

*THE LION, THE WITCH AND THE WARDROBE:  
LEAD THE WAY*

Curriculum for youth leaders, educators and families to accompany the movie and book,  
*The Chronicles of Narnia: The Lion, The Witch and The Wardrobe*

Ages 9-14

[youthFILMproject.org](http://youthFILMproject.org)

Official The Lion, The Witch and The Wardrobe website:  
[adisney.go.com/disneypictures/narnia/main.html](http://adisney.go.com/disneypictures/narnia/main.html)

## Introduction

*The Chronicles of Narnia: The Lion, The Witch and The Wardrobe* is an animated feature from Disney Pictures and Walden Media, based on C.S. Lewis' first book in *The Chronicles of Narnia* series.

In *The Lion, The Witch and The Wardrobe*, we meet the four Pevensie children, Peter, Susan, Edmund and Lucy, who are sent away from London during World War II to live in the countryside with a quirky professor. While playing in his mysterious old house, the children come across a magical wardrobe that serves as a gateway into the land of Narnia.

In this new world the children encounter a never-ending winter that has been cast upon the land by the White Witch, the evil queen of Narnia. With the exception of Edmund, who has sided with the queen out of contempt for his siblings, the children come to realize that it is their responsibility to save the creatures of Narnia from her destructive rule. With the help of the brave lion Aslan, the children embark on a dangerous journey to return happiness, springtime and life to Narnia. Along the way, the siblings experience individual growth in character and become important leaders. Central themes in *The Lion, The Witch and The Wardrobe* include experiencing magic, standing up to temptation, finding out the truth, personal growth and the power of good over evil.

This FILM curriculum, *The Lion, The Witch and The Wardrobe: Lead The Way*, is structured for use after youth have read the story and viewed the movie. It offers discussion topics, activities and service project ideas for youth ages 9–14 based on the central themes.

The FILM Project is made possible through the partnership of Heartland Truly Moving Pictures and the National Collaboration for Youth. Heartland is a nonprofit organization that seeks to recognize and honor filmmakers whose work explores the human journey. The National Collaboration for Youth is a nonprofit organization providing a unified voice for its coalition of more than 50 national, nonprofit, youth development organizations, and concentrates on improving the conditions of youth in the United States and enabling youth to realize their full capabilities.



**OBJECTIVES FOR YOUTH IN THIS CURRICULUM:**

- Draw comparisons between the book and movie
- Utilize the imagination to seek out adventure
- Learn to avoid negative temptations from peers
- Know how to interact with strangers
- Take steps toward personal growth and leadership
- Recognize the power of goodness and virtue over selfishness and evil

**Step 1) Read the book and see the movie**

**The Book:** *The Lion, The Witch and The Wardrobe* by C.S. Lewis.

Lewis was an Irish author who lived and wrote during the early and mid 1900s. While he was a diverse writer, he is best known for his children's fantasy series, *The Chronicles of Narnia*—a series of seven books. There has been debate about the order in which the books should be read, as they were not published in chronological order. Predominantly, they are encouraged to be read today in the following order:

*The Magician's Nephew*  
*The Lion, The Witch and The Wardrobe*  
*The Horse and His Boy*  
*Prince Caspian*  
*The Voyage of the Dawn Treader*  
*The Silver Chair*  
*The Last Battle*

Be sure to also read *Prince Caspian* and see the accompanying movie. Then check out the FILM curriculum, *Prince Caspian: Becoming a Leader*, which is available on the FILM website: [youthFILMproject.org](http://youthFILMproject.org).

**The Movie:** *The Lion, The Witch and The Wardrobe*, a Disney and Walden Media production, is available on DVD at your local library or video store.

**Step 2) Participate in activities**

Take part in meaningful discussions and activities about:

- The similarities and differences from the book to the big screen
- Embarking on your own magical adventures
- Resisting temptation and peer pressure
- Making moral choices
- Personal growth and leadership

**Step 3) Take the lead to help others**

Engage in service projects within your community based on lessons learned in this curriculum. Just as Peter, Susan, Edmund and Lucy help transform Narnia into a peaceful and productive land, you can take the lead to revitalize a segment of your community. Project ideas are included in the guide and a free, downloadable service-learning supplement is available to assist in the planning and managing of *The Lion, The Witch and The Wardrobe* service projects. Please visit [youthFILMproject.org/resources.htm](http://youthFILMproject.org/resources.htm) to download the supplement.

Table of Contents

**Module One: Setting The Story Straight**

- ✎ Activity 1: Write a Beginning to the Novel .....7
- ✎ Activity 2: Comparing the Book and Movie .....10
- Activity 3: From Words to the Drawing Board.....11
- ✎ Activity 4: Vocabulary Memory Game .....15
- ✎ Activity 5: Enchanted by Fantasy .....17
- Activity 6: Truly Moving Moments.....19

**Module Two: Moral Choices**

- ✎ Activity 1: Interacting with Strangers .....21
- ✎ Activity 2: Standing Up to Peer Pressure.....24
- Activity 3: Good or Evil? .....26


**Module Three: Growing Into Bigger Shoes**

- ✎ Activity 1: Character Web .....29
- Activity 2: From Sibling Rivals to Friends .....31
- ✎ Activity 3: Making Sacrifices for Others .....33

**Module Four: Experience the Magic**

- ✎ Activity 1: Create a Spell.....35
- Activity 2: Tempting Turkish Delight and Tea Party .....37
- ✎ Activity 3: Write Your Own Adventure .....39
- Activity 4: Bring the Magic to Life .....40

**Post Program Evaluation..... 41**



The pencil icon designates pages of the curriculum that can be distributed to youth as worksheets.

## Module One: Setting the Story Straight

Dear Facilitator,

The following section, Module One: Setting the Story Straight, provides an opportunity for youth to explore the similarities and differences between the book and the movie. The section also encourages youth to recognize the process of transforming literary descriptions into vibrant characters on the screen. Youth will delve into specific segments of the book and will be inspired to examine other fantasy books and series.

### **OBJECTIVES FOR YOUTH:**

- Explore how the book and the movie vary and how they are similar
- Learn new vocabulary from the story
- Experience how descriptions from books are adapted for the big screen
- Become inspired to read and watch other fantasy books and films

## Module One: Setting the Story Straight

### ACTIVITY

#### Activity One: Write a Beginning to the Novel

The more you read the more you'll begin to notice that many books begin with much background information on the main characters and/or setting of the novel. This often helps the reader figure out why the characters end up behaving the way they do.

*The Lion, The Witch and The Wardrobe* begins during the onset of World War II in London, during which the German Nazis dropped bombs on the city. As a result, the Pevensie children are sent to live with the old professor in his countryside house. The series of events that lead up to the discovery of Narnia happen quickly and you may have many questions about the children and the professor that are left unanswered.

#### Instructions

What would you like to know about the children, the professor, his house or the setting of the novel? Take 10 minutes to brainstorm with a member of your group and together write down a list of questions about the main characters or setting of the story (such as, Where are the children's parents? Why is there a magical wardrobe in the professor's house?).

After you have developed your questions try answering them in creative ways with lots of action words and visual description. For example:

**Question: Where are the children's parents?**

**Possible answer:** The parents of Peter, Susan, Edmund and Lucy tearfully waved goodbye at the train station as the children pulled away in a puff of steam from the engine. Just then, the air raid sirens started roaring in the background and Mr. and Mrs. Pevensie scrambled to seek cover underground...

**Question: Why is there a magical wardrobe in the professor's house?**

**Possible answer:** For decades the professor worked on developing the perfect spell to enter other worlds and dimensions. One day in his basement he used the wood from a special ellowberry tree, the only one in the world, to construct a fancy wardrobe. He poured the juice of ten hodgeberries, two frogs' legs, mystical muir worms and tickle toad eyeballs onto the back of the wardrobe, hoping it would finally do the trick...

Now it's your turn to be imaginative and invent background information to complement the story. Piece together your crazy, creative answers to devise a beginning to the story. Feel free to share and illustrate your mini-stories with the group. As a bonus challenge you can try turning your story into a movie script, using dialogue between the characters and descriptions for the narrator to read aloud.





Module One: Setting the Story Straight

ACTIVITY



Activity Two: Comparing the Book and Movie

The book and movie versions of *The Lion, The Witch and The Wardrobe* chronicle the same story, but in slightly different ways. On your own, try to come up with a list of five differences you notice after reading the book and seeing the movie. Use the hints to trigger your memory regarding the characters and how events develop:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



**Hint:** Examine the sequence of events and the passing of time in the professor's house at the beginning.



**Hint:** Take a look at the reasons behind why the children all run inside the wardrobe at once toward the beginning.



**Hint:** Check out the battle scene between the good Narnians and the evil. How do the book and movie portray the fighting differently?



**Hint:** Determine the voice of the book versus the voice of the movie. Is the author's voice present in the movie?



**Hint:** Look at the very end of the book versus the movie, particularly the role of the professor when the children return from Narnia



**Hint:** How are the girls regarded in the book versus the movie? In which form do they appear stronger and more courageous? Why do you think there is a difference in the portrayal?

Can you come up with any other differences without hints?

Once you have created your list, come together as a group to discuss how the book and movie differ in a variety of ways yet arrive at the same conclusion.

**ACTIVITY**

 **Activity Two: Comparing the Book and Movie**

**Discussion Questions**

- 1) How did the beginning of the movie differ from the beginning of the book?
- 2) What was missing in the movie that was in the book?
- 3) Were there any characters or events that were present in the movie but not in the book?
- 4) How is the role of the professor different in the book than the movie?
- 5) How does C.S. Lewis' voice as the author affect the story in the book version? Why do you think he inserts his thoughts into the narration of the story at times? Can you find examples of this from the book?
- 6) Discuss the similarities and differences between how you imagined the creatures and characters from reading the book to seeing them on the screen.
- 7) Was the scenery the way you imagined it to be?
- 8) Does the movie end the same way the book does?

## Module One: Setting the Story Straight

### Activity Three: From Words to the Drawing Board

Narnia is a world of imaginative scenery, creatures and magical happenings. C.S. Lewis does an excellent job of describing the characters, their emotions and the setting in exquisite detail.

Film adaptation is the process of transforming a written work like *The Lion, The Witch and The Wardrobe* into a feature film. Once the book becomes a movie script, all of the people working on the set of the movie can go about making decisions such as how the characters will look and how the scenery will appear, keeping in mind that they want to appeal to a commercial audience. Important jobs on a movie set include the costume designers, set designers and make-up artists who use information from the film adaptation to make the characters come to life. Try your hand at some design work by choosing from the detailed book excerpts below to create a drawing or collage that depicts the character or scene. Remember the importance of detail in making beloved literary characters and scenery come to life!

#### Facilitator Instructions

Make sure enough group members are choosing different passages. Use the optional list of materials below to assemble supplies. If they are unavailable, markers and paper will suffice. Encourage the youth to present their art projects when they are finished.

#### Optional Materials

Markers  
Pens/pencils  
Paper  
Scissors  
Glue  
Felt  
Paint  
Glitter  
Magazine cut-outs

Module One: Setting the Story Straight

Activity Three: From Words to the Drawing Board

**Passage 1 – The White Witch**

The reindeer were about the size of Shetland ponies and their hair was so white that even the snow hardly looked white compared with them; their branching horns were gilded and shone like something on fire when the sunrise caught them. Their harness was of scarlet leather and covered with bells. On the sledge, driving the reindeer, sat a fat dwarf who would have been about three feet high if he had been standing. He was dressed in a polar bear's fur and on his head he wore a red hood with a long gold tassel hanging from its point; his huge beard covered his knees and served him instead of a rug. But behind him, on a much higher seat in the middle of the sledge sat a very different person – a great lady, taller than any woman that Edmund had ever seen. She also was covered in white fur up to her throat and held a long straight golden wand in her right hand and wore a golden crown on her head. Her face was white – not merely pale, but white like snow or paper or icing sugar, except for her very red mouth. It was a beautiful face in other respects, but proud and cold and stern.

C.S. Lewis, *The Lion, The Witch and The Wardrobe*, p. 27

**Passage 2 – The Beavers**

Meanwhile the girls were helping Mrs. Beaver to fill the kettle and lay the table and cut the bread and put the plates in the oven to heat and draw a huge jug of beer for Mr. Beaver from a barrel which stood in one corner of the house, and to put on the frying pan and get the dripping hot. Lucy thought the Beavers had a very snug home though it was not at all like Mr. Tumnus's cave. There were no books or pictures and instead of beds there were bunks, like on board ship, built into the wall. And there were hams and strings of onions hanging from the roof and against the walls were gum boots and oilskins and hatchets and pairs of shears and spades and trowels and things for carrying mortar in and fishing rods and fishing nets and sacks. And the cloth on the table tho' very clean was very rough.

C.S. Lewis, *The Lion, The Witch and The Wardrobe*, p. 69

### Activity Three: From Words to the Drawing Board

#### Passage 3 – The Witch’s House

But at last he came to a part where it was more level and the valley opened out. And there, on the other side of the river, quite close to him, in the middle of a little plain between two hills, saw what must be the White Witch’s house. And the moon was shining brighter than ever. The house was really a small castle. It seemed to be all towers; little towers with long pointed spires on them, sharp as needles. They looked like huge dunce’s caps or sorcerer’s caps. And they shone in the moonlight and their long shadows looked strange on the snow! Edmund began to be afraid of the house.

C.S. Lewis, *The Lion, The Witch and the Wardrobe*, p. 89

#### Passage 4 – Father Christmas

It was a sledge, and it was a reindeer with bells on their harness. But they were far bigger than the Witch’s reindeer, and they were not white but brown. And on the sledge sat a person whom everyone knew the moment they set eyes on him. He was a huge man in bright red robe (bright as holly-berries) with a hood that had fur inside it and a great white beard that fell like a foamy waterfall over his chest. Everyone knew him because, though you see people of his sort only in Narnia, you see pictures of them and hear them talked about even in our world – the world on this side of the wardrobe door.

C.S. Lewis, *The Lion, The Witch and the Wardrobe*, p. 102

#### Passage 5 – Cair Paravel

And Peter with his sword still drawn in his hand went with the Lion to the eastern edge of the hilltop. There a beautiful sight met their eyes. The sun was setting behind their backs. That meant that the whole country below them lay in the evening light – forest and hills and valleys and, winding away like a silver snake, the lower part of the great river. And beyond all this, miles away, was the sea, and beyond the sea the sky, full of clouds which were just turning roles colour with the reflection of the sunset. But just where the land of Narnia met the sea – in fact, at the mouth of the great river – there was something on a little hill, shining. It was shining because it was a castle and of course the sunlight was reflected from all the windows which looked towards Peter and the sunset; but to Peter it looked like a great star resting on the seashore.

C.S. Lewis, *The Lion, The Witch and the Wardrobe*, p. 125-126

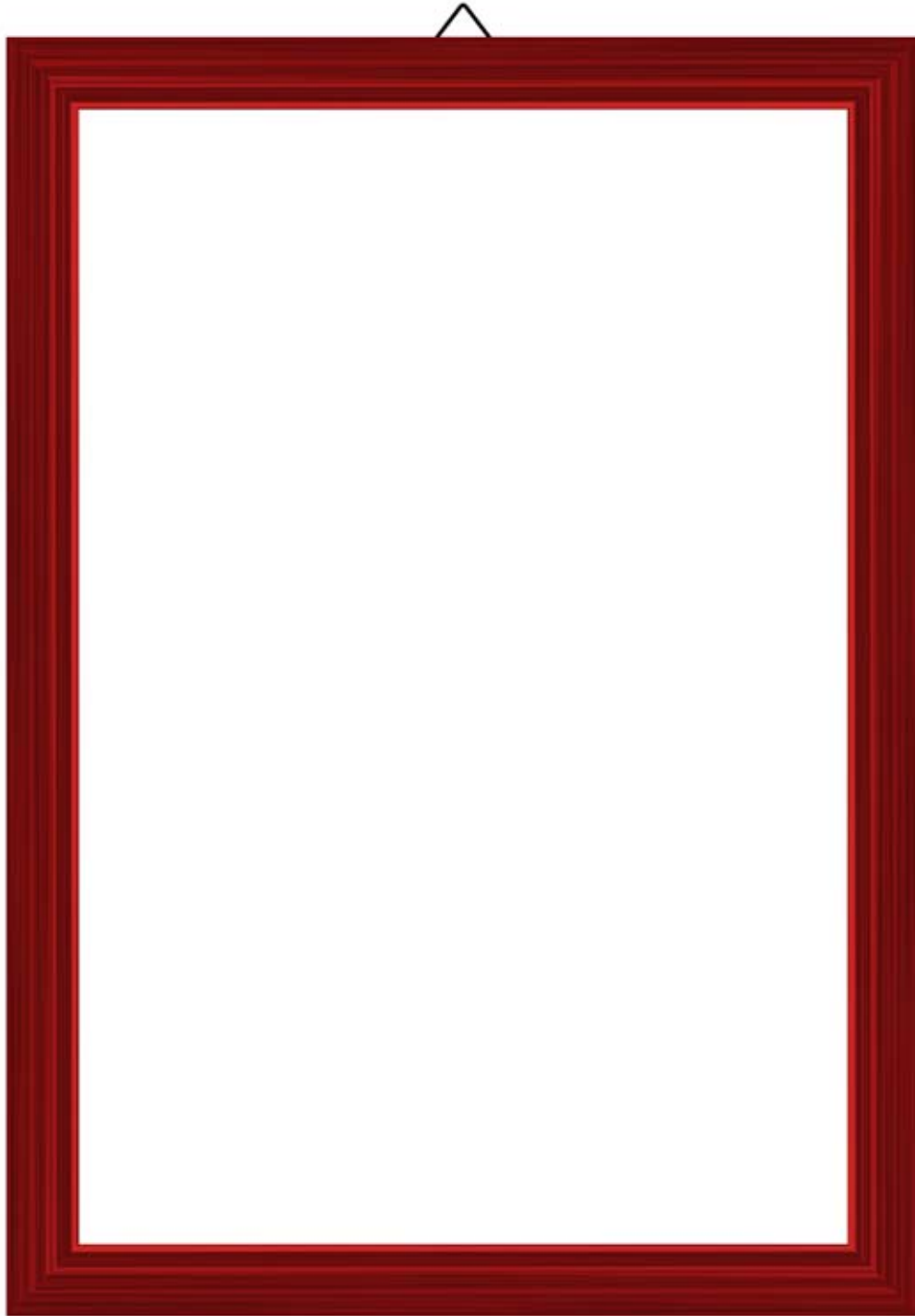
**Module One: Setting the Story Straight**

**ACTIVITY**



**Activity Three: From Words to the Drawing Board**

Use the space below to create your drawing or collage!



Module One: Setting the Story Straight

ACTIVITY



**Activity Four: Vocabulary Memory Game**

C.S. Lewis, an Irish author, wrote *The Lion, The Witch and the Wardrobe* in 1950. Dedicated to his goddaughter Lucy, C.S. Lewis tells the tale of Narnia in the style of a bedtime fairytale, with descriptive language and short, easy-to-read sentences. Most of the language should be fairly familiar, but there are some vocabulary words that may require additional attention.

**Materials Needed**

Scissors

**Instructions**

Read the following vocabulary words and their definitions, which are located in side-by-side boxes. Take some time, maybe 30 minutes or so, to remember them.

Join with two to four other peers. Using a pair of scissors, cut out one set of your boxes. Shuffle the cards by hand and place them face down on a tabletop. Attempt a game of memory using the words and definitions. The first player chooses a square to turn over and then tries to match it with the correct word or definition. He/she gets one attempt to turn another card and see if it's the right match. If the pair is a match, he/she takes the cards and can go again. If incorrect they must be turned over again and everyone should try to remember the placement of these words. Then the next person has a turn and the cycle continues until all of the cards are eventually matched. The winner will be the one with the most matches. Have fun!

Module One: Setting the Story Straight

ACTIVITY



Activity Four: Vocabulary Memory Game

|             |                                                                               |            |                                                  |
|-------------|-------------------------------------------------------------------------------|------------|--------------------------------------------------|
| Faun        | A mythical creature with the lower body of a goat and the upper body of a man | Melancholy | Affected with great sadness or depression        |
| Nymphs      | Female creatures of springs, caves and woods                                  | Dryads     | Tree spirits                                     |
| Dwarf       | An abnormally small man or woman                                              | Traitor    | A person who says one thing and does another     |
| Jeer        | To laugh at in a negative manner                                              | Centaur    | A mythical being that is half man and half horse |
| Inquisitive | Eager to acquire knowledge                                                    | Ogre       | A mythical giant that eats human beings          |
| Hoax        | Anything intended to deceive or trick                                         | Minotaur   | A creature that is half man and half bull        |
| Stratagem   | A military plan or scheme                                                     | Sledge     | A large sled pulled by animals                   |
| Marvel      | To be filled with amazement or astonishment                                   |            |                                                  |



## Module One: Setting the Story Straight

## ACTIVITY


**Activity Five: Enchanted by Fantasy**

*The Lion, The Witch and The Wardrobe* places four ordinary siblings into a different world, one in which time proceeds at a very different rate than on Earth. Although the children grow into young adults as kings and queens in Narnia, they return at the same hour on the very same day they entered the wardrobe in the first place. C.S. Lewis used his imagination to develop this captivating book with traditional fairytale themes – magic, kings, queens, good vs. evil, battles and more!

Fantasy books and movies take readers and viewers on a journey into the imagination, whether it's into another world, dimension, time or place. The genre is very appealing because it allows one to escape from reality, which can sometimes be difficult during stressful situations. C.S. Lewis set *The Lion, The Witch and The Wardrobe* in England during World War II, a long war that caused children to be sent away from the cities and their parents to avoid danger. Peter, Susan, Edmund and Lucy must have endured a lot of stress and sadness, having been sent away to live with a stranger. By finding Narnia, they escape into a world of enchantment, a place where they can become heroes and leaders.

Similarly, you can have a temporary release from whatever is bothering you in your everyday life by going to your school or local library and checking out fantasy books. Many have been made into movies like *The Lion, The Witch and The Wardrobe* because they can easily be transformed into colorful adventures for the big screen!

Below is a list of 20 fantasy books that you may enjoy. Choose one to read and compare to *The Lion, The Witch and The Wardrobe*. Use the questions in the chart on the next page to guide your comparison.

*The Phantom Tollbooth* (Juster)  
*A Wrinkle In Time* (L'Engle)  
*The Wizard of Oz* (Baum)  
*Bridge to Terabithia*\* (Paterson)  
*Alice in Wonderland* (Carroll)  
*The Hobbit* (Tolkien)  
*The Golden Compass* (Pullman)  
*The Sword in The Stone* (White)  
*The Book of Three* (Alexander)  
*Ella Enchanted* (Levine)

*Dragonsong* (McCaffrey)  
*Dragon of The Lost Sea* (Yep)  
*Eragon* (Paolini)  
*Artemis Fowl* (Colfer)  
*The Dark is Rising*\* (Cooper)  
*Dealing with Dragons* (Wrede)  
*The Neverending Story* (Ende)  
*The Anybodies* (Bode)  
*The Spiderwick Chronicles* (Black)  
*Journey to the Center of the Earth*\* (Verne)

\* Has accompanying curriculum developed by the FILM Program

Module One: Setting the Story Straight

ACTIVITY



Activity Five: Enchanted by Fantasy

| Questions                                                                                          | <i>The Lion, The Witch and The Wardrobe</i> | Your Book: |
|----------------------------------------------------------------------------------------------------|---------------------------------------------|------------|
| What is the setting of the story (where and when does it take place)? Describe it in detail.       |                                             |            |
| Describe similarities and differences between the lead characters.                                 |                                             |            |
| Are there any lessons or morals that the characters learn on their journey? If so, please explain. |                                             |            |
| What are the magical elements of the story that make it a fantasy?                                 |                                             |            |
| Does the story include animals or creatures that have human qualities? If so, explain.             |                                             |            |
| Which story do you prefer? Why?                                                                    |                                             |            |

**Wrap Up**

Share a summary of the book you read with the entire group. Explain the similarities and differences you found between the two fantasy books. Try to find out if the book has been made into a movie. If so, you can create a similar chart of questions to compare the movies.

### **Activity Six: Truly Moving Moments**

*The Lion, The Witch and The Wardrobe* has been honored as a Heartland Truly Moving Picture Award-winning film.

These award-winning movies are made up of truly moving moments – those moments that cause you to think, see something differently and be inspired to do something positive. It’s what makes the movie and its message remain with you well after you’ve left the theatre.

Think about the story of *The Lion, The Witch and The Wardrobe*. What were the most moving moments that stood out to you?

Discuss what those moments taught you.

Make an activity of sharing your most moving moments with us. We love to hear them! Send them in an email to [FILMinfo@TrulyMovingPictures.org](mailto:FILMinfo@TrulyMovingPictures.org) and write “Moving Moments” in the subject line or write to FILM Truly Moving Moments, 200 S Meridian Street, Ste 220, Indianapolis, IN 46225.

Dear Group Facilitator,

Uncovering the truth and making good decisions is a central theme throughout *The Lion, The Witch and The Wardrobe*. Narnia represents a world of contrasts between good and evil. Although Peter, Susan and Lucy remain on the right course toward saving Narnia from the dreaded White Witch, Edmund gets pulled astray by the forces of evil. Through his negative experiences with the White Witch, Edmund eventually learns the differences between right and wrong. Although the story of *The Lion, The Witch and The Wardrobe* is a fantasy, moral decision making is an important lesson for youth today.

Use the following discussion questions and activities to encourage your youth to think about the importance of making good choices and how making these choices can apply to their everyday lives by standing up to peer pressure and other negative influences.

**OBJECTIVES FOR YOUTH:**

- Learn how to react to different situations with strangers
- Stand up with courage to peer pressure and temptation
- Realize that good and bad can often be hard to distinguish

ACTIVITY

 **Activity One: Interacting with Strangers**

When Lucy first enters the wardrobe on her own she immediately befriends Mr. Tumnus, a faun who luckily ends up being a trustworthy companion. Conversely, when Edmund emerges from the wardrobe into Narnia, he runs into the White Witch, a stranger with bad intentions.

Read the following excerpt from Chapter 4 of the book, during which the Queen speaks with Edmund:

“My poor child,” she said in quite a different voice, “how cold you look! Come and sit with me here on the sledge and I will put my mantle around you and we will talk.”

Edmund did not like this arrangement at all but he dared not disobey; he stepped on to the sledge and sat at her feet, and she put a fold of her fur mantle around him and tucked it well in.

“Perhaps something hot to drink?” said the Queen. “Should you like that?”

“Yes please, your Majesty,” said Edmund, whose teeth were chattering.

C.S. Lewis, *The Lion, The Witch and The Wardrobe*, p. 30-31

**Discussion Questions**

- Did Lucy get lucky by running into a kind stranger?
- Did Edmund make the wrong decision by talking with the White Witch and agreeing to eat the food she offered?

An important theme to be drawn from these interactions, despite coming from a fantasy tale, is how to react to situations with strangers. Parents often teach their young children the common saying, “Don’t talk to strangers.” Although it is infrequent, there have been incidents of strangers approaching children to cause harm. In Edmund’s case, the White Witch was pretending to be kind to use him as bait to capture the rest of his siblings.

**Step 1:** Split into four separate teams. Each group should take approximately 15 minutes to discuss the scenario and decide collectively how to respond to the situation. How do you interact or choose not to interact with the stranger? What is the end result?

**Step 2:** Write a brief skit to demonstrate your scenario to the group as a whole when you come together again. Make sure that roles are assigned and everyone feels included in the process (maybe a few people can write the scene and the others can act in it). Be sure to include your resolution in the skit, and be ready to explain to the group why you chose to end it that way.

On the next page are descriptions of four different scenarios involving interactions with strangers.

ACTIVITY



**Activity One: Interacting with Strangers**

**Scenario 1 – Instant Messenger Chat**

It's after school and you are chatting with friends using Instant Messenger on the computer. Someone with a screen name you do not recognize sends you a friendly message. He claims to be a new student in your math class and asks for some extra help. He asks you to meet him outside the town library the following evening to do homework. What do you do?

**Scenario 2 – Older Woman Needs Help with Groceries**

It's late in the evening and you and a friend are walking along a pretty quiet side street. All of a sudden you hear a loud thump and notice the groceries of an older woman rolling out of her bag onto the sidewalk. You immediately run over and help her place the items back into her bag. However, the woman wants you to carry the groceries into her house, which is a few blocks away. What do you do?

**Scenario 3 – Stranger with Free Pizza**

You are walking out of the mall. It's lunchtime and you're beginning to think about what to eat for lunch as you wait for your mom to pick you up. A friendly man with a Paulo's Pizza uniform, holding a pizza box, approaches you in the lot. He says he's opening up a new pizza shop around the corner and he's asking young people to try free samples of slices before deciding which toppings to offer. He asks you to follow him to the store around the corner to get three slices of pizza for free. What do you do?

**Scenario 4 – Offered a Ride Home**

Soccer practice is over and you've been waiting on the corner for your mother for 15 minutes already. You forgot your cell phone so you have no way of contacting her. Eventually a blue minivan pulls up and the window rolls down. The person looks familiar, but you're not certain if you've met the woman who calls to you. She says that your mother ran into her at the drug store and asked her to give you a ride home because she had to go to an emergency dental appointment. What do you do?

### Activity One: Interacting with Strangers

Children your age are more capable of judging the consequences of a potentially dangerous situation. Unlike your younger siblings and neighbors, you are probably more often likely to be in unsupervised situations. This responsibility comes at a price. You can still be the target of predators. Read the following tips to learn about precautions you can take.

#### Basic Tips for Dealing with Strangers

- 1) Stay away from a stranger who asks for help. Strangers should never ask children for directions or for help with something they can do themselves (or find another adult to help them), such as finding their keys or a lost pet.
- 2) Never accept items like candy or money from a stranger.
- 3) Never take a ride from a stranger, even if the stranger says your mother needs you or uses another excuse to get you.
- 4) Do not provide your name or address to a stranger.
- 5) Turn and run in the opposite direction if a stranger follows you in a car. If a stranger tries to follow you on foot or tries to grab you, run away, scream and tell your parents or a trusted adult friend. A dangerous stranger doesn't want to be the center of attention.
- 6) Check with parents or a trusted adult before accepting a ride, even from someone you know.
- 7) Walk with other friends or with an adult because there is strength in numbers.

Adapted from an article at [http://findarticles.com/p/articles/mi\\_qn4176/is\\_20060303/ai\\_n16195344](http://findarticles.com/p/articles/mi_qn4176/is_20060303/ai_n16195344)

#### Resources List

- Safety Flyer for Kids - <http://www.bcps.org/offices/sss/pdf/Kid-Safety-Flyer.pdf>  
(You can post this around your school!)
- Safe Kids - <http://www.safechild.org/strangers.htm>
- National Center for Missing and Exploited Children -  
[http://www.missingkids.com/missingkids/servlet/PublicHomeServlet?LanguageCountry=en\\_US&](http://www.missingkids.com/missingkids/servlet/PublicHomeServlet?LanguageCountry=en_US&)

Module Two: Moral Choices

ACTIVITY

**Activity Two: Standing Up to Peer Pressure**

Edmund is tired of his older brother criticizing his actions. When the White Witch approaches him, Edmund probably realizes deep in his heart that she has evil motives. Yet, Edmund wants to distance himself from his siblings and prove that he is capable of doing things on his own. As soon as he has his first taste of Turkish Delight, he is entranced by the White Witch’s magic and manipulative power of persuasion. Throughout the story she pressures him into making bad decisions like betraying his brother and sisters. Just as Edmund gets persuaded by an immoral person, you too may have experienced the negative influence of a friend or older kid.

**Peer Pressure Check List**

Check the boxes that apply to you.

| Have you ever felt peer pressure to?... | yes | no |
|-----------------------------------------|-----|----|
|                                         | ✓   | ✓  |
| Wear certain clothing                   |     |    |
| Make fun of another student             |     |    |
| Do poorly in school to look cool        |     |    |
| Eat too much junk food                  |     |    |
| Vandalize property                      |     |    |
| Cheat on a paper or test                |     |    |
| Spread a rumor                          |     |    |
| Drink or smoke                          |     |    |
| Something else not on this list: _____  |     |    |

| Have you ever pressured someone else to?... | yes | no |
|---------------------------------------------|-----|----|
|                                             | ✓   | ✓  |
| Wear certain clothing                       |     |    |
| Make fun of another student                 |     |    |
| Do poorly in school to look cool            |     |    |
| Eat too much junk food                      |     |    |
| Vandalize property                          |     |    |
| Cheat on a paper or test                    |     |    |
| Spread a rumor                              |     |    |
| Drink or smoke                              |     |    |
| Something else not on this list: _____      |     |    |



ACTIVITY



**Activity Two: Standing Up to Peer Pressure**

**Personal Reflection**

Use the charts on the previous page to help you answer the following questions. Choose one example from each chart to reflect upon.

1. Can you think of a past situation during which you were pressured or tempted by another to do something that was wrong? If so, please explain here:

---

---

2. If you could go back to this time and place would you react differently to the pressure? Why or why not?

---

---

3. Can you think of a past situation during which you pressured or tempted another person into doing something against their morals? Why did you do it? How did this person respond?

---

---

4. If you could go back to this time and place what would you do differently?

---

---

5. After reading about and watching Edmund's experience on the screen, can you relate to him in any way?

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6. If you could have had a conversation with Edmund when he entered Narnia for the first time, what would you do to prevent him from joining with the White Witch?

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Partner with a friend and share your personal reflections. Discuss the power of peer pressure and come up with strategies to empower youth to stand up to temptation.

**Visit these links to learn more about how to resist negative peer pressure.**

[http://www.ehow.com/how\\_2119901\\_avoid-peer-pressure.html](http://www.ehow.com/how_2119901_avoid-peer-pressure.html)

[http://kidshealth.org/kid/feeling/friend/peer\\_pressure.html](http://kidshealth.org/kid/feeling/friend/peer_pressure.html)

[http://library.thinkquest.org/3354/Resource\\_Center/Virtual\\_Library/Peer\\_Pressure/peer.htm](http://library.thinkquest.org/3354/Resource_Center/Virtual_Library/Peer_Pressure/peer.htm)

<http://pbskids.org/itsmylife/body/smoking/article4.html>

### Activity Three: Good or Evil?

In the book and movie, Narnia is divided into two realms. On one side are the creatures that remain on the side of Aslan, hoping for a restoration of springtime and freedom to live peacefully. On the other side are the creatures that side with the White Witch (to them she is the “Queen”), who support her reign and the never-ending winter that has been cast upon the land. While it’s easy for the reader or viewer to determine which side is good and which side is evil, it’s not so easy for the children who have no idea what to expect in the land of Narnia. Edmund, in particular, is led astray by the deceptions of the White Witch. In a conversation with Peter, Edmund argues that they may not really know who is good and who is bad:

“If you’re not still too high and mighty to talk to me, I’ve something to say which you’d better listen to.”

“What is it?” asked Peter.

“Hush! Not so loud,” said Edmund, “there’s no good frightening the girls. But have you realized what we’re doing?”

“What?” said Peter, lowering his voice to a whisper.

“We’re following a guide we know nothing about. How do we know which side that bird is on? Why shouldn’t it be leading us into a trap?”

“That’s a nasty idea. Still – a robin you know. They’re good birds in all the stories I’ve ever read. I’m sure a robin wouldn’t be on the wrong side.”

“If it comes to that, which is the right side? How do we know that the fauns are in the right and the Queen (yes, I know we’ve been told she’s a witch) is in the wrong? We don’t really know anything about either.”

C.S. Lewis. *The Lion, The Witch and The Wardrobe*, p. 58-59

Although Edmund ends up being wrong, he makes a good point that can be applied to all areas of life. Each of us likely holds strong opinions regarding certain people and issues, but there’s always an opposite argument that exists. A girl you strongly dislike in school may be the best friend of another.

In the courtroom, lawyers are presented with cases in which two sides argue against each other over a specific issue. There are two clear sides just as Narnia is split into two different sides during the battle. Try creating your own mock debate over the White Witch. Is she good or evil? Half of your group will adopt the role of Peter, Susan, Lucy or a creature on the side of Aslan. The other half will take on the role of a creature on the side of the Queen, as they call her. Each side is trying to convince Edmund that she is either good or evil.

Remember to take on the perspective of the character you pick from the hat. If you are assigned to be her dwarf, you will probably feel a lot of loyalty toward her.

### Materials Needed

Scissors

Hat or plastic bag

**Activity Three: Good or Evil?**

**Instructions for Facilitator**

Cut out the following strips of paper with the names of characters on them. On the left are the “Aslan” characters and on the right are the “White Witch” characters. Determine how many youth are in your group and make sure you choose an equal and correct number of strips for each side. If there are more youth than strips below, you can double people up on roles or create a second debate in another room. Place the strips in a bag or hat and shake them up. Children can take turns picking strips and joining with their group on the correct side of the room. One youth will be assigned to the role of Edmund and he/she will get the opportunity to choose a side at the end of the debate.

**The Debate**

Before debating over the White Witch, make sure that your group takes at least 5-10 minutes to come up with a strong point that each person/creature is going to make either for or against the witch. Think about your character and how he/she is personally affected by the White Witch. Use specific examples from the story or be creative and make some up if there’s not enough information about your character in the book. Each person has 1 minute to state his or her case. Then the other team can get together and come up with some arguments against what the other team said and visa versa. At the end of the debate the person assigned to Edmund will get the chance to join with a particular side based on which argument he/she felt was more convincing (not what he/she personally feels).

| Edmund               |                      |
|----------------------|----------------------|
| Peter                | The Dwarf            |
| Susan                | Fenris Ulf, the wolf |
| Lucy                 | Ghoul                |
| Mr. Tumnus, the fawn | Boggle               |
| Mr. Beaver           | Ogre                 |
| Mrs. Beaver          | Minotaur             |
| Aslan                | Cruel                |
| Father Christmas     | Hag                  |
| Nymph                | Spectre              |
| Dryad                | Werewolf             |

**Module Three: Growing Into Bigger Shoes**

Dear Group Facilitator,

This module focuses on the growth in character and responsibility that children should strive for as they grow older. By the end of the story, all of the Pevensie siblings have demonstrated a new level of maturity through their actions in the fight to restore Narnia to its former glory. For Edmund, this journey of personal growth is hindered at times by some bad decision making. Youth in your group will use the examples of characters in the story to think about steps in their own personal journey.

**OBJECTIVES FOR YOUTH:**

- Recognize the personal growth of the main characters and relate it to their own lives
- Learn to be a better sibling or friend
- Realize the importance of making sacrifices for others

Module Three: Growing Into Bigger Shoes

ACTIVITY



**Activity One: Character Web**

In *The Lion, The Witch and The Wardrobe*, the children begin the story as young kids, running around the old mansion in search of fun and adventure. The discovery of Narnia leads them on a difficult quest that tests their ability to become more courageous and make noble decisions in the face of the evil White Witch. The children are placed in a position of even greater responsibility with a prophecy stating that human children will come to the rescue of Narnia.

On the next page is a character web that you should fill in with as much information as possible.

- 1) On the left-hand side write down a few characteristics of each sibling prior to the adventures in Narnia.
- 2) In the middle describe any turning events in the story that affect or change the character for the worse or better.
- 3) In the last column explain how this character ends up displaying the traits of his or her title as king or queen. How did he or she make it there?
- 4) In the final row describe yourself prior to a changing point in your life so far. Describe this event or person who changed you. In the final column give yourself a title that reflects who you are now or who you wish to be in the future.

Module Three: Growing Into Bigger Shoes

ACTIVITY

Activity One: Character Web

| CHARACTER | EVENT(S) THAT CHANGED THEM | TITLE                    |
|-----------|----------------------------|--------------------------|
| PETER     |                            | PETER THE<br>MAGNIFICENT |
| SUSAN     |                            | SUSAN THE<br>GENTLE      |
| EDMUND    |                            | EDMUND THE<br>JUST       |
| LUCY      |                            | LUCY THE<br>VALIANT      |
| You       |                            | You                      |

Module Three: Growing Into Bigger Shoes

ACTIVITY

 **Activity Two: From Sibling Rivals to Friends**

Peter, Susan, Edmund and Lucy only have each other as they move without their parents from London to the countryside at the beginning of the story. For the most part they get along, but Edmund's irritability sets him apart from the other children. Like many tweens Edmund's age, he's beginning to want to do things his way and does not appreciate the constant nagging of his older brother, Peter. Edmund turns to the White Witch to assert his independence and power. However, in the end he realizes that he needs his brother and sisters more than he thought.

Read the following excerpt from the book, which shows Edmund's betrayal toward his sister:

And now we come to one of the nastiest things in this story. Up to that moment Edmund had been feeling sick, and sulky, and annoyed with Lucy for being right, but he hadn't made up his mind what to do. When Peter suddenly asked him the question he decided all at once to do the meanest and most spiteful thing he could think of. He decided to let Lucy down.

"Tell us, Ed," said Susan.

And Edmund gave a very superior look as if he were far older than Lucy (there was really only a year's difference) and then a little snigger and said, "Oh, yes Lucy and I have been playing – pretending that all her story about a country in the wardrobe is true. Just for fun, of course. There's nothing there really."

Poor Lucy gave Edmund one look and rushed out of the room.

Edmund, who was becoming a nastier person every minute, thought that he had scored a great success, and went on at once to say, "There she goes again. What's the matter with her? That's the worst of young kids, they always –"

"Look here," said Peter turning on him savagely, "shut up! You've been perfectly beastly to Lu ever since she started this nonsense about the wardrobe and now you go playing games with her about it and setting her off again. I believe you did it simply out of spite."

C.S. Lewis, *The Lion, The Witch and The Wardrobe*, p. 41-42

**Activity Two: From Sibling Rivals to Friends**

**Discussion Questions**

1. Why do you think Edmund betrays his sister here and later on betrays his entire family when he runs off to the queen's castle?
2. Do you think Peter or any of the other siblings are at fault for Edmund's misbehavior?
3. Can you sympathize with any of Edmund's bad decisions? If so, which ones and why?
4. What excuses does Edmund make up in his mind for running off with the White Witch?
5. What or who causes Edmund to return to the side of his siblings?
6. Have you ever let down or betrayed your brother, sister or close friend's trust? Please share a brief story. What did you learn from the situation?
7. Has your brother, sister or close friend ever acted in a way that made you feel let down? Please share a brief story. Did this person do anything to mend your relationship after the incident?
8. What actions can you take to improve your relationships with your siblings or friends?
9. How would you like your brother(s), sister(s), or friends to treat you better?
10. How do Peter, Susan, Edmund and Lucy work as a team toward the end of the novel? Have you ever formed a close team or friendship with your sibling(s)? Please explain.



Module Three: Growing Into Bigger Shoes

Activity Three: Making Sacrifices for Others

Making a sacrifice means giving up something important to accomplish something else, usually for the benefit of another. In the book and movie many characters make significant personal sacrifices for the safety and well-being of others. By sheltering Lucy, Mr. Tumnus gives up his defense against the White Witch and turns into a stone figurine. Aslan makes the ultimate sacrifice by offering his life for the safe return of Edmund. Instead of returning to the wardrobe and leaving Narnia in the grip of the White Witch, the children risk their lives to stand up for what's right.

Each day people from all over the world make sacrifices to help their families, communities, countries and global community. For example, American troops risk their lives during wartime for the safety of the country. Parents make sacrifices for the health and happiness of their children. Think carefully about sacrifices, whether little or big, that you have made to help out another. Maybe you gave up part of your weekend to babysit your younger sister? Maybe you used your allowance to buy canned goods for the school food drive? Maybe your family decided to cut back on their water and electricity usage to help the environment?

| SACRIFICE I MADE | WHO IT BENEFITED | LESSONS I LEARNED |
|------------------|------------------|-------------------|
|                  |                  |                   |
|                  |                  |                   |
|                  |                  |                   |
|                  |                  |                   |

As a group, determine a service project that you will implement to help out your community. Assess the needs of your community and figure out the most appropriate and meaningful course of action. As a group, discuss the sacrifices you will make to successfully complete the project (your time, money, donated goods, etc.).

Below are a few project ideas, but you can find more in the service project supplement on the FILM website.

- Build or clean up a playground
- Beautify the neighborhood by planting flowers and plants
- Start a community or school garden
- Lead a clothing or food drive for the homeless
- Create action flyers with steps community members can take to reduce their energy usage

Activity Extension

To learn more about the power of sacrifice, have a conversation with an older family member or neighbor. Ask this person if he/she ever gave up anything for the benefit of someone else or to strive for a better life. Immigrants often give up secure lives in their original countries in search of better lives for their families in another.

**Module Four: Experience the Magic**

Dear Group Facilitator,


This is a fun module that focuses on using the imagination to discover adventure and magic. C.S. Lewis' whimsical storyline opens the door to countless opportunities for imaginative activities and projects. In this module your group will have the chance to partake in several creative projects as well as learn about potential jobs that incorporate magic, adventure and other related themes.

**OBJECTIVES FOR YOUTH:**

- Be inspired by the magic of Narnia to create their own
- Develop their own fantasy story
- Create a Narnia-inspired party
- Learn about jobs that involve magic and adventure

Module Four: Experience the Magic

ACTIVITY

 Activity One: Create a Spell

Narnia is under the spell of the White Witch, an eternal cold devoid of happiness and freedom for the creatures. The White Witch is able to use her magic to turn a drop of liquid into enticing food and any living thing into stone. The Deep Magic allows the White Witch to exchange Edmund for Aslan and brutally kill him. However, the Deeper Magic from Before the Dawn of Time says:

“though the Witch knew the Deep Magic, there is a magic deeper still which she did not know. Her knowledge goes back only to the dawn of Time. But if she could have looked a little further back, into the stillness and the darkness before Time dawned, she would have read there a different incantation. She would have known that when a willing victim who had committed no treachery was killed in a traitor’s stead, the Table would crack and Death itself would start working backwards.”

C.S. Lewis, *The Lion, The Witch and The Wardrobe*, p. 159-160.

Module Four: Experience the Magic

ACTIVITY

 **Activity One: Create a Spell**

Create Your Own Spell!

- 1) Decide if your magic spell will perform good or evil things. (circle good or evil)
- 2) Does the spell...? (circle the action)
  - a) change one person or thing into another
  - b) use a recipe of ingredients to create something else
  - c) give special powers to a person
- 3) If you chose a, then \_\_\_\_\_ will change into \_\_\_\_\_  
by doing this: \_\_\_\_\_

If you chose b, these are the ingredients you will need to develop your spell:

- 
- 
- 
- 

What will you create?

If you chose c, this spell will give a person the following special power(s):

\_\_\_\_\_

\_\_\_\_\_

- 4) Complete the process by expanding your thoughts and writing a final draft of your spell in a poetic fashion. For example, check out this poetic prophecy from the book:

Wrong will be right, when Aslan comes in sight,  
At the sound of his roar, sorrows will be no more,  
When he bares his teeth, winter meets its death  
And when he shakes his mane, we shall have spring again.

...

When Adam's flesh and Adam's bone  
Sits at Cair Paravel in throne,  
The evil time will be over and done.

C.S. Lewis, *The Lion, The Witch and The Wardrobe*. p. 75 and 76

You can use illustrations to decorate your spell and hang it on the wall of your classroom or youth center.

## Module Four: Experience the Magic

### Activity Two: Tempting Turkish Delight and Tea Party

*The Lion, The Witch and The Wardrobe* mostly takes place in the heart of the winter when warm beverages and tasty sweets are a must! Edmund gets tempted by the tastiness of Turkish Delight, a sweet candy, and the children take a break from their journey to enjoy some tea with the Beavers. Below is a recipe for Turkish Delight from [www.about.com](http://www.about.com) that you can attempt as a group with a trusted adult to supervise.

#### Turkish Delight

Prep Time: 15 minutes

Cook Time: 1 hours, 10 minutes

#### Ingredients:

- 4 cups granulated sugar
- 1 1/4 cups cornstarch
- 1 teaspoon cream of tartar
- 4 1/4 cups water
- 1 tablespoon lemon juice
- 1 1/2 tablespoons rosewater
- 1 cup confectioners sugar
- Vegetable oil or shortening

#### Preparation:

In a 9-inch baking pan, grease the sides and bottom with vegetable oil or shortening. Line with wax paper and grease the wax paper.

In a saucepan, combine lemon juice, sugar and 1 1/2 cups water on medium heat. Stir constantly until sugar dissolves. Allow mixture to boil. Reduce heat to low and allow to simmer until the mixture reaches 240 degrees on a candy thermometer. Remove from heat and set aside.

Combine cream of tartar, 1 cup corn starch and remaining water in saucepan over medium heat. Stir until all lumps are gone and the mixture begins to boil. Stop stirring when the mixture has a glue-like consistency.

Stir in the lemon juice, water and sugar mixture. Stir constantly for about 5 minutes. Reduce heat to low. Allow to simmer for 1 hour, stirring frequently.

Once the mixture has become a golden color, stir in rosewater. Pour mixture into wax paper lined pan. Spread evenly and allow to cool overnight.

Once it has cooled overnight, sift together confectioner's sugar and remaining cornstarch.

Turn over baking pan containing Turkish delight onto clean counter or table and cut with oiled knife into 1-inch pieces.

Coat with confectioners sugar mixture. Serve or store in airtight container in layers separated with wax or parchment paper.

### **Activity Two: Tempting Turkish Delight and Tea Party**

#### **Tea Party**

Be creative and plan a Narnian tea party where you will serve Turkish Delight and warm beverages such as tea, hot chocolate or hot apple cider. You may even wish to turn this tea party into a Narnian bake sale to benefit your school, community center or other generous cause.

#### **Some Decoration Ideas:**

- Make snowflakes by folding a piece of paper in half and cutting out random geometrical shapes. Unfold it and you have a snowflake. Hang the snowflakes around the room to represent wintertime.
- Design a backdrop using a huge sheet of paper and paints. Paint snow covered trees, the lamppost, the White Witch's castle and other symbols of Narnia.
- At the entrance to the party room create a "wardrobe." You can do this by hanging some winter coats over the entrance to the door.
- Dress up as different characters in the story. Share clothing and make masks out of paper plates, markers and string.

Take pictures and email them to the FILM program at [FILMinfo@trulymovingpictures.org](mailto:FILMinfo@trulymovingpictures.org). They could be displayed on the website and in future e-newsletters.

Module Four: Experience the Magic

ACTIVITY



Activity Three: Write Your Own Adventure

C.S. Lewis has captivated readers with *The Chronicles of Narnia* since 1950, when *The Lion, The Witch and The Wardrobe* was first published. Try your hand at creating a short fantasy story that follows a similar storyline to this book. Be sure to include typical fairytale elements such as the use of magic, strange creatures, good versus evil and a portal into another land. Use the following prompts to help you get started!

- 1) The setting of my story is:
  - a) location –
  - b) time period –
  
- 2) My lead “good” characters are:  
\_\_\_\_\_
  
- 3) My lead “bad” characters are:  
\_\_\_\_\_
  
- 4) My characters enter another world through:  
\_\_\_\_\_
  
- 5) Does time pass at the same rate in the other world?  
\_\_\_\_\_
  
- 6) What are the evil people/creatures trying to do?  
\_\_\_\_\_
  
- 7). What must the good characters do to stop them?  
\_\_\_\_\_
  
- 8) List any magical qualities that the characters possess:  
\_\_\_\_\_
  
- 9) How does the story get resolved at the end?  
\_\_\_\_\_
  
- 10) How do the good characters return to their original world?  
\_\_\_\_\_
  
- 11) What lesson does your story teach?  
\_\_\_\_\_

Now that you have a general idea of your storyline and characters, elaborate with greater detail. Think further about the voice of your story. Will it be told by a narrator or from the perspective of one of the characters in your story?

**Check out these tips for writing.**

- <http://www.coreygreen.com/storytips.html>
- <http://www.timeforkids.com/TFK/kids/hh/writeideas>
- <http://www.midlandit.co.uk/education/index.htm>

## Module Four: Experience the Magic

### Activity Four: Bring the Magic to Life

The magic, fantasy and enchantment that accompany a book and movie like *The Lion, The Witch and The Wardrobe* does not have to end with childhood. If you are inspired by creativity and magic, there are plenty of volunteer and employment opportunities that incorporate these ideas. As you get older and begin to think about jobs you would like to have, take a look at this list. You may want to shadow someone in your community who has one of these jobs to learn more about the day-to-day details. All of the jobs below allow for a degree of creativity and excitement!

#### Magical and Creative Jobs

Fantasy Book Author  
Illustrator  
Children's Librarian  
Magician  
Teacher  
Professor  
Circus Performer  
Wilderness Leader  
Camp Counselor or Director  
Graphic Designer  
Clothing Designer  
Set Designer  
Artist  
Musician  
Film Director or Producer  
Actor  
Dancer  
Photographer  
Advertiser  
Radio DJ  
Chef

Can you think of others?

Learn more about job shadowing by visiting this website: [www.jobshadow.org](http://www.jobshadow.org).  
For job shadowing tips, visit [www.reachoutmichigan.org/career/shadowtips.html](http://www.reachoutmichigan.org/career/shadowtips.html).



Dear Facilitator,

Please take a few moments to answer the questions in the evaluation for the *The Lion, The Witch and the Wardrobe: Lead the Way* curriculum at [www.youthFILMproject.org/evaluations](http://www.youthFILMproject.org/evaluations).

We value your feedback, and your comments and stories can help inspire others and keep FILM alive.

Please visit [www.youthFILMproject.org/evaluations](http://www.youthFILMproject.org/evaluations) at the completion of this curriculum and tell us how you used it. You can also send your stories to [FILMinfo@trulymovingpictures.org](mailto:FILMinfo@trulymovingpictures.org).

Thank you for your support!

Sincerely yours,

*The FILM team*

The FILM team  
[FILMinfo@trulymovingpictures.org](mailto:FILMinfo@trulymovingpictures.org)