

EASTER PAUSE DAY Y7: “Was Jesus God?”

Aims:

- Provide an opportunity for pupils to investigate the Easter story in greater depth, examining a range of perspectives on it.
- Allow pupils the space and time to critique the Easter story for themselves.

Outcome of the day:

In the morning pupils will revisit the Easter story (see powerpoint presentation with script) in session 1. Then in session 2 they will have time to prepare their part of the court case for the afternoon hearing. This will focus on the question, “Was Jesus God?” The pupils will weigh evidence for the Prosecution and the Defence. Pupils will work in groups in session 2 looking at one of the witnesses and producing probing questions both for the Prosecution and the Defence cases before brainstorming how that witness might respond to these questions in the afternoon. The third session (after lunch) will be the hearing itself. Then in session 4, at the end of the day, there will be time for the pupils to respond to all that they have heard.

NB: All images used in the documents for Y5 and Y6 are freely available on Google images and are non copyright but please do not print any of the powerpoint documents.

There is unlikely to be time to learn a new song during the day but if you are able to find time at some other point then the song ‘Risen’ from ‘Sunday’s Cool Volume 2’ Out of the Ark music would be a good one.

Overview for the day:

	Session Aim	Activity
Session 1 (1hr)	* Introduce the day. * Introduce the main characters who were involved in the Easter story and who will be cross-examined in court in the afternoon.	(i) Begin by setting out the structure of the day and what will be involved. (ii) Revise the Easter story, highlighting each witness as they appear and discussing what they would have seen and what factors would have been influencing them. Use powerpoint provided (and accompanying script) if desired.
Session 2 (1hr)	* Work in groups to prepare the prosecution and defence questions for the afternoon. * Brainstorm responses to the questions for the witnesses, ready for the afternoon court case.	(i) Divide pupils into specialist groups (each preparing the case around one of the witnesses). (ii) Groups to brainstorm ideas of what questions they might ask as prosecution and as defence and give their lists at the end of the session to the prosecution and defence lawyers. (iii) Groups to work at how the witness may answer these questions if they are asked in the afternoon.
Session 3 (1 - 1.5hrs)	* Critique the Easter story through role play of a court room.	Class to act out their own court room. Defence supporting common view that Jesus was just an ordinary man/a nice story and Prosecution arguing that Jesus was in fact God. Possible roles could include: ~ team of prosecution lawyers (up to 4 pupils – might be best to use More Able students). ~ team of defence lawyers (up to 4 pupils – again, might be best to use More Able students). ~ witnesses ~ clerk to the court (responsible for calling all the witnesses, a good role for a Less Able child).

		<p>~ judge (the teacher may wish to take this role so that they can control the enactment and give direction to proceedings/advice to the lawyers whilst staying in role).</p> <p>~ jury (though you may want to leave this unfilled...everyone can be jury and make their own mind up afterwards)</p>
<p>Session 4 (30+min)</p>	<p>* Provide an opportunity for pupils to reflect and respond to the day through art and discussion</p>	<p>Use the role of a court artist to help them to reflect on the experiences of the day. Ask them to think about whether anything surprised them during the day. Pupils to sketch a view of the witness whose evidence they considered to be most compelling/interesting. Was any information new to them? Interview the court artists outside court and find out why they chose to sketch that witness? How has the case left them viewing Jesus?</p>

NB:

The purpose of this day is to enable the pupils to engage for themselves with the debate over who Jesus was. The vehicle of holding a court case is not so much to reach a verdict that all must accept BUT rather to be a context in which to examine a wide range of evidence and to allow the pupils to draw their own conclusions either way.

A discussion of whether or not Jesus was/is God is a very large debate. Since it is Easter time, the day is deliberately focussed around 'evidence' from the Easter Story. Discussion of Jesus' teachings and miracles is not included. Instead, the focus has been kept tightly on the Easter story. You might wish after this day to do some subsequent work on other aspects of Jesus' life.

Preparations required before the day:

- Preparing the resource sheets for session 2.
- You may wish to allow the class to dress up in role for parts of the day (e.g. the court case in session 3), in which case they will need to know their roles beforehand so that they can prepare a costume. Having a costume or a prop may allow pupils to enter into the role play more fully and with less self-consciousness and might help build excitement and anticipation about the day. It would support the pupils if the teacher were to dress as judge.

Session 1 (Slide 1)

Introduce the purpose of the day: (5min)

(Slide 2) This is to allow the class the opportunity to critically engage with the Easter story. The day will centre around a court case where the pupils will be the Prosecution lawyers, the Defence lawyers and the witnesses. They will all listen to the evidence and be given the freedom to form their own opinions at the end. The morning will be spent preparing for the court case.

Revise the Easter story: (45min)

Use the script and powerpoint slides to re-familiarise the class with the Easter story. After the witnesses have featured (see notes in bold on script), pause in the story and consider:

- (a) what they would have witnessed
- (b) what factors would have been influencing/biasing them

(It might be worth allowing pupils to share their ideas with friends and then feedback to the class. For the work after break, it will help if you use a flipchart/whiteboard to record the pupils' thoughts about each of the witnesses. Some of the witnesses will occur several times, at various points in the account so you will need room to expand on the initial notes).

SCRIPT for telling the Easter story, to accompany pictures on Powerpoint slides (adapted from the Lion Childrne's Bible Extract taken from The Lion Children's Bible in 365 Stories by Mary Batchelor. Published by Lion Hudson plc, 1985. Copyright © 1985 Mary Batchelor. Used with permission of Lion Hudson plc.)

Script words are in italics. In the boxes are recorded some thoughts to help provide extra information to the teacher. These notes deliberately go beyond what the pupils will offer.

(Slide 3) *We pick up the story after Jesus' arrest and initial trial. The Jewish leaders have tried Jesus themselves at night and have now brought him to Pilate, the local Roman Governor. He gave in to the wishes of the crowds and their Jewish leaders. They were calling for the release of Barrabas and not Jesus. He would give them what they wanted. He ordered his soldiers to whip Jesus before taking him to be crucified. Roman whips were made from leather strips weighted with pieces of metal and prisoners sometimes died from the injuries that they caused.*

(Slide 4) *After they had whipped Jesus, the Roman soldiers teased him cruelly. He was supposed to be a king, was he? They dressed him up in a robe dyed royal purple. One of them quickly put together an imitation crown from sharp-speared thorn twigs and rammed it down on his head. Then they knelt to him in mock worship, proclaiming "Long live the king!" before spitting in his face.*

(Slide 5) *Soon it was time to take the prisoner, Jesus, to the place of execution. By Jewish law, this had to be outside the city gates. The little procession set off down the hill towards Golgotha. A mocking, shouting crowd followed and a few women went too, crying to see the brave teacher being led off to die.*

Prisoners were expected to carry the rough, wooden cross-bar on which they would be executed and the soldiers had already laid the heavy beam on Jesus' shoulders. But Jesus was weak from the long interrogations and the whipping. He could scarcely walk upright beneath its weight so the soldiers made a man nearby carry it for him.

(Slide 6) *The Romans crucified troublesome slaves and desperate criminals. Roman citizens were spared such a cruel death. Large nails were driven through the victim's feet and outstretched hands, in order to fix him to the cross-beams of wood. The cross was set in a socket in the ground and then lifted up, so that the criminal was suspended, left to die from heat and thirst, struggling to breathe as they hung there.*

(Slide 7) *There were three prisoners to be crucified that day and the execution squad set to work. By nine o'clock the three crosses were lifted into position. Jesus was on the centre one. Then the soldiers settled down to wait, gambling with dice to while away the time. They even gambled over who would have the last share of Jesus' clothes once he had died. Jesus looked down at them and the people who stood nearby. The Jewish leaders had arrived to gloat and jeer. "You saved others," they said mockingly, "but you can't save yourself!"*

Jesus looked down at them all with pity. "Forgive them, Father," he prayed. "They don't know what they are doing."

Discuss the Jewish leaders (Slide 8)

Witness	Points for the Defence	Points for the Prosecution
<p>Jewish Leaders Throughout the gospels one reads of how some elements of the Jewish religious authorities struggled with Jesus – his actions and what he preached – throughout his 3 year public ministry. It was these people who encouraged and facilitated his arrest and trial by the Romans. They wanted Jesus off the scene. When the disciples started talking about Jesus' resurrection publicly these Jews persecuted the early Christians, often killing them.</p>	<p>See the point for the Roman soldiers. The Jewish chief priests and teachers of the law also mocked Jesus at his death, showing that they were not convinced by his claims to be God.</p>	<p><u>What happened to the body?</u> The Jewish leaders were keen to have it guarded (if they had known what happened to it, they would have produced the rotting body to discredit the disciples' claim that Jesus rose from the dead).</p>

(Slide 9) *One of the criminals hanging on the next cross muttered hoarsely, "Aren't you supposed to be the Messiah? Why don't you save us all?"*

But the other criminal said, "You be quiet! We deserve to die, but this man is innocent." Then he begged Jesus, "When you come as king, please remember me."

"You don't have to wait till then," Jesus replied. "You will be with me in paradise this very day."

(Slide 10) *At noon, when the sun should have been brightest, thick darkness fell. For three hours Jesus suffered all alone. Then at three o'clock he called out, "It is finished!" and breathed his last.*

(Slide 11) *Because it was a very special Sabbath the next day, the Jews did not want the bodies left on the crosses so they asked Pilate to have them taken down. The soldier who took down Jesus' body dug his spear deep into Jesus' side and watched as blood and water flowed out separately.*

Discuss the soldiers (Slide 12)

Witness	Points for the Defence	Points for the Prosecution
<p>Roman Soldiers These men were Roman soldiers who:</p> <ul style="list-style-type: none"> - arrested Jesus - flogged him - crucified him - guarded his tomb <p>They were not Jewish, and would not necessarily have been religious. They were enemies occupying the Jewish land – people from whom the Jews wanted freedom. They were interested in maintaining the peace. Consequently, the Roman authorities were worried by all the unrest within the local Jewish population that Jesus had caused within the local Jewish population.</p>	<p>They did not treat Jesus with respect:</p> <ul style="list-style-type: none"> - they openly mocked him when he was in their custody (Luke 22:63-65 and Mark 15:16-20) - They continued to mock him on the cross, along with other passers-by and the chief priests and teachers of the law (Mark 25-32) - they gambled over his clothes (Mark 15:24) <p>This lack of respect shows that they did not believe his claims to be God.</p>	<p><u>Jesus' death:</u> Roman soldiers were professional executioners. There has never been a recorded instance of anyone surviving a Roman crucifixion. The Roman soldier who removed Jesus from the cross put a spear in his side and out flowed blood and water (John 19:34) – modern science tells us that this separation only happens after death.</p> <p>One Roman Centurion at Jesus' death, did see something different about it and commented: "Surely this man was the Son of God!" (Mark 15v39)</p> <p><u>What happened to the body?</u> Roman Soldiers were given to guard the tomb (Matthew 27:62-66) at the request of the Jewish authorities. Roman soldiers who did not do their jobs properly were severely punished (often killed by their seniors). Anyone trying to steal the body (e.g. the disciples or grave robbers) would have had to have got past the Roman guard and moved the heavy stone seal.</p>

(Slide13) *Joseph of Arimathea, a wealthy Jew who disagreed with how Jesus had been treated by his countrymen, asked Pilate's permission to give Jesus a proper burial. Nicodemus, who had visited Jesus at night, came to help him. Gently the two men washed the body and wrapped it in clean strips of linen and laid it on a stone ledge in a new tomb.*

Some of the women who had been at Golgotha followed to see where Jesus was buried. Then, worn out with sadness and crying, they went away. It was Friday evening when Jesus' body was laid in the garden tomb. The next day was the Sabbath, when no Jews may work. The long hours passed slowly for Jesus' heartbroken friends. They could not believe that the master they loved so much lay cold in the tomb. "Once the Sabbath is over, we'll take sweet-smelling spices to put on his body," the women agreed.

(Slide 14) *The women could not sleep and so very early the next morning they set off for the tomb. As they drew closer, they saw with horror that the big round stone that covered the entrance had been moved. Someone must have tampered with the tomb and stolen the body.*

(Slide 15) *By now there was enough morning light to peer inside. The linen wrappings lay tidily on the rock shelf, but the body had gone. The women stood there, silent tears coursing down their cheeks. Suddenly two shining angels were sitting where Jesus' body should have been. "Why are you looking for the living among the dead?" the angels asked. "He is not here; he has risen! Remember what he told you, while he was still with you in Galilee, that he would be crucified and on the third day rise again." Then the women remembered.*

The women dashed back through the morning sunshine, all fear and sadness gone. They burst in on the huddled group of disciples. "He is alive! He really is alive!" they shouted with joy.

Discuss the women (Slide16)

Witness	Points for the Defence	Points for the Prosecution
<p>Female Followers These women had been close friends/followers of Jesus during his life. They were present at his crucifixion (Matthew 27:55-56) and were the first people to go and visit his tomb (Luke 24). Jewish people believed that bodies were ceremonially unclean hence Jesus had been buried in the tomb just before the Jewish Sabbath (special day of the week where there was to be no work and worship was held at the local synagogue). Consequently, it wasn't until after the Sabbath that the women were coming to dress the body with spices. These were needed because in a hot culture bodies would soon start to decompose and smell!</p>	<p>These are not reliable witnesses! (John 8:17 – only the testimony of two men was considered by their culture to be valid...the testimony of women held no weight in court).</p> <p>Like the disciples, they were in a very emotional state having just seen their leader killed like a criminal. Perhaps in such an emotionally charged state their mind might have played tricks on them?</p>	<p>NB: to avoid repetition, the same arguments for the Prosecution and Defence that are listed for the 'Other Disciples' apply for the 'Female Followers'.</p>

(Slide 17) *That same Sunday, two other friends of Jesus left Jerusalem to walk home to Emmaus. As Cleopas and his friend trudged along they kept going over the sad events of the past few days. They scarcely noticed when a stranger drew level with them, and matched his pace to theirs.*

“You’re looking miserable,” he remarked. “What’s the matter?”

“You mean you haven’t heard?” Cleopas answered. “You must be the only person around who doesn’t know what’s been happening. Jesus, our master, has been put to death. We were certain that he was God’s Messiah but now our hope has gone.”

The stranger laughed gently. “You’ve made a big mistake,” he said. “Think what the prophets had to say about the Messiah. Isaiah compared him to a lamb being led to the slaughter-house. The Messiah had to die – not for a crime that he had committed but for the sine of other people, in order to bring them peace and forgiveness from God.”

(Slide 18) *The journey flew by as the stranger went from one Old Testament writing to another, explaining that it was God’s plan that the Messiah should first die and then rise from death because he had conquered evil. It seemed no time before there were at their own door. The stranger looked as if he was going on up the street. “Do come in,” Cleopas begged. “It’s getting late. Have supper with us.”*

(Slide 19) *The stranger accepted and, when supper was ready, he took bread, thanked God for it, broke it and shared it between them. Then they recognised the familiar way that he did it all. The stranger was Jesus – alive! They turned to him, but he had gone.*

“No wonder our hearts grew warm as he talked with us. We must go back to Jerusalem straight away and tell the others.”

But when they arrived the disciples greeted them with the news, “He has risen!” As they all talked excitedly together about their various discoveries, Jesus himself joined them. He

shared their meal and explained to them all the wonderful things he had told the two on the road to Emmaus.

Discuss the two followers on the road to Emmaus (Slide 20)

Witness	Points for the Defence	Points for the Prosecution
<p>Followers on the Road to Emmaus (see Luke 24:13-35) This is the story of how two other supporters of Jesus were leaving Jerusalem after his death and were met and accompanied on the road by a stranger who talked to them about what had happened and how it related to the prophecies of the Old Testament (Jewish scriptures). When they sat down for supper the stranger gave thanks and shared the food and as he did so the two travellers recognised Jesus. Jesus disappeared and the two men returned to Jerusalem to share what they had experienced with the disciples.</p>	<p>Some elements of this encounter are hard to understand:</p> <ul style="list-style-type: none"> - Why did the two supporters of Jesus not recognise him until he gave thanks and broke the bread? - What happened to Jesus as soon as they recognised him – how did he disappear? <p>Were these two men therefore good witnesses?</p> <p>Could the Defence make use of the prophecies (listed in the next column)...Can we be sure that they refer to Jesus?</p>	<p>It might be interesting to look at some of the prophecies from the Old Testament about Jesus and how he fulfilled them. This is what he had made known to these two travellers. See:</p> <p>~ <u>Isaiah 7:14</u> (foretelling his birth) “Therefore the Lord himself will give you a sign: the virgin will be with child and will give birth to a son, and will call him Immanuel.” Alternatively see Micah 5:2.</p> <p>~ <u>Isaiah 35:5-6</u> (explaining the nature of Jesus’ ministry). “Then the eyes of the blind will be opened and the ears of the deaf unstopped. Then will the lame leap like a deer, and the tongue of the dumb shout for joy...”</p> <p>~ <u>Isaiah 53:5-6</u> (explaining Jesus’ death upon the cross) “But he was pierced for our transgressions [wrong-doings], he was crushed for our iniquities [sin/disobedience to God]; the punishment that brought us peace was upon him, and by his wounds we are healed...and the Lord laid on him the iniquity of us all.”</p> <p>~ <u>Psalms 16:10</u> (that Jesus would not stay dead) “...you will not let your Holy One see decay.”</p>

(Slide 21) *Thomas had missed it all. He hadn't been there that first resurrection Sunday when Jesus came to the disciples. As soon as he arrived back, they all began to tell him at once.*

“I don't believe it!” Thomas answered bluntly. He had seen Jesus' dead body. No one could persuade him that Jesus could be alive again after a death like that. “I'd have to see the marks that the nails made in his hands and feel the gash, where the Roman soldier thrust his spear, before I'd believe,” he told them.

Discuss the disciples (Slide 22)

Witness	Points for the Defence	Points for the Prosecution
<p>Other Disciples Along with Thomas, there were 11 other disciples who journeyed with Jesus through his ministry before his crucifixion. One of them, Judas Iscariot (who betrayed Jesus to the authorities) - no longer joined this group of disciples after Jesus' death. The others stuck together after Jesus' death, hiding out, afraid for their own lives. Jesus appeared to them after his resurrection (both with and without Thomas present) – see John 20. The Bible teaches that Jesus then ascended into heaven (Acts 1) and the Disciples were filled with the Holy Spirit and started to teach boldly in public about Jesus (Acts 2).</p>	<p><u>Perhaps they stole the body?</u> (Certainly, the Jewish leaders anticipated this – see Matt 27:62-66). They had spent 3 years following Jesus, having given up everything to do this. Imagine what a state they must have been in, having pinned all their hopes on this man, and now seeing him executed, dying a criminal's death. No-one likes to be proved wrong about things (we are too proud!) – so who knows what lengths they might have gone to in order to continue advocating for Jesus being something special? Would they have been prepared to create a myth surrounding his death and purported resurrection? <u>Are they reliable witnesses?</u> Having just suffered the massive trauma of the death of their leader and the fear that they might be next (as Jesus' closest followers, they might well have feared for their own lives) their emotional turmoil might not make them the most reliable witnesses.</p>	<p><u>Did they steal the body?</u> They would have had to get past the Roman guard (no mean feat!) and move the stone. <u>But...</u> All except one disciple went on to be martyred (killed) for their faith in Jesus. If they had known that it was all a lie (e.g. if they had nicked the body) would they all have been prepared to go through with the lie and suffer really painful deaths and a lot of beating and persecution beforehand? <u>Also...</u> Consider the change in their behaviour from a bunch of very scared men, hiding out in Jerusalem afraid (John 20:19) to a group of very bold men standing in the streets of Jerusalem preaching openly about Jesus (Acts 2:14). What caused this change?</p>

(Slide 23) *A whole week passed. The next Sunday the disciples were together again and Thomas was with them. The door was locked because they were still afraid of the Jewish leaders. All at once, Jesus was with them in the room. "Peace to all of you," he said. Then he turned to Thomas and looked straight at him. "You may touch the nail-marks in my hands and feel the place where the spear pierced my side. But stop doubting, Thomas. Believe that I am alive!"*

(Slide 24) *Thomas was overcome with happiness but he was also very ashamed. "You are my Lord and my God!" he exclaimed in wonder.*

"You believe because you have seen me," Jesus said. "There is a special blessing for those who put their trust in me although they have never seen me with their own eyes."

Discuss Thomas (Slide 25)

Witness	Points for the Defence	Points for the Prosecution
<p>Thomas Thomas was one of Jesus' twelve disciples – the men who had been his closest followers for the three years of his public ministry. They had been with Jesus continually in that time, watching, listening and learning from him. Thomas is often known as 'doubting Thomas' because after the resurrection he was not present with the other disciples when Jesus first appeared to the men. When they told him about it afterwards, Thomas responded that he would not believe unless he saw Jesus for himself and could touch him. The account of this is in John 20:24-29.</p>	<p>Did Thomas change his mind simply because he was following the crowd or did he see the risen Jesus?</p>	<p>Thomas' initial disbelief because he hadn't seen Jesus led him to hold on and wait to see the physical 'proof' for himself. Does this give weight to other accounts of Jesus' physical resurrection because it came from a cynic? He wasn't just following the crowd of his friends.</p>

Session 2

Divide class into preparation groups: (5min)

Split the class into 6 groups

- Roman Soldiers
- Female Followers
- Thomas
- Other Disciples
- Two on the road to Emmaus
- Jewish Leaders

Case questions for the Prosecution: (15min)

(Slide 26) Explain that their task is to prepare for the afternoon debate. They will all be given a sheet of paper with a picture of their witness and some prompt questions. Their task is to use their own thinking, their knowledge of the story and the prompt questions to prepare some questions for the Prosecution to ask the witness.

The Prosecution are defending the position that Jesus was God. Focus the pupils on the questions (leave on the board as a prompt):

- *How did people respond to his death?*
- *Did he rise to life (as his disciples claimed)? If not, what happened to his body? Can we be sure that he died?*
- *If it is possible that he rose to life, what are the implications of this for whether he is God?*

How does each witness add information to these questions?

Case questions for the Defence: (15min)

(Slide 27) Explain that their task is still to prepare for the afternoon debate. They will all be given a new sheet of paper with a picture of their witness and some more prompt questions. Their task is to use their own thinking, their knowledge of the story and the prompt questions to prepare some questions for the Defence to ask the witness.

The Defence are defending the position that Jesus was not God. Instead they view him as a good man whose death has since been turned into the myth that he was God. Focus the pupils on the questions (leave on the board as a prompt):

- *How did people respond to his death?*
- *Did he rise to life (as his disciples claimed)? If not, what happened to his body? Can we be sure that he died?*
- *If it is possible that he rose to life, what are the implications of this for whether he is God?*

How does each witness add information to these questions?

Preparing the witness: (15min)

Give the pupils their roles for the afternoon:

- Counsel for the Prosecution (a team of lawyers to ask questions and argue for the Prosecution)
- Counsel for the Defence (another team of lawyers working together to argue and ask questions for the Defence)
- Witnesses (Thomas, and then 3 Roman Soldiers, 3 Other Disciples, 3 Female Followers, 3 Jewish Leaders, 2 Followers on the Road to Emmaus).
- Clerk to the court (calls the witnesses)

Give the pupils time to prepare themselves for the afternoon. Give the witnesses access to both sets of questions that have been written so that they can ready their answers. Give the Counsel for the Prosecution all the questions for the prosecution that have been compiled, and the Defence counsel access to their questions. Clerk to the court may like to help Thomas prepare.

Setting up the court room: (10min)

(Slides 28) Close the session by telling the class briefly about how court rooms and court cases work (see Powerpoint slides). The pupils can then decide how they want to set out the furniture in the classroom ready for session 3.

Session 3: (This may over-run significantly from the estimated timings! Session 4 can easily be amended/abridged accordingly)

Preparation: (5min)

Pupils to change into costumes for the court case (where these are being used) and prepare to fill into the court room in an orderly fashion, as directed by the Clerk to the Court and the Judge.

Judge's welcome: (5min)

Set the tone for the afternoon by using the role as Judge to remind and refocus the pupils on what case they are trying:

- Defence maintaining that Jesus was simply a good man, not God.
- Prosecution attacking this by arguing that Jesus was God.

Witnesses take the stand: (30/45min)

Keep this moving! Given that there are 6 groups of witnesses, allowing 5min per group (2.5min to the Prosecution for questions and 2.5min to the Defence) will require a 30min slot.

Questioning may take longer than 5 min, but after 10min it will be important for the clerk to be calling the next witness to the stand.

Break! (5min)

It might be necessary after all that listening to have a break before the two sets of lawyers give their summing up speeches. This break will also enable the teams of lawyers to talk amongst themselves and consider which points from the witness evidence to emphasise.

Closing speeches from both sides: (5/10min)

Allow both teams of lawyers the opportunity to give a closing speech, arguing their case. Encourage the pupils to make reference to specific details that the witnesses mentioned.

Judge's closing speech: (5min)

A useful opportunity to stay in role and round off the court case experience, challenging the pupils to act as jury and make their own decision on what they have heard.

Session 4

Court Artist response: (20min)

(Slide 29) Explain that photographers are not allowed inside English courts. Consequently, court artists are used – individuals who sit in the public gallery listening to the case and later come out and sketch some of the scenes of what happened. Pupils are to be court artists. Now that they have left the court room, ask them to sketch a picture of the witness giving evidence who impressed/interested/convinced them the most.

Interviewing the Court Artists: (10/20min)

Pretend to be reporting for the news. Interview willing Court Artists on what they have sketched and why. What did they think of the court case?