



Show
your kids
another
world!

**Middle Primary Lessons
Teachers Notes**

**www.kids4kids.org
1800 244 986**

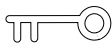


Keys to Teachers Notes

Thank you for choosing to use the **Kids 4 Kids** Classroom Lessons. We hope you and your kids will enjoy the activities, learn a lot and find a range of ways to respond to the challenges of our unequal world.

The **Kids 4 Kids** program is designed to help you to:

- introduce your kids to children who live in poor communities in the Third World
- teach your kids about God's love for all children
- help your kids find ways to respond and bring change for children around the world.



Key Activities

Key activities are critical to achieving the learning outcomes.



Optional activities

Optional activities give you a chance to extend children's learning in interesting and creative ways, provided you have the time.



Questions

Questions for discussion provide a framework for you to help children process what they have learnt.



Video

The Video "The Rag-pickers of Delhi" is a major input source for the lessons. If you are unable to use a video, two information posters are provided, along with an explanatory script. Video runs for 10 minutes.

We hope you and your children enjoy exploring this important topic. Please contact **TEAR Australia** on **1800 244 986** if you have any questions.

Lesson One: Meet the Neighbours

Knowledge

Children in poor communities face many difficulties which are not their fault.
Families in poor communities are used as cheap labour in jobs such as rag-picking.
Jesus teaches us that the command to love our neighbour includes all people.
We can all PRAY for people who need help, and for those who are helping.

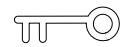
Feelings

Compassion towards people who struggle to survive

Skills

Ability to think through the consequences of the problems faced by poor communities

Introducing the topic (5 minutes)



You will need:

- ✓ Poster – The Rag-pickers of Delhi

Linking to prior knowledge: Ask what the children already know or think about when they hear about “poor people”. Who are poor? Where do they live? What do you think it’s like being poor? Some children may have had some first hand experience that they wish to share.

(If your group contains or consists of children in an economically poor community, you will probably want to handle this differently. You could go straight to the poster and use it as a basis for discussion.)

Show the poster, and ask the children what they notice from the photos. (If you plan to use the video, make this very brief.)

Video and discussion (15 minutes)



You will need:

- ✓ Video player and **Kids 4 Kids** Video: The Ragpickers of Delhi OR Poster and Poster Story

1. Explain that your group is going to learn about some children who live in a poor community in India. Not every one in India is poor and many people in India live lives similar to ours. However there are many poor communities in India, and many other countries in our world. We are going to be learning about their lives, and ways that we can be involved.
2. Watch the video (or use the poster and poster story).
3. Round robin discussion. Allow each student to contribute one idea to the discussion, in turn around a circle. (LARGE CLASS – divide in to smaller groups of up to 6).

First round: What is one thing that you noticed from the video?

Second round: What was something that surprised you?

Third round: What was one thing that made you angry or sad?



Dream Home (30 minutes)

You will need:

- ✓ Lego or duplo or other building blocks
- ✓ Rubber gloves
- ✓ Paper
- ✓ Glue
- ✓ Waste/scrap materials, plastic bags, small boxes and drink cartons, used popsticks etc.

NOTE: Follow sensible safety precautions in using "rubbish". Use only clean materials, make sure children handling the rubbish are wearing gloves (which are thrown away after the exercise), and ensure that the children don't touch their faces while doing the activity.

This activity is designed to help children understand the housing issues facing rag-picking families in Delhi, and to reflect on the inequality of access to resources in our world.

1. Brainstorm the considerations that need to be made when designing a house (e.g. number and type of rooms, aspect, cost, living spaces, outside areas)
2. Divide children into groups of three or four. Give as much Lego/Duplo as possible to each of the groups except for one group. Ask each group to think about and then create a house that they'd love to live in. They may need to consider have some time to dream up designs individually before creating the Lego model. Allow the groups with Lego/Duplo to work independently on their design and emphasise the need to incorporate the ideas and contributions of all group members.
3. Sit with the group which has no Lego/Duplo. Ask the children what features they'd like in their house. Point out that they have no bricks to build with and that they will need to build their house out of recycled materials (paper, clean waste). Give the children some rubber gloves. Allow some time for construction.
4. When all houses are built, compare and discuss the various designs.

Discussion Questions



- How are the Lego homes similar to/different from the 'recycled' house?
- What limits did the 'recycled' house group have?
- How did this make them feel?
- How hard was it for this group to create what they wanted compared to the other groups?
- What was frustrating about the process of building the model?
- Are there any similarities between the 'recycled' house groups experience and those of the rag-picker families in Delhi? If so, what?
- If we all had to make our houses out of 'recycled' materials, how would we go about it? What would we miss out on?
- Which features of the Lego houses would have to be left out if we had to change them to 'recycled' houses?
- How 'fair' was it to leave this group without Lego?



How much rubbish do you need? (30 minutes)

You will need:

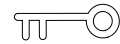
- ✓ Collection of plenty of the rubbish items listed in M1 Resource 1
- ✓ Scales to weigh materials
- ✓ Disposable rubber gloves
- ✓ Price list for rubbish and items to buy: (M1 Resources 1 & 2) Enlarge these for a bigger class.
- ✓ How Much Rubbish Do You Need? (M1 Resource 3) One per child, or one per group

NOTE: Follow sensible safety precautions in using “rubbish”. Use only clean materials, make sure children handling the rubbish are wearing gloves (which are thrown away after the exercise), and ensure that the children don’t touch their faces while doing the activity.

1. Using a scale, measure various items below to see how much a kilo is. Make a pile of each rubbish item that is one kilo. Label how much each pile is worth in rupees, using the price list.

Compare the sizes of the piles, and discuss which might take longer to collect.
2. Children work out how much they would need to collect to buy items using the “Prices you Pay” worksheet (M1 Resource 2).
3. Discuss:
 - How long would it take to gather all that rubbish?
 - It would be unpleasant and dangerous work. In what ways?
 - Which things that we get for free have to be paid for?
 - Our parents pay for things like school books and toys. Why don’t the parents under the bridge pay for these things for their children?

Bible Focus



The Parable of the Good Samaritan Luke 10:25–37 (10 minutes)

You will need:

- ✓ Bible. Luke 10: 25–37 in a good simple English translation or paraphrase.
1. Introduction: Sometimes people limit the kinds of people they are prepared to love or be friends with. Some times people also limit the kinds of people who they will be kind to and care for if they are in need. That is what this story is about.
 2. Read Luke 10:25–29
(If you are NOT planning to do The Parable of the Good Rag-picker, you could select children to play the parts of the story, and mime the actions as you read them.)

What 2 questions did the man ask Jesus?
What do I need to do to get eternal life?
Who is my neighbour?

What was the answer to the first question?
Love God and love your neighbour

Let’s see if we can work out the answer to the second question.
 3. Explain the next part of the story mentions a Samaritan. Samaritans were group of people that the Jewish people didn’t get along with. They had hated each other for ages.

Continue reading Luke 10: 30–37
 4. After the story.
 - This story is often called “The Good Samaritan”. Why do you think it is called that?
He was the one who actually helped. (NOTE: This would have been shocking for the listeners, because they thought the Samaritans were awful people, not “good” at all.)
 - Why weren’t the priest and the Levite “good”?
They didn’t do anything for the man in need.
 - Who do you think Jesus is telling us that we need to love?
Everyone. Particularly those who need our help, whom everyone else ignores.



The Parable of the Good Rag-Picker

You will need:

- ✓ Children, to play (without speaking) the following roles. Some simple props will help.

Bible Characters	Indian Characters	Props (not essential)
Man going on a journey	Man or Woman going on a trip	
Priest	Politician	Briefcase
Levite	Tourist	Shoulder bag
Samaritan	Ragpickers Need 2 people, father and son	A ragged cloth to wrap around the waist or head
Inn Keeper	Health Clinic	Bandages

You will need to add 2 extra characters: Taxi driver and Driver for the Politician.

Tell this modern day Indian Story version of the same story as the children act it out (miming).

Now we are going to change this scene of the Good Samaritan Story into modern-day India, where the children from the video (poster) live – Delhi.

A man was going on a Journey from Delhi to Agra to visit relatives. In the night, he caught a taxi to the railway station, but as he sat in the back of the taxi, he realised he was not been taken to the railway station at all.

“Where are you taking me?” he asked.

The taxi driver told him that this was a short cut.

After a few minutes, the man started complaining because he didn’t trust the taxi driver anymore. Suddenly, the taxi stopped and the driver started yelling at him to get out. Before he could do anything, the back door opened and the man felt an enormous bang on his head.

No one knows how much time passed. The next thing the man knew, he found himself lying on a 6 lane bridge in the middle of Delhi. Cars drove passed him, auto rickshaws beeped their horns, trucks thundered by, and the occasional cow almost trod on him. The noise pounded in his aching head.

He lay there unable to move. When he tried to shift his left leg, he let out an enormous cry of pain. “It must be broken”, he thought.

All his possessions were gone, his pockets were stripped of money. His mobile phone had been taken, so he couldn’t call anyone for help.

He fell in and out of sleep in the burning sun.

Many people pass over that bridge everyday. It happened that as that man lay there, beaten and bruised, a Politician came by. He was running a campaign at the time about keeping the city safe from crime. He had an important press conference about his new program that was to be on the news that night. He passed slowly in the traffic jam. From the back of his new car, he saw the man lying in the gutter. He wound the window up and asked the driver to turn on the air conditioning.

A little later a wealthy tourist passed that way. She noticed the man lying there, bleeding. Frightened that the people who did this might be still around, she walked around him, holding on tightly to her bag. She thought, “Thank goodness the hotel is just on the other side of the bridge. I’m nearly there. I’m so looking forward to a hot shower and a good meal.”

Now under that bridge lived a community of rag-pickers. A father and son were crossing the bridge, pushing an old cart full of the rubbish they had spent all day collecting. When they got home, they needed to sort it out to sell it to be recycled. They came across the man lying face down on the bridge. The father stopped and knelt down beside him and put his cheek close to his bleeding head to check that he was still breathing.

He urged his son to quickly get some water. The boy grabbed one of the bottles that he had collected that day, and ran down to the water pump to fill it up. He brought it straight back to his father, who used it with his own shirt to clean the dirt and blood from the man's face.

The son and father tipped some of their load off their cart to make room for the man. They carefully lifted him on top, and the boy walked beside him to make sure he didn't fall as the father pushed the heavy weight.

When he awoke the man found himself being carried into a health clinic by these two rag-pickers.

Questions for discussion



- Who was the "neighbour" to the man who was robbed?
- How do you think the man felt when he woke up and found himself on the rubbish cart, being taken to the Health Clinic?
- What did the rag-pickers lose, by looking after the man?

Possible answers: They lost some of the rubbish they had spent all day collecting. They would be late getting home, after having been working hard since early morning.

Explain: Rag-pickers are not treated well in India. Many people ignore them because they are "dirty". Rag-pickers and other poor people are often not helped at hospitals or banks, and they are often hassled by police.

In our story, the rag-picker father and son were like the Good Samaritan because they loved and cared for the man in need, even though he didn't belong to the same group as them.

Introducing SHARAN (5 minutes)



You will need:

- ✓ Set of pictures of SHARAN's work
1. There is a group of Christians called SHARAN who have been the "good Samaritan" and loved the rag-picking communities. And even though most of the people around either ignore them or are mean to the rag-pickers, SHARAN staff have been obeying Jesus to show love to them:
 2. SHOW photo collection of the ways that SHARAN workers are helping: visiting them in their homes, taking them to hospitals, helping them enrol their children in school, setting up a health clinic, helping groups start savings groups.
 3. Australian Christians have helped these Christian people in India by sending money to help pay for this community development program to happen.

Response Time (5 minutes)



Although we may think there's nothing much we can do to show love to people like those in the video, there's one thing we can ALL do, and that's pray.

Ask the children to list some things they could pray for, for the children under the bridge.

Thank God for the work of SHARAN, and pray for them.

Lesson Two: It's not Fair!

Knowledge

Children have rights which are written in international documents and agreed to by governments. The Bible calls on Jesus' followers to help the poor and stand up for the rights of the poor and needy. TEAR Australia partners are helping to make these rights a reality for children in poor communities. We can GIVE to groups that are working in poor communities. Even small gifts can make a big difference.

Feelings

Identification with the children in rag-picking communities

Revise Previous Lesson (5 minutes)



Use the poster to revise the previous lesson. Recall the circumstances the children in the video faced, and the ways in which God's people (in this case, SHARAN) are responding.

Hopes and Dreams (20 minutes)



You will need:

- ✓ Case studies of Naseema, Sajida, Taniya. (M2 Resources 1–3)
 - ✓ If time permits, you should prepare three girls for the interview prior to the lesson
1. Choose 3 girls in the class/group to interview about their hopes and dreams in a 'talk-show' style. (Variation: You could bring in some older children from another class.)

Audience

Tell the children they are the studio audience in a TV talk show called "Hopes and Dreams". They will need to listen well, and show appreciation of what the guests say. It is important to value people by listening to them and that it will be important to listen respectfully to the girls' answers.

Guests

Tell the girls that they are guests on a TV talk show called "Hopes and Dreams", and you are looking forward to hearing about them. They should take time to answer the questions truthfully. (If time permits, it may be helpful to give the 'guests' a sample of the questions to look at the day before the interview.)

2. Welcome the audience, introduce the guest, and ask questions "talk-show" style.

Some sample questions:

- What would you like to do when you grow up?
- What else would you like your life to look like?
- Tell us what your life might be like when you are twenty?
- Where would you like to live and why?
- How do you think your dreams for the future may be different from your friends?
- Do you have any worries about the future?
- What will need to happen so that your dreams can become reality?

Allow your questions to be led by the responses of the girls whilst trying to stay with the theme of "Hopes and Dreams".

3. As the "host" thank the guests and call for audience applause. Release everyone from their roles.
4. Discuss briefly the answers the girls gave, and how realistic their hopes and dreams are. How will they be achieved? For example – schooling and further study, special classes in sport or music (or relevant skill), remaining healthy and safe.

Give other students the chance to ask a question or clarify an answer given.

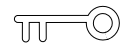
5. Provide case studies resource sheets telling the stories of Taniya, Naseema and Sajida. You could divide the class into small groups for this activity, with one group dealing with just one case study. For a small class, have just one or two children for each story, or work as a whole group.

Have the groups read one story each. (If the reading level is too difficult for your group, read the stories aloud for the children.) Remind the children that they met these girls in the video.

6. If Taniya, Naseema and Sajida were to be guests on “Hopes and Dreams”, how would they answer these questions? (Write the questions on the board).
 - What would you like to be when you grow up?
 - What would you like your life to be like when you are 20?
 - What will have to happen for that to be possible?
 - What are your worries about the future?
7. Discuss the answers given.
 - How are these different from your own hopes and dreams?
 - Are these hopes and dreams likely to be achieved? What stands in the way?
 - What will make it possible for these children to grow up with choices?

[For a shorter version of this activity, simply ask the children to share their hopes and dreams for the future. You could go round the circle, using a couple of the questions above. Then use steps 5–7. You could just use one of the case studies, instead of all three.]

Rights of the Child (10 minutes)



You will need:

- ✓ Rights of the Child worksheet (M2 Resource 4 & 5)
- ✓ Scissors
- ✓ Glue

1. Introduce the topic of Children’s Rights.

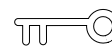
In order for all children to grow up in a healthy and happy way governments have signed a document called *The Declaration of the Rights of the Child* to promise that they will make sure that children get the special things they need to grow and stay safe. Unfortunately not all countries have been able to protect the rights of all children in their country.

2. Children cut out the symbols and paste them to match the appropriate right of the child.

Ask the children to tick the rights that they think the children in the slum have received, and cross the rights that you think they are still missing out on. They should put a question mark next to the ones they are not sure about.

3. Discuss the results. Ask the children which rights they have. Is it fair that some children don’t have access to all the things they have a right to?

Bible Focus



Defend the rights of the poor and needy (15 minutes)

You will need:

- ✓ Bible verse Proverbs 31: 8–9 written on a chart, or on the blackboard.
- ✓ Rights of the Child sheet from the previous activity
- ✓ 24 pieces of A4 paper or light card for display with enlarged letters **D E F E N D T H E R I G H T S O F T H E P O O R** one letter on each piece of paper or card.
- ✓ coloured pencils/textas
- ✓ blu-tac to hang up as a display (or string and paper clips)

For a shorter lesson, delete Steps 2 and 3.

“Speak up for those who cannot speak for themselves, for the rights of all who are destitute. Speak up and judge fairly: defend the rights of the poor and needy.”
Proverbs 31: 8–9

1. Display and read out the verses, and discuss:



- Who “cannot speak for themselves”?
- Who is “destitute” in the community in the video? Who is destitute in our community?
- Point out that, when you have rights, you also have responsibilities. We have seen that here, in Australia, we have most of our rights met. Others don’t. What does the Bible say about our responsibility to those who don’t have their rights met?
- What does it mean to “speak up”? Are there things that we can do that would be “speaking up”?

2. Share the letter sheets out among the children.

Using in the “Rights of the Child” sheet as a reference, students decorate the letters with pictures representing the rights of children. They can use the ideas on their resource sheet (previous activity) and make up some of their own.

3. Display these in the classroom, library, foyer or church.

Response Time (10 minutes)



You will need:

- ✓ The picture set of SHARAN’s work
- ✓ Copies of “**Arguably, the World’s Most Useful Gift Catalogue**”, or “**Gifts 4 Kids**”.

1. Match the pictures of SHARAN’s work to the Rights of the Child. How is SHARAN helping children who live under the bridge have their rights met?
2. Remind the children that sometimes it’s hard to know what we can do. In the last lesson, we learned that we can all PRAY. Another thing we can do is GIVE. Sometimes, just a small amount of money can make a big difference. Look through the Gift Catalogue or **Gifts 4 Kids** to find examples of gifts that would help other children access their rights.
3. Pray for children who don’t have their rights, as we do. Pray for people like the SHARAN workers who are trying to help them have a better chance in the future.

You may want to take this issue of giving further, and encourage children to set some goals and raise some money from their families, church or school.

Lesson Three: Speak Out!

Knowledge

It is possible, and sometimes necessary, to SPEAK OUT about things that are unfair and wrong.

Feelings

Empowered that they can make a difference.

Energised and motivated to do something.

Skills

Express (visually and verbally) ways they believe children should be treated.

Revise Previous Lesson (5 minutes)



Refer to the display made in last lesson to remind children of the rights of the child. In the last lesson, we learned that God expects us to “speak out” and “defend”. We’ll be learning more about that today. Also, we are going to be thinking of what dreams children in poverty might have for their future. We will also do some dreaming ourselves, and think about what our hopes are for their future.

Bible Focus



Samuel Speaks Out (10 minutes)

You will need:

- ✓ Samuel chapters 1–4, in a simple paraphrase version. The Good News Bible is good.
 - ✓ **“Children in Poverty”** (M3 Resource 1) copied for each group (or enlarged or copied onto an overhead.)
 - ✓ **“How Could it Be?”** worksheet (M3 Resource 2)
1. Introduction. When you’re young, it’s hard to speak out. Sometimes it’s pretty hard for adults too! Tell the children they’re going to hear about a child who did speak out, and give a very important, but difficult, message.
 2. Tell the story of Samuel, using the verses from the Bible as indicated. Main points:
 - Samuel was a special child, given to his mother because she prayed so hard for him. She was so grateful, she gave him back to God. That’s why he was living in the temple (church). [1 Sam 2: 21. The boy Samuel grew up in the service of the Lord..]
 - Things were not good in the temple. Eli the priest was very old, and his sons were not following God. They were greedy, selfish and sinful. [1 Sam 2:17. The sin of Eli’s sons was extremely serious in the Lord’s sight.]
 - God called Samuel three times. Samuel didn’t know what was happening until the third time, when Eli told him to answer: “Speak, Lord. Your servant is listening.” [1 Sam 3:8]
 - God told Samuel he was going to punish Eli’s sons, and punish Eli, because he hadn’t controlled them. This was a tough message. [1 Sam 3:12 I am going to punish his family forever because his sons have spoken evil things against me.]
 - The next morning, Eli wanted to know what God had said to Samuel. Samuel didn’t want to give him the bad news, but he had to. It was God’s message, not his. [1 Sam 3:18 Samuel told him everything: he did not keep anything back.]
 - God continued to give Samuel messages for his people. He became a great leader. [1 Sam 19, 21. As Samuel grew up, the Lord was with him... When Samuel spoke, all Israel listened.

3. Discussion questions:

- What was God angry about?
- Why do you think God gave the message to Samuel, not Eli?
- Why was it hard for Samuel to pass the message on?
- How do you think Eli felt when he heard this?



4. There are messages that we need to hear from God today. Children from around the world suffer hunger, disease, lack of education, poor water, even though there are enough resources in the world.

Show the Children in Poverty OHT or chart. (If you have more time, children could do some research to find out more about the situation of children in other countries. A list of useful websites is included in this pack.)

- What message do you think God has for us today?

Two other children who spoke out (10 minutes)



1. Tell the story of Iqbal and Craig.

Iqbal

Iqbal was born 20 years ago (1983) in Pakistan. When he was 4 years old, he was sold to a carpet factory owner who chained him to a heavy loom and forced him to work 13 hours a day for 6 days a week. Many children are in a similar situation today in carpet factories, firework factories, brick kilns, glass beads, steel works, leather tanneries. Your family has probably bought things that had been made using child labour.

When Iqbal was 10 years old he escaped the factory and went to a “Freedom Day” celebration. There he learnt about children’s rights, and was able to tell the crowd his story.

After that Iqbal was sent to school and started to speak up to let others know about what was still happening to other children. He became an excellent speaker and travelled to other parts of the world. People became aware of the slavery that many children were in. With the help of various organisations 1000s of children were rescued. Iqbal visited other children in schools overseas and told them about the child labour reality. He received human rights awards for his work.

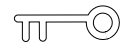
When he returned home to Pakistan Iqbal was shot to death at 12 years of age.

Craig Kielburger

Craig is from Canada and was the same age as Iqbal. When he heard about Iqbal’s death he was shocked. So he and a group of friends set up a group called “Free the Children”. Craig’s group helps to raise funds. Craig travelled to India and Pakistan and heard the stories from children working in these situations. He gave speeches to governments asking them to stop this happening. Many people became aware of child labour and started to take notice. Craig even met with his Prime Minister and convinced him to start to do what his country could to address the problem. With Craig, other children spoke to the council in their city and convinced them not to buy fireworks made using child labour.

You can read more about these two boys, and other children who have made a stand, in Listen to Us: The World’s Working Children Jane Springer, 2000, Allen and Unwin. Information from the text above comes from this book. A good book for all school and public libraries.

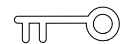
How could it be? (10 minutes)



You will need

- ✓ **"How Could it Be?"** worksheet (M3 Resource 2)
 - ✓ Pencils, coloured pencils, textas
1. Remind the children of the verses they read last week.
Speak up for those who cannot speak for themselves, for the rights of all who are destitute. Speak up and judge fairly; defend the rights of the poor and needy.
Proverbs 31:8–9
 2. Small buzz groups of 3 or 4 children. (SMALL CLASSES: Do this together)
Think about the message in Proverbs about speaking out for the poor. Use the "How could it be?" worksheet to record some of the problems for children in poor communities, and some of your wishes for these children.
 3. Share some of the ideas with the large group. Discuss what has happened in between the pictures to make this possible (what is happening in the arrow).

Response Time (15 minutes)



Speaking Out Together. The 'Kids 4 Kids' Campaign

Refer to the sheet The **Kids 4 Kids Campaign** for information on how children's work is to be published, and the **Kids 4 Kids submission slip**. If you can extend this time into an extra lesson, it will give the children time to do better quality work. Alternatively you could start this during the lesson time, and have children complete the work at home or in their own time. Make sure you follow this up and collect the work, along with the parent letters, from the children in the next lesson.

You will need:

- ✓ A4 paper for each child
 - ✓ Art materials – whatever you choose to use (See Artwork Suggestions sheet and Writing Suggestions sheet)
 - ✓ **Kids 4 Kids** entry forms, one for each child.
1. Introduction. Remind the children that they've learned two ways they can help children in poor communities. They can PRAY, and they can GIVE. Today they'll have a chance to SPEAK OUT.
 2. Explain the **Kids 4 Kids Project**.
 - It's a way of showing our concern about injustice
 - It's a way of speaking out for kids like the ones in the video
 - Doing it together with lots of other kids around Australia makes the voice stronger
 - Having kids speaking out for kids is very powerful
 3. Invite the children to express in artwork, in words, or a combination (however you want to frame it for your group) – **"What I Want for the Children of the World."**

Explain the three ways in which their work may be published;

- On the **Kids 4 Kids Website**
 - In a huge scrapbook to be presented to the Australian government
 - Selected items in a book to be published.
4. Once the work is finished, it would be great to present it to the whole school at an assembly, or to the church, or display it in a public place. or display – a local library, a shopping centre.