

Series: Born for More

Lesson 3: Entrapment

Lesson Objectives:

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

- Identify that humans can't solve the problems of sin and evil on their own.

Materials Needed:

- ☐ Tubes of toothpaste, see Lead In for quantity and type
- ☐ Newspaper or plastic to catch the mess
- ☐ Copies of page A-18
- ☐ Pens
- ☐ DVD copy of *The Chronicles of Narnia: The Lion, The Witch and the Wardrobe*

Lead In:

This lesson begins with a competition. Set up some tables or areas on the floor that are covered with newspaper or plastic. Split the students up into small groups of about two to four. You are going to give each group a tube of toothpaste. They can be the same or different, as long as they are the style that allows the toothpaste out but not back in again. The first phase of the competition is this. Tell the students that they have sixty seconds to squeeze out the most toothpaste possible from the tube. Get those tubes empty! Note this is really a trick. After sixty seconds of squeezing, go around and check that they tubes really are pretty empty. Congratulate the students on a job well done and then tell them the trick: the real competition is going to be getting the toothpaste back in! Give them another sixty seconds to try to get the paste back in. Declare a winner based on their success, if anyone managed to get some back in.

Transition by saying something like, *Who designed toothpaste anyway? Why do they make it so that once it is out you can't get it back in? Must be a trick to get us to buy more toothpaste. Fortunately, we can redeem this trickery to make an interesting lead in game. The point of this little game was to get us thinking about problems that are difficult to solve. Once you spill the toothpaste you just can't get it back in. Spilling toothpaste isn't a massive problem, but there are many things in life that are far more complicated and far more painful than an empty tube of toothpaste. These are the things that we are going to look at now. We are going to struggle to find answers to a variety of problems. All of these are real problems that really happened and you are going to work together to discover solutions to them.*

Task One:

Allow students to stay in the same groups. Give each group a copy of page A-18X and pens. They should work through the case scenarios together.

When the students are done, gather the whole group back together for feedback. Solicit some answers to the questions and guide the conversation where appropriate. There aren't correct answers to the questions; rather they are meant to stimulate discussion on justice and retribution, to help students see how difficult it is to get justice in human terms. Guide the discussion as you see fit.

Task Two:

Transition by saying something like, *Has anyone noticed that we haven't yet visited our friends in Narnia this week? Well fear not; we are about to go there now. Last week we left Edmund in a real pickle...an evil pickle! He made some very poor choices and became trapped in an evil situation. His siblings, their friends, and all the citizens of Narnia were in danger of the White Witch. Some things have happened in the movie since we watched it last week. Aslan has sent one of his servants, the Centaur, to rescue Edmund from jail. Aslan has forgiven Edmund for making bad choices and endangering the kingdom. Edmund has changed allegiances. He no longer follows the White Witch; now he follows Aslan, the leader of the armies of good. We are going to revisit Narnia and find out what happens as the war approaches. As you watch, I want you to identify what this clip has in common with the scenarios that we just read and talked about. When the clip is done, you can turn to the person next to you and see if you agree.*

Play the clip that begins at the top of chapter 16 (91:48), with the White Witch's entrance in Aslan's camp. The clip ends when the company cheers for Edmund's release (95:07).

Solicit some answers from the students. The link between the case scenarios and the film is retribution or justice, only the students don't need to use those words. These are tricky concepts to communicate but this lesson has tried to appeal to the emotional reactions of the students in the case scenarios and the movie, to bring them to a more experiential view of justice and retribution. Don't worry about the words. Look for these ideas. In all cases something happened which needed to be put right. In all cases the people involved didn't have the ability to make them right. In all cases something was permanently lost or changed.

Task Three:

Invite students to turn back to their small groups and share something that has happened to them, great or small, that was regrettable and difficult to change. They should share how the situation made them feel. Then they should work together to decide what the common feelings were.

When they are done, solicit some of the common feelings and guide the conversation as appropriate. Regret, powerlessness, sadness, and anger are all strong emotional responses to evil and sin, and you have given students a safe venue to talk about them.

Closing:

Conclude this lesson by saying something like, *The problem with living in an evil world is that we can't get out of it by ourselves. We can't bring dead people back to life. We can't make people's pain go away. We can't erase the bad memories that people have. We can't even always fix the small insignificant things like a damaged car or a broken vase. Edmund couldn't fix what he did either. He started a war in which people would die. He betrayed his family and Aslan. Even after Aslan forgave him, there was still a war coming. The point of our discovery together today has been to wrestle with this*

difficult concept, that we don't have the ability to make wrong things right. It's not a happy notion, is it? Well, I've said this at the end of the last two lessons and I'll say it again. Stick around and find out what happened to the Narnia characters and find out what options we have in an unjust world.