

## PSHE

The King James Bible was completed by teamwork. Six teams of people each worked on a bit of the Bible. They had to learn to work together to complete the task. One person could not do it on their own. Most modern Bibles are worked on by teams.

### Teamwork

#### Introduction

Ask pupils for examples of when they work in teams.

The task: to complete a series of jigsaws.

- Have several large-piece jigsaws appropriate for the pupils' age.
- Divide the class into groups.
- Give an incomplete jigsaw to each group but also give them one or two pieces from a jigsaw that belongs to another group.
- Ask each group to lay out the pieces they have and make up as much as they can of their jigsaw. What pieces of the picture do they need to complete their jigsaw? How many pieces do they have that belong to another jigsaw?
- Each group sends one or two members to different groups to give their left over pieces to the right groups and collect what they need.

#### Reflection

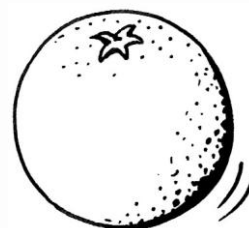
What sort of behaviour could stop the task being completed? (Refusal to give, not letting other people do things, etc.) What behaviour would help people to work in teams?

### A variety of skills game

The teams that translated the King James Bible depended on a variety of skills to produce the Bible. Some were good at speaking Bible languages (Hebrew and Greek), some were good at writing, some were good at listening to what was written and making sure it sounded right. Some were good at checking for mistakes. If they had all been good at the same thing the teams would not have worked. The teams were a sort of 'fruit salad' of skills. The game below reinforces the idea of a fruit salad being a mix and not all one thing.

- Each pupil will need a card on which is written or drawn the name a fruit. Use four fruits: orange, banana, grapes and cherries. Have as many cards in total as the number of pupils in your class.
- On the back of each fruit write one of the skills the translators used:

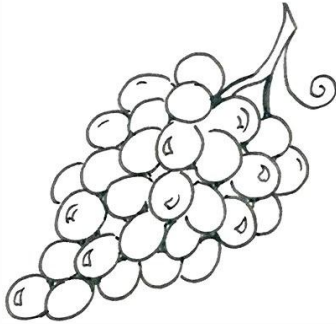
Good at languages



Good at listening



Good at writing



Good at understanding the Bible



- The teacher repeats the line: 'For tea I would like . . .' and adds the name of another fruit.
- The pupils who stepped into the circle step back when they hear the next fruit called. The pupils whose fruit has been called step forward.
- If the teacher says the same fruit twice, the pupils stay stepped forward until a new fruit is called.
- If the teacher says 'Fruit salad' everyone takes a step forward.
- After saying 'Fruit salad' the teacher calls a fruit, as before, and everyone but that fruit takes a step back.
- Set a time limit.

Talk with pupils about the mix of fruits in a salad and the mix of skills it took to write the Bible in English – refer to what is written on the back of their cards. If people in the teams had all been good at the same thing they would never have got the job done.

### Reflection

- Talk with pupils about the difference between having a single piece of fruit for tea and having fruit salad.
- Pupils stand in a circle holding their cards. The teacher stands in the middle and starts by saying: 'For tea I would like . . .' and adds the name of a fruit.
- When pupils hear the name of the fruit on their card they take one step into the circle.

If possible have some fruit and fruit salad to taste. (Be aware of allergies, diabetics, etc.) A fruit salad is a mix of tastes, and we need a variety of fruits to make it. Sometimes when we are working we need a group of people with different skills to work together to make something. Ask pupils to think about their skills, what they are good at and how they can work with others using their skills.