLY the
content by
practicing the
skills right
now



Ask the
learner to
decide what
they will take
AWAY and
how they will
use this
learning in the
future

EVIDENCE:



What can participants think about or do to immediately connect these ideas to their own lives and experiences?



**What concepts, skills, or behaviors do participants need to know?
How can I introduce these in engaging ways that help them see their immediate value?**



**What can participants do to practice these concepts, skills, and behaviors in a safe environment
where they can test them out and get feedback?**



What can participants do to commit to putting these ideas into action in their own lives?

STEP 1: BUILD A SOLID FRAMEWORK

Lay the groundwork for your ministry to run smoothly by first identifying who will be involved in the ministry and what you want participants to be able to do after participating in the ministry. Make sure to note things you feel unsure about or still need to learn in order to feel confident that this is the right goal for the right people.

WHO THE PEOPLE	WHAT WE KNOW	WHAT WE STILL NEED TO LEARN
Who will be involved in this ministry? What are their relationships like with themselves, others, God, and/or creation? What is the minimum number of people needed for this ministry to succeed? What is the maximum? Who will support the participants? <i>TIP: Remember to include all stakeholders at every part of the ministry!</i>		
TO DO WHAT THE GOAL	WHAT WE KNOW	WHAT WE STILL NEED TO LEARN
What will participants be equipped to do at the end of this ministry, program, or event? How does this goal fit into God's larger plan of restoration for the people involved? <i>TIP: For best results, use SMART goals.</i>		 STEP 3 One of particip experie

Adapted from Global Learning Partners, *8 Steps of Design for Learning Programs*. For more resources, visit globallearningpartners.org



STEP 3: GET THINGS TURNING

One of the easiest ways to think about these final steps is to list them side-by-side with the **WHAT** you've already decided on. For each tool (**WHAT**) participants will need to reach their goal (**TO DO WHAT**), list alongside how they will show you they have mastered that skill, learned that knowledge, or experienced a changed attitude. Then in the final column, write ideas for how you will equip them to demonstrate their new skill.

[illegible]

{When we reduce poverty to **only physical needs**, we reduce **people**.}

+

A TOO-SIMPLE VIEW OF POVERTY

{There are ways to **help** that **hurt**}

+

**A SAVIOR COMPLEX THAT
BELIEVES WE KNOW THEIR NEEDS
BETTER THAN THEY DO**

{There are ways to alleviate **hurt** that
don't really **help**}

=

**INTERNALIZED DISCOURAGEMENT
AND INFERIORITY**

FLOURISHING FOR NO ONE



{When we expand poverty to
relationships, we see people
wholistically.}

+

A RELATIONAL VIEW OF POVERTY

{There are ways to help that honor}

A HUMBLE APPROACH THAT
RECOGNIZES WHOLE PEOPLE

+

{There are ways to alleviate hurt that
help all of us}

=

MOBILIZING ASSETS FOR MUTUAL
TRANSFORMATION

EVERYONE MOVING TOWARDS RESTORED RELATIONSHIPS





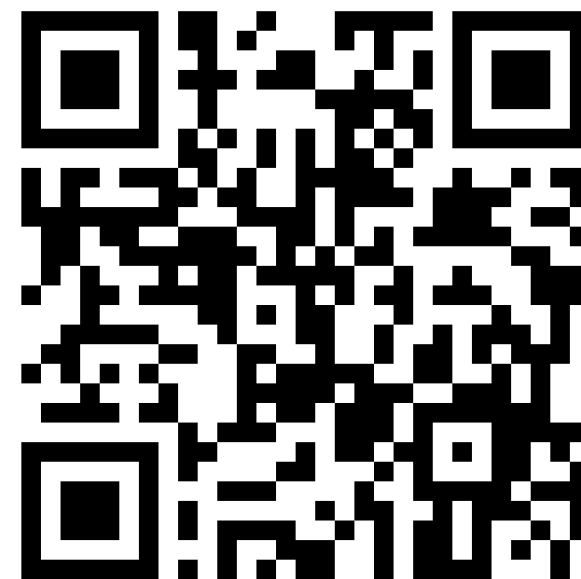
Consider: what is one next step you can **take** with what you've learned today?

(You don't have to share this, but you can if you want to!)

YOU DON'T HAVE TO STAY 'STUCK'

Frustrated by roadblocks to transformation in your church, organization, or community? Have you wished you could share a biblical approach to poverty with people in your church or ministry?

Chalmers Ambassadors can help!





Chalmers™



RETHINK POVERTY.

What did you think? Please answer a few questions to help us improve our work.