

Session 2 (After Break)

Aim

- To consider what the onlookers to the Easter story might have seen, felt and pondered as the events unfolded.

1. **Give the pupils some clay/plasticine/salt dough** (salt dough can be made at home very inexpensively, there are lots of recipes on the internet) and ask them to make a model of the character that they enacted earlier during the telling of the story. As they sit quietly doing this, ask the following 'wondering' questions, giving space to allow the pupils to think:

'I wonder...'

- 'What was Jesus up to in your scene?'
- 'What conflicting emotions Jesus might have been experiencing?'
- 'What gave him the strength/peace of mind/ability to keep going?'
- 'Who else was present?'
- 'Whether they wanted to be there?'
- 'If they didn't want to be there, how it was that they found themselves in this scene?'
- 'What they thought of Jesus at that moment?'
- 'Whether this was different to how they had previously thought of Jesus?'
- 'If they could have said something to Jesus, what might they have said?'

2. **Give each child a paper thought bubble and a paper speech bubble.**

Ask them to record what their character might have been feeling and saying. Who might they have been talking to? Other disciples, Jesus, members of the crowd?

3. **Group the pupils again into their drama groups (1-6), sitting the pupils around a table.**

Pupils to arrange their models to represent the scene they enacted, choosing to also add their thought/speech bubbles if they wish. Ask each group to choose from the questions above and to discuss these together, seeing whether they can reach a consensus.

4. **Feed back to the class.**

Give each group time to feed back their discussion, working through the story in sequence. As you listen to each group, draw out the journey of emotions and thoughts that the crowd, disciples, religious leaders and Jesus went on.

5. **Crowds...** Look at a photo of a sports crowd together (find a photo of a football crowd as a good example):

- What reactions can you see amongst the people?
- Can anyone spot an enthusiastic supporter?
- What about a bored person?
- Who looks cold or disengaged?
- Are there two people who look as though they may be supporters of opposite teams?! How can you tell?

Crowds are never made up of people who think exactly the same. How about friends — do they always think the same? You could illustrate this by getting them to talk with their friends and find three topics that they have different opinions about. There are even differences of opinion between people who believe or follow the same faith or religion.

Can anyone think of an example to illustrate this? For example, Shiite and Sunni Muslims or Evangelical and Liberal Christians. Some Muslim students will not go to university because they believe it to be against their religion to take on a loan, others do not feel tied by this. Some Christians believe you should wait and only baptise people as adults, others think they should baptise babies...

6. **Class discussion:** What different opinions were there of Jesus? Challenge the pupils to think of as many different reactions as they can to how people at the time responded to Jesus. Record as a corporate mind map on the whiteboard. If pupils need supporting with this, they could be given the following Bible passages to look at:

- Mark 1:27-28 – People amazed at his teaching and what he did.
- Mark 3:2 – People were looking for a way to accuse Jesus—why/of what?
- Mark 3:7-11 – Large crowds follow him, coming from miles away—why?
- Mark 3:21 – His family think he’s gone mad!
- Mark 3:22 – Teachers of the Law think that he’s demon possessed.
- Mark 4:35-41 – Jesus calms a storm. Witnessing this miracle terrifies his disciples and leaves them wondering who he is.
- Mark 5:17 – Jesus heals a demon possessed man—but the locals respond by wanting Jesus to leave. Why? Were they sacred/threatened/uncomfortable/angry...?
- Mark 8:27-30 – Peter, one of the key disciples, states that he thinks Jesus is God.
- Mark 9:20-27 – Jesus heals a boy with an evil spirit. The father says ‘I believe but help my unbelief!’
- Mark 11:7-10 – Crowd celebrates Jesus as their king.
- Mark 14:1 – Teachers of the Law scheming to arrest and kill Jesus. Why did they want him dead?
- Mark 15:27-32 – Insulted by many whilst on the cross.
- Mark 15:41 – Women who throughout had faithfully followed and cared for him.