

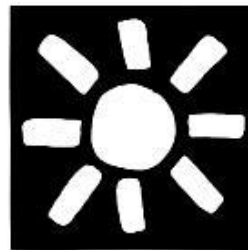
# Science and Social Studies

## Year 3 Term 2

### Student Book

#### TERM 2

<b>God is ...</b>	<b>Page</b>
<b>Our Saviour (3 weeks)</b>	<b>2</b>
<b>Pure &amp; Holy (4 weeks)</b>	<b>23</b>
<b>Creator Part 1 (3 weeks)</b>	<b>30</b>



# God is our Saviour – Countries of the World

## Australia and New Zealand

### 1. Australia

Australia is divided into areas called states or territories.

Each state or territory has a capital city.



Write the answers in your book:

The capital of New South Wales is .....

The capital of Victoria is .....

The capital of Tasmania is .....

The capital of South Australia is .....

The capital of Western Australia is .....

The capital of Northern Territory is .....

The capital of Queensland is .....

The capital of Australia is .....

----- is in the Australian Capital Territory.

## Special things to see in Australia

Here are some pictures of special things to see in Australia. They were formed during Noah's Flood.

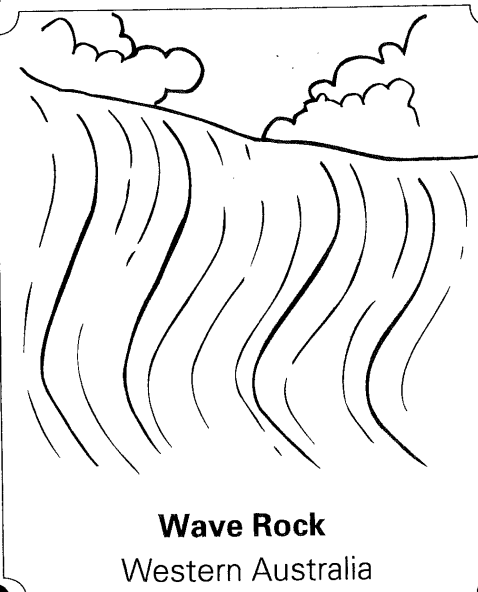
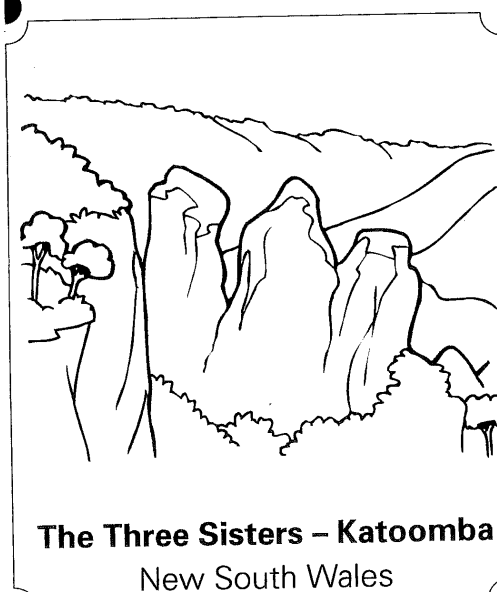
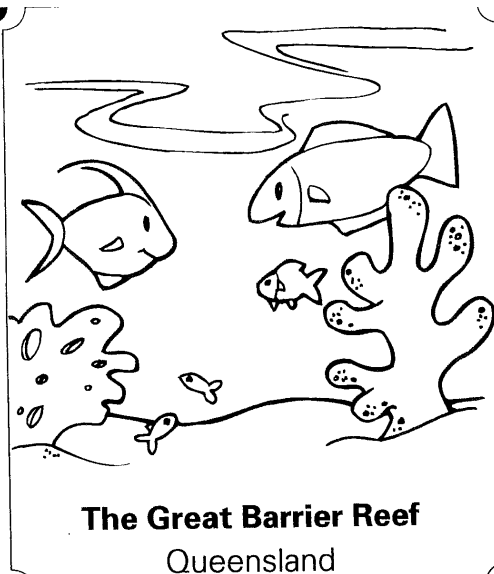
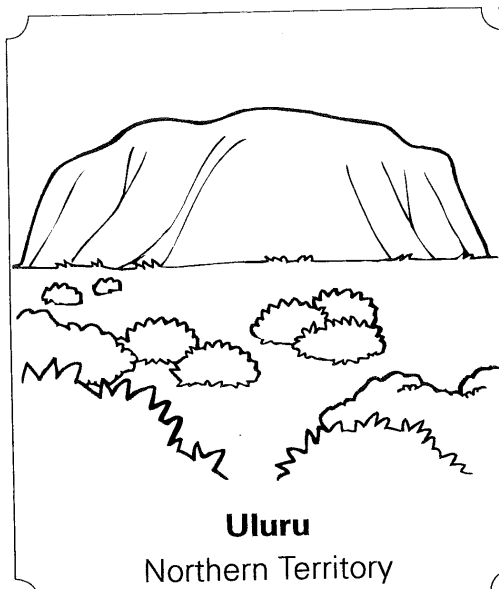
Uluru is a huge brownish-red rock in the centre of Australia. There is desert all around it.

The three sisters are three large rocks in the Blue Mountains.

The Wave Rock is another huge rock. You can see the bands of mud and sand that came together during the Flood.

The Great Barrier Reef has beautiful coral and colourful fish.

Draw these on a large map of Australia. Draw them in the right places.



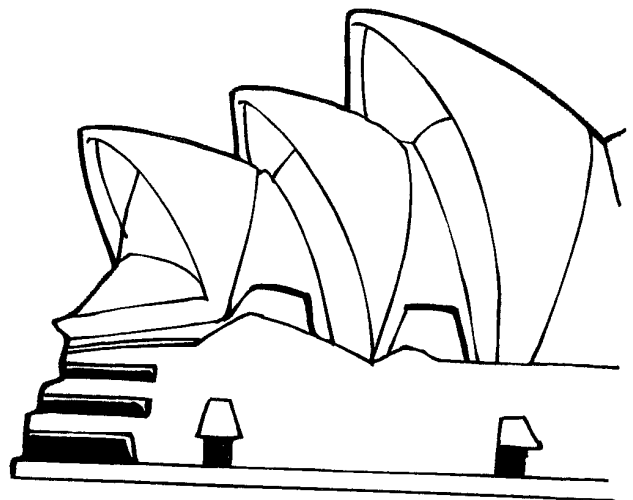
## Famous Buildings and Bridges of Australia

Draw a large map of Australia.

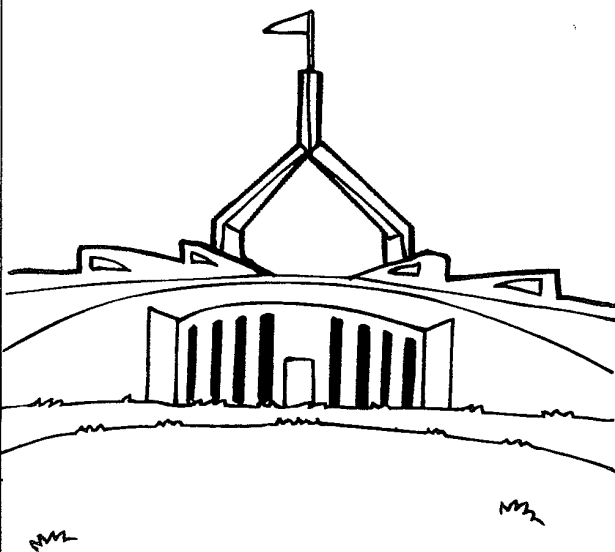
Draw a picture of these things in the right places on your map



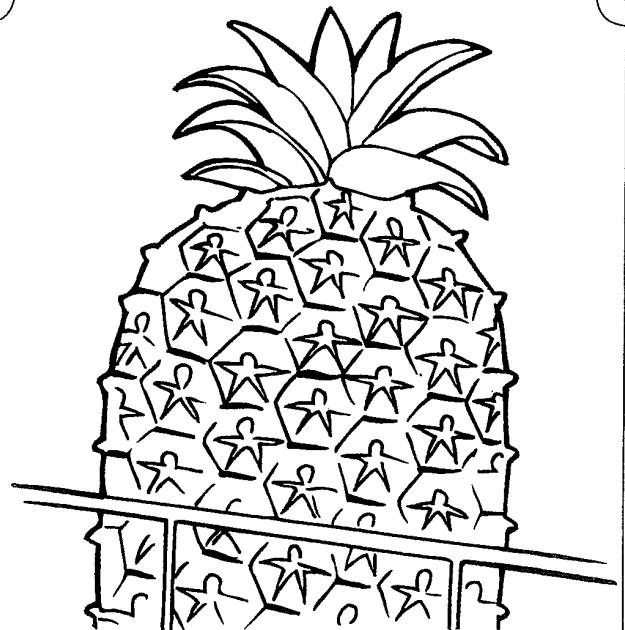
**Sydney Harbour Bridge**  
New South Wales



**Sydney Opera House**  
New South Wales



**Parliament House**  
Canberra



**The Big Pineapple**  
Queensland

## The first Australians

The first people to live in Australia were Aboriginal people. They travelled to Australia many years ago in over land and in boats. Some people think they came through India and Indonesia.

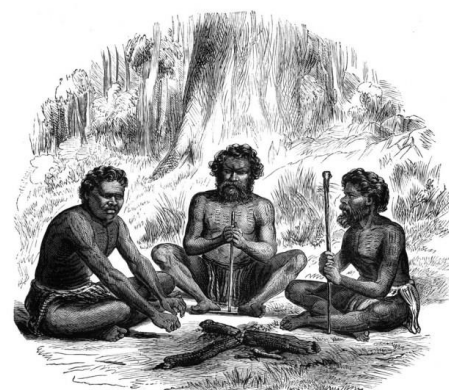
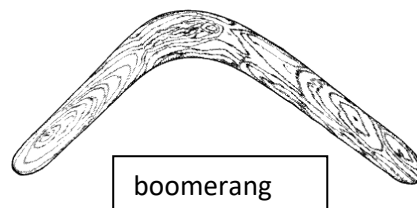
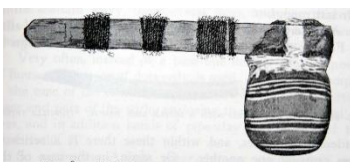


Long before white people came to Australia, there were many different Aboriginal groups living in many parts of Australia. Some groups settled on the islands between Australia and New Guinea. These people have become known as Torres Strait Islander people. Each group had its own language.

Early Australian Aboriginal peoples were hunters and ate the animals they caught. They also gathered native plants to eat. The people who lived along the coast caught and ate fish.

Aboriginal people built shelters from the bush materials around them, like bark, sticks and branches. All Aboriginal people had tools for digging, cutting and for hunting. They made spears and boomerangs to use for hunting. They built canoes from bark. They made nets, baskets and bags from different fibres and from animal skins. They made clothing too, out of animal skins.

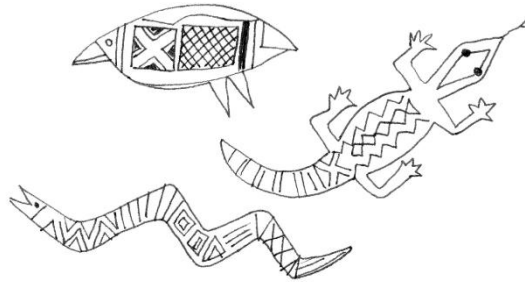
Today Aboriginal people live and dress in a modern way. The children go to schools as you do.



Make a picture chart to show early Aboriginal people: 1. Travelling in boats, 2. hunting for food 3. making things. Label each drawing.

# Nabor the Aboriginal

## Biography



In 1770, Captain James Cook and his crew, in the ship called *the Endeavour*, became the first white people to land on the East coast of Australia. Eighteen years later, a fleet of ships was sent from England to Sydney, with the purpose of setting up a new home for the convicts in the overcrowded British jails. This is how the first white people came to Australia. Before then, only the Aboriginal people lived in Australia.

Many true stories are told about the help that Australian Aboriginal people have given to white people. The story of Nabor is one of these.

The Australian Aboriginal people did not understand the ways of the first white people. Aboriginal people had their own laws which they kept with great care; but the white man's laws were new and strange to them.

When the white people took over the land, many of the past hunting-grounds of the Aboriginal people were lost to them. Since they could no longer hunt for kangaroos and other animals, they, being hungry, took the white man's animals instead.

Sometimes too, they would raid an outback hut, and steal the food. The white people, who needed the food themselves, tried to put a stop to this.

Once, a policeman and his party of 'black trackers' set out to catch four Aboriginal people who had broken the law and raided such a hut. They caught them and fastened them one to the other with chains about their necks. Then the policeman and the trackers, with their captives, set out for home. The captives walked by the police horses.

Now, heavy rains had fallen since the police party had set out, and they found that a small river, which they had crossed before was already in full flood.

On the return, the party had to cross this river. The policeman had told the captives to swim while he and the black trackers went across on their horses. He then undid the chains, and these hung down loosely from their necks. Each of the captives then wound the loose chain about his neck and under his arms.

Then they dived into the water. The captives were all strong swimmers, and all swam the flooded river quite safely. So also did the black trackers. The policeman, however, seemed to have disappeared.

Then they saw that he had been thrown from his horse. He and the horse had both been caught in the strong current. They watched the policeman struggle back to his horse, but the terrified animal kicked him. The policeman fell back into the water unconscious. Already the current was carrying him away. It seemed almost certain that the flood would cost him his life.

Suddenly, Nabor, one of the captives, wound his loose chain about himself and ran along the river bank in the same direction as the current was going. He noted the spot where the policeman was, and running past it, dived into the flooded river. He swam and struggled against the current, until he managed to draw nearer to the policeman.

Even when he reached him the struggle wasn't over. Nabor was tiring, and the chains about him felt heavy. It was hard, in the strong current, to keep the policeman afloat and struggle toward the bank.

The other Aboriginal men had run to the nearest spot, and, as Nabor struggled toward the bank, they took the policeman from his arms and put him carefully on the ground. He lay quite still.

The rest of the party stood and looked down at the one white man among them. He was so pale and still that even then they thought he might die. Then suddenly Nabor wound his loose chain around his arm and disappeared.

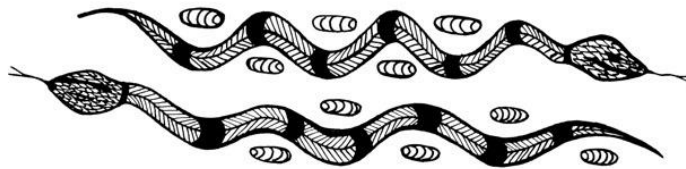
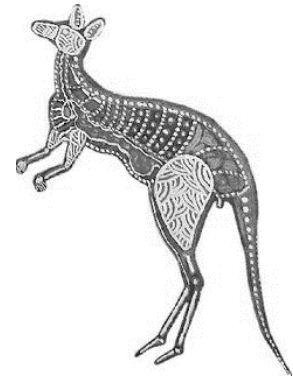
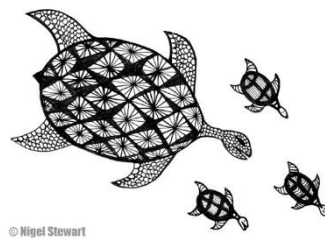
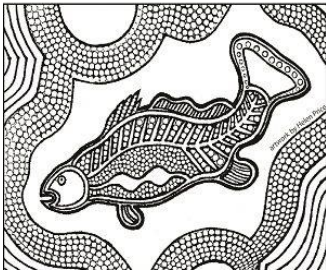
He ran straight into the bush; not to escape, but to get help for the white man. For three miles he ran, until he found some white men. With them he hurried back again. These men were able to help the policeman, and soon he looked less pale and began to speak to them. Later he was able to go on his way. When the party reached the police station, the policeman told the story of Nabor's bravery.

This true story was told in the newspapers. When the story reached England, the King decided that Nabor deserved a medal, and ordered that one should be sent to him. Even though Nabor had probably never read the words of Jesus, he was actually doing as Jesus commands us. You can read this in Luke 6:27-28. Nabor also gave us a true example of what it means to love your neighbour. Perhaps Nabor was given his name because of the kindness he showed to all people...even his enemies. He gave us a true example of loving our neighbour.

## Questions

1. Why did Australian Aboriginal people steal the food of the white people?
2. What did the white people do about this?
3. Who were the captives?
4. How do we know that the captives were good swimmers?
5. Do you think that the policeman deserved to be rescued by Nabor? Explain why or why not.
6. Write this verse from the Bible: Luke 6:27, starting from the word 'Love'.
7. Read Mark 12:30-31. Explain why Nabor was being a good neighbour?

## Examples of Aboriginal Art





# Animals of Australia

## The Koala

Koalas are not bears. They are marsupials. That means they have a pouch for their babies. A baby koala is called a 'joey'. The joey stays in the pouch for 6 months. Then it leaves the pouch and stays with the mother for another six months. it rides on its mother's back

Koalas live in *eucalypt trees*. These are a type of *gum tree*. The koalas eat eucalypt leaves and almost nothing else.

God gave the koala sharp claws, and two thumbs on their front paws, to help them climb trees.

Koalas are grey and have large noses that are coloured pink or black.

Koalas cannot be kept as pets.

**Write numbers 1-5 in your book.**

Answer each question with one word.

1. A tiny baby koala stays in its mother's  
p \_ \_ \_ \_.
2. The baby koala is called a j \_ \_ \_.
3. Koala's have sharp c \_ \_ \_ \_ to help them  
climb trees.
4. They have an extra t \_ \_ \_ \_ to help them  
climb trees.
5. Can you keep a koala as a pet?
6. Now draw a koala with the right colours.



# Animals of Australia

## The Kangaroo

Kangaroos are marsupial animals that are found in Australia. A different kind of kangaroo called a *tree kangaroo*, lives in New Guinea.

A marsupial carries its baby in a pouch. Baby kangaroos are known as 'joeys'.

Australian kangaroos can be reddish brown or grey. They can hop around quickly on two legs or walk around slowly on all four. They do not climb trees.



Kangaroos can't walk backwards. Kangaroos have very powerful legs and can be dangerous at times. Kangaroos can jump very high, sometimes three times their own height.

Kangaroos can swim.

Most kangaroos eat grass.



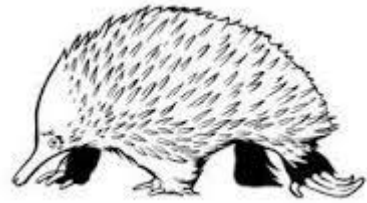
**Write numbers 1-5 in your book and answer with one word:**

1. Kangaroos live in A \_\_\_\_\_ and New Guinea.
2. A mother kangaroo carries her baby in a p \_\_\_\_\_.
3. A kangaroo hops on t \_\_ legs.
4. Australian kangaroos cannot climb t \_\_\_\_\_.
5. Kangaroos eat g \_\_\_\_\_.
6. Now draw a picture of an Australian kangaroo. Choose either grey or reddish brown.

# Animals of Australia

## The Echidna

An echidna has hair and spikes (also called spines) on its body. It has big, strong claws for digging.



An echidna is also called a spiny ant-eater. It has a long sticky tongue to catch termites and ants. Echidnas have an excellent sense of smell, using their snouts to poke about through dead leaves and rotten logs in the search for food.

Echidnas dig themselves into the ground if they are chased.

Echidnas are in a special animal group called monotremes. A monotreme is a mammal that lays eggs but feeds its babies milk. There are only two kinds of monotremes in the world. One is the echidna and the other is the Australian platypus.

Echidnas grow to about 40 centimetres in length. They weigh about 8 kilograms.

The echidna has a pouch. The female lays one egg into her pouch. The egg does not have a hard shell like a bird's egg, but a soft skin instead.

The egg hatches in about 15 days. Inside the pouch, the tiny baby, called a puggle, licks milk that comes from its mother's body. When the baby's spikes start to grow, the baby is moved into a burrow by its mother. The mother looks after the puggle for about 6 months, until it is old enough to get its own food.

1. The echidna likes to eat a \_ \_ \_.
2. If it is being chased, the echidna digs itself into the g \_ \_ \_ \_ \_.
3. The female echidna lays one egg into its p \_ \_ \_ \_.
4. When the baby hatches it licks m \_ \_ \_ from its mother's body.
5. When the baby's spikes start to grow the mother moves it to a b \_ \_ \_ \_ \_.
6. Draw a picture of an echidna using the colours brown and black.

# Animals of Australia

## The Platypus

A platypus is covered with three layers of thick brown fur.

Platypuses live near rivers and lakes in parts of Australia. They swim in the water and dive down to get worms from the bottom of the river.



A platypus has webbed feet and a bill like a duck's bill. It has a tail like a beaver's tail.

The females lay eggs with soft skin like a snake's and feed their young milk. They belong to the group of animals called monotremes. Monotremes are mammals that lay eggs, and feed their young on milk. The only other monotreme in the world is the Australian echidna.

The male platypus protects itself and its family against enemies with a poisonous spur on one of its back legs.



1. The platypus keeps itself warm in the water with three layers of thick brown f \_ \_ .
2. A platypus uses its webbed f \_ \_ \_ and strong tail for swimming.
3. A platypus uses its duck-bill for getting w \_ \_ \_ \_ from the mud on the bottom of the river.
4. The female platypus lays e \_ \_ \_ and feeds its baby on milk.
5. The male platypus protects itself and its family with a poisonous s \_ \_ \_ .
6. Draw a picture of a platypus using brown and black.

# Animals of Australia

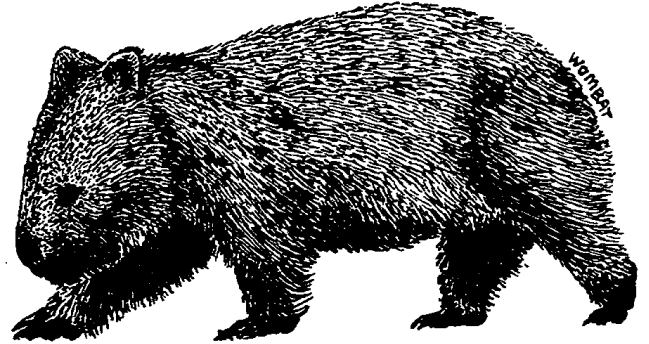
## The Wombat

Wombats are mammals.

Wombats are marsupials. That means the females have a pouch. The baby wombat stays in the pouch and drinks milk.

Wombats are native only to Australia.

Wombats look a little like a small bear.



There are two kinds of wombats, the Bare-nosed wombat, and the Hairy-nosed wombat.

Wombats eat grass and roots. They feed at night.

They live in large burrows up to 30 meters long.

Wombats are extremely strong and very good at digging. Because they dig so much, God made them with a pouch that opens to the back, so that the dirt does not go into the pouch.

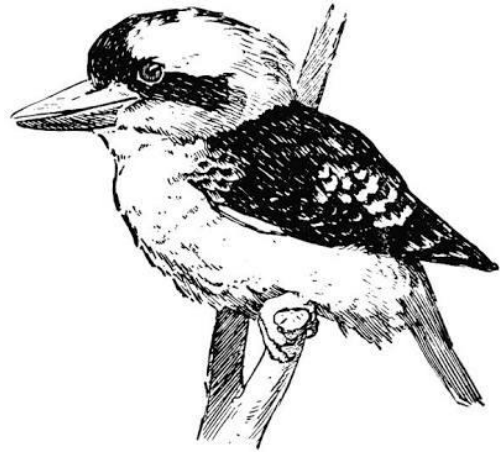
Wombats are light brown, brown, black or grey.

The average wombat is about 1 meter long and weighs about 25 kg.

1. Wombats are marsupials. The females keep their babies in a p \_ \_ \_ \_.
2. Wombats are mammals. The babies drink m \_ \_ \_ from their mothers.
3. Wombats eat grass and r \_ \_ \_ \_.
4. Wombats d \_ \_ burrows for their home.
5. The wombats pouch opens to the b \_ \_ \_ so that dirt does not get into the pouch.
6. Draw a picture of a wombat. Choose one of the colours that a wombat can be.

# Animals of Australia

## The Kookaburra



Kookaburras are the largest bird in the kingfisher family. Their beaks grow to 10 centimetres long.

They use their large beaks to catch snakes, lizards, small birds, mice and insects.

They make a sound that is just like laughing. They don't laugh because they think that something is funny. They laugh to tell other birds that this is the place where they live.

They lay up to five eggs in a tree hollow.

They are brown and white.

1. A kookaburra has a long, strong b \_ \_ \_.
2. The kookaburra eats small animals such as l \_ \_ \_ \_ \_ and snakes.
3. The kookaburra makes a l \_ \_ \_ \_ \_ sound.
4. The kookaburra laughs to tell other birds that this is the place where they  
l \_ \_ \_.
5. The kookaburra lays its eggs in the h \_ \_ \_ \_ \_ of a tree.
6. Draw a kookaburra. Use the correct colours.

# Animals of Australia

## The Emu

The emu is the largest bird in Australia, and the second largest in the world after the ostrich.

An emu runs fast but cannot fly.

They can grow up to 2m tall.

They can live between ten and twenty years in the wild.

Emus eat grass, fruit and seeds.

They are covered in soft fluffy feathers.

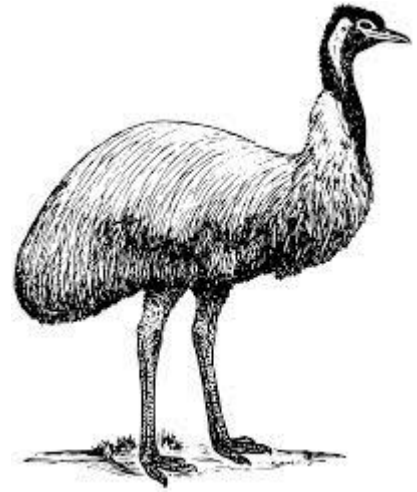
They have two sets of eyelids, one for blinking and the other for keeping the dust out! Emus live on the grassy flat land of Australia.

Emus have long necks, sharp beaks and small ears.

Their feet are long, with three toes. One toe on each foot has a long talon, for fighting.

Emu feathers are soft and light-brown with dark tips.

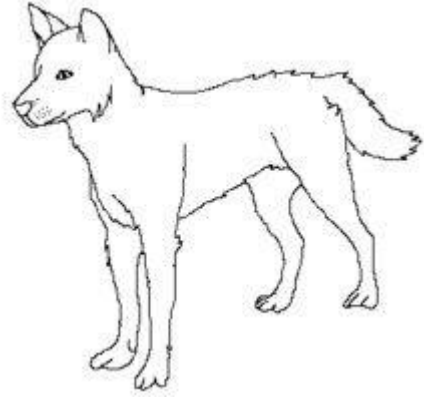
Males are slightly smaller than females. Males make a grunting sound like a pig and females make a loud booming sound.



1. The emu is the second biggest bird in the world. The biggest is the  
O \_ \_ \_ \_ \_.
2. Emus cannot f \_ \_.
3. Emus have two sets of eye lids. One set keeps the d \_ \_ \_ out.
4. Emus eat p \_ \_ \_ \_ \_.
5. Female emus make a loud b \_ \_ \_ \_ \_ sound.
6. Draw a picture of an emu. Use the right colours.

# Animals of Australia

## The Dingo



The dingo is an Australian wild dog, but it actually came from Southeast Asia, where similar looking dogs can be found today.

The first dingoes came in boats with the first Australians, the Australian Aboriginal people, who came to Australia thousands of years ago, through India and Indonesia.

The color of dingo fur is usually reddish-brown. The dingo has a pointy nose, and ears that stick up.

The dingo does not bark like other dogs but It howls like a wolf. This is how it talks to other dingoes.

Dingoes usually live in groups of about 10. They eat other animals and hunt for their prey together. They usually hunt rabbits, wallabies, kangaroos, birds and lizards. They sometime eat berries and fruit.

Dingoes hunt mainly at night. They can travel a long way when they are searching for food. Just like dogs, dingoes will hide food remains under the ground for later meals.

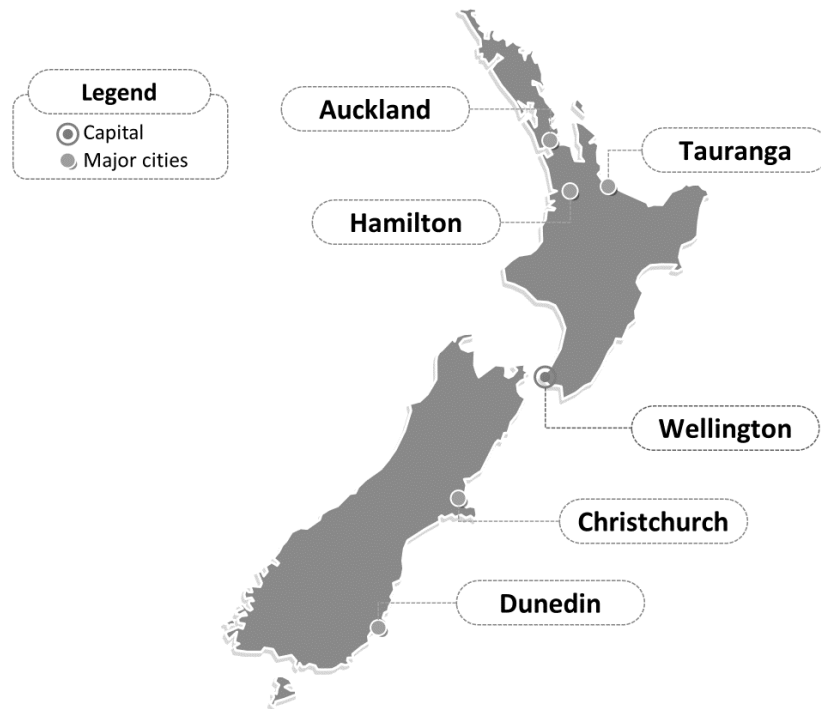
Female dingoes have babies once every year. There are about 5 or 6 babies in a litter. All members of the group help in raising the pups. Young pups drink milk from their mother.

Write the missing words in your book:

1. The first dingoes came to Australia from South-east A \_ \_ \_ . Find this on a map.
2. The dingo does not bark but howls like a w \_ \_ \_ .
3. Dingoes eat m \_ \_ \_ .
4. Dingoes hunt mainly at n \_ \_ \_ \_ .
5. Dingoes live in groups. All members of the group help to care for the p \_ \_ \_ .
6. Draw a picture of a dingo. Use the right colours.



# Map of New Zealand



**Draw a map of New Zealand and label:**

1. The capital city
2. The largest city
3. The North Island
4. The South Island
5. Cook's Strait, (between the North and South Islands)
6. **Find out:**

How long it takes to fly from:

- a) New Zealand to Australia
  - b) New Zealand to Fiji
  - c) New Zealand to Antarctica
7. New Zealand is in which ocean?



## The first New Zealanders

The Maori people were the first people to live on the islands of New Zealand. They arrived on the islands about 1,200 years ago. Their name means "ordinary people."

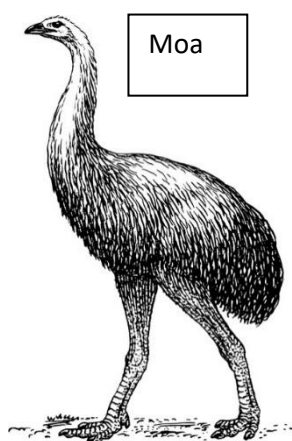
The Maori people are Pacific Islanders, who traveled the seas in giant canoes. Using the stars, sun, and sea currents to navigate and find land, they traveled from island to island. Over a period of 500 years many canoes brought people to Aotearoa, "The Land of the Long White Cloud," as New Zealand was then called.

The early Maoris believed in gods which represented the sky, earth, forests, and forces of nature. The Maori people fought many wars. They believed that the spirits of their ancestors could be called upon to help them in times of need or war.

Today Maori people live a modern lifestyle all over New Zealand.

The earliest Maori people are sometimes called the Moa Hunters. Their main source of food was the moa, a huge flightless bird that is now extinct. After the moas were gone, the Maori ate smaller birds. They also caught fish and grew crops for food.

The kiwi is a small flightless bird still living in New Zealand today. Another small flightless bird is the kakapo, a kind of parrot.



Make a picture chart to show how the first New Zealanders lived.

## Examples of New Zealand Maori art



### Henry Williams

#### Biography

Henry Williams was born in England in 1792. As a young boy he loved ships. He decided that when he was old enough he would join the British navy and go to sea. When he was 14 years old he joined the navy, and found that his life became centred around battle. Although he still loved ships, he hated the fighting. "There must be a better way," he thought. In 1823, after eleven years in the navy, Williams finally left and went to the far away country of New Zealand. In those days, few Europeans lived there, and the Maori people who inhabited the country, fought amongst themselves a great deal.

The Maoris came to accept Henry, because he had been a fighter too. They came to love and trust him. When they had arguments among themselves, which might have grown into battles, they used to come to Henry and he would help them to find ways of settling their quarrels without fighting.

Henry settled in New Zealand, and when he was quite old, he became ill. As he lay in his bed, dying, he heard about some of his friends who were about to go to war with each other. He knew how terrible Maori wars could be. The warriors used sharp spears, wooden clubs, stones and darts. They would continue fighting until all the members of one side were killed. Henry was too weak to

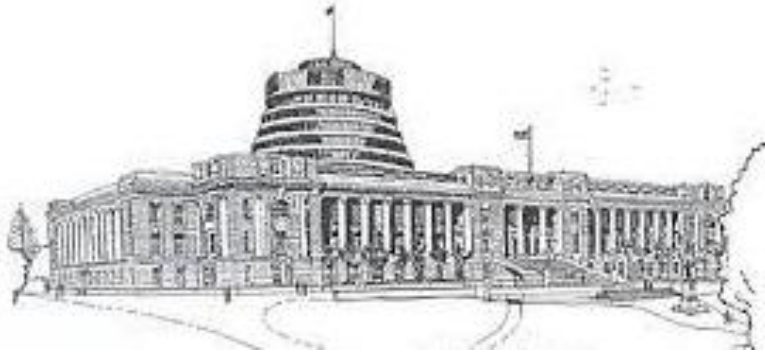
talk to his Maori friends. He sent his sons to try to make peace. However, the Maoris would not listen.

As darkness fell that evening, someone brought a message to the groups who were at war with each other. Henry had died. The battle ceased. At once, both groups went to Henry's house to express their sorrow. Henry's death brought about reconciliation, and the two groups of Maoris made an agreement never to fight again.

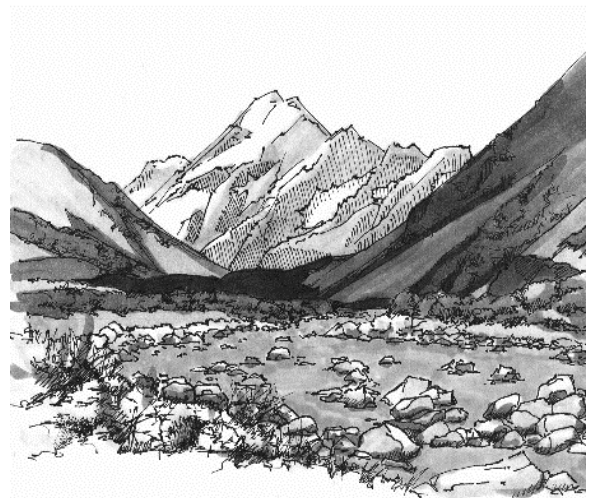
### **Questions**

1. Name one thing Henry liked about the Navy, and one thing he disliked.
2. Why did the Maori people accept Henry?
3. How did Henry help the Maoris?
4. Why do you think the two groups decided never to fight again?
5. Trace the journey from England to New Zealand on a world map.
6. Draw a map of New Zealand.
7. Find out how long it takes to get from New Zealand to Fiji on a plane today.

# Landmarks of New Zealand

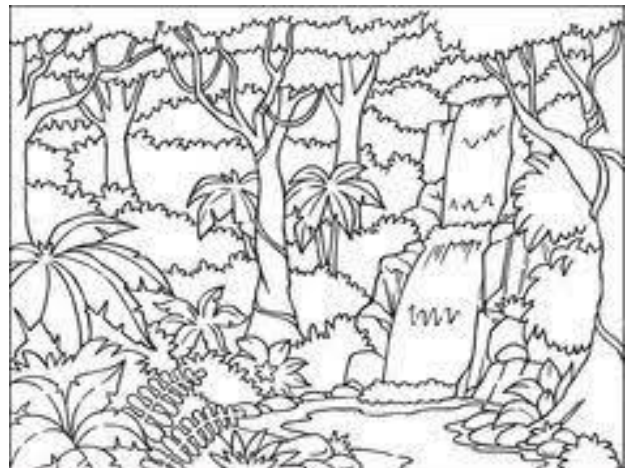
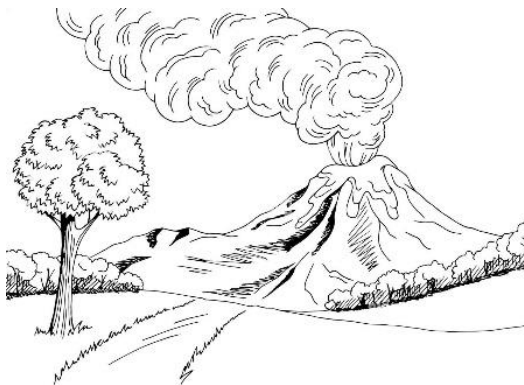


Parliament House with the Beehive building in Wellington, the capital city.



Mt. Cook, in the South Island - the highest mountain. Snow covered mountains for skiing.

Volcanoes on the North Island.  
Some are still active.



Rainforests with tracks for walking.

Thinking Skills	
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<p><b>City or country 1</b></p> <p>Lots of cars and buses People everywhere! Everything's so busy There's no time to stop and stare. But when we're in the country We seem to slow right down. The air is smelling clean and fresh More trees than in the town.</p> <p>List 3 words that remind you of the city and 3 for the country.</p>	<p><b>City or country 2</b></p> <p>Make a list of the things people may not like about the city.</p>
<p><b>City or country 3</b></p> <p>Make a list of the things people may not like about the country.</p>	<p><b>City or country 4</b></p> <p>Make a list of things people may like about the city.</p>
<p><b>City or country 5</b></p> <p>Make a list of things people may like about the country.</p>	<p><b>City or country 6</b></p> <p>You have been given enough money to buy a place in the country. Draw a plan of your place looking down from a helicopter.</p>

# God is Pure and Holy - Rules, Laws and Customs

## 1. Rules

A rule is something that you follow in order to keep you and others safe. Rules are made for a group of people to follow, to keep things running well. For example: school rules, sports rules, family rules.

Make a chart and write some rules under each heading:

Family Rules	Sports Rules

## 2. Laws

A law is a rule that everyone in the community must obey. Laws are made by the government and affects everybody in society. For example: Do not kill other people.

Make a chart and list some Laws of your country. Include Traffic laws.

Rules of our country	Traffic Laws

## 3. Why are rules and laws important?

## 4. Make a list of some rules that God has given us.

## 5. Respect

Respect is an attitude of showing care and consideration to the people around you. It means that you honour the rules of your family and school.

We also have rules in the wider community that need to be respected. The rules are there to protect us and make our community a safer place to live in.

## 6. Customs

A custom is something that people follow in their family, group or country. For example: Giving Christmas presents at Christmas. Different groups of people follow different customs.

Make a list of some customs of your family and friends.

Customs we follow

## 7. Classroom rules





Make a poster of classroom rules. Draw a picture for each rule. Some of the children in the pictures above are not doing the right thing. Only draw the right ones.

**Raise your hand.**

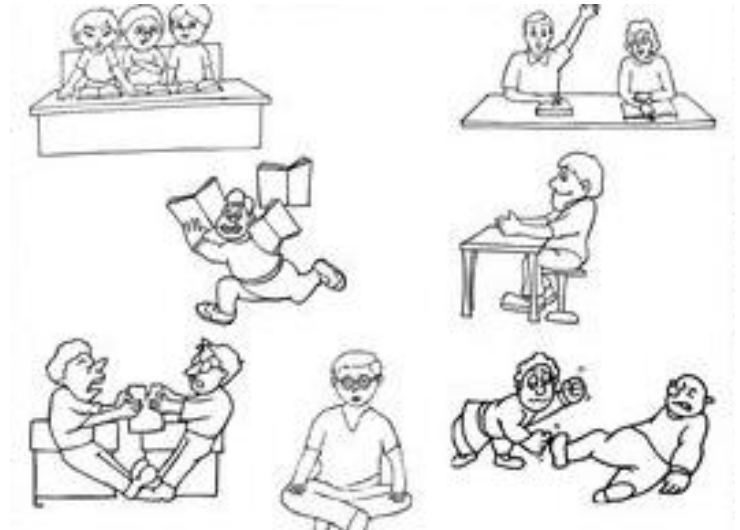
**Walk inside the school building.**

**Keep your hands and feet to yourself.**


**Keep calm and quiet when someone is speaking to the class.**

**Say only kind words.**

**Follow directions.**



## Thinking Skills

<p style="text-align: center;"><b>Rules 1</b></p> <p style="text-align: center;">Draw a bicycle.</p> <p style="text-align: center;">Now change it by doing this:</p> <p>B – make one part <b>bigger</b></p> <p>A – <b>add</b> something extra</p> <p>R – <b>replace</b> one part with something extra</p>	<p style="text-align: center;"><b>Rules 2</b></p> <p style="text-align: center;">Use your imagination.</p> <p style="text-align: center;">Work out different things that this picture could be, to do with road safety.</p> <div style="text-align: center; margin-top: 20px;">  </div>
<p style="text-align: center;"><b>Rules 3</b></p> <p style="text-align: center;">Name 10 road rules that should NEVER be broken.</p>	<p style="text-align: center;"><b>Rules 4</b></p> <p style="text-align: center;">Brainstorm new ways of making roads much safer for bicycles.</p>
<p style="text-align: center;"><b>Rules 5</b></p> <p style="text-align: center;">Children younger than 10 should not be allowed to ride a bike on a public road.</p> <p style="text-align: center;">Give 3 good points and 3 bad points for this idea.</p>	<p style="text-align: center;"><b>Rules 6</b></p> <p style="text-align: center;">The answer is “accidents”.</p> <p style="text-align: center;">Give 5 interesting examples.</p>

# Bilivucu

## Biography



Bilivucu had become a very keen Christian and he wanted everyone else in his village to become Christians.

“You really should follow the Christian way, my friend,” he would say. “My life has changed such a lot since I believed in Jehovah God. I have real peace in my heart now. Won’t you become a Christian, too?”

There was one man in the village who grew tired of Bilivucu constantly talking to him about being a Christian. One day, he got so angry that he grabbed the nearest thing he could find. It happened to be a cooking pot. He smashed it over Bilivucu’s head, sending him home with a very bad headache.

Bilivucu sat in his house wondering what he should do.

“I try to tell this man good news, and all he does is hit me over the head with a cooking pot,” he said to himself. “It wouldn’t be so bad if he hit me with a club. At least that’s a man’s thing. But to hit me with a cooking pot! That’s a woman’s thing. You shouldn’t hit a man with a woman’s thing.”

“I feel like hitting him with my old war club hanging there on the wall,” was his first thought. But then he remembered, “No, I’m a Christian now. I won’t hit back.”

He had hung the war club on the wall when he became a Christian to remind himself of what his life had been before that. Now he was reaching out to take it off the wall and go and hit the man who had hit him. But he stopped. There on the floor beneath the club was his Bible. He took that instead.

“Maybe God will tell me what to do through His word,” he thought.

He looked down a page and there his eyes fell on some words in Matthew chapter 5. "Blessed are those who are persecuted for righteousness' sake, for theirs is the kingdom of God."

As Bilivucu thought on those words his anger left him and his heart was filled with joy. Going out to his own kitchen he chose the best cooking pot he could find and went back to the house of the man who hit him.

In the Fijian way he arrived at the door and called out, "I'm coming in!" The man inside recognised his voice and immediately reached for his club, thinking Bilivucu had come back for revenge. But Bilivucu entered with the new cooking pot, and said to the angry man, "I'm sorry I broke your pot on my head. I've brought you back a new one."

The man was so amazed. "I was sure you had come back to fight me, Bilivucu. Thank you for the new pot. Being a Christian has changed you. It has made you a good man. Please would you teach me more about the Christian way? It must be a good way for me too."

On another occasion a measles epidemic broke out in Bilivucu's village. It had been brought into Fiji by men on trading ships, causing great loss of life to the Fijians. "Your brother is very ill, Bilivucu," some men reported to him. "They've begun to dig his grave because they think he will die soon."

Bilivucu was reading his Bible and came upon the passage in James, "Is any sick among you, let him call for the elders of the church and let them pray over him, anointing him with oil in the name of the Lord, and the prayer of faith will save the sick and the Lord will raise him up."

Bilivucu read the scripture and thought of his brother lying near death in his house. Then he took his Bible and a bottle of oil and ran to his brother's house. He found him lying close to the fire and his face was deathly pale.

"You have been offering up pigs to your gods and they haven't healed you. My God will heal you for nothing," Bilivucu said to him. "Would you like me to speak to my God for you?"

The sick man agreed, so Bilivucu rubbed oil all over his body and knelt down beside the man to pray for his healing. Bilivucu hadn't even finished his prayer when the sick man suddenly threw off his covering, sat up and cried, "I am better! Your God has made me well!"

He turned to his wife who was sitting beside him. "Get a new sulu for me to wear. Get one each for yourself and the children. This will be a sign that our family has become Christian today."

Everybody was delighted that he and his household had become Christian that day. He asked Bilivucu to teach them to read the Bible and learn about the Christian way. Bilivucu's changed life and behaviour was such an example to people that God was able to work in many lives. Instead of fighting with one another, people started acting kindly to one another.

### **Questions**

1. Why did the man hit Bilivucu over the head with a cooking pot?
2. What stopped Bilivucu from going to the man with a club?
3. What did Bilivucu take to the man to show he had forgiven him?

What happened when Bilivucu prayed for the man who was sick with measles?

# God is Creator Part 1 – Sound and hearing

## Helen Keller

## Biography

When Helen was little more than one year old, she became very ill. When she recovered from the illness, her parents found that their little girl could no longer see or hear.

It was a frightening experience for a little one year old, to find herself suddenly in a world of darkness. She just clung to her mother's dress all day as her mother went about the housework. Her mother loved Helen very much and helped her understand the world around her.

By the time Helen was five she was able to help her mother fold and put away the clean clothes. She was even able to tell her own clothes from the rest.

Three months before Helen turned seven, a teacher came to live with them. Miss Sullivan would be Helen's own personal teacher. Miss Sullivan taught Helen to understand letters which she would spell into the palm of Helen's hand. Helen could tell one letter from another by feel alone. Soon she was able to put letters together to make words. Helen learned to make words into Miss Sullivan's hand too, and before long they were able to talk to each other using the silent language.

Miss Sullivan then taught Helen to read words, which were written in raised type, on special pieces of cardboard. Helen could read the words by feeling the letters. This was called Braille. Miss Sullivan would play hide and seek with Helen using the Braille word cards. It was Helen who actually thought up the game. One day she pinned the Braille word, 'girl', on her dress and hid in the wardrobe. She had left some other words on the shelf, as clues for Miss Sullivan. The words were: 'is', 'in', 'wardrobe'. This meant that Miss Sullivan had to go and look for Helen in the wardrobe. She and her teacher played this game for hours at a time.

Because Helen was only one year old when she became deaf, she had not been able to speak with her voice as we do. When Helen was ten, Miss Sullivan heard about a deaf girl in Norway who had been taught to speak using her voice. Helen wanted to try to do this too. It was very difficult because she had to learn how to say sounds by feeling the position of the teacher's tongue and lips as the sound was being made. Then Helen would have to copy what the teacher did. On her first day, Helen had managed to imitate six sounds!

Helen never gave up. She kept trying until she was able to speak using her voice. When she was older, Helen helped others who had problems like herself. She wrote books and travelled the country giving speeches about helping the blind and deaf. She didn't need her teacher any more, but she always remembered Miss Sullivan, who had been so patient and kind to her. Helen thanked God for giving her Miss Sullivan.

*Helen Keller was born in the U.S.A. and lived from 1880-1986.*

*God is Love – Themes for Christian Studies 2*

### **Activities – Helen Keller**

#### **PART A**

1. When did Helen become ill?
2. What happened to Helen because of the illness?
3. How did Helen's mother let Helen help around the house?
4. How did Miss Sullivan help Helen?
5. How did Helen learn to speak?
6. Why would we say that Miss Sullivan was patient and kind?
7. If you knew someone who was blind or deaf, how would you show love and kindness to them?

#### **PART B**

**Read:**

God is kind. God is patient. People can show God's kindness and patience in their lives. The Bible says, 'love is patient and kind'. Showing God's love to others is showing His patience and kindness. God wants us to show His love to everyone, especially those who cannot do things as well as we can.

**Copy and fill in the missing words:**

**How can I show God's love to others?**

I can be \_\_\_\_\_ to people who can't do things as well as I can.

I can look out for ways to \_\_\_\_\_ people who have needs.

Missing words:    help    kind

# Worksheet 1: Sound and hearing

## How sounds get to our ears

1. *What are some of the sounds you would hear if you were camping on a quiet night?*
2. *How would you feel if you couldn't hear anything?*

When you listen to something the sound comes through the ear and it hits the eardrum, then it goes to your brain. Your brain quickly thinks about it and then you will know what to do.

Sound is made by something that vibrates. Vibrate means to move quickly backwards and forwards.

### Science experiment:

If you stretch a rubber band between your hands and pluck it, the rubber band will move back and forth and make a humming sound.

The hum you hear comes from the vibrations of the rubber band. If you touch the rubber band while it is still humming the hum will stop. This is because you have stopped the vibrations.

Place your finger on your throat and hum. You will feel the vibrations. Sound vibrations travel to your ears through the air around us. Sound vibrations traveling through the air are called sound waves.

3. *What are vibrations?*
4. *How do sound vibrations get to our ears?*



## Worksheet 2: Sound and hearing

### The outside of the ear

On the outside, we see the ear flaps. They are the sound collectors. They are called the *pinnae*.

*Why do we have two ears?*

The sound from one direction reaches one ear a tiny bit sooner than the other. Our brain tells us which direction the sound has come from. Then we can turn in that direction.

Try cupping your hand around your ear while you are listening to something. By doing this you will make a larger sound collector and hear the sound more clearly.

Many animals have bigger and better sound collectors than we do.

Animals can turn their ear flaps to the direction of the sound. If you clap your hands near your dog or cat when it's having a sleep, it will turn the ear flaps to pick up the sound.

1. *What are the ear flaps called?*
2. *Write and draw two animals that have bigger ear flaps than we do. Show the ears.*

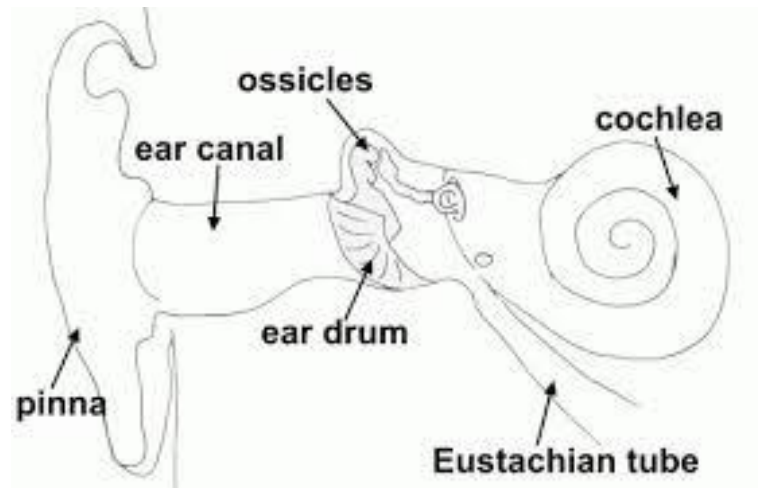
## Worksheet 3: The sense of hearing

### Inside the ear

There are hairs in our ears that are connected to nerves. The nerves carry the sound to the brain. That's when we 'hear' sound.

Never poke anything into your ear because it could get stuck in your ear or you could make a hole in the ear drum. Then it couldn't vibrate properly and you couldn't hear properly.

*Draw and label this picture of the ear.*



The inside of the ear has different rooms and pathways. The pathways take twists and turns. It begins with the *ear canal*. The ear canal has some hairs and sticky ear wax to trap dirt and stop insects from getting in.

It leads to the *middle ear*.

Stretched across the entrance to the middle ear is the *ear drum*.

The ear drum is a thin piece of skin that vibrates (shakes) when sound reaches it. Behind the ear drum is an open space filled with air. Three tiny bones go across this space. These bones make the sound louder. They are called the *hammer*, the *anvil* and the *stirrup*. Together they are known as the *ossicles*.

The stirrup touches another piece of thin skin called the *oval window*. It covers the entrance to the *inner ear*.

Inside the inner ear is a twisty tube called the *cochlea*. It is shaped like a snail shell. It is filled with liquid and also has thousands of tiny hairs which move back and forth as sound vibrations make the liquid move.

The hairs are connected to nerves which carry sound messages to your brain. That's when you 'hear'.

1. Which two parts are made of thin skin?
2. What do the three little bones do?

## Worksheet 4: Sound and hearing

### Vibrations

All sounds are made by something vibrating (shaking back and forth very fast). Sound vibrations are called sound waves. They travel can through the air, through water and through solid things. When the vibrations reach our ears, we hear the sound.

When you play a musical instrument, part of the instrument vibrates. That makes the air vibrate. The vibrating air travels to your ear and the inside of your ear vibrates. That's when you hear.

Most sounds reach us through the air. We hear voices this way. We make a sound when our vocal cords vibrate. If you put your hand on your throat and make a sound you can feel the vibration.

Did you know that your voice sounds different to you compared with the way other people hear it? This is because you hear your own voice not just through air, but through the bones in your head.

1. *Draw a picture to show this: a guitar string is vibrating. This makes the air vibrate and it reaches your ear.*
2. *What can sound travel through?*

### Types of sounds

Sounds can be very high-pitched, like a high singing voice. Sounds can be low-pitched like a low singing voice.

Sounds can be loud or soft. Very loud noises make the tiny parts inside your ear vibrate too much. This can cause you to become deaf. Never shout in someone's ear. Keep the volume turned down if you are listening to music through headphones. A loud music concert can make your ears ring for hours afterwards. That's a sign that the loud sound was damaging your ears.

Think of all the beautiful sounds we can hear. God gave us the gift of music. Birds make beautiful music. Think of sounds that make us happy. Laughter makes us happy.

We need to take good care of our ears.

1. Which animal can make a high-pitched sound?
2. Which animal can make a low-pitched sound?
3. How can we damage our ears?
4. What are some of the beautiful sounds God has given us?
5. What sound makes you happy?

## Worksheet 5: Sound and hearing

### Questions and answer about ears

Work with a partner. One can ask the questions. The other can guess the answers.

Where are the tiniest bones found in our bodies?

Answer: in our ears

Why do our ears have flaps on the outside?

Answer: They are sound collectors.

*Try cupping your hands around your ear while you are listening to something. You will make a larger sound collector and hear the sound more clearly.*

Which animals have bigger sound collectors than humans?

Answer: many animals, e.g. elephant

What is the inside of your ear like?

Answer: It is like a set of rooms with entryways which take twists and turns.

What is the entry way closest to the outside?

Answer: the ear canal

What is in the middle of your ear?

Answer: an ear drum

How does an ear drum help us to hear?

Answer: It has a thin piece of skins stretched across it that vibrates, (shakes) when the sound reaches it.

## Worksheet 6: Sound and hearing

### Animal communication

Mammals use their sharp sense of hearing to find food, keep out of danger, attract mates and to guard their homes.

Bats hunt at night, using sound to find food, and to find their way around. A bat makes lots of high squeaking sounds, which hit objects, such as insects. The sounds then send back echoes, which the bat picks up with its sharp sense of hearing. It can tell from the echoes what and where the object is. This is called radar.

Dolphins use a similar method of sending messages through the water. This is called sonar. Whales send messages to each other by singing underwater. They have very loud, but very low voices. Monkeys get together in groups and make loud noises to keep other monkeys away from their trees.

*Choose three animals and describe the sounds they make. Explain why they make these sounds.*

### People who cannot hear

Our ears are a special gift from God. But sometimes people are born unable to hear. They are born deaf. This is not how God intended it to be in His perfect creation, but because sickness and suffering came into the world after Adam and Eve sinned, not everything is perfect anymore.

Jesus healed many people who were deaf. How wonderful it was for them to hear for the first time!

People who are born deaf are unable to speak, because to learn to speak we have to be able to hear and repeat the sounds we hear. These people use a special sign language to communicate. They can also learn to understand what people are saying by lip reading.

Some people lose their hearing after sickness, an accident or exposing their ears to very loud noise. They may still have a little bit of hearing, but things sound very soft. These people can use a hearing aid, which is an electronic device placed in the ear to make the sound louder and clearer. If we know that someone cannot hear very well, we should always make sure that we are looking directly at them before speaking.

1. How can people who have hearing problems be helped?
2. How can we communicate with someone who cannot hear, or cannot hear very well?

Thinking Skills	
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<p><b>Five senses 1</b></p> <p>The answer is:</p> <p><b>our senses.</b></p> <p>Give 5 questions.</p>	<p><b>Five senses 2</b></p> <p>Name 5 things that you could NEVER see.</p>
<p><b>Five senses 3</b></p> <p>Make something that will help blind people.</p>	<p><b>Five senses 4</b></p> <p>Draw 5 things astronauts would see if they travelled around the moon.</p>
<p><b>Five senses 5</b></p> <p>Find 10 different uses for a chair</p>	<p><b>Five senses 6</b></p> <p>Draw a set of head phones.</p> <p>Now redesign it using</p> <p><b>B – make one part bigger</b></p> <p><b>A – add something extra</b></p> <p><b>R – replace one part with something else</b></p>