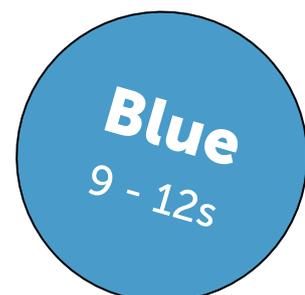




# CMSI Children's Resource

Teaching plans,  
notes and appendices





## Key teaching point + Fairness and fake faith

- \* faith lived out in practice
- \* Church at the centre of community and life

Session 1  
Blue

The Fair Play material can be used in whatever order or format works best for you. However, the following suggested outline may prove helpful.



### Group Time (PPT slide 1)

Introduce the **Fair Play** Children's Resource. Briefly explain learning focus across the resource: our faith requires us to care about other people and work towards fairness for everyone.



### Memory Verse – Micah 6:8 (PPT slide 2)

**"He has told you, O mortal, what is good; and what does the LORD require of you but to do justice, and to love kindness, and to walk humbly with your God?"**

*This verse has been chosen as a scaffold to structure learning across the 4 sessions. Each session we use same memory verse but explore a different element. In session 1 the focus is on **He has told you, O mortal, what is good; and what does the LORD require of you***

To help the children begin to learn the memory verse, get them up on their feet. As they say the verse aloud, change position when there is a comma (standing/sitting/squatting). You can build on this by adding actions such as pointing up when saying 'he/Lord/God'; point at themselves when saying 'you/your'.



### Discuss: How do you learn a new skill? (PPT slide 3)

Explore ideas such as following instructions from an adult; 'how to' guide; rules) Learning how to follow God might seem unclear but God gives us an expert guide in the life of Jesus AND 2 simple rules (**Mark 12:29-31** verse on slide 4)



### Discuss: Are these 'simple' rules? (PPT slide 5)

Explore how these 'rules' are **not** about our ticket into heaven/being good/going to church but are about how we live in every aspect of our lives

**What does vs 30 mean?** *Love God with our whole being, whole lives – real faith is a whole life thing not a ticket into heaven or just going to church on Sundays – how we think and how we act.*

**How does God want us to behave?** *Love neighbour – we need to care when other people are not treated fairly.*

Plant the idea that fairness is sometimes messy and difficult but it's a really important part of living for God in the world. The challenges around issues of fairness and justice will be explored in future sessions.



### Craft: Faith Flower (PPT slide 6) Adapted from PaperScissorsCraft47

Use this craft to illustrate how following these 2 'simple' commands will help our faith to grow.



**Materials:** **workbook page 1-2**; scissors; colouring pencils/pens

#### Instructions:

- ★ As children make their faith flowers, **discuss:** how healthy faith grows. In fact, if we only focus on what we get from God or think faith is just for Sundays, God gets really upset about it. Use this to introduce the idea of FAKE FAITH.
- ★ (PPT slide 7) Unpack the word fake. Discuss how things can seem one way on the outside but can be different on the inside.
- ★ Why would 'fake faith' be something that God would not want for us?
- ★ Consider the effect of 'fake' behaviour on ourselves and on other people.
- ★ God helps us see the benefits of deep, whole-life faith in the lives of others. Use this as a bridge into film 1.



**Film 1 ( 6 minutes )** : Being part of the global church helps us see things from a different perspective. Watch the ways in which our partners live out real, rich faith in everyday life and how the Church is at the centre of community. *Warning: there is reference to a health clinic burning down and how children with SEN are negatively viewed in other places.*

After the film, ask the children if they have any questions about what they saw.



### Game: Lightning Lines (PPT slide 8) adapted from childrensministry.com

Use game to illustrate that following God means being attentive to what God wants. Connect back to Micah verse – **He has told you what is good; and what does the Lord require of you**

#### Instructions:

- ★ Divide group into pairs. Stand back-to-back.
- ★ Leader calls out a direction about how to line up in pairs then counts to three.
- ★ On "three," turn and follow directions, quick like lightning.
- ★ **Example formations:** pairs "Stand from left to right, shortest to tallest," ; make groups of three, then "stand oldest to youngest." Continue having kids form larger groups with each round. Also, name new ways to line up each time such as by hair length, age by birthday, shirt colours in rainbow order, or sitting with shortest to longest hair.

In the following weeks we will explore what fairness / justice looks like: the challenge and the responsibility AND the beauty of God's fairness/justice for all



**Round Up: (PPT slide 9)** Ask the children what things they have learned from today's lesson. Use **workbooks page 3** to recap the key elements of the lesson – as Christians we must Love God and love our neighbour – this will have a big impact on how we live our lives.



You may like to wrap up the lesson with the following questions: (PPT slide 10)

- What did you learn from the Bible today? Recap memory verse.
- What did you learn from the CMSI film today?
- What can we share with our friends and family?



### Prayer (PPT slide 11)

Finish the session with the suggested prayer in their **workbooks page 3**



equipping the church in mission

## Key teaching point + Fairness and God's generosity

\* God's generosity experienced by and visible in the global church

Session 2  
Blue

**B4** **BEFORE THE SESSION** read **teaching notes appendix 2** and place something high up on the board or a shelf.

**Worksheet:** Use **workbook page 4** to consider how equality and fairness are not the same thing.

**Group time:** Discuss playing games in teams:

- What does it feel like to be left out/last one picked?
- What if not being picked meant other people were affected?

Explore the implications if you depended on being picked to feed your family/pay for your clothes/home.

**Imagine: Peers in other places** (PPT slides 3-22)  
Use the PPT slides and teachers' notes **appendix 3** to guide a consideration of the differences between children's lives and situations around the world. What are the challenges and positives in each situation?

★ Use to set up Matthew 20:16 *last will be first*

**Story Time:** (PPT slide 23)

**Matthew 20:1-16** *The Workers in the Vineyard*  
Jesus told lots of stories to help us learn about God's character / God's way as different from the world's – not the way it's supposed to be. Anticipate some of the ways that we might not like God's way at a glance... As you read / watch the story make it clear that the owner of the vineyard is God – emphasise that this is the kingdom of heaven and tell them to look out for what the story tells us about what God is like.

[https://www.youtube.com/watch?v=xUfU\\_0tQ9Xk](https://www.youtube.com/watch?v=xUfU_0tQ9Xk)  
(4 minutes) (PPT slide 23)

**Discuss:** We can very easily be like the people who had the opportunity to work all day, not liking God's generosity. But if we waited and watched everyone else getting opportunities that we needed all day, wanting to work but not getting the chance instead being left with the fear of having nothing to allow us to care for our family, we would feel very different about God's generosity.

After your discussion, reinforce that God shows us what real kindness/fairness/generosity looks like.

**Film 2 (5.5 minutes)** : God's generosity is a beautiful thing. Discuss how the global church helps us see God's generosity. Discuss how we see God's generosity in our own contexts. *Warning: there is reference to the attempted killing of one of our partners.*

**Game: Apples and Oranges** (PPT slide 24) adapted from [childrensministry.com](http://childrensministry.com)

Use this game to reinforce that everyone is important in God's family.

**Materials:** 1 apple; 1 orange  
(watch out for chaos with this game!)

**Instructions:**

- ★ Form a circle; pass an apple to the right around the circle. Another child will pass an orange to the left around the circle.
- ★ The key to this game is that kids can't pass the fruit with their hands: use their feet, elbows, or knees to pass the fruit.
- ★ If someone drops the fruit or it touches the ground, the child must close his eyes to continue playing.
- ★ Play continues until only one person with his or her eyes open remains.

**Discuss**

- ★ what was easy or difficult about the game?
- ★ what it was like to play with their eyes closed and how did that affect the game?
- ★ make the connection between this game and God's family. Celebrate everyone's contributions and emphasise everyone's special role in God's family.



**Craft – Prayer Jar.** (PPT slide 25) Use this as a visual aid to affirm that all are equally important in the eyes of God. God's generosity to every single person, no matter what.

**Materials:** small, clear jars (with lids); a series of dried foods eg pulses/ lentils/ beans/ peas/ maize/ barley/ corn/ pasta/ cereals/ nuts/ flour/ sugar; scissors; elastic band or string; hole punch; **page 5 of workbooks.**

**Instructions:**

- ★ Show the **children slide 25** and **discuss** how each layer is the same size. This represents God's love. As you create the layers, **discuss** how this is a wonderfully affirming thing for all of us but that it can also be difficult for us to accept such a generous God when we see things only from our point of view.
- ★ Once you have finished, cut out the label, hole punch and attach to the neck of the jar with string/elastic band. Encourage the children to use this as a prayer aid, to thank God for God's abundant love and generosity and to help us see other people from God's perspective.



Connect with Micah memory verse element **walk humbly with**

**Memory Verse – Micah 6:8** (PPT slide 26)

**"He has told you, O mortal, what is good; and what does the LORD require of you but to do justice, and to love kindness, and to walk humbly with your God?"**

- We are always learning what God's way is so we must adopt a posture of humility – last will be first;
- Role of the global church is to help us step outside ourselves and see the big picture. **Discuss:** how are we 'first' (unseen privilege)?



**Read poem** The Blind Man And The Elephant (PPT slides 27-29 and page 6 of workbooks)



**Discussion:** use the poem to reinforce how we can struggle to see things from other people's perspective - connect with the issues raised in sitting with God's generosity in the parable The Workers in the Vineyard. Reinforce God's generosity. Use the poem to reinforce how our cultural perspective and privilege can prevent us from seeing the difficulties other people face and how unfair/unjust this is.



**Round up:** (PPT slides 30-31) Perspective – We can only see a tiny bit of the picture but God sees the whole (Red Panda images) Use this to emphasise that all matter in God's kingdom; none are left out; God's generosity is so much bigger than we can grasp and can be difficult for us to accept sometimes too!



**Prayer** (PPT slide 32)

Finish the session with the suggested prayer in their **workbooks page 5**

## Key teaching point + Fairness and mere charity

\* Partnership and walking together – how this works in practice



**Group Time:** (PPT slide 2) Thought shower associations with the word 'charity' – discuss negative and positive associations (handouts/getting rid of old stuff; making us feel good about giving; doesn't change the situation vs sharing wealth and resources BUT it does help people to be less selfish/less self-centred/less inward looking; recognises unfair situations like who has access to most of the resources and opportunities)

**PPT slide 3** Look at Damien Hirst's 'Charity' sculpture in Yorkshire park which questions outdated ways of depicting disability and seeking charity. **How is this an effective way to challenge the negative aspects of 'charity'?** Unpack issues of pity, focusing on difference as a negative/limiting thing; dehumanising way of highlighting vulnerabilities; reinforces power dynamic between giver and receiver.

**PPT slide 4** Antony Njoroge is one of our global partners. READ giving and receiving quotation – **what does this teach us about giving and receiving?**

**Recap:** Reminder of learning from previous weeks:  
1 active and living faithful following AND  
2 God's generosity



**Memory Verse – Micah 6:8** (PPT slide 5)

**"He has told you, O mortal, what is good; and what does the LORD require of you but to do justice, and to love kindness, and to walk humbly with your God?"**

Element for this week, 'do justice, love kindness', will help us see what an active, generous living faith looks like in practice; active not passive; requirement not an option.



**Discuss: What does real kindness look like?**

Explore ways of demonstrating every person being of equal value. To help illustrate how all are equally valuable, use money illustration on PPT slide 6.

All equally valued, loved and important BUT (**remember what God's justice look like...**) not all to be treated the same (*link with last lesson*)



**Discuss: What does God's justice look like?**

Refresh understanding of God's generosity through analogy of a sports race (PPT slide 7)

- all start in the same place but this is clearly unfair - why? Steer discussion towards unequal access to opportunities making 'equality' insufficient OR play Wacky Races



**Game: Wacky Races**

This simple activity reinforces discussion from previous session around fairness – equal isn't the same as fair.

**Materials:** obstacles for an obstacle course

**Instructions:**

- ★ Set up an obstacle course.
- ★ Separate into 2 teams where there is clear difference in contenders – eg. one team with 2 people and the other with 5; one group has all the tall/sporty/older children; pit the tallest against the smallest or strongest/weakest.
- ★ Make sure they are 'equal' by starting at exactly the same time/same set up.



**Discuss** what the problem is – surely it's fair because everyone is starting in the same place?

Explore together how to make the race fairer – emphasise the difficulty in doing this – not a simple answer – requires negotiation, considering lots of things that might not be immediately visible.



**Discuss** how the Bible helps us see what kindness and justice look like in practice. **workbook page 7 Proverbs 31:9** (PPT slide 8) "Stand up for the rights of those who are suffering and in need"; **Isaiah 1:17** (PPT slide 9) "seek justice, correct oppression". Discuss the words in bold SEEK, CORRECT, BRING, PLEAD - active verbs require us to DO GOOD. Explore each in turn - look for ways to make things right; change situations that keep people down; help those who are vulnerable; speak out for those who have no one else.

(PPT slide 10) **What might this look like** in our daily lives in the playground/ school? How can we '**play fair**' in our own lives'?

**What might this look like** in our communities/ country/ world? This is about '**fair play**' - having things in place that mean people are given a fairer chance.



**Film 3 (5.5 minutes)** : This film shows some of CMSI's partnerships and the ways in which we can walk together – how this works in practice – helps us learn how to do this better too.



**Craft:** praying hands activity

**Materials:** see PPT slide 11 for instructions, scissors, blank paper/card, pens/pencils

**Instructions:**

- ★ trace hands on card
- ★ cut out (ensure connected so fold together as 'praying hands')
- ★ on one palm write 'do justice' inside a heart on the other 'love one another'



**Fundraising Focus:** Local Mission Partners – connecting with and supporting CMSI's LMPs allows you to share in this action of doing justice and loving kindness. We currently support 4 LMPs (PPT slides 12-16). These are individuals who are living and working in their local communities alongside CMSI and CMSAfrica or AsiaCMS.

As part of awareness raising and as a practical means of challenging unjust structures / systems of oppression, you may wish to consider encouraging your church community to partner with ANM, a local partner of CMSI in Belfast. If you are interested in exploring this further, contact the office on 028 9077 5020 / 01 497 0931 or email our personnel manager, Gillian Maganda: [personnel@cmsireland.org](mailto:personnel@cmsireland.org)



**Round up:** God's justice/fairness is NOT about simple 'charity' (especially if that's giving our old stuff away) but instead using our lives to effect change in people's minds and behaviour.



Use prayer hands to emphasise that together we can do justice and love one another – pray together the prayer on **workbook page 7/ PPT slide 17.**

## Key teaching point + Fair play for all

\* Examples of CMSI partners actively pursuing justice for all

Session 4  
Blue

**B4** **Before the session:** give out sweets at the start of session/ as children arrive. Some get lots, some a few and some get nothing. Don't let the children eat them ...yet...

**Group Time:** Recap Memory Verse **Micah 6: 8** (PPT slide 2) "He has told you, O mortal, what is good; and what does the LORD require of you but to do justice, and to love kindness, and to walk humbly with your God?" AND 3 areas of focus from wks 1-3 (fake faith; God's generosity; mere charity)

This week – **fairness for all** – difficult but required **Proverbs 21: 15** (PPT slide 3) an important part of being a Christian – link to first week and authentic faith

**Film 4 (5.5 minutes)** : Examples of CMSI partners actively pursuing justice for all. *Warning: there is reference to the way in which people with physical disabilities are sometimes viewed in other places.*

**Activity: Sweetie share** (PPT slide 4)

- Refer to sweets given out earlier.
- Hands up if you didn't get given any; hands up if you got 2 or 3; hands up if you got a huge handful.
- Is this fair?
- How does it feel?
- What would have been a better way?
- How can you put the situation right now? **Do it.**
- How was this difficult? What were the benefits?

Draw parallel to life when we don't have the same access to opportunities or there is an imbalance in access to resources.

(PPT slide 5) Recap 'play fair' and 'fair play' ideas from last session.

(PPT slide 6) Explain that the UN decided on 17 goals for all countries to work together to achieve over a 15 year period (2015-2030). The aim is to make the world a fairer place for everyone.

**Game 1 : One Animal, Many Parts** (PPT slide 7) adapted from *childrensministry.com*  
Use this game to show children the purpose of working together.

**Instructions:**

- ★ Form equal-size teams. Say: In this game, I'll name an animal, and you'll work with your group to form that animal, each person taking on different body parts. As soon as your group has completely formed the animal, you'll all make that animal's sound.
- ★ Begin play, and call out "duck" for the first round. Repeat several times, calling out a different animal each time. At the end of each round, observe the animals each group made, pointing out the animal's body parts you can identify.

**Ask:**

- What were positive things about your team in this game?
- Which things did your team struggle with?
- What do you think it takes to make a strong body?

**Read** aloud **1 Corinthians 12:14-20** (PPT slides 8-9), and then invite children to talk about the roles that they can play in Jesus' family.

**Say:** We all work together as important parts of Jesus' family.

OR



**Game 2: Handy Dandy** (PPT slide 10) adapted from *childrensministry.com*

Use this game to talk about staying connected to God.

**Instructions:**

- ★ Divide group into teams (equal numbers across teams).
- ★ All stand on one side of the space (make space challenging to navigate – obstacles/length etc).
- ★ Each team's goal is to get everyone to the finish line with each person walking heel-toe-heel-toe one (make distance/obstacles difficult)
- ★ Each team will have a helper called "Handy Dandy"— if team members choose to hold their Handy Dandy's right hand, they can walk quickly or even run together.
- ★ The Handy Dandy will help only one person at a time and can run back and forth to get new players after he or she has helped one child to the finish line.



**Discuss** how Handy Dandy helps us see that God's way is better than ours.



**Read:** Mimesis poem (PPT slide 11) – learn to see the world and other people differently – God goggles...



**Art competition:** (PPT slide 12) Work together to make a picture from scrap materials – something that helps visualise 'fair play for all'. As the children work together, reinforce the idea that we need to have a bigger perspective to understand how God's generosity and fairness should look. Close up, the project will look like lots of rubbish but from a distance we can see the beauty and richness of the whole.

**Take 2 photographs** - one close up and then one that gives the fullest perspective. Add a caption.

Please submit all entries to [info@cmsireland.org](mailto:info@cmsireland.org) by **Thursday 1<sup>st</sup> May 2025**. The winning entry for this year's 'Fair Play' teaching resource will be shared online and in our summer snippets publication.



**Round Up:** using **1 Peter 3:8** (PPT slide 13), recap 4 weeks (fake faith; God's generosity; mere charity; fair play for all)



Discuss together how learning from the Fair Play resource and the Micah memory verse map onto this verse. Use **workbook page 8** to capture overview.



**Prayer** (PPT slide 14) and **workbook page 8**





### Session 1

Mark 12:29-31 – <sup>29</sup>“The most important one,” answered Jesus, “is this: ‘Hear, O Israel: The Lord our God, the Lord is one. <sup>30</sup>Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.’ <sup>31</sup>The second is this: ‘Love your neighbour as yourself.’ There is no commandment greater than these.”

### Session 2

Matthew 20:1-16 *The Workers in the Vineyard* – <sup>1</sup>“**The Kingdom of heaven is like this.** Once there was a man who went out early in the morning to hire some men to work in his vineyard. <sup>2</sup>He **agreed to pay them the regular wage**, a silver coin a day, and sent them to work in his vineyard. <sup>3</sup>He went out again to the marketplace at nine o'clock and saw some men standing there doing nothing, <sup>4</sup>so he told them, ‘You also go and work in the vineyard, and **I will pay you a fair wage.**’ <sup>5</sup>So they went. Then at twelve o'clock and again at three o'clock he **did the same thing.** <sup>6</sup>It was nearly five o'clock when he went to the marketplace and saw some other men still standing there. ‘Why are you wasting the whole day here doing nothing?’ he asked them. <sup>7</sup>‘No one hired us,’ they answered. ‘Well, then, you go and work in the vineyard,’ he told them.<sup>8</sup>“When evening came, the owner told his foreman, ‘Call the workers and pay them their wages, starting with those who were hired last and ending with those who were hired first.’ <sup>9</sup>The men who had begun to work at five o'clock were paid a silver coin each. <sup>10</sup>So when the men who were the first to be hired came to be paid, they thought they would get more; but they too were given a silver coin each. <sup>11</sup>They took their money and started grumbling against the employer. <sup>12</sup>‘These men who were hired last worked only one hour,’ they said, ‘while we put up with a whole day’s work in the hot sun—yet you paid them the same as you paid us!’ <sup>13</sup>‘Listen, friend,’ the owner answered one of them, ‘I have not cheated you. After all, you agreed to do a day’s work for one silver coin. <sup>14</sup>Now take your pay and go home. I want to give this man who was hired last as much as I gave you. <sup>15</sup>Don’t I have the right to do as I wish with my own money? Or are you jealous because I am generous?’” <sup>16</sup>And Jesus concluded, “**So those who are last will be first, and those who are first will be last.**”

### Session 3

Proverbs 31:9 – Open your mouth. Be right and fair in what you decide. **Stand up** for the rights of those who are suffering and in need.

Isaiah 1:17 – Learn to do good; **seek** justice, **correct** oppression; **bring** justice to the fatherless, **plead** the widow’s cause.

### Session 4

Proverbs 21: 15 – When what is right and fair is done, it is a joy for those who are right with God. But it fills the sinful with fear.

1 Corinthians 12:14-20 – For the body itself is not made up of only one part, but of many parts. If the foot were to say, “Because I am not a hand, I don’t belong to the body,” that would not keep it from being a part of the body. And if the ear were to say, “Because I am not an eye, I don’t belong to the body,” that would not keep it from being a part of the body. If the whole body were just an eye, how could it hear? And if it were only an ear, how could it smell? As it is, however, God put every different part in the body just as he wanted it to be. There would not be a body if it were all only one part! As it is, there are many parts but one body.

1 Peter 3:8 – Finally, all of you, have unity of mind, sympathy, brotherly love, a tender heart, and a humble mind.



# Teaching Notes

## Equality and Fairness

(adapted from [betterkids.education](http://betterkids.education) "That's not fair" blog post)

**Before the session** place something high up on the board or a shelf.

At the start of the session call on two students to reach for it; specifically call on a **taller** and **smaller** volunteer. When the taller student reaches for the object, they'll get it but when the smaller student makes the attempt, the object will be just out of their reach.

Ask the children for ideas :

A large, empty speech bubble with a tail pointing towards the text 'Ask the children for ideas :'. It is intended for students to write their ideas in.

### Bingo

Use this to begin a **discussion** on fair vs equal.



eg: The two volunteers cannot have equal treatment, because that truly isn't fair or even necessary. The taller child already has an advantage. It's evident to everyone that they don't need a stool or someone to help them reach. The other child, however, requires some accommodation to have an *equal opportunity* at success.

**Equality has to do with sameness**, just like in math. An equal sign tells us that both sides of the equation are exactly the same ( $3 + 2 = 5$ ).

Fair is different. **Fair means everyone gets what they need**, based on visible gaps in opportunity. Sometimes people will have different needs because we are unique individuals.

For example:

- Some children wear glasses and some don't. That's not equal, but it's fair because not everyone needs glasses to see and learn best.
- Some children may receive a different lunch in school because they have food allergies. That's not equal, but it's fair. It's what that child needs to be healthy and safe.

Get children to work through [workbook page 4](#) to reinforce the difference between equality and fairness.



# Teaching Notes

## Peers in other places

Use **PPT 3 BLUE 2 slides 3-22** to guide a conversation of the similarities and differences between children's lives and situations around the world.

The photographs in the powerpoint are all from Ibba, South Sudan.



### What are the challenges and positives in each situation?

Slide 3 - HOME

#### **Buildings** (slides 4-6)

- 4** This is what a village church looks like. Explore layout - 'pews' as benches. What are they made from?
- 5** This is a typical family home – its called a Tukul. People build their own homes. Children learn how to build when they are about 10 years old by helping their older family members.
- 6** The house has a grass roof which has to be repaired every 2 years. Children play outside. The cooking is done outside too or in a small separate kitchen. People have a separate toilet and wash area too .

#### **Food** (slides 7-13)

- 7** If the family grow more than they need, they take it to market. What can you see being sold here?
- 8** When in season and if there has been good rain, there are lots of fruits and vegetables in the markets. Have you ever seen such a big bunch of bananas?
- 9** The flour is made from different grains, but it has to be ground up like this. A special flat stone is used and the grain rubbed with another stone. How is the flour we use made?
- 10** These ladies are selling flour in the market. It is measured in cups. How do we buy flour?
- 11** Bread making - loaves ready for the oven.
- 12** Children (usually the boys) collect firewood which is used for cooking. The flour is emptied into boiling water to make a kind of porridge. These people are cooking porridge for school dinners. What do you have for dinner at school?
- 13** School dinners ready to serve

#### **Water** (slides 14-18)

- 14** Many people do not have water taps at home. They have to collect water from a bore hole.
- 15** Then carry it home. This is usually the job of women and girls. Do you think you could manage that?
- 16** Sometimes people collect rainwater. How do you think this works?
- 17** Water is needed for all sorts of things – washing clothes, bathing etc. Bottom right: This is a toilet. As water is so precious, not everyone has a flush toilet because it takes too much water. This toilet is in a separate little building and just outside will be a place to wash hands.
- 18** Can you spot the soap?

#### **School** (slides 19-22)

- 19** Classroom. As many schools do not have electricity there are no interactive white boards.
- 20** Many teachers come to school on their bicycles.
- 21** School toilets - hygiene sign!
- 22** Some of the people in this primary school look pretty old! That's because not everyone has the opportunity to go to school when they are a child. But people still want to learn to read and write so they go along when they are grown up!

★ Use to set up Matthew 20:16 *last will be first*