



PRINCE CASPIAN: *Becoming a Leader*

Curriculum for youth leaders, educators and families to accompany the movie,
The Chronicles of Narnia: Prince Caspian

Ages 9-14

Official *Prince Caspian* website: <http://disney.go.com/disneypictures/narnia/>
Official FILM website: www.youthFILMproject.org



PRINCE CASPIAN: *Becoming a Leader*



I

Dear Group Facilitator:

In a feature film from Walt Disney Pictures and Walden Media, *The Chronicles of Narnia: Prince Caspian* is an on-screen adventure of C.S. Lewis' well loved children's book, *Prince Caspian*.

The story of *Prince Caspian* takes place after the events that occur in *The Lion, the Witch and the Wardrobe*. It may be helpful for youth to read this story and/or view this movie first to better set the stage for viewing *Prince Caspian*, but it is not required.

In *Prince Caspian* the four Pevensie children, Peter, Susan, Edmund and Lucy, are magically taken back to Narnia a year after they last left. Although only one year has passed in England, one thousand years have passed in Narnia and the creatures of Narnia no longer rule. The Telemarines have taken over Narnia and the old beloved creatures of Narnia are now in hiding.

The Pevensie siblings come to the aid of young Prince Caspian to help save him from the wrath of his uncle King Miraz. They also help overthrow him and the rule of the Telemarines, with the expectation of restoring the rule of Old Narnia. Central themes in *Prince Caspian* include teamwork, patience, overcoming generational gaps, strength and determination.

This FILM curriculum, *Prince Caspian: Becoming a Leader*, is structured for use after youth have read the story and/or 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 non-profit organization that seeks to recognize and honor filmmakers whose work explores the human journey. The National Collaboration for Youth is a non-profit 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.



PRINCE CASPIAN: *Becoming a Leader*

Steps for Youth to Take with Prince Caspian: Becoming a Leader



2

OBJECTIVES FOR YOUTH IN THIS CURRICULUM:

- ✦ Learn the value of teamwork
- ✦ Examine the value of patience
- ✦ Explore the strength of determination
- ✦ Learn from the past

Step 1) Read the book and see the movie

The Book: *Prince Caspian* 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

The Movie: *Prince Caspian*, a Disney and Walden Media production, opens in theaters on May 16, 2008. It is rated PG.

Step 2) Participate in activities

Take part in meaningful discussions and activities about:

- ✦ The similarities and differences from the book to the big screen
- ✦ The asset of teamwork
- ✦ The value of patience
- ✦ Strength and determination
- ✦ Experiencing the past


Step 3) Take the Lead to Help Others

Engage in service projects within your community based on lessons learned in this curriculum, such as restoring something old and forgotten in your neighborhood just as the Pevensies help restore Narnia. Other project ideas are included throughout and a free, downloadable service-learning supplement is available to assist in the planning and managing of *Prince Caspian* service projects. Please visit [www.youthFILMproject.org /resources.htm](http://www.youthFILMproject.org/resources.htm) to download the supplement.





Module One: From Book to Screen

Activity One: Similarities and Differences in the Book and the Movie 5

 Activity Two: Exploring the Creatures of Narnia..... 6


Activity Three: Bringing the Creatures of Narnia to Life..... 7


 Activity Four: Exploring the Language of Narnia..... 8

 Activity Five: Fun with Alliteration 11

Activity Six: Truly Moving Moments 12

Module Two: Teamwork


 Activity One: Unique Strengths..... 14

 Activity Two: A Variety of Roles..... 15

Activity Three: Teamwork in Difficult Situations 17


Module Three: Patience

Activity One: Discussing Patience 20

 Activity Two: Tasks Requiring Patience 21

Module Four: Strength and Determination


Activity One: Finding Your Own Strengths 23

 Activity Two: Putting Your Gifts to Use 24

Activity Three: Determination 25


Module Five: Learning from the Past

Activity One: Old vs. New 27

 Activity Two: Bridging the Gap..... 28

Activity Three: Choosing Your Place in Time 30

Post Program Evaluation 31

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

PRINCE CASPIAN: *Becoming a Leader*

Module One: From Book to Screen



4

Dear Facilitator,

The following section, Module One: From Book to Screen, allows youth to explore the similarities and differences between the book and the movie. It also helps explore the world of Narnia in greater detail through various activities that examine the language and the characters in both the book and the movie.

OBJECTIVES FOR YOUTH:

- ✦ Explore how the book and the movie vary and how they are similar.
- ✦ Examine the different creatures and characters in the story.
- ✦ Engage in fun language activities based on the book.
- ✦ Discuss moments in the book and movie that were meaningful and why.



Photo Credit: Murray Close. © Disney Enterprises, Inc. and Walden Media, LLC. All Rights Reserved



Activity One: Similarities and Differences in the Book and Movie

The book and movie tell the same story yet in different ways. As a group, discuss how the book and movie differ in a variety of ways yet come to the same conclusion.

- ✦ How did the beginning of the movie differ from the beginning of the book?
- ✦ What was missing in the movie that was in the book?
- ✦ What was new in the movie that was not in the book?
- ✦ Were the creatures and characters in the movie portrayed the way you imagined them from reading the book? Discuss the similarities and differences.
- ✦ Was the scenery the way you imagined it to be?
- ✦ Does the movie end the same way the book does?
- ✦ How does the experience of viewing a movie differ from the experience of reading a book?





ACTIVITY

Activity Two: Exploring the Creatures of Narnia

Narnia is a world filled with different creatures. These animal characters open up a world of imagination for youth and a multitude of creative activities.

As a group, discuss the different animal creatures throughout the book and movie.

- ✦ What was your favorite animal creature?
- ✦ What was your least favorite?
- ✦ What characteristics do the talking animals share with the animals in our world?

The names of the animals in *Prince Caspian* are associated with the animal's eating habits, sounds they make, and common activities they perform on a regular basis. Look at the names below and take a moment to discuss with your group why C.S. Lewis might have named the animals as he did. Do some research on the way squirrels, badgers, mice and moles behave in our world.

Name	Type of Animal	Sounds They Make	Foods They Eat	Behaviors	Relationship between these characteristics to name
Patterwig	Squirrel				
Trufflehunter	Badger				
Reepicheep	Mouse				

Not only are there animal creatures in Narnia based on those in our own world, but there are other more humanlike creatures.

- ✦ What are these? (example: dwarves)
- ✦ What are some of their names?
- ✦ In what way do these creatures' names reflect their behaviors?

PRINCE CASPIAN: *Becoming a Leader*

Module One: From Book to Screen



7

Activity Three: Bringing the Creatures of Narnia to Life

The following is a group activity in which youth will collaborate to draw an imaginative creature.

Break youth into groups of four. Instruct the first student to draw a head of a creature, then pass to the second who draws a body, and to the third who draws legs. The fourth child can devise a name for the creature based on the final artwork.

After the creature is drawn and named, instruct the children to decide what this creature's behaviors are based on its physical characteristics. Present the creature to the group, explaining its habits and why it is named as it is.

Additional individual activity idea:

In *Prince Caspian* Lucy watches as the trees in the forest come alive. What would it look like if trees came alive in your neighborhood?

Instruct each youth to think about their favorite tree. Encourage them to draw what that tree would look like if it came to life. Have them describe the sounds and actions it would make through a presentation to the group or a written piece they turn in to the facilitator.





Activity Four: Exploring the Language of Narnia

In the Book *Prince Caspian* leads us into a new world where not only the environment and creatures are different, but also some of the words are different than those we use everyday. Discuss the words and their definitions in the lists below. After discussing the vocabulary have youth find the words in the word search puzzle on the following page, based on the definitions provided.

Word list

Antechamber	A small room that is an entrance for a larger room
Bivouac	A temporary camp
Centaur	Creature with human head and torso, and legs and body of a horse
Coronation	The act of crowning a King or Queen, or someone in the court
Dais	A raised platform for lectures or honored guests
Fjord	A deep and narrow inlet of the sea between two steep slopes
Parley	Discussion usually between enemies regarding terms of a truce
Rapier	A long, slender sword
Treachery	Disloyalty or betrayal
Valor	Bravery or heroism



PRINCE CASPIAN: *Becoming a Leader*

Module One: From Book to Screen



ACTIVITY

Activity Four: Exploring the Language of Narnia

Vocabulary Word Search

Definition list

The act of crowning a King or Queen, or someone in the court

A deep and narrow inlet of the sea between two steep slopes

A raised platform for lectures or honored guests

A small room that is an entrance for a larger room

A long, slender sword

A temporary camp

Discussion usually between enemies regarding terms of a truce

Bravery or heroism

Creature with human head and torso, and legs and body of a horse

D M K O U H B C F T E S Z Q S
G C T R E A C E R Y R R F V X
E O P L M N J I U H B A V G Y
O R Q W A Z S E R D X P C F T
P O P F J O R D P I H I B I J
M N C O I J M A I O K E M L P
H A S J N B H I U P A R L E Y
K T V Y G V C S F T R D X Z S
L I A N B F E W D C S Q A W E
Q O L H C E N T A U R E T U O
W N O T Y J M Q E D G J L P I
R P R Z V B E N M A Q H D E L
T A X R Y I P L J F A X V N M
A N T E C H A M B E R S Z V N
Q E T U O P I Y R W S F H K L

PRINCE CASPIAN: *Becoming a Leader*

Module One: From Book to Screen



10

ACTIVITY ANSWER KEY

Activity Four: Exploring the Language of Narnia

Vocabulary Word Search Answer Key

D	M	K	O	U	H	B	C	F	T	E	S	Z	Q	S
G	C	T	R	E	A	C	E	R	Y	R	R	F	V	X
E	O	P	L	M	N	J	I	U	H	B	A	V	G	Y
O	R	Q	W	A	Z	S	E	R	D	X	P	C	F	T
P	O	P	F	J	O	R	D	P	I	H	I	B	I	J
M	N	C	O	I	J	M	A	I	O	K	E	M	L	P
H	A	S	J	N	B	H	I	U	P	A	R	L	E	Y
K	T	V	Y	G	V	C	S	F	T	R	D	X	Z	S
L	I	A	N	B	F	E	W	D	C	S	Q	A	W	E
Q	O	L	H	C	E	N	T	A	U	R	E	T	U	O
W	N	O	T	Y	J	M	Q	E	D	G	J	L	P	I
R	P	R	Z	V	B	E	N	M	A	Q	H	D	E	L
T	A	X	R	Y	I	P	L	J	F	A	X	V	N	M
A	N	T	E	C	H	A	M	B	E	R	S	Z	V	N
Q	E	T	U	O	P	I	Y	R	W	S	F	H	K	L



ACTIVITY

Activity Five: Fun with Alliteration

In the book (more than the movie), Trumpkin the Red Dwarf uses a different expression each time he is surprised or exasperated. These expressions are humorous combinations of odd words strung together in unexpected ways. Here are some of his expressions:

Beards and bedsteads!

Horns and halibuts!

Thimbles and thunderstorms!

Tubs and tortoiseshells!

Cobbles and kettledrums!

Bottles and battledores!

Giants and junipers!

Lobsters and lollipops!

Crows and crockery!

Weights and water bottles!

These phrases use **alliteration**. Alliteration means two or more words consecutively strung together that start with the same letter or sound.

Part One:

Create some phrases of your own, like Trumpkin's that use alliteration.

1. _____ and _____ !

2. _____ and _____ !

3. _____ and _____ !

4. _____ and _____ !

5. _____ and _____ !

Part Two:

Once you have the five phrases created, pick three favorites and use them each in a sentence.

If you are feeling really creative, take these phrases you have formed and write small scenarios in which these expressions would be used. You can even turn these scenes into a comic strip or storyboard. Have fun and be creative!

PRINCE CASPIAN: *Becoming a Leader*

Module One: From Book to Screen



12

Activity Six: Truly Moving Moments

Prince Caspian 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 Prince Caspian. Ask youth what the Truly Moving Moments were that stood out to them.

Discuss what those moments taught them.

Make an activity of sharing these Truly Moving moments with us. We love to hear them! Send them in an email to 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.



Photo Credit: Murray Close. © Disney Enterprises, Inc. and Walden Media, LLC. All Rights Reserved

PRINCE CASPIAN: *Becoming a Leader*

Module Two: Teamwork



13

Dear Group Facilitator,

Teamwork, is a central theme throughout the story of *Prince Caspian*. Without it, the young children and assortment of Narnian creatures would not have succeeded and been able to overcome King Miraz's army. Although the story of *Prince Caspian* is a fantasy, teamwork is an important lesson for youth today.

Use the following discussion questions and activities to get your youth thinking about the importance of teamwork and how they can apply it in their daily lives.

OBJECTIVES:

- ✦ Discovering that everyone has unique strengths
- ✦ Managing through difficult situations
- ✦ Learning to give and take for the benefit of the team/group



Photo Credit: Murray Close. © Disney Enterprises, Inc. and Walden Media, LLC. All Rights Reserved



ACTIVITY

Activity One: Unique Strengths

In groups of four, discuss the following questions about teamwork.

Discussion Questions

- No person or creature in the tale of *Prince Caspian* is too big or too small to play an important role in helping bring Old Narnia back to life. What are some of the roles you play everyday? Think about every role, big or small.
- Each creature has its own set of strengths, unique to its nature. How are Reepicheep and his fellow mice an asset to the battles? Discuss the unique assets of the different types of creatures and how they contribute to the winning outcome.
- In the book, even though Whimbleweather the Giant made mistakes during the early battle the rest of the army forgave his faults. What were those mistakes?
- How would you have managed working with Whimbleweather and his mistakes? How would you have tried to find the right place for him in battle so that he could contribute best using his unique strengths?
- What “team” are you on in your life? What are those unique strengths you bring to your team(s)? What strengths do you bring to others?
- Do you work better as a team or on your own? Why do you prefer one to the other?
- Do you think that there are things that you can learn from others when you work with a team? Name some examples.
- What are important skills when working with a team?

Where do you see teamwork taking place in everyday life? Use the chart below to fill in people who are important to successful teamwork in everyday life.

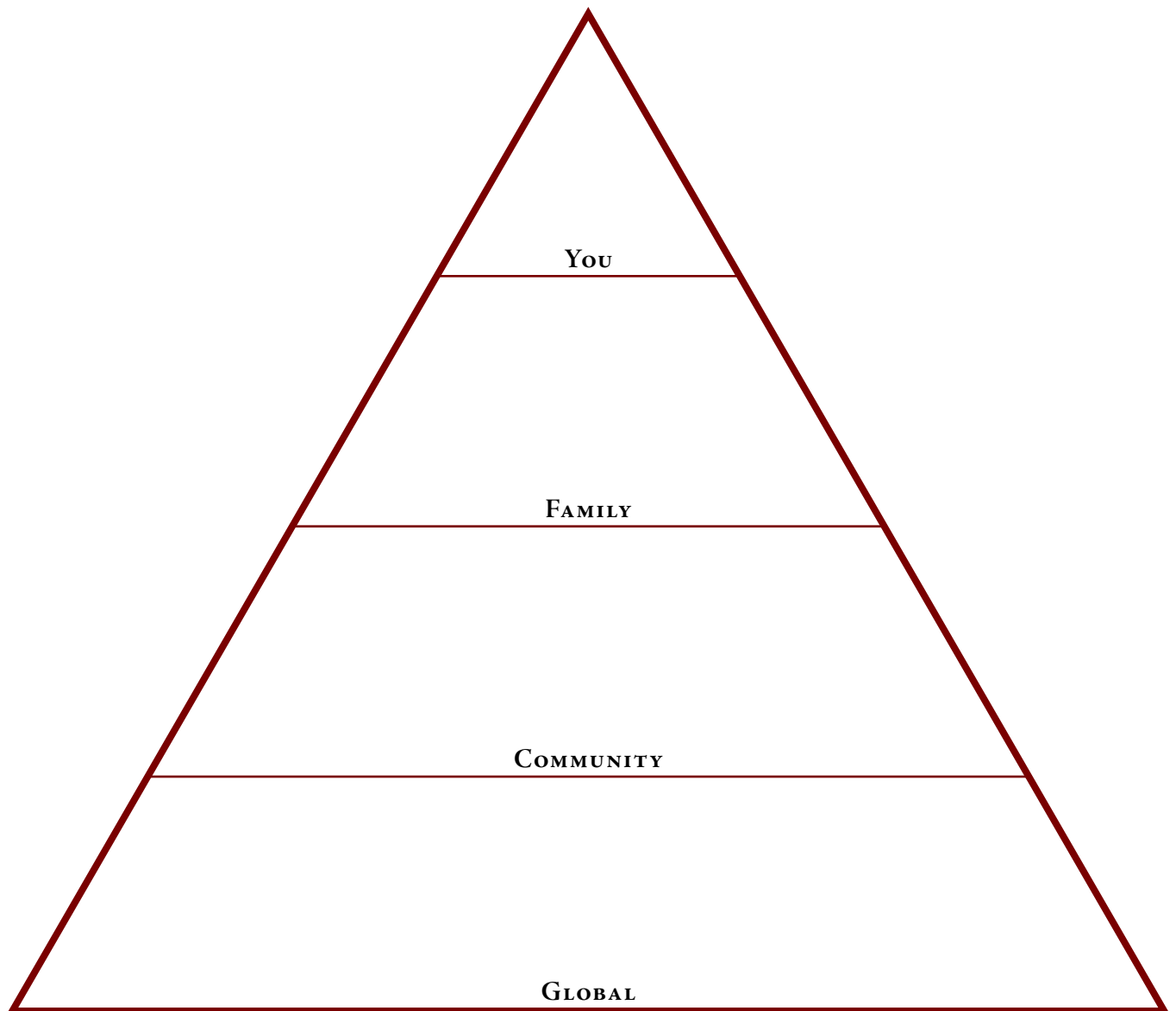
PLACE	TEAM MEMBERS
Hospital	Nurses, Doctors...
School	
Basketball court	
Home	
Construction site	
Movie set	



ACTIVITY

Activity Two: A Variety of Roles

Use the discussion questions and the ideas generated from the previous page to complete this pyramid that explores the roles you play as an individual, the roles played by your family, the roles in community/school, and the roles that people play on a global level.





Activity Two: A Variety of Roles (continued)

Peter, Susan, Edmund and Lucy play different roles in *Prince Caspian*, depending on their setting. In England, where the story begins, they are mere children, while in Narnia they are high Kings and Queens. These roles are drastically different and yet the Pevensie siblings manage to fill both roles, although at times they struggle. Similarly, today's youth play a variety of roles.

Discussion Questions

- ✦ What are the different roles you play each day? Think about your interactions with your friends, family, teammates, etc.
- ✦ How are each of these roles different?
- ✦ Are there some roles you fill better than others? Why do you think this is so?
- ✦ How is each role you play important to helping you learn more about yourself?

Teamwork project:

Divide the youth into teams to perform a group project together to be done right where you are. Think of a project they could perform for the next 15 – 30 minutes, such as cleaning up, organizing something, or creating a mural with chalk on the sidewalk of creatures from the movie. Assign different groups different tasks to complete the project. Talk about the result and how each contributed to the outcome.

Service Project Connection - Take Action:

Encourage youth to utilize their unique strengths to team together and create a service project in the community. It can focus on the issues that are most important to the youth, whether it be cleaning up a local park or putting on a fundraiser for a special cause. The youth will be able to contribute in a particular role. For example, artists can make banners to publicize it, social youth can contact media, and mathematically minded youth can determine the budget.



Activity Three: Teamwork in Difficult Situations

In the book, the Pevensie Children begin their magical journey back to Narnia at the opening of *Prince Caspian*. From the moment they re-enter this strange world, they are calm and rational. They think immediately about survival. From considering the food and water they have available to them to their warmth at night versus daytime, the siblings have their survival in mind.

Discussion Questions

Think about being transported to a totally new place and the things you would need and like to have with you.

- ✦ What kind of place would you go to if you could choose?
- ✦ What would you need and want with you? Think about the weather, the clothes you'd need, food to eat, where to get water, where to sleep. How would you carry these things?
- ✦ If you could only take three things with you, what would they be?
- ✦ A resource for youth and families to learn more about being prepared for emergencies, whether they are tornadoes, earthquakes, or other natural disasters can be found here <http://www.ready.gov/kids/index.html>

Throughout the book and the movie the children repeatedly come up against difficult situations that require quick thinking and teamwork. The battles the Narnians are involved in become very challenging, and more than once they must retreat.

Discussion Questions

- ✦ What are three instances of teamwork in the movie *Prince Caspian*?
- ✦ How were the teams successful in each instance?
- ✦ Have you ever found yourself in a situation that was a greater challenge than you expected? What did you do in that situation?



Activity Three: Teamwork in Difficult Situations

Below is a list of survival items. Break youth into small groups of three or four and assign each group a different climate or geographical region such as Antarctica, the Amazon Rainforest, or a tropical island such as Tahiti, etc. Have each group pick five items from this list that would be most essential to them if transported to that particular location. Then have each group explain their selections to the larger group and compare how their items reflect the differing environments.

- Bottled water
- Blanket
- Heater
- Flashlight
- Batteries
- Swiss Army knife
- Tylenol
- Bandages
- Antiseptic
- Paper
- Matches
- Dry wood
- Air mattress
- Flares
- Sunscreen
- Rope
- Hammer
- Nails
- Fishing pole
- Axe
- Fishing net
- Plastic tarp
- Gasoline
- Vitamins
- Cooking pan

Additional idea: The students can come up with their own list of 5 extra items that have sentimental value.

PRINCE CASPIAN: *Becoming a Leader*

Module Three: Patience



19

Dear Group Facilitator,

This module focuses on the value of patience in regards to strong leadership. Some characters in Narnia exhibit patience in knowing help will come, while others become dismayed when it doesn't come as fast as they want it. The following discussions and activities explore the value of patience in strong leadership.

OBJECTIVES:

- ✦ Learn why patience is important
- ✦ Understand the patience required to build new skills



Photo Credit: Murray Close. © Disney Enterprises, Inc. and Walden Media, LLC. All Rights Reserved



Activity One: Discussing Patience

The following is a group discussion.

Throughout *Prince Caspian* characters are confronted with difficult situations. Sometimes events do not happen as planned and sometimes events take a very long time to happen. In order to deal with these frustrations, many characters exhibit great patience.

Discussion Questions:

- What are some instances in the book and the movie in which the characters exhibit patience?
- How is patience exhibited in each instance?
- Who are some of the most patient characters in *Prince Caspian*? Why?
- What are some instances in which patience is required of you?
- Are you good at being a patient person? Are there ways in which you can become a more patient person? How?

Small Group Discussion:

Instruct youth to partner with a friend and discuss a new skill that each one would like to acquire. Each partner can give the other advice on the steps needed to master the new skill. Throughout the discussion encourage the youth to consider how patience will be required in this process.



ACTIVITY

Activity Two: Tasks Requiring Patience

The table below includes a number of situations that one encounters nearly every day. Think about each scenario and decide what type of patience it requires by checking off the appropriate boxes in the table below.

Scenario	Always requires Patience	Usually Requires Patience	Sometimes Requires Patience	Does not Require Patience
Crossing the street				
Waiting for the bus				
Having a conversation with your friends				
Witnessing a car crash				
Doing your homework				
Playing a sport				
Seeing someone choking on their food				
Teaching a pet or small child to do something				
Smelling smoke in your home				
Speaking with someone who is very different from you				
Having a conversation with your family				
Learning a new skill				
Witnessing a fight at school				
Receiving instructions about how to do a task				
Hearing tornado sirens				

Now, gather in groups of four and discuss answers to these questions.

- ✦ Why did each person select the answers that they did?
- ✦ Why do some people find certain tasks to require much more patience than others?
- ✦ After reviewing your answers with others do you find that you are a patient person? What can you do to become a more patient person?

PRINCE CASPIAN: *Becoming a Leader*
Module Four: Strength and Determination



22

Dear Group Facilitator,

This module focuses on the importance of the strength and determination, especially in young people since determination develops self-confidence and character. In the world of Narnia children are capable of great power and given many opportunities. The following discussions and activities focus on the value of each child and how they can contribute to their community.

OBJECTIVES FOR YOUTH:

- ✦ Exploring strengths and weaknesses
- ✦ Learning the value of determination





Activity One: Finding Your Own Strengths

Prince Caspian is a tale that demonstrates the power of determination in young people. Given the power to rule at such a young age the Pevensie siblings and Prince Caspian all struggle with questions of how to be good rulers. It is important that they have confidence in their ability to rule, but as Aslan points out, complete confidence could be harmful. To be a strong leader you must have determination, and always be aware of your own weaknesses and try your best to strengthen them.

Have two youth read this dialogue aloud, and then discuss strengths and weaknesses with your group.

“Welcome, Prince,” said Aslan. “Do you feel yourself sufficient to take up the Kingship of Narnia?”

“I-I don’t think I do, Sir,” said Caspian. “I’m only a kid.”

“Good,” said Aslan. “If you had felt yourself sufficient, it would have been a proof that you were not. Therefore, under us and under the High King, you shall be King of Narnia, Lord of Cair Paravel, and Emperor of the Lone Islands.”

C.S. Lewis, *Prince Caspian*, Chapter Fifteen

Discussion questions

- ✦ Why do you think Aslan made Prince Caspian king even though Caspian did not think he was ready?
- ✦ Why is Caspian’s uncertainty about being King a sign of strength, not weakness?
- ✦ What are five strengths you have?
- ✦ How did you develop these strengths?
- ✦ In what ways do you use your strengths everyday?
- ✦ What are some weaknesses that you have?
- ✦ Are they weaknesses you wish to improve upon?
- ✦ How could you work on your weaknesses and turn them into strengths?
- ✦ What are some weaknesses that you have overcome in the past?



ACTIVITY

Activity Two: Putting Your Gifts to Use

In *The Lion, the Witch and the Wardrobe*, Peter, Susan and Lucy were given Christmas gifts from Aslan that aligned with their strengths and personalities. When they return to Narnia in *Prince Caspian*, these gifts are still there and they use them once again. Susan was given a bow and arrows and a horn with which to call for help. Peter was given a shield and sword, and Lucy was given a crystal bottle of a magical solution that heals wounds. Already a good archer, the bow and arrow helped Susan to become a greater warrior. The sword and shield offered Peter greater power and strength as he became the High King of Narnia. And Lucy, younger and smaller than her siblings was given the unique ability to heal wounds with her magical solution.

Use the table below to help think about your strengths and weaknesses and determine what special gift you would like to have. These special gifts can be anything you imagine, not just those special gifts that Peter, Susan and Lucy received from Aslan. Have fun and be creative!

Situation	Gift	Why?
Battle in a Narnian war		
Lost in Narnia		
A difficult test at school		
A sports match		
Playtime with friends		
Add your own situations		

Follow-up Questions:

- Do you think Peter, Susan and Lucy needed these physical gifts to defeat King Miraz or were the gifts of their personalities and character more important?
- What about “gifts” in your own life? How can you overcome difficult situations on your own?
- What would be your ideal “gift?” What talent or trait would you most like to have?



Activity Three: Determination

Determination is critical to the successes of the Pevensie siblings, Prince Caspian and the Narnian army throughout the story. Repeatedly these characters stumble and encounter obstacles, and while they become discouraged, they do not become defeated.

Discussion Questions

- ✦ What are examples from the story that demonstrate determination?
- ✦ Which character best displays determination in your opinion? In what ways do they demonstrate this determination?
- ✦ Have you encountered a situation in which you were very determined? Describe the situation.
- ✦ What obstacles did you encounter on your way?
- ✦ How did your determination help you achieve success?
- ✦ Are you determined to accomplish anything this week, month, year? Make a list with action plans to work towards your goals.



PRINCE CASPIAN: *Becoming a Leader*

Module Five: Learning from the Past



26

Dear Facilitator,

The story of *Prince Caspian* is an example of how often there is a struggle between old and new. The Pevensie children struggle with being in the real world not as Kings and Queens but as mere school children, and once they are back in Narnia it is not the same as when they ruled.

Not only do the children struggle with differences, but the creatures of Old Narnia struggle with the new rule of the Telemarines who suppress the history of Narnia and force the Old Narnians into hiding.

This struggle between old and new is relevant today as youth are misunderstood by their elders, and at the same time elders are misunderstood by the youth.

The following activities are designed to help youth think about the ways in which life changes with each generation and how these changes can be positively embraced.

OBJECTIVES:

- ✦ Explore and understand generational differences
- ✦ Explore different time periods



Photo Credit: Murray Close. © Disney Enterprises, Inc. and Walden Media, LLC. All Rights Reserved



Activity One: Old vs. New

Prince Caspian is not a threat to King Miraz simply because he attempts to take over rule of Narnia, but because Caspian chooses to embrace Old Narnia and all of its inhabitants. For years King Miraz has attempted to keep the history of Narnia a secret and has done so successfully through instilling fear about Old Narnia in his followers.

Group Discussion Questions:

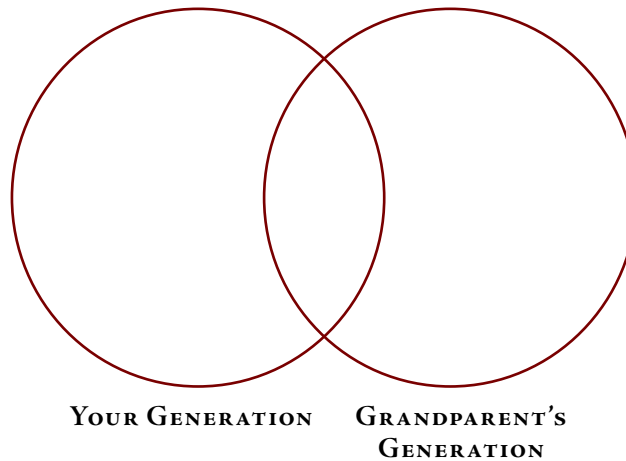
- ✦ What are some of the ways in which King Miraz tries to keep the history of Narnia a secret?
- ✦ Why do you believe King Miraz wanted to keep Narnia's history a secret?
- ✦ How does Prince Caspian learn the truth about Old Narnia?
- ✦ What are the differences between Old Narnia and New Narnia? Are these differences bad or good? Why?
- ✦ What are some of the differences between your generation and your parent's generation?
What about those differences between your generation and your grandparent's generation?
- ✦ Do you view any of these differences as positive or negative?
- ✦ Are there things that you have learned about history that help you understand why there might be differences between your generation and older generations? What are those instances?



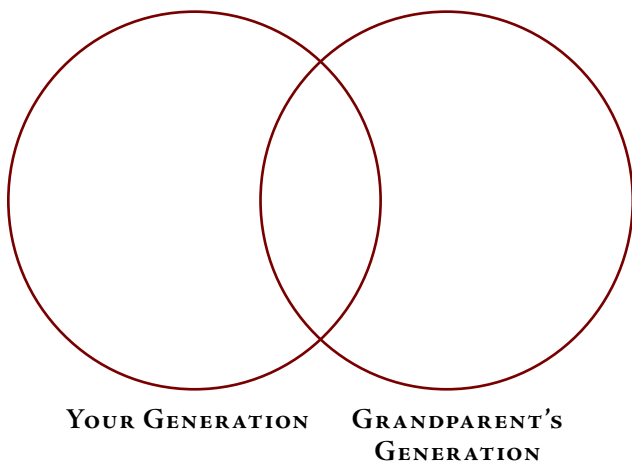
Activity Two: Bridging the Gap

The following diagram is a way to help youth further explore the similarities and differences between their generation and their grandparent's generations. Have youth draw large circles like those below and fill them in as a group. Due to the different ages of the youth's grandparents, consider suggesting a time range that the youth can research briefly before the activity such as the 1950's or 1960's. Break the youth into small groups of 4 or 5 and have them discuss these generational differences and similarities by filling in each diagram, allowing the similarities to overlap in the center of each diagram. After this activity have youth regroup in the large group to discuss how exploring these similarities and differences help them better understand their grandparent's generation

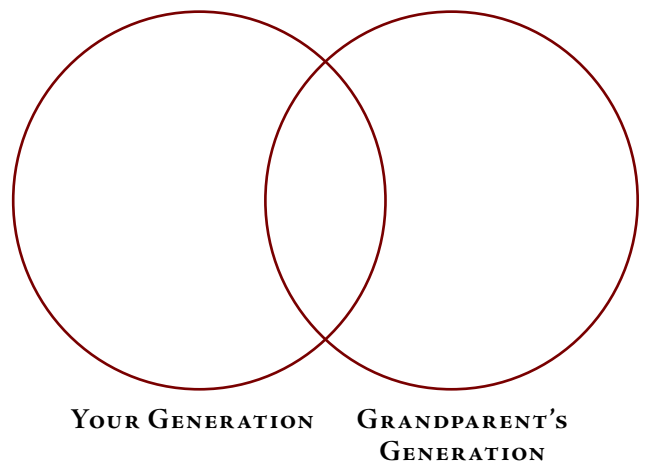
CLOTHING



TECHNOLOGY



CURRENT EVENTS





ACTIVITY

Activity Two: Bridging the Gap (continued)

Use the information from your diagrams to create interview questions. Use these questions to interview a friend or family member at least 20 years older than you. After you have conducted the interview using your own questions and the starter interview sheet below do some additional research about the time in which the person you interviewed grew up such as popular music, food, prices of everyday items, popular sports figures, etc. Use the details you find about clothing styles, technologies and world events to make a collage about that time in history.

Interview Sheet:

Name:	
Age/Birthday:	
What generation did you grow up in? How would you describe it?	
What were the clothing styles like?	
What major events happened in your life? How did those affect the way you grew up?	
What technologies exist now that did not exist when you were growing up?	
What were your favorite books and movies as a kid?	
Additional Questions:	



Activity Three: Choosing Your Place in Time

The Pevensie siblings are able to travel through time and experience very different beliefs, individuals, cultures and even clothing. Their experiences as rulers in Narnia are very different than their experiences as school children in England during World War II.

Small Group Discussion Questions

- ♦ If you had the ability to travel into different times and places like Peter, Susan, Edmund and Lucy, knowing what you know of history, what point in time would you choose to live? Why would you choose that time period?
- ♦ What are those things about that time period that you like most? Think about clothing, beliefs, way of living, etc. If you don't know all the details of that time period do some research to help better understand the time period.

Use these websites as research resources: www.bbc.co.uk/history/forkids and
www.kidspast.com/world-history/index.php

- ♦ At the end of *Prince Caspian* Peter and Susan outgrow Narnia and can not return once they leave. What things in life have you outgrown? Is it because you choose to no longer enjoy these things or is it because someone has told you that you are no longer allowed to enjoy them?
- ♦ Are there things in life you currently enjoy that you expect to someday outgrow?
- ♦ If you lived in a different time period do you think that you would be able to hold onto things that you have outgrown currently?

Service Project Connection - Take Action:

Think about the things you “outgrow” and how someone else could benefit from those things. Start a collection drive of outgrown clothes, toys, instruments, sporting equipment, and books to give to needy people that could benefit from using and learning from what you had.

PRINCE CASPIAN: *Becoming a Leader*

Post Program Evaluation



31

Dear Facilitator,

Please take a few moments to answer the questions in the evaluation for the *Prince Caspian: Becoming a Leader* curriculum at www.youthFILMproject.org/evaluations.

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

Please visit www.youthFILMproject.org/evaluations at the completion of this curriculum and tell us what you think. You can also send your stories to FILMinfo@trulymovingpictures.org.

Thank you for your support!

The FILM Project is made possible through the partnership of Heartland Truly Moving Pictures and the National Collaboration for Youth. Heartland is a non-profit organization that seeks to recognize and honor filmmakers whose work explores the human journey. The National Collaboration for Youth is a non-profit 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.

