

# God is Our Saviour Teacher's Topic Guide Year 8

**Topic: Europe**

**Duration: 3 weeks**

## God is our Saviour

### Spiritual Awareness:

Jesus has commanded us to go into all the world, taking His message of redemption to the lost. Who are the lost?...those who do not acknowledge Jesus as their Saviour. Although Great Britain and Europe were once the 'senders' of missionaries to many parts of the world, including the Pacific Islands, respect for Christianity has declined and these countries are now in need of missionaries to come to them.

### Values: Our response to 'God is our Saviour'

**Thankfulness** to God for dying for us, making it possible for us to become His child and to receive eternal life

**Cultural understanding, empathy** and **wisdom** in sharing our faith

**Compassion** towards all people of the world, including those who do not know Christ

**Faith** in the God of the Bible

### Outcomes: Students will

- gain an overview of the history, geography and culture of the countries forming Europe and Great Britain
- list the countries in the European Union and identify the purpose
- be familiar with some of the currencies of Europe including the Euro (currency).
- classify countries within geographical regions, such as Mediterranean, Eastern Europe and Scandinavia
- outline the impact of World Wars 1 & 11, and the aftermath
- understand the impact of Communism, and its collapse
- understand the history of the countries in the Eastern Communist Bloc, and the changes that occurred due to the fall of the Berlin wall.
- gain an understanding of current problems in Europe, such as the refugee crisis
- analyze the status of Christianity in Europe today
- understand how Christianity spread to Europe through the early church
- describe the work of mission groups in Europe today.

### Bible stories

Acts 13 & 14 - Paul and Barnabas spread the Good News

Acts 16 - Timothy, Paul and Silas

Acts 17 - Paul in Athens - 'to the Unknown God'

Acts 19 - Paul in Ephesus

### Bible Verses

John 3:16 – For God loved the world so much that He sent His Son, so that whoever believes in Him should not die but have everlasting life.

Matthew 28:16-20; Mark 16:14-20 - The Great Commission

Romans 10:14; Ephesians 6:15 - Feet to spread the Good News

John 14:6-7 - Jesus, the Way, the Truth, the Life

1 Corinthians 7:23 - We were bought with a price

Romans 5:10 - We were God's enemies, but He made us His friends through His death on the cross.

Romans 1:20 - God's invisible qualities - His eternal power and divine nature - have been clearly seen.

### **Key Questions**

What did Jesus ask us to do in Matthew 28:16-20?

Which of the apostles took the Gospel to Europe and which countries did they go to?

Where can we go to share the Gospel?

What are the most effective ways to share the Gospel?

### **Activities**

- Ask students what they already know about Europe.
- Make a list of points on a large sheet of paper or board.
- Study the map of Europe and then ask students to work in pairs to point to countries, as they are called out. Students can see how quickly they can find the country, or capital city.
- Make graphs to show comparison of statistics (See student notes, "European facts and figures")
- Research specific missionary endeavours in Europe and pray for them.
- Pray for the needs of European countries.

### **Assessment:**

Make a travel brochure on a European country of choice. Include a map of the country and show where it is situated in Europe. Present information on geography, agriculture, industry, way of life.

### **Learning connections:**

**Geography:** continents, countries, cities, geological features

**English:** class presentations; discussions on various faiths

**Biographies:** Sefanaia Sukanaivalu; Reona Peterson

**Beacon Media resources:** Student notes

1. *"European countries, some facts and figures"*

2. *"Communism in Europe"*

3. *"Miraculous events from World Wars"*

# Values education Year 8

## God is our Saviour

### Cultural understanding, empathy and tolerance

God created people differently. He loves all people, regardless of race, religion or ethnicity.

#### Our response to God is our Saviour:

- understand that Jesus died for the whole world, every person of every nation
- recognize that God loves all people equally
- show kindness and consideration to all
- accept and love others

#### Activities and discussion

1. Compare cultural traditions of two different ethnic groups in the areas of food, music, art.
2. The word “tolerance” means accepting other people’s differences. When differences have no impact on morals, then we can accept and appreciate these differences. Explain how appreciating foods, art and music of different cultures can have a positive influence.
3. Fijian culture once incorporated the tradition of cannibalism. Would it have been appropriate for another cultural group to accept, appreciate and take on this cultural tradition?
4. What conclusion can we draw then about which aspects of culture we should accept and appreciate?
5. The word “empathy” means to understand how others feel. Why is it important to show empathy? Think of a situation where empathy would be important.

#### What does the Bible say about accepting people of different cultures?

- Luke 10:25-38 The Good Samaritan
  - John 3:16 God so loved the WHOLE world that He gave His son.
  - Revelation 7:9 After this I looked, and there before me was a great multitude that no one could count, from **every nation**, tribe, people and language, standing before the throne and before the Lamb. They were wearing white robes and were holding palm branches in their hands.
  - Matthew 22:37-39 Love the Lord your God. Love your neighbour as yourself. (Neighbour refers to people of other nationalities)
  - John 4:1-26 Jesus and the Samaritan woman.

# Art Year 8

## God is our Saviour

### European history

**Biblical wall art and text:** How can they believe in him if they have never heard about him? And how can they hear about him unless someone tells them? How beautiful are the feet of messengers who bring good news! Romans 10:14-15

#### Art History

Students can take a look at the art traditions of ancient Greece and Rome, in the time of Jesus and the apostles, as in Acts 17. Note the emphasis on making images of false gods. How is this similar to some Pacific Island carvings?

Note the students should not be asked to draw images replicating false gods. This is purely a history lesson.

Students can also look at more modern works of European artists, e.g. French impressionist painters of the late 1800s. Up until this time, art was realistic. However, when the camera was invented, artists developed a range of new painting techniques. Rather than compete with the ability of the photograph to record an exact image, the Impressionists, such as Monet, felt free to represent what they saw in an entirely different way – focusing more on light, colour and movement in a way that was not possible with photography. This new style of art was initially thought to be ‘sketchy’ or ‘unfinished’, but it gradually gained acceptance.

#### Art projects

1. Paint a scene in the style of the impressionists.



2. How can we use art to share a message about God?



## Thinking Skills

Year 8 Saviour

### Europe 1

Draw 3 different symbols to represent each of the following countries:

- The Netherlands
- Italy
- France

### Europe 2

List all the capital cities you can think of in Europe, and write next to each, the country.

### Europe 3

List 3 types of stone buildings or structures you would find in Europe.

### Europe 4

Make an improvement to a Norwegian dog sled.



### Europe 5

Imagine that the Roman colosseum could be reconstructed. Compare its PAST uses with what it could be used for in the PRESENT.



### Europe 6

If the Eiffel Tower (Paris) was open for sporting activities, what could be offered?

