

# Make Final Changes



## Description:

A demonstration and a matching game

## Aims:

- Recognize that people can say the same thing in different ways.
- Understand that Bible translators need to make clear translations.
- Pray for God to give Bible translators and consultants great wisdom as they work.

## Audience:

Grades 1-6

## Space Needed:

Classroom

## Country/Area:

- Ghana
- Asia

## Minimum Time Requirements:

- |                         |           |
|-------------------------|-----------|
| • Demonstration         | 5 minutes |
| • Matching game         | 5 minutes |
| • Activity page         | 5 minutes |
| • Experiencing the need | 3 minutes |
| • Story                 | 1 minute  |

## Scripture to Study:

Colossians 4:2-4

## Materials:

- Pencil and paper for each child
- Two glasses of water (one cloudy and one clear)
- A copy of activity page 13 for each child
- A Bible for every one or two children
- A basket or box filled with a variety of unbreakable objects
- A copy of "What Did They Call It?" (see page 6) for each group of two to four children.
- Scissors
- A poster or overhead transparency of page 7
- Overhead projector, if using a transparency for the verse on page 7
- Prayer request for a Bible translation nearing completion from:  
[www.wycliffe.org/Pray/theFinishLine.aspx](http://www.wycliffe.org/Pray/theFinishLine.aspx) (optional)

If you have any questions or problems related to this lesson, please contact the Wycliffe Children's Communications Team at: [childrens\\_resources\\_orlando@wycliffe.org](mailto:childrens_resources_orlando@wycliffe.org)

## Pre-class Preparations

- Prepare copies of the “What Did They Call It?” activity (located on page 6 of this lesson—one copy for each group of two to four children).
- Prepare a poster or transparency of Colossians 4:2-4 in Hawaii Pidgin (p. 7 of this lesson).
- Make a copy of activity page 13 (page 8 of this lesson) for each child.
- Prepare a basket or box full of unbreakable items and place it on a table at the front of the room. Place the items in the container in such a way that the children can see the items inside.
- Prepare a glass of clear water and a glass of cloudy water (you could add a little milk to the latter.)
- Obtain a prayer request for a Bible translation nearing completion from [www.wycliffe.org/Pray/theFinishLine.aspx](http://www.wycliffe.org/Pray/theFinishLine.aspx) (optional)

## Class Time:

### DEMONSTRATION

**Give each child a piece of paper and a pencil.**

**Pick up the container of objects that you placed on the table at the front of the room. Turn around, pretend to trip, and then drop the container with a flourish. Pick up the container and put the items back inside. Place the container out of sight.**

**Tell the children,**

What did you see? Write down what just happened.

**(If the children have not learned to write, they can tell the group what they saw.)**

**After most of the children have finished writing their descriptions, ask volunteers to read what they wrote.**

**After several have read, ask,**

Did all of you see the same thing? Why were your descriptions all a little different? Why didn't you all use the same words?

**Allow for some discussion about the fact that they all used different words, but they told about the same things.**

## Materials:

- Pencil and paper for each child
- A basket or box filled with a variety of unbreakable objects

**Explain,**

Sometimes Bible translators have to use different words to help people understand what the Bible says. Just because they use different words, does that mean the real meaning gets lost?

**Pause for responses and then continue,**

No, they can say the same thing with different words.

**MATCHING GAME****Say,**

Let's see if you can figure out how translators translated some difficult English words so that people who speak other languages could understand them.

**Give groups of two to four children a copy of the "What Did They Call It?" game. Read it together first. Direct the children,**

When I say, "go", cut apart the boxes in the "translation" column and see if you can match the translations with the correct English words. Let's try the first one together. Which phrase do you think translators used for the word "synagogue"?

**Allow for responses. Answer: "Jewish worship house." If they can read, say,**

Okay, now I want you to work with your teammates to match the rest of the English words and phrases with their "translations". Ready? Go!

**When all the groups have had a chance to complete the activity (or if they can't yet read), go over the answers with them.****Answers:**

- Jewish worship house—synagogue
- civilized goat—sheep
- a big hungry time caught them—great famine
- bad-brained—foolish
- the dragging away of our minds—temptation

**ACTIVITY PAGE****Say,**

When translation teams are almost ready to print the new Bible, a translation expert or consultant visits them.

**Materials:**

- A copy of "What Did They Call It?" (see page 7) for each group of two to four children.
- Scissors

- A copy of activity page 13 (p. 8 of this lesson) and a Bible for each child

Translation consultants help the translators make sure they have used the best words to say what the Bible means. They want to make sure that they used accurate (correct in their meaning), beautiful and clear words.

**Distribute activity page 13. Direct the students' attention to the page. Explain,**

This page shows a "back translation" of a few verses from the Konni (pronounced KAH-nee) New Testament. A back translation says in English exactly what the Konni words mean. Some of the people in Ghana, West Africa, speak Konni. (The word order, and figures of speech, often surprise English-speakers.)

**Ask a volunteer to read the back translation of the verses. Tell the children,**

Look up the Bible references at the end of the page and circle the one that matches the Konni back translation.

**After most of the children have finished this exercise, ask,**  
Which reference did you circle?

**Correct answer: Luke 1:30-32.**

**Ask someone to read the verses in English. Ask,**

- How did the translators translate the idea that Mary should not be afraid? (*Don't let fear hold you.*)
- How did they translate the word "son"? (*child-male*)
- Why would they say things the way they did? (*It's natural-sounding in their language.*)

## **EXPERIENCING THE NEED**

**Display a poster or an overhead transparency of Colossians 4:2-4 in Hawaii Pidgin (see page 7). Read it aloud with the class. Watch out for children who may try to look it up in their English Bibles! Ask the students,**

What do you think these verses mean? Can you translate them into English sentences that you understand well?

**Allow one or two students to attempt translating the passage and then read Colossians 4:2-4 from a common English version. Ask,**

Did you understand that more clearly? Paul wanted to make his message very clear to the people with whom he communicated. Bible translators want the same result!

## **Materials:**

- A poster or overhead transparency of page 7
- Overhead projector, if using a transparency for the verse on page 7
- Bible

## STORY

**Set out a glass of cloudy water and one of clear water.**

**Tell this story.**

Eight important Warpok (pronounced WAHR-pohk) leaders and pastors gathered for a Scripture checking conference in Asia. They came to help the translators of the Warpok Bible make the translation understandable. This helped translators to make sure they had done their jobs well.

The leaders and the translators all met in a partially-built house. Three of the rooms still had no walls, which helped in two ways. It allowed air into the hot room, and also made it possible for visitors to go in and listen.

There they sat on wooden chairs in the morning, and on the floor in the afternoon. As they read the Scriptures, their eyes brightened. The men understood what they heard and read. They nodded their heads. For the first time they heard these verses in a way that they really understood. Every once in a while you could hear a quiet, "Yeah." Pastor K summed it up by saying, "Reading that in the national language\* is cloudy, but in our language it is like looking through pure water."

(Story adapted from "Like Looking Through Pure Water" by Delores Farlin, from Insite, April, 2001.)

**Ask the children,**

Who can tell me what these 2 glasses represent, based on the story we just heard?

**Allow a few children to respond, then ask.**

How do you think the Warpok leaders felt about having God's Word written clearly in their language?

## PRAYER

**Encourage students to thank God for the opportunity to read and hear God's Word in their own language.**

**Pray together for translators and translation experts. Pray that God will enable them to make final changes so the Bible's message sounds clear to the readers and to those hear it. You may want to pray for a project nearing completion.**

## Materials:

- Two glasses of water (one cloudy and one clear)
- Prayer request for a Bible translation nearing completion from [www.wycliffe.org/Pray/theFinishLine.aspx](http://www.wycliffe.org/Pray/theFinishLine.aspx) (optional)

\*People often use a "national language" (or trade language) to conduct business between different people groups.

However, people understand intimate and spiritual matters best when they are communicated in their own languages.

# WHAT DID THEY CALL IT?

English

*Translation*

Synagogue	<i>A big hungry time caught them.</i>
Sheep	<i>Jewish worship house</i>
Great famine	<i>Bad-brained</i>
Foolish	<i>the dragging away of our minds</i>
Temptation	<i>civilized goats</i>

## **FO DA COLOSSE PEOPPO 4:2-4**

2. Eh, everytime pray. Wen you guys pray, tink plenny bout wat you telling God, an no go sleep. An everytime you pray, tank God fo everyting. 3. Eh, pray fo us guys too. Aks God fo give us chance fo tell da peopo wat he say. Den we can tell um da stuff dat befo time was secret bout Christ. You know, I stay hea inside da prison cuz I telling peopo all dat kine stuff.

4. Try pray fo me make um easy fo undastan, cuz I suppose to do um lidat.

## Make Final Changes

To make sure that the final Bible translation is clear and accurate, an expert translator usually joins the team. When the Bible words make perfect sense to many people, who have spoken the language all their lives, translators make final changes.

Read how translators worded this Bible story for the Konni people.

Da vaa NmaamiN yal fu.  
 Don't let fear hold you.  
 NmiN zie fi kuaN.  
 God stands your back.  
 Nan weeri nyote a miiri bua-dembiN  
 (You) will get stomach and deliver child-male  
 a u saaN dii Yisa.  
 and his/her name eat Jesus.  
 U nan yie sikpeN-kpeN tieN.  
 He/she will make head-big owner.

Which passage matches this story  
 from the Konni Bible?

Matthew 6:31-33

Luke 1:30-32

Mark 5:33-34

John 14:1-2

**Attié**

population:  
 381,000

location:  
 Côte d'Ivoire  
 New Testament  
 completed 1995