

# 38. Prequels, sequels and spin offs

Use *Introducing the activity* plus one of the *Activities*, followed by *Drawing things together*. Please read them all before making your choice. Activities marked with \* are particularly suitable for younger pupils.

## Teacher's notes

- Choose any biblical story with a strong plot such as Jonah (Jonah 1-4) or Jacob deceiving his brother and then being deceived himself (Genesis 27-29).

## Introducing the activity

Show clips from a TV series or film where there are sequels, or explain what a sequel and prequel is. C.S. Lewis wrote several sequels to *The Lion the Witch and the Wardrobe* and one prequel, *The Magician's Nephew*. In these books characters develop and plots and settings have some continuity across the stories. Spin offs take minor characters or elements of one story and make them the major element of the next. *The Sarah Jane Adventures* were spin offs of *Dr Who*.

### \* Activity 1: The sequel

Tell a suitable Bible story and ask pupils to write or tell the sequel. What might have happened next? This could be dramatised with younger pupils. Pupils do not have free rein when inventing the sequel. The following have to be born in mind:

- The plot so far; any sequel has to be in line with the plot.
- The characters; people should not behave out of character though they can develop.
- The setting; this can change but needs *some* relationship to the original.
- The ideas and beliefs in the story; these should continue to play their part as they did in the first part of the story. The sequel can show how these develop and how they affect actions.

Examples: what might have happened after the man who was let down through the roof was healed (Mark 2:1-12)? What would the next chapter of his story been like? What might Zacchaeus (Luke 19:1-9) have done after Jesus left? If he gave away his money, as he told Jesus he would, how might people have reacted?

### \* Activity 2: The prequel

This is similar to the sequel, but looks at what might have led up to the event in the Bible story, for example, what might the day before his healing have been like for the man who was let through the roof? What would Zacchaeus (Luke 19:1-9) have been doing before Jesus came to town? As before, plot, character, ideas and beliefs need to be borne in mind. Younger pupils can enact the day before a biblical event, working backwards and reflecting on how their lives changed.

### Activity 3: Spin offs

Choose a suitable Bible story and select a character (not one of the major ones), for example, one of the wise men in the nativity story (Matthew 2:1-20). Pupils create a new and imaginary story with this person as the main character showing how the events he was part of may have changed his life. This is an exercise in showing how religious encounter may change lives.

## Drawing things together

Discuss the pupils' work picking up the issues raised in their stories. Explore the way beliefs affect behaviour in the sequels, prequels and spin offs. Relate this to the way in which the pupils' beliefs affect their behaviour.