



# Splitting Image

**IN THIS ACTIVITY,** participants understand that some children have limited school resources.

TIME REQUIRED: 20 MINUTES | INTENDED FOR GRADES 1-5



## MATERIALS NEEDED

- » Pens or pencils, one for each participant
- » Copies of Handout, “Splitting Image Photo—Left Side,” found on page 29, one for each participant
- » Copies of Handout, “Splitting Image Photo—Right Side,” found on page 30, one for each participant
- » Visit [worldvision.org/lp/acsi-teacher-resources](http://worldvision.org/lp/acsi-teacher-resources) for a video you can show to support this lesson. (optional)

## Activity Steps

1

**GIVE EACH PARTICIPANT A COPY** of the “Splitting Image Photo—Left Side” handout and a pen or pencil. The photo features a teacher standing at a blackboard. Do not reveal any background information about the photo. Ask the participants to think about what the missing part of the photo might look like. Instruct them to brainstorm possible responses and questions prompted by the split photo and to write them across the top or on the back of the handout.

2

**ASK THE PARTICIPANTS TO CHOOSE** one of their ideas and complete the photo by drawing the missing half on the blank part of the handout.

3

**AFTER ALL THE DRAWINGS ARE COMPLETED**, invite the participants to form groups of four and share their completed drawings. Ask them to look for similarities and differences in their drawn predictions.

4

**DISTRIBUTE A COPY** of the “Splitting Image Photo—Right Side” handout to each participant. Explain that the scene is a typical school classroom in Malawi, Africa. Provide the following information about Malawi:

- » Malawi is a beautiful country nicknamed “the warm heart of Africa” because the people are so friendly. Tourists visit Malawi to see its national parks, where there are leopards, elephants, zebras, and other animals.
- » The country is home to over 16 million people, with 80 percent of them depending on agriculture to make a living. Most people live in rural areas, growing enough maize to feed their families plus a little extra to sell.
- » There are two seasons each year—a wet season from November to March and a dry season from April to October. For four months during the dry season, there is no rain at all, so farmers can usually plant and grow their crops only during the wet season. In some years, there is a drought when the rains hardly come at all, so the maize crops fail.
- » Malawi suffers frequent droughts, and recently endured a four-year drought. Up to 25 percent of people may experience food shortages for six to nine months of the year.
- » Malawi is a very poor country. The main crops are tobacco, tea, cotton, coffee, and sugar.
- » There are a number of health risks in Malawi. Hunger, protein deficiency, and diarrhea cause many problems, especially for young children. Many people get sick because they don’t have clean drinking water. Mosquitoes carry malaria—a disease that causes ongoing chills and fevers. Malawi’s main health problem is HIV and AIDS.
- » Newspapers are published in the main cities, but about 40 percent of adults cannot read or write. The main language spoken in Malawi is Chichewa, but most people who have been to school can speak some English.
- » Over 80 percent of people in Malawi are Christian and about 13 percent are Muslim.
- » Most of the countryside has no electricity, so people use firewood for cooking. Mobile phones outnumber telephones because the telephone system is limited to towns. Offices in the cities use computers.
- » Malawi was ruled by Britain from 1878 until 1964. In 1964, the country won independence from Britain and was ruled by the dictator President Hastings Kamuu Banda. In 1994, it became a democracy, with an elected government and elections held every five years.

5

**COMPARE THE GROUP** drawings with the actual missing piece of the photo by discussing the following questions:

- » Compare your prediction with the actual picture. What is in the missing photo piece that you did not expect?
- » What common elements show up in the drawings of your group members?
- » In what ways is the schooling experience of these children different from yours?
- » What would it be like to go to a school like this one?
- » Can young people learn effectively in such an environment? If yes, explain why. If no, what do they need to improve their learning situation?

6

**CONCLUDE BY INVITING** the participants to join you in prayer. Pray that all children are given the chance to learn and grow in their knowledge. Pray for those children who currently do not receive an education because they are poor. Pray that all people, especially government leaders, will come to understand the importance and value of an education for all.

# Splitting Image Photograph—Left side



**HANDOUT**

*Splitting Image Photograph—Right Side*



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