

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.

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

Ryan, you were horrible to Jack, on the pitch last week, so you're in the school team this week.

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 their own language. Use as much of the presentation *The Bible in English* as is appropriate. 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. In those

days translating the Bible into English was a crime. The King and the church rulers were frightened of people reading the Bible for themselves. They thought that English was not an appropriate language for the Bible, that the Bible was too hard for ordinary people to understand and people would become critical of their leaders if they read what the Bible said about how rulers should behave.

Tyndale worked hard for a long time to understand Hebrew and Greek so that he could translate the Bible. He had to spend many years moving from place to place so that he was not caught. He finally died for what he believed to be right. He, like Christians today, believed that reading the Bible makes a difference to life. For example the Bible comforts Christians in times of difficulty. In such times, they might read Psalm 23;

'The Lord is my Shepherd, I will not want for anything . . . though I walk through the valley of the shadow of death I will fear no evil for you are with me,' (paraphrased).

The Bible also encourages people to work for justice.

'Let justice roll like a river,' Amos 5:24 (paraphrase).

Use the presentation *Changing English John 3:16* to see how English developed and is reflected in different translations.

Select from the following activities:

The story of William Tyndale is used as 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. The slides from *William Tyndale* can be printed as handouts and pupils can write their own captions, drawing on the written story. Alternatively pupils can write their own commentary for the presentation.
3. Discuss which is the most important moment in the story and why. Pupils should be encouraged to write a justification for their choice. 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. Explore the reasons for the choices.
4. If pupils could change one picture, what changes would they make? Why? If they could add an illustration, what would it be? Why?
5. What words and phrases could we use to describe William Tyndale's character? Encourage pupils to use the thesaurus facility on the computer for different ways of expressing Tyndale's qualities. When do people use these words of people today? We might not be in dangerous situations but we can show

the same characteristics, in some way, in daily life.

6. Create tableaux or a drama to demonstrate these characteristics and film them or take photographs (with parental permission).
7. A4 versions of the *presentation* can be printed for a display. Add captions, photographs and pupil comments on this work.

Reflection

Download the *William Tyndale* 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.

