

Series: Born for More

Lesson 2: Entanglement

Lesson Objectives:

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

- Identify the causes and consequences of evil and sin in the world

Materials Needed:

- ☐ DVD copy of *The Chronicles of Narnia: The Lion, The Witch and the Wardrobe*
- ☐ Copies of page A-17
- ☐ Pens
- ☐ Overhead projector
- ☐ Overhead pens
- ☐ Overhead copy of page A-17 (no answers)
- ☐ Ten or more cut-out newspaper articles about violence, evil, hurt, and abuse in our world

Lead In:

Ask the students something like, *Last week we watched a film clip. Does anyone remember what film it was from?*

Task One:

When they guess correctly, say something like, *That's right! This week we are going to watch three chapters from that DVD. Wahoo! I am going to give you a sheet of paper with a series of questions on it. As you watch the film, try to answer all of these questions. We are going to take them up together afterwards. Put your answer in the middle column only. The third column is for something else.*

Hand out pens and copies of page A-17. As they watch the clip, students should fill out the middle column of the table. Play the section of the film that begins at the top of chapter 10 (50:23) with Edmund walking through the woods and ends in the middle of chapter 12 (65:00) when the White Witch leaves Edmund's jail cell.

Put an overhead copy of page A-17 on a projector and give students overhead pens so that they can come and fill in the blanks. When all the blanks are filled in ask the students to look over the answers and see if they agree or disagree with them. Allow them to add and change as they see fit. Guide them to a good set of answers. Our suggested answers are as follows:

1. His jealousy, resentment of his brother, and lust for power.
2. Turkish Delight.
3. The White Witch.
4. He was separated from his family, put in jail, and given mouldy bread.
5. They were betrayed, chased by wolves, and got caught in a war.
6. Innocent people were enslaved, a war was started, Aslan the King was betrayed.

Transition by saying something like, *We have looked at some of the causes and consequences of evil in the world of Narnia. Now we are going to look at some of the causes and consequences of evil in our own world.*

Task Two:

Tell the students that they are going to do some exploration of culture. Have newspaper articles ready that relate to violence, road rage, street racing, gangs, child abuse, or other manifestations of evil in our world; the more relevant the better. Tell the students that they are going to gather in groups of three or four and choose one article. The groups are going to work together to identify the causes and consequences of sin and evil in our world. They should use their handout from Task One or the back to answer the same six questions that they answered about Edmund, substituting the people in the article for the Narnia characters. In other words, the first question would be, what was it inside of the people in my article that caused them to be trapped in evil? Then they should read the verses listed at the bottom of the page and select one or more that seems to fit with their article. They should be prepared to present their findings to the other groups.

When the groups are done this work, solicit answers from every group. What was their article about? What were the causes and the consequences of evil in their article? What Scripture did they think matched it? Have the other groups listen and decide if they agree with the analysis. Guide the conversation as you go.

Closing:

Conclude by saying something like, *This lesson could make you pretty depressed about the world. And it's true. The world is an evil place. A lot of terrible things happen in the world all of the time. However, there is good news. Even if you haven't seen the movie, you would hope for a happy ending, right? Stay tuned to find out what happened to Edmund and the world of Narnia.*