

The Bible in English

Note: any activities involving photographing pupils must have parental permission.

Introduction

Trouble! Talk about the type of behaviour that gets people into trouble. Now imagine getting into trouble for doing something right. Pupils can create some examples and use them as a basis for drama.

Farah, you were very kind to others on the playground, so no golden time this week.

Ryan, you were horrible to Jack, so you can have extra golden time.

Grace, you worked really hard so no playtime for you!

Such a world would be very unfair. There was such a time when doing something good got you into trouble.

Core material

Explain that for many years the people of England did not have the Bible in English. People got into trouble – big trouble – if they translated the Bible into English, although most

people would agree now that it is a good thing to do. The King and the leaders were frightened of people reading the Bible for themselves. They thought the Bible was too hard for ordinary people and they were worried that people might criticise their leaders if they read the Bible for themselves. William Tyndale was a very clever man who wanted to translate the Bible into English so that more people could read it. Tyndale had to be very brave and very hard working to translate the Bible. He, like Christians today, believed that reading the Bible makes a difference to life. For example, the Bible helps Christians in sad times. They might read part of Psalm 139 when they are lonely, 'You know all about me and you are always with me, God.' They might read about Jesus helping others and that would remind them to do the same.

Select from the following activities:

The story of William Tyndale is an example of someone who risked their life to translate the Bible into English.

1. Tell the story of William Tyndale using the presentation *William Tyndale*. Give pupils things to listen for.
2. Print the *William Tyndale* presentation as handouts for pupils to suggest captions. Alternatively, give pupils the *Picture story of William Tyndale*. The captions can be removed and muddled for the pupils to sort and stick on.

3. Ask which picture they think is the most important and why. Only the most important picture can be starred. Pupils can choose different pictures if they are doing this individually on paper. If you are doing this as a class, vote for the most important picture and explore the reasons behind the choices.
4. What words could we use to describe William Tyndale's character? (Brave, did not give up, hard working, etc.) Explain what the words mean. Pupils can do short role plays to demonstrate the meaning of the words.
When do people use these words of us? We might not be in a dangerous situation but we can show the same characteristics, in some way, in daily life. These are the things that make us real 'stars'.
5. Pupils can create tableaux to demonstrate these characteristics in daily life and take photographs (with parental permission).
6. A4 versions of the separate pictures of

the Tyndale story can be printed for a display. Add captions, photographs and pupil comments on this work. (Print the picture from the presentation).

Reflection

Download the **William Tyndale reflection** to create a reflection corner.

The corner should have:

- Picture of Tyndale with the heading 'William Tyndale, a real star.'
- Stars with qualities on
- Pencils and crayons available to decorate the stars

Ask pupils to think about ways in which they can show any of these qualities.

They can stick their stars around the picture.

During the day have star badges that you can award to pupils who show some of Tyndale's qualities.

