

Series: Born for More

Lesson I: Enticement

Lesson Objectives:

As a result of this lesson, students will be able to...

- Generate a list of enticements that people pursue in life
- Identify their own enticements
- Wrestle with the complicated outcomes of pursuing enticements

Materials Needed:

- ☐ DVD copy of *The Chronicles of Narnia: The Lion, The Witch and The Wardrobe* (we have used this film throughout this series so you will need it again for subsequent lessons)
- ☐ Pens or markers, all the same
- ☐ Index cards or scrap paper, all the same
- ☐ Copies of handout A-16

Lead In:

Tell the students that you are going to play a clip from a popular movie, *The Chronicles of Narnia: The Lion, The Witch and The Wardrobe*. Ask them to identify what hooks the White Witch uses to entice Edmund as they watch the clip.

Play the clip that begins at the top of chapter six (29:42), with the sleigh coming down the path. The clip ends when the White Witch says “I’m going to miss you” and drives away (34:14).

Solicit answers from the students. There are several things that tempt Edmund, most noticeably the Turkish Delight (candy) and the opportunity to be king.

Task One:

Give each student an identical piece of paper or an index card and an identical marker or pen. Ask the students, *What would the White Witch offer you to hook you in and trap you?* Don’t solicit any answers verbally; rather have them write their enticement on an index card and place it face down on a table or the floor where all can see. The index cards and markers must all be the same to preserve the anonymity of the writer. Tell the students that they can disguise their handwriting if they want.

Have students place all the cards face down in the centre of the group. Once all are there, flip them over and ask the students to gather any that are the same (for example, three cards that all say ‘sex’ on them). Ask the students which answers are most common and why they think that is. Ask the students if there are any common enticements that they think are missing. Give them more cards so that they can include the missing enticements.

Here are some examples ranging from the specific to the general (which is an ideal mix): candy, sex, power, fame, popularity, big house, good job, pretty clothes, attention, religion, ease, and sports.

Task Two:

Give the students these complete instructions before allowing them to begin. They are going to find a partner. Once they find a partner, the pair is going to choose one enticement card from the pile created in Task One. Then they are going to get a copy of page A-16 from you and a pen as well. Then they are to complete all of the parts of the handout according to the instructions given there. You may need to do one example together. There are loads of interesting possibilities like Bono, George W. Bush, Bill Gates, Madonna, and so on. Here is one for Paris Hilton and the enticement of money:

Positive Outcomes	Negative Outcomes
She can have a lot of fun in life because she doesn't have to work.	She ruined her friendship with her childhood friend Nicole Richie
She gives clothes to charity.	She uses her money to buy designers wares for her dogs.
She always has a place to stay, anywhere in the world, at a Hilton hotel.	She will be remembered for shallow things like clothes and parties.

When the students have completed their handouts, invite one group at a time to share their positive and negative outcomes. Have the other students guess the name of the famous person and the enticement.

Note to leader: the point of this task is to get a balanced view of the good and bad potential outcomes of various enticements. Avoid Sunday school answers and pat moralisms. The point isn't that money and sex and candy are evil. They aren't. They are complicated. The following lessons will look at sin more specifically.

Transition by saying something like, *What would you say to Edmund as an outsider to the story? Maybe that there's more to life than candy. The same could be said to all of us with our own enticements. They aren't necessarily bad. For example, Bill Gates has a lot of money but he uses some of it to do very good things like medical care in Africa. Paris Hilton has a lot of money too and she uses some of it for pretty pointless things like outfits for her dog. Still others use their money for evil things. Enticements aren't necessarily good or bad in and of themselves, but we believe that we were born for more than candy and money.*

Task Three:

Ask students to put the index cards back. Tell them that you are going to read a passage from the Old Testament, from a very cool and mysterious book called Ecclesiastes. Tell them that there are things in the passage that are enticing that they probably haven't put in the pile of index cards. Ask them to listen as you read it and identify what enticements are missing. Provide more cards and markers so that they can add the missing enticements. Read Ecclesiastes 3:1-11 slowly. Repeat it once or twice and allow the students to add any enticements that are missing. Some additional pursuits that you could put in the mix are building, laughing, dancing, silence, love, hate, war, and especially, eternity. Look for that answer and provide it if it doesn't surface.

Ask this final question, *What do you think the writer of Ecclesiastes means when he says that God has set eternity in the human heart?* Look for an answer such as "God designed us for more than just the pleasures of the world."

Closing:

Close by saying something like, *Life is complicated. There are many things that entice us, which can lead to good ends and bad. Edmund was enticed by something pretty simple, candy, but also by revenge and jealousy and a lust for power. Even the very young are enticed by the things of the world. Next week we are going to revisit Edmund. We are going to find out what happened to him, whether it worked out for good or evil. See you then!*