



The Bible

A Project Pack for Juniors (age 7-10)

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About Project Packs

Project packs are a series of themed activities for use in CYCs, holiday clubs or as additions to the syllabus. They are intended to be just a starting point for ideas because the children you are working with will dictate the activities you use and the way you use them.

Most of the activities need quite a lot of preparation such as collecting items and making games so it's worth reading through what you might want to do well in advance of the session. It is also advisable to try out before hand what you are expecting the children to do later.

If you need to make board games or cards the pages are free to photocopy. You could copy and print onto paper and stick onto card or print straight onto card if your printer allows for this. If this project pack is on our website www.cssu.org.uk you could download the page and print straight onto the paper or card.

Feel free to pick and choose what activities will suit your needs and adapt for your particular class.

Sometimes in this pack it is suggested that the students make on-line searches. Make sure they know that they should be careful with these searches so that they don't discover unsuitable sites. Ideally you should do the research first or discuss it with a parent and one of you do it with them.

Keep asking questions while the children are working on a model. Some children will talk when they don't feel the pressure of you waiting for an answer. Some of course won't shut up so should be encouraged to listen to what others are saying.

This pack is designed primarily for the teacher but there are suggestions for the children in this font.

The Bible

Why is the Bible a special book?

The aim of this pack is for the children to learn a little of the structure and history of how the Bible came to us and show the dedication of many people to preserve the integrity of God's word.



Unit 1 - One book or lots?

The Bible is a library, not just a single volume. We shall try to learn the names of the books in order.

Unit 2 - What language was it written in?

We will look at the languages used by the human authors God used to bring us his word.

Unit 3 - How did we get copies of the Bible?

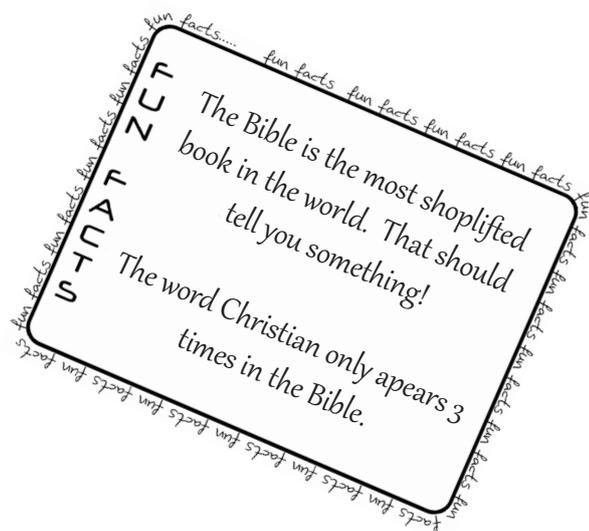
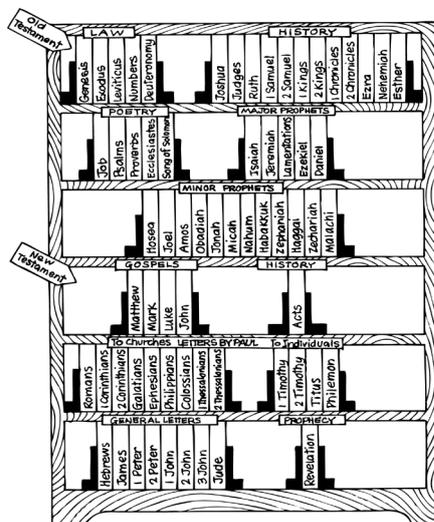
We will consider how the Bible has been reproduced and translated to enable us to read it in our own language.

Unit 4 - How did we get the Bible in English?

The work of some very dedicated men who worked to on translations of the Bible up to and including King James.

Unit 5 - The Bible - A special book

Owning a Bible was the most important thng in Mary Jones life. How important is our Bible to us?



Unit 1 - One Book or Lots?

Here the Bible is set out like a bookshelf with all the individual books arranged in it.

Count how many books are in the Old Testament and how many in the New.

There are different types of books in the Bible which include historical records of peoples' lives, prophecies about the future and books of poetry and wise sayings.

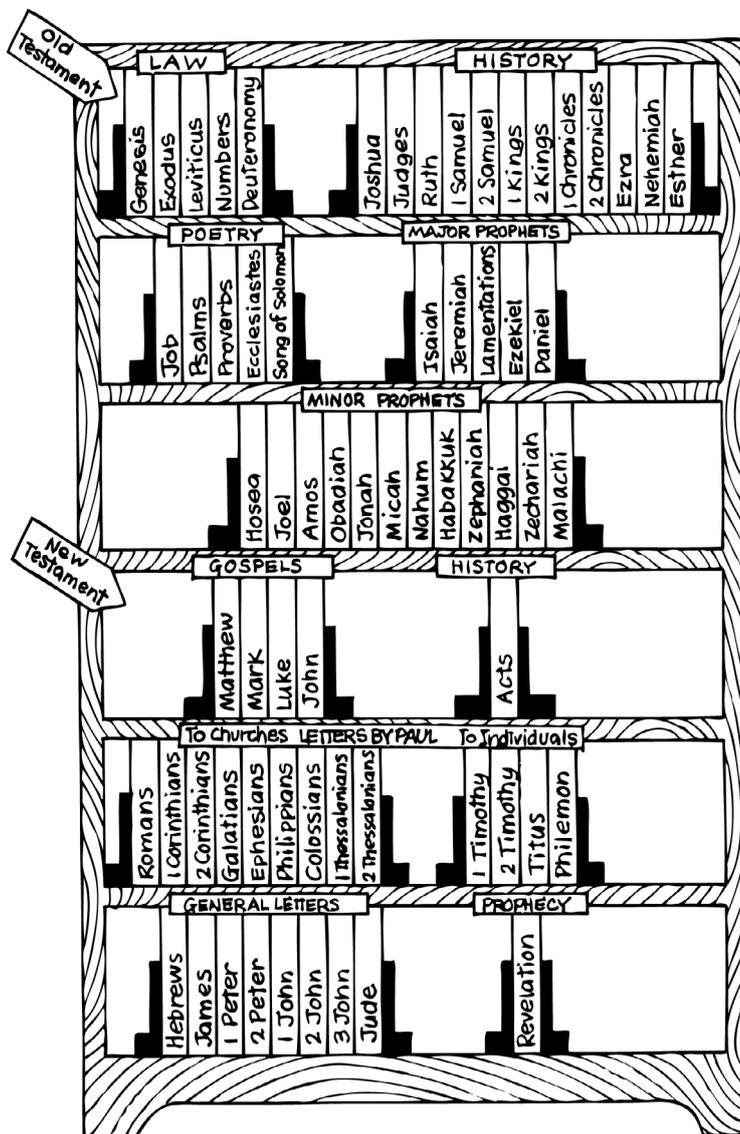
The books have something in common - they are all about God's plan for this earth and for people like us.

Try to decide how many of the books are written by the person whose name is on the spine. It's not as easy as it looks. You might have to look at the first verse or two or use a study Bible or ask someone who knows.

So we know who wrote some of the books, because the authors name themselves but some of the books are anonymous so people have had to guess who might have written them. We know that some books were written by important people like King Solomon, others were written by ordinary shepherds and fishermen.

Discuss amongst yourselves how you think we can work out when the books were written.

Working out exactly when some of the books of the Bible were written is difficult because usually only small pieces of the early copies have survived and they don't have dates written on them. What the experts have to do is compare the fragments of Bible text with official documents from the same part of the world that have been dated. They compare things like the letter shapes and the way the words are spelt. These things change over time and so if they get a good match between the Bible text and the document which already has a known date, they can make a good guess that they were written at around the same time. Even so, the way people count weeks, months and years have changed a lot so it's difficult to say exactly when the different parts of the Bible were written.

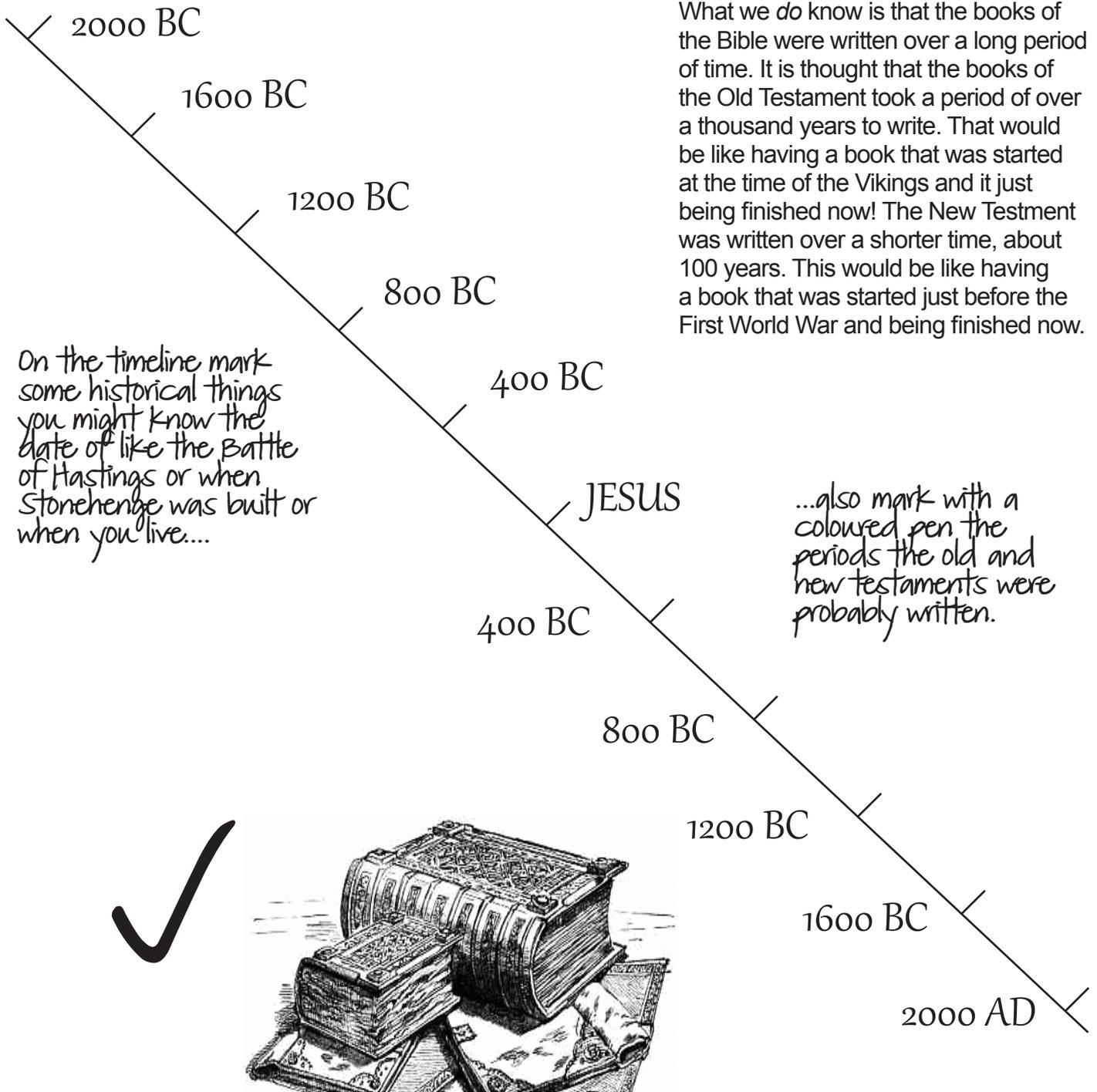


Answers to questions.

Number of books - Old Testament 39. New Testament 27.

Authors named on the spine - the major and minor prophets, the gospel writers and James, Peter, John and Jude. Probably Ezra and Nehemiah. It is thought that there were more than 30 different authors in all. When books were written - other historical books and archaeology tell us the historical bits - prophecy would have to be before the fulfillment.

Unit 1 - One Book or Lots?



What we *do* know is that the books of the Bible were written over a long period of time. It is thought that the books of the Old Testament took a period of over a thousand years to write. That would be like having a book that was started at the time of the Vikings and it just being finished now! The New Testament was written over a shorter time, about 100 years. This would be like having a book that was started just before the First World War and being finished now.

By the 4th Century AD the set of books that we have in our Bibles today had been agreed upon. This is known as the canon of scripture. The word canon just means a collection that has been agreed on - nothing to do with big guns.



Unit 1 - One Book or Lots?

OLD TESTAMENT SONG by Rachel Yuile

Gen - e - sis, Ex - o - dus, Lev -

it - i - cus, Num - bers, Deu - ter - on - om - y, Josh - u - a, Judg - es, Ruth,

Sam - uel, Sam - uel, Kings, Kings, Chron - i - cles, Chron - i - cles, Ez - ra, Ne - hem - i - ah,

Es - ther, Job and Psalms. Pro - verbs, Ecc - les - i - as - tes, Song of Sol - o - mon, Is -

ai - ah, Je - re - mi - ah, Lam - en - ta - tions, Ez - ek - i - el, Dan - iel, Hos -

e - a, Joel and A - mos, O - ba - di - ah, Jon - ah, Mi - cah, Na - hum, Hab - a - kkuk,

Zeph - a - ni - ah, Hag - ga - i, Zech - a - ri - ah, Ma - la - chi,

These are the books of the Old Test - a - ment.

Unit 1 - One Book or Lots?

NEW TESTAMENT SONG by Rachel Yuile

Mat-thew, Mark, Luke, John, Acts, Ro-mans, Cor-in-thi-ans, Cor-in-thi-ans, Ga-

The first system of musical notation is in 6/8 time, featuring a treble and bass clef. The melody is written in the treble clef, and the accompaniment is in the bass clef. The lyrics are: Mat-thew, Mark, Luke, John, Acts, Ro-mans, Cor-in-thi-ans, Cor-in-thi-ans, Ga-

la-tians, E - phe-sians, Phi-lip-pi-ans, Co-lo-ssi-ans,

The second system of musical notation continues the melody and accompaniment. The lyrics are: la-tians, E - phe-sians, Phi-lip-pi-ans, Co-lo-ssi-ans,

Thes-sa-lon-i-ans, Thes-sa-lon-i-ans, Tim-o-thy, Tim-o-thy,

The third system of musical notation continues the melody and accompaniment. The lyrics are: Thes-sa-lon-i-ans, Thes-sa-lon-i-ans, Tim-o-thy, Tim-o-thy,

Ti-tus, Phi-le-mon, Heb-rews, James, Pet-er, Pet-er, John, John,

The fourth system of musical notation continues the melody and accompaniment. The lyrics are: Ti-tus, Phi-le-mon, Heb-rews, James, Pet-er, Pet-er, John, John,

John, Jude and Re-ve-la-tion.

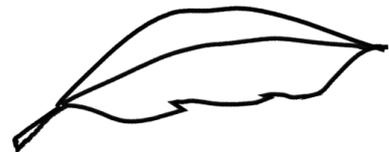
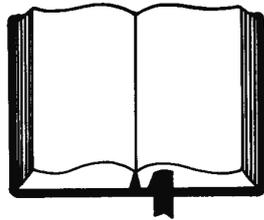
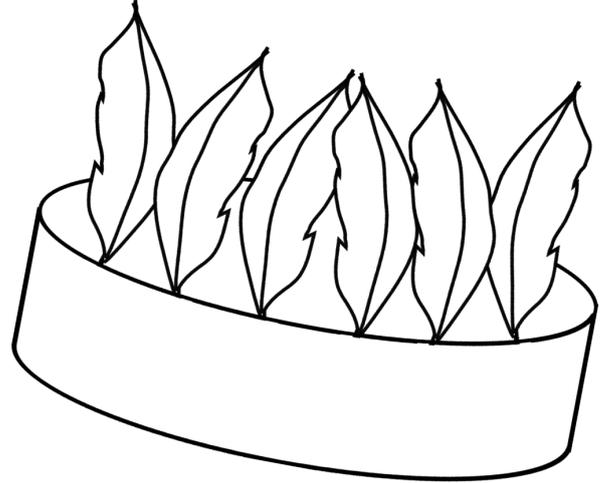
The fifth system of musical notation concludes the piece. The lyrics are: John, Jude and Re-ve-la-tion.

Unit 1 - One Book or Lots?

Party Hats

You will need:

- A list of the books of the Bible
- A cardboard or stiff paper band for each child (a bright or metallic colour would be best)
- Staples or sellotape
- 33 smaller pieces of card or paper to attach around the hats. These should be large enough to write the names of 2 or more Bible books on (if you have time and are feeling really creative, you may like to cut these into a decorative shape such as a book or feather).
- Marker pens
- Felt pens or sticky shapes, sequins etc to decorate the hats.



What to do:

- Divide the books of the Bible up, in sequence, between the children in your group. If you know how many children you will have, you can do this in advance.
- Help the children to write the names of their allocated books on the smaller pieces of card/paper, 2 books per card, or more if you have fewer children. You and your helpers may need to do the writing for younger children.
- Attach these name cards to the main hat band using a stapler (close supervision required!) or sellotape. The names of the Bible books need to be positioned near the front of the hat and to stick up above the main hat band so they can be easily read.
- Let the children decorate their hat-bands.
- Measure the band around the child's head to get the correct fit and then secure with a stapler or sellotape.
- Once everyone is wearing their hat, check that everyone knows which book names they have got, then put some music on and get the children to walk/run or dance round the room. When the music stops, the group must try and line up with the books in the right order.

If you have done the Bible Book Sort activity, encourage the children to refer to this or call out the books in order to help. Repeat the dance/stop/sequence process a few times and see if the group can get in the right order more quickly each time.

Unit 2 - What Language was it written in?

Make an edible alphabet



You will need:

- Copies of the Hebrew alphabet
- 2 or 3 plain biscuits (digestives work well) or plain fairy cakes for each child.
- Icing in several small pots – make up according to the instructions on the icing sugar packet*
- Tubes of coloured icing for decorating and/or jelly tots/smarties
- Kitchen roll or greaseproof paper
- Small spoons
- Small spatulas or butter knives for spreading icing
- Aprons to protect clothing. (You can buy packs of disposable aprons from craft shops or online from catering or craft suppliers)
- Food-safe cleaning spray and cloths for cleaning tables.
- Small food bags

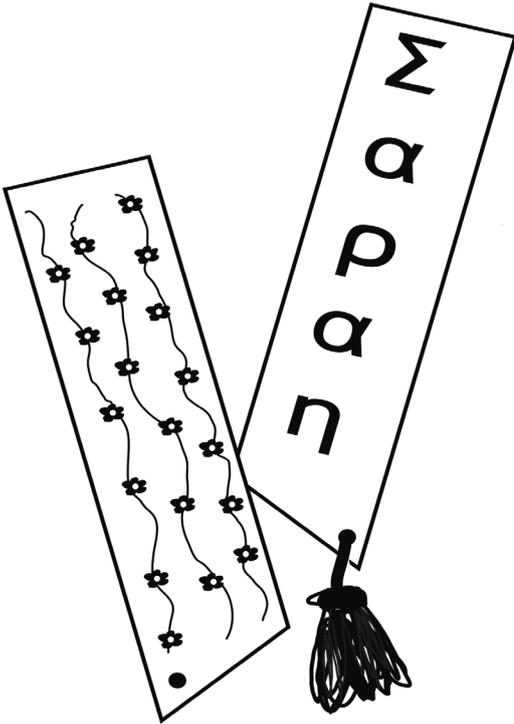
*Tip: Have a spare adult to do this so that it is ready when you are going to begin the activity but hasn't sat around and gone hard. They can be on stand-by to make up more during the activity if it looks as though you are running out.

What to do:

- Get the children to look carefully at the shapes of the Hebrew letters and think about which ones would be easy to copy using icing or sweets. Encourage them to choose the simple shapes with straight lines.
- Ensure tables have been cleaned with a food-safe antibacterial spray (e.g. Dettol) and that the children have cleaned their hands, either by washing with soap or using antibacterial gel.
- Give each child a piece of kitchen roll or greaseproof paper to stand their first cake/biscuit on.
- Share out the pots of icing and spreaders around the group and help the children add a smooth (!) layer of icing on the top of their cake or biscuit.
- The children can then decorate the top with the shape of a Hebrew letter using icing tubes or sweets.
- Transfer the finished item to a clean piece of paper with the child's name on it and then they can decorate another one.
- At the end of the activity, see if everyone can say the names of the Hebrew letters they have used before they sample their handiwork.
- Pack up any additional items in food bags to take home.

Unit 2 - What Language was it written in?

Make a Greek bookmark



You will need:

- A bookmark sized strip of white or pale coloured card for each child (+ few spares – just in case!)
- Copies of the Greek alphabet chart (these can be shared between 2 children)
- Pencils
- Rubbers
- Fine line marker pens or gel pens
- Colouring pens or crayons

You may also need:

- Stickers
- Hole punch
- Wool or decorative cord (available from craft shops)
- Scissors

What to do:

- Give the children time to practice writing the Greek letters then ask them to chose some to copy on to each side of their bookmark. They could try writing their name vertically.
- When they are happy with the letters in pencil, they can go over them in fine line pen and then decorate the bookmark with stickers or felt pen.
- You may like to punch a hole in one end of the bookmark and add a loop of ribbon or wool or a decorative tassle.

So Biblical manuscripts were written in Hebrew, Aramaic and Greek. By AD 300 the Bible had been translated into Latin. This is the language we get our lettering from. Have a look at the table below to see the similarities between the letters and some of their names.

Hebrew	Hebrew names	Aramaic	Greek	English
א	Alef	Ⲁ	α	·
ב	Bet	Ⲃ	β	b
ג	Gimel	Ⲅ	γ	g
ד	Dalet	Ⲇ	δ	d
ה	He	Ⲉ	η	h
ו	Vav	Ⲑ	ω	w
ז	Zayim	Ⲓ	ζ	z
ח	Chet	Ⲕ		
ט	Tet	Ⲗ	τ	t
י	Yod	Ⲙ	ψ	y
כ	Kaf	Ⲛ	κ	k
ל	Lamed	Ⲝ	λ	l
מ	Mem	Ⲟ	μ	m
נ	Nun	Ⲡ	ν	n
ס	Samech		σ	s
ע	Ayim	Ⲣ	·	·
פ	Peh	Ⲥ	π	p
צ	Tsadeh	ⲧ	ς	ş
ק	Qof	ⲩ	θ	q
ר	Resh	ⲫ	ρ	r
ש	Shim	ⲭ	Ɑ	š
ת	Tav	Ⲭ	τ	t

Unit 3: How did we get copies of the Bible?

In 1450, the process of copying the Bible was changed for ever when, in Germany, Johann Gutenberg invented the mechanical printing press. He made 'types' of each letter from metal, which could then be arranged into lines of words and the lines assembled into pages. The finished layout of the page was put into a frame and laid on the wooden printing press. Ink was applied to the letters and then the upper part of the press, on which was the parchment and later, paper, was lowered and pressure applied so that the ink printed the shape of the letters on to the paper.

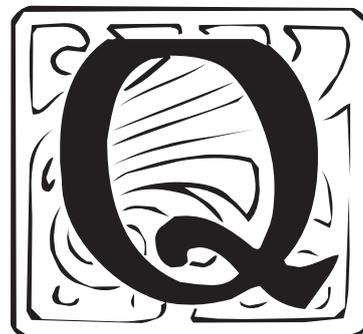


Interestingly, the earliest printed books were laid out to look as much like a hand-copied manuscript as possible, as printed books were considered inferior by wealthy collectors! Space would even be left, at the printing stage, for colourful illustrations and illuminated letters to be added in by hand later – but this was sometimes forgotten so it is possible to find examples of the early printed books that just have a space where the capital letter should be!

Make Illuminated Letters

You will need:

- A selection of capital letter templates – if you don't feel confident about drawing these freehand you can print some from the internet or purchase them from art/craft shops.
- Paper
- Pencils
- Rubbers
- Black Fine line pens
- Felt tip pens or crayons
- Metallic pens (optional)



What to do:

Show the children the examples of illuminated text.

Each child needs to draw round a capital letter template (maybe their initial) lightly in pencil.

Once they are happy with the outline, they can go over it with the fine line black pen and then 'illuminate' it with colours, adding some 'gold' highlighting and decorative flourishes if they wish.

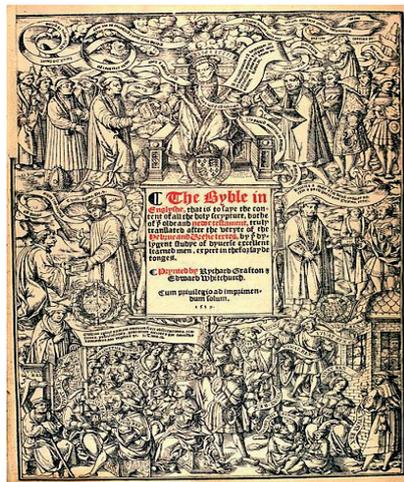
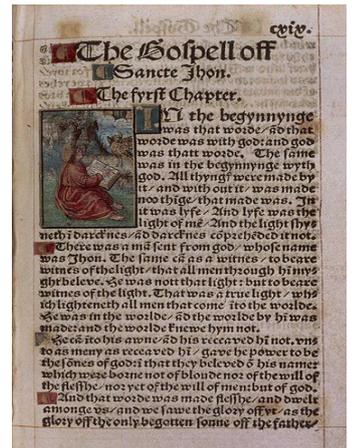
Unit 4: How did we get the Bible in English?



William Tyndale (1494-1536)

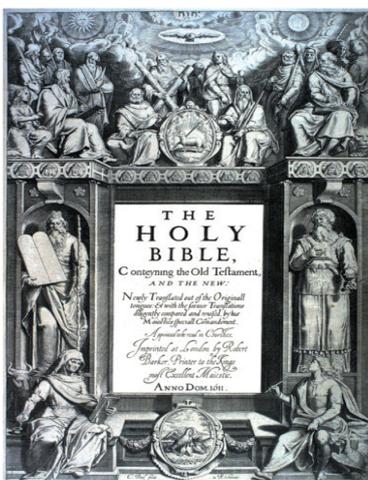
William Tyndale believed that even the humble ploughboy should be able to read the Bible for himself. He was forced to flee into exile in Germany because of his views and it was there that he translated the New Testament from the original Greek into the English more as we know it. This was the first Bible to be printed in English and copies began to be smuggled into the country, hidden in sacks and crates of cargo, in 1526. Henry VIII was king of England at

this time and he commanded that all copies of Tyndale's Bible be burned but many survived. Sadly, Tyndale was never able to finish translating the Old Testament. He was captured and burned at the stake in Belgium. It was reported that his final prayer was, 'Lord, open the king of England's eyes', which came to pass not many years later ...



The Great Bible, Geneva Bible & Bishops' Bible

King Henry VIII changed his mind and ordered that a Bible in English should be available in every church for the priests to read aloud to the people. This version, which included much of the work that Tyndale had done, became known as the 'Great Bible' and was finished in 1539. This was followed in 1557 by the 'Geneva Bible' and in 1568 by the Bishops' Bible.



King James I & The Authorized Bible

In 1603, James became King James I of England (he was already king of Scotland where he was known as James VI). In 1604 he held a meeting at Hampton Court to discuss religion and the church because people could not agree how it should be organised. One group (called the Puritans because of their strict beliefs) asked the king for a new translation of the Bible. King James agreed as he hoped it would give

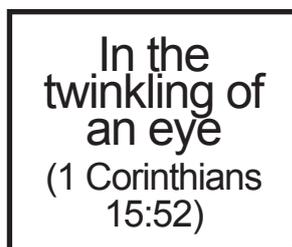
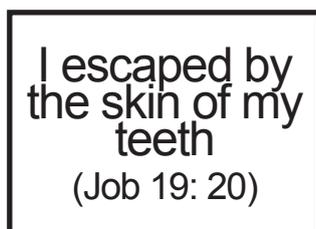


people a Bible version that everyone could agree on. There were six groups of translators around the country who worked on different sections. The finished King James Bible was published in 1611.

Unit 4: How did we get the Bible in English?

Many people still use the King James Bible today and many of its phrases have become well known English sayings, even though many people don't realise that they come from the Bible.

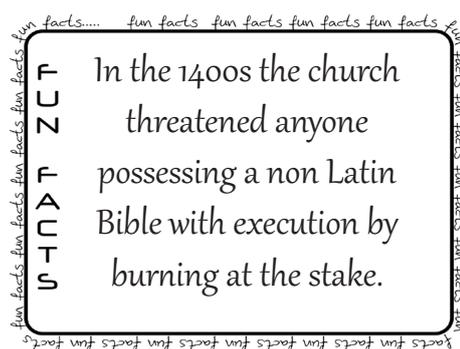
How many of these have you heard of?



Corners Game

You will need:

- Corners game sheet (overleaf)
- An area with 4 accessible corners
- Labels to identify the corners (A,B,C,D)



What to do:

Explain that these words appear in the King James Bible but are not commonly used today. Read out the word and the 4 possible definitions. The children must guess which definition is correct and run to the appropriate corner.

For the more competitive!

You may wish to have a rule that everyone who goes to the wrong corner is 'out' or you may wish to award points to everyone who guesses the correct definition.

Unit 4: How did we get the Bible in English ?

Corners game sheet

Word	Definitions				Answer
	A	B	C	D	
Ague	long	fever	sticky	a sort of hat	B
Buckler	A shield	a cake	a sort of tree	A servant who put the king's shoes on	A
Caul	A cave	A skin disease	Part of the liver	A woollen vest	C
Dayspring	The start of the day	A sort of bird	A sort of well	A sort of spider	A
Eschew	avoid	collect	happiness	stomach	A
Firkin	A cloak	A fish	A coin	A way of measuring liquids (like a pint or a litre)	D
Garner	A cart	A storeroom	A village chief	A pebble	B
Haft	fat	thin	A handle	A rope	C
Immutable	unchangeable	shiny	A pen	A bell	A
Jot	Elbow	A young child	beard	The smallest letter of the Greek alphabet	D
Knop	A decorative ornament	greedy	A hairstyle	A bucket	A
Laver	To run	A basin for washing	A sort of fruit	To laugh	B
Mess	A hair-clip	A goat's beard	A portion of food	A sort of boat	C
Noisome	horrible	delicious	noisy	sticky	A
Ouches	Settings for gems	bandages	berries	socks	A
Psaltery	A skin disease	A musical instrument	A sort of cloth	A caterpillar	B
Quaternion	A sort of vegetable	A sort of chariot	A prison	A group of four soldiers	D
Rend	To tear apart	To borrow	A young horse	A plate	A
Scrip	Medicine	A pen	A small bag	A broom	C
Taches	beards	hooks	puddles	grass	B
Upbraid	A hairstyle	A young cow	To tell off	To cough	C
Victuals (pronounced vittels)	food	mice	dreams	clothes	A
Wimple	To cry	stew	A thin person	A veil	D
Yonder	A goose	A coin	To run	'Over there'	D

Unit 5: A Special Book

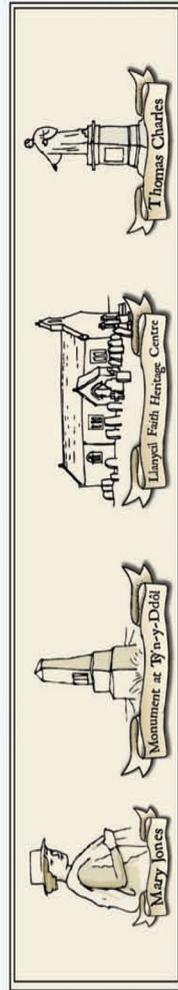
Mary Jones

For many people the Bible is the most precious thing they own. You can illustrate this to the children with the true story of Mary Jones, the young Welsh girl who was the inspiration for the founding of The Bible Society. You can find many accounts of Mary's story, suitable for reading to children, either in books or on the Internet. But the following summary may be useful.

Mary Jones was born in 1784 and lived in a small village at the foot of Cader Idris mountain in Wales. Every Sunday she would walk two miles to the chapel to listen to the Bible being read in Welsh and she longed to have a Bible of her own.

When she heard that a school was opening near her village she was eager to go so that she could learn to read. So now every week she would walk two miles to school and to a farm where the family helped her to learn to read their Bible. She longed even more for a Bible of her own but her family was poor and Bibles in Welsh were not easily available. The nearest place that she could buy one was the town of Bala but that was 25 miles away and even IF she could save up the money and IF she could get there, there was no way she could be sure that a Bible would be available when she got there.

Mary Jones Walk
Original walk undertaken in 1800. Distance of this route 28 miles.



- Map by ©Tim Hutchinson
- When undertaking the walk, we recommend that the guide book is used in conjunction with OS map Explorer OL23 as the guide book map is not drawn to scale.
- | | | | | | | | |
|---|--------------------------------------|----|---|----|---|----|----------------------|
| 1 | Tyn-y-Ddôl in Llanfihangel-y-Pennant | 12 | Pont Rhydygwair Bridge | 15 | Cae Coch Farm | 18 | Pant yr Onnen Farm |
| 2 | Nant-yr-Eira (ruined building) | 13 | Asaf Hall and Mill (village are visible landmarks which can be seen in the distance. They are not on the actual route.) | 16 | Pant Clyd Farm | 19 | Cefn Gwynn Farm |
| 3 | Coed Maes-y-Pandy (woodland) | 14 | Esgargwair Farm | 17 | Drws y Nant Uchaf Farm | 20 | Llanuwchllyn Village |
| 4 | Rhiwogof Farm | 15 | Dolfeili Farm | 18 | Dwrnudon | 21 | Pont-y-Pandy Bridge |
| | | 16 | Brithdir Village | 19 | Pant Rhydygwair Bridge | 22 | Ffynnon Gywer Farm |
| | | 17 | Pont Helygog Bridge | 20 | Asaf Hall and Mill (village are visible landmarks which can be seen in the distance. They are not on the actual route.) | 23 | Bala Lake |
| | | 18 | Gwanas Farm | 21 | Esgargwair Farm | 24 | Bala |
| | | 19 | Brithdir Village | 22 | Dolfeili Farm | | |
| | | 20 | Pont Helygog Bridge | | | | |
| | | 21 | Gwanas Farm | | | | |
| | | 22 | Brithdir Village | | | | |
| | | 23 | Pont Helygog Bridge | | | | |
| | | 24 | Gwanas Farm | | | | |

Unit 5: A Special Book



However, Mary was a very determined young lady. By doing jobs for her neighbours and saving her money for six years, she managed to save up enough to buy a Bible. So in 1800, when she was just 15 years old, Mary set off to walk the 25 miles to Bala to buy a Bible. She had to walk up and down hills and across streams in order to get there and if that wasn't bad enough, she had no shoes so had to do the whole journey barefoot!

After a long day's walk, she finally arrived, exhausted, at the home of Mr Charles, the man who sold Bibles. But Mr Charles had bad news – all the copies of the Bible in Welsh that he had were either sold or reserved by other people. Poor Mary! She had worked so hard and waited so long and walked so far Tired and disappointed she began to cry. Mr Charles felt so sorry for her that he agreed to sell her one of the copies that had been reserved by someone else.

His housekeeper gave Mary a meal and a place to sleep and the next morning Mary waved goodbye to Mr Charles and set off back to her village, clutching her precious Bible. There was great excitement when she arrived home. The whole village was very proud of their Mary and everyone wanted to see her Bible.

Mr Charles couldn't stop thinking about the young girl who had gone to so much effort to get a Bible of her own, in her own language. He realized that there must be people like her all around the country and all over the world. Mr Charles decided to do something to help people to be able to have a Bible of their own, so that they could read and understand God's message for themselves. In 1804, he helped to start the British and Foreign Bible Society. The Bible Society still provides Bibles for people around the world today.

Mary Jones died in 1864. All her life, she kept the Bible that, as a young girl, she had saved for 6 years for and walked 25 miles to buy. It is now kept in the library of Cambridge University.

fun facts.... fun facts fun facts fun facts fun facts fun facts fun facts

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- If you read non stop you could read the Bible in 70 hours!
- The very last word in the Bible is 'Amen'

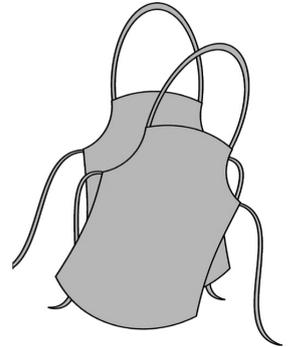
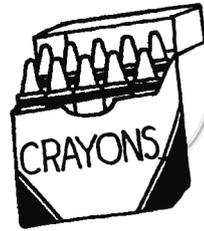
fun facts fun facts fun facts fun facts fun facts fun facts fun facts

Unit 5: A Special Book

Design an 'I love my Bible' T-shirt, mug, bag or poster.

You will need:

- Scrap paper for planning designs
- Pencils
- Erasers
- Aprons or old shirts to protect clothing
- You may also need to protect table tops and flooring, depending on your venue
- Depending on the age/ability of your group and funds available, you will need some of the following:

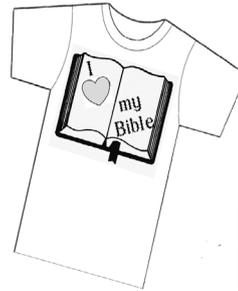


for a poster

- Acrylic or poster paints & brushes
 - Large paper or card for posters
- and/or

for a T-shirt or bag

- Fabric pens/ paints
 - A plain white t-shirt or fabric bag for each child
- and/or



for a mug

- A plain white mug for each child
- Porcelain paint (can be obtained in pots or handy pens)

Whatever you choose it will be worth having a few 'spares', in case someone's first attempt(s) go wrong!

Make sure you have read the instructions in advance on the particular brand of craft paint/pens you are using as they do vary e.g. some require heat to make them 'fast'.



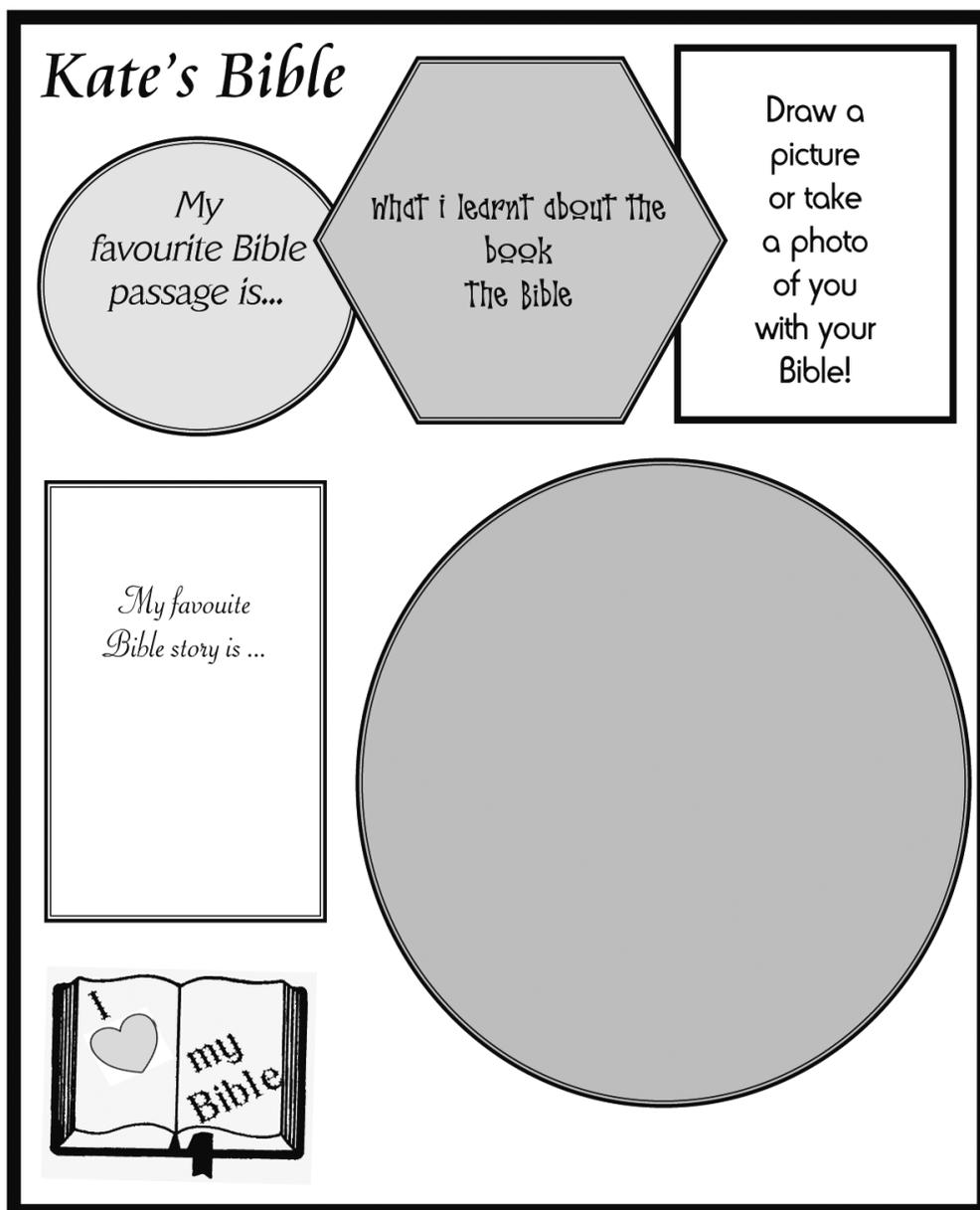
Unit 5: A Special Book

Try an example for yourself in advance to see how the paint/pens behave on the surface you are using, so you are better able to advise the children on how to use them.

Encourage the children to spend some time planning their designs first and to keep them fairly simple.

Make sure you have read the instructions on the particular brand of craft paint/pens you are using as they do vary e.g. some require heat to make them 'fast' or some items may need to dry for several hours before children can take them home.

Here is an example of what you could put on your poster. Your imagination is the only limitation.



These items can be obtained from large craft shops like HobbyCraft, who also have on online shops. Or Google 'craft ideas' 'craft making suppliers' 'children's arts and crafts'.