

Countries of the world: Geography and culture

Australia and New Zealand

Teacher's topic guide

God is our Saviour Year 3

Spiritual Awareness: God loves everyone equally

- God's love embraces all cultures. As Christians, we are commanded to love our neighbour. This extends beyond the person living next door. As in the story of the Good Samaritan, kindness to our neighbour may mean showing compassion to someone culturally different.
- The true meaning of 'loving our neighbour' is to show personal interest and appreciation, and to extend God's love to them.

Values: Our response to 'God is Love'

- **kindness, patience and gentleness** towards others
- **compassion** towards those who are hurting or in need
- **friendliness, forgiveness and faithfulness**
- **inclusion** of people from all nationalities and cultural backgrounds

Outcomes: Students will:

- Identify and locate the seven continents of the world on a world map.
- Learn the compass points: north, south, east west, and be able to refer to locations using these terms.
- Locate Australia and New Zealand on the world map
- Locate the geographical position of Fiji in relation to Australia and New Zealand
- Research climatic conditions of Australia and New Zealand, noting the seasonal changes in weather
- Research major tourist attractions of Australia and New Zealand, e.g. Great Barrier Reef; Uluru, Sydney, Canberra (Australia); volcanoes, hot springs, ski fields (New Zealand)
- Research the first inhabitants of Australia and New Zealand (Australian Aboriginals and New Zealand Maoris)
- Compare cultural backgrounds of original inhabitants to Pacific Islanders.
- Research the early settlement of white people in Australia and New Zealand. Which countries did they come from? Why did they come?
- Identify animals and plants of Australia and New Zealand
- Name some of the foods grown in Australia and New Zealand. Which foods are exported to Fiji?
- Realize that God loves everyone equally and wants everyone to come to know Him through His Son

Bible stories and passages

- Mark 10:13-16 Jesus loves all the children of the world
- Luke 10:27; Matthew 22:39 Love the Lord with all your heart...and your neighbour as yourself.
- Romans 3:19-26 People could not be made right with God by following the law, so God made another way, so that all nations would have opportunity to come to Him.
- Acts 10:34-36 The gospel for all nations
- Acts 16:6-10 Taking the gospel to the nations

Bible verses

- 1 Corinthians 13:14 Love is patient and kind.
- John 3:16 For God so loved the world...
- John 13:34 A new commandment...love one another.
- John 15:13 The greatest love
- 1 John 4:16 God is love.

Activities

- Identify the 7 continents of the world: North and South America, Africa, Australia, Europe, Asia, Antarctica
- Draw maps
- Mark major cities, geographical features including seas and oceans, and tourist attractions on a map
- Create a cultural display for Australia and New Zealand.
- Create some Australian Aboriginal / Maori art
- Draw and display pictures of animals from Australia and New Zealand

Teacher's notes (www.operationworld.org)

Australia

Geography

Area: 7,682,300 sq km

This island continent is the world's driest, but has higher rainfall in the east, southeast and southwest coastal regions, where most live in highly concentrated urban areas.

Population: 21,507,384

Capital: Canberra

People living in cities: 89.1%

Challenges for Prayer

While over two-thirds of Australians identify themselves in some way as Christian, only 10% regularly attend church, and increasing numbers have negative attitudes toward the Church, believing that Biblical values are intolerant. (People would rather do as they please than take notice of the Bible.) Most people believe that you can pick-and-choose your religion and all are the same. Church attendance is rapidly declining.

New Zealand

Geography

Area: 267,515 sq km

Two mountainous main islands 1,600 km southeast of Australia.

Population: 4,303,457

Capital: Wellington

People living in cities: 86.8%

New Zealanders are also called 'Kiwis'

Official language: English, Maori. Samoan widely spoken languages

Challenges for Prayer

As in Australia, the number of people calling themselves "non-religious" is rapidly increasing. Church attendance declining. About 14% attend church weekly; 40% of Kiwis attended church in the past but no longer do so.

Biographies: Nabor the Aboriginal; Henry Williams

Values education Year 3

God is our Saviour

Cultural understanding

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. Explain how appreciating foods, art and music of different cultures can be a good thing.

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 3

God is our Saviour

Topic: Australia and New Zealand

Biblical connection: God loves the people of every nation of the world. He sent Jesus to give every person an opportunity to accept and follow Him. We thank God for sending missionaries to our country to tell us about Jesus.

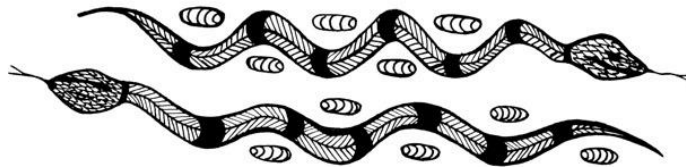
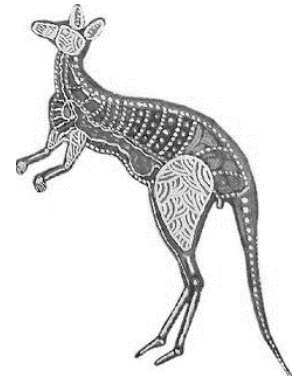
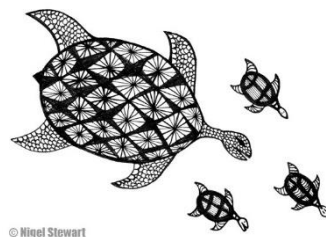
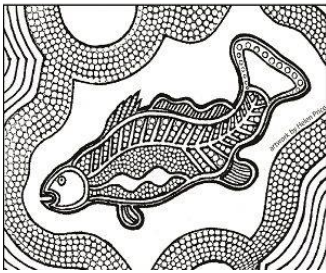
Bible art as a wall display: Jesus said, "Go to every part of the world and tell people about Me."

Mark 16:15

Make a display of a map of the world and highlight Australia, New Zealand and Fiji.

1. Australian Aboriginal dot paintings /drawings

Students can try some tradition Australian Aboriginal art. The traditional style shows dots and patterns. Typically, the outline of an animal is drawn and the inside divided up into shapes, then the shapes filled with pattern. Often the internal organs are shown. Patterns are added around the animal shape to complete the picture. Colours were those found around them: the colours of clay, plants and animal blood.



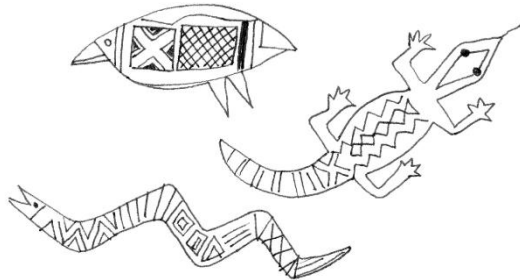
2. New Zealand Maori art

Students can try doing some traditional Maori art. Maori art is similar to Fijian art because the Maori people are originally from the Pacific Islands. The patterns are rounded and swirling, and not dotty like Australian Aboriginal art. Because there were no land animals apart from birds in New Zealand, we only see traditional paintings showing plants and birds. A favourite plant is the silver fern.



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.

Activities – Nabor the Aboriginal

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?

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.

Activities

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.