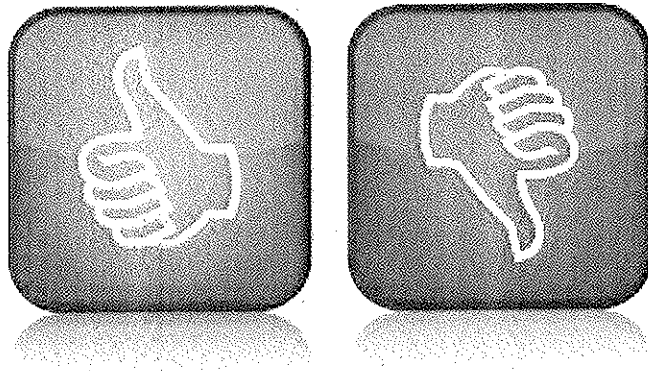


Year 8 Religion, Catholic Studies

Experiences of Good and Evil



Name:

Teacher:

Class:

Glossary of Terms

As you are studying this unit, you will need to add any words that are new to you and find their meanings.

Term	Definition
Good	
Evil	
Moral Evil	
Physical Evil	
Conscience	

Good and Evil

Scripture Activity

John 10:10

¹⁰ The thief comes only to steal and kill and destroy; I have come that they may have life, and have it to the full.



Good & Evil
Terms

STRIVING FOR GOODNESS - MICHAEL LEUNIG CARTOONS

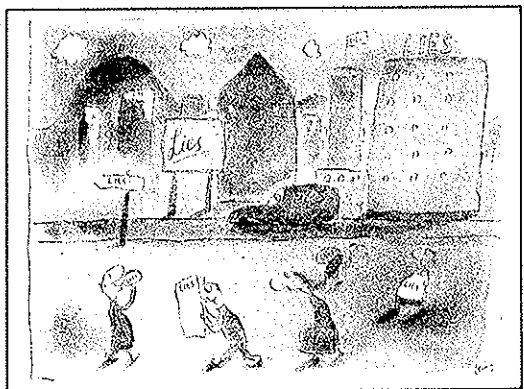
WHAT DO YOU THINK EACH IMAGE IS SAYING ABOUT **GOODNESS** OR
STRIVING FOR GOODNESS?



This image shows... _____



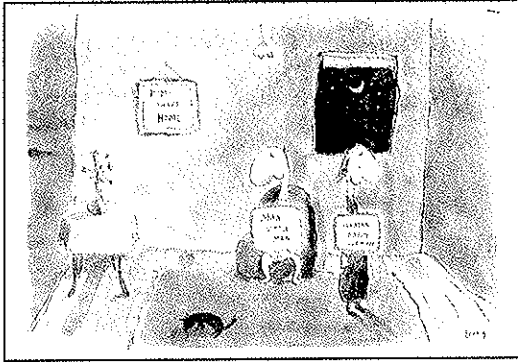
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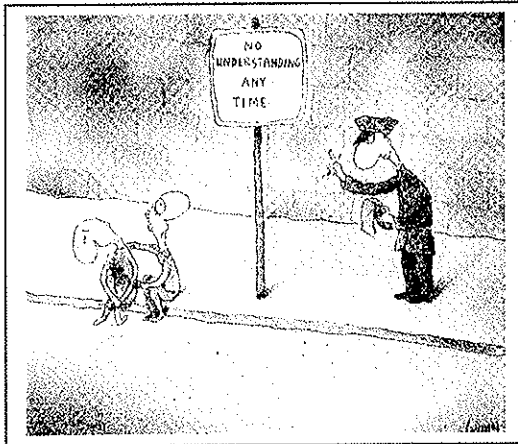
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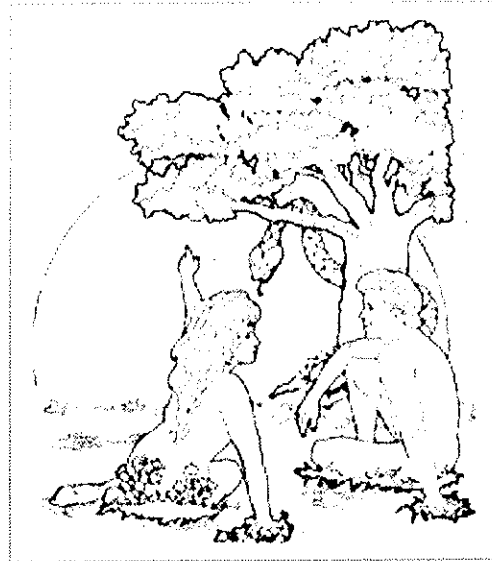


This image shows... _____

Creation and the Fall

Our First Parents A ___ and E ___, were tested in the Garden of E ___.

The serpent (S____) tempted Eve to eat from the forbidden tree. Eve convinced Adam to eat the f____. Both Adam and Eve i_____ the warning of God and were d_____ to God's c_____ not to eat of that particular tree.



Tick the correct answer:

<p>1. God made two special:</p> <p><input type="checkbox"/> people</p> <p><input type="checkbox"/> trees</p> <p><input type="checkbox"/> rivers</p>	<p>4. God made woman:</p> <p><input type="checkbox"/> from dust</p> <p><input type="checkbox"/> out of nothing</p> <p><input type="checkbox"/> from Adam's rib</p>
<p>2. Eden is:</p> <p><input type="checkbox"/> a river</p> <p><input type="checkbox"/> a garden</p> <p><input type="checkbox"/> an angel</p>	<p>5. Eve was tempted by</p> <p><input type="checkbox"/> a camel</p> <p><input type="checkbox"/> a snake (devil)</p> <p><input type="checkbox"/> a bird</p>
<p>3. God made man:</p> <p><input type="checkbox"/> from dust</p> <p><input type="checkbox"/> in His image</p> <p><input type="checkbox"/> both</p>	<p>6. By their sin they lost:</p> <p><input type="checkbox"/> God's grace</p> <p><input type="checkbox"/> heaven</p> <p><input type="checkbox"/> both</p>

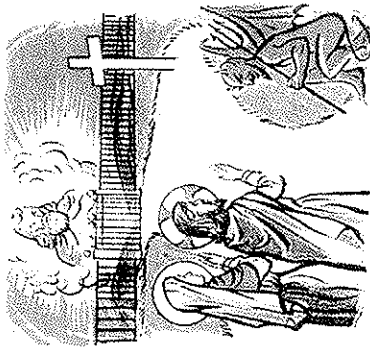


Adam and Eve were our f _____ parents. They disobeyed G _____. By their s___ they lost the state of grace. Their sin is called the O _____ sin.

Yet God still loved Adam and Eve, He did not want to p_____ them forever. He promised them that a S_____ would be born who would crush the head of the s_____. This was a promise that God would send the "One" who would d_____ the power of sin.

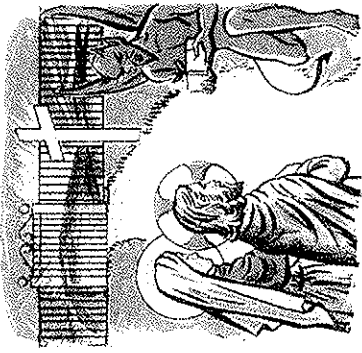
The Redemption

1. God's Command



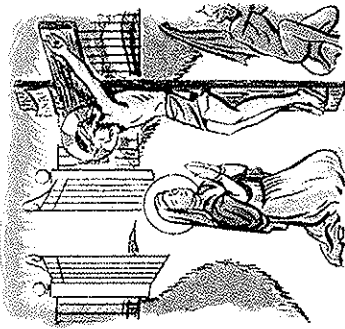
A. GOD'S COMMAND: "My Son is to die on the Cross to show men I love them" (See John 3, 16; 10, 18).

2. Temptation



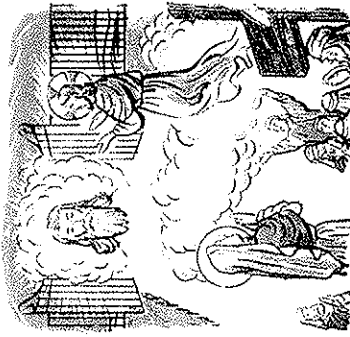
B. TEMPTATION: The devil said to Mary, and then to Christ, "God's will is too hard. Do what you want instead."

3. Victory



C. VICTORY: Mary, "Behold the handmaid of the Lord" (Luke 1, 38).
Christ, "Father, Thy will be done" (Matt. 26, 42).

4. Reward



D. REWARD: "Jesus has . . . entered . . . into heaven itself to appear now before the face of God on our behalf" (Hebrews 9, 24).

Born Evil or Born Responsible : Conscience

BORN EVIL OR BORN RESPONSIBLE?

As was said earlier, we were not born evil: 'we are destined for good but inclined to evil'. We often choose sinful actions because we want to make the world to suit ourselves. In other words we act selfishly. We act as individuals rather than as members of a community, of a family. We do not live our lives responsibly. We know how we should act to follow Jesus' teaching, but often we do not want to take the responsibility that comes with our freedom as human beings.

Sin is committed with a certain freedom—otherwise it would not be sin—and freedom means that one could have done otherwise.

Human beings must accept responsibility for their actions and the state of the world. Human responsibility must be at the centre of the faith experience. We must take ourselves seriously and live by the consequences of our actions. God is not lenient of wrongdoing but he does forgive those who admit their responsibility for their wrongdoing.

The word responsibility means the ability to respond!

The word conscience comes from the Latin words con, with and scio, I know. So to use one's conscience means 'to know with'.

Conscience

Conscience is the capacity for judging right and wrong. It is the judgement that this, here and now, is what I ought or ought not to do. It is the chief means by which I grow to a greater responsibility for my own actions. Obedience to my conscience is the final test of my moral goodness. The education of conscience is essential to growth to maturity, and it is lifelong. It takes place through the influence of, and personal reflection on, the whole of my experience.

Growing up

In growing to maturity (and that is not the same as 'growing up') there is a gradual discovery of our interrelationships with others and the duties we have to them, particularly within the family, and also within the other communities to which we belong. We become increasingly aware that our rights as an individual are tied up with our belonging to society. We learn that society is more than just us as individuals. It depends for its health on sound relationships among individuals and between individual members and the whole.

Catholic tradition speaks of the common good as:

the sum total of social conditions which allow people, either as groups or as individuals, to reach their fulfilment more fully and easily. The whole human race is consequently involved with regard to the rights and obligations which result. Every group must take into account the needs and legitimate aspirations of every other group, and still more of the human family as a whole.

Vatican II, 'The Church in the Modern World', 26

What is it that changes *wrongdoing* into *sin*, an act *against right reason* into an *offence against God*?

The seriousness of our wrongdoing basically can be measured by whether our action is chosen in freedom.

Our most common experience of conscience is *after* the event of failure. While we are sometimes conscious of serious moral choices before we make them, typically we find that again we have failed to love God and neighbour: yet again we have spoken ill of others, ignored our loved ones, drunk too much, been lazy or dishonest, or have failed to be sensitive to the needs of others, thrown rubbish on the ground, had a fight in the playground and so on.

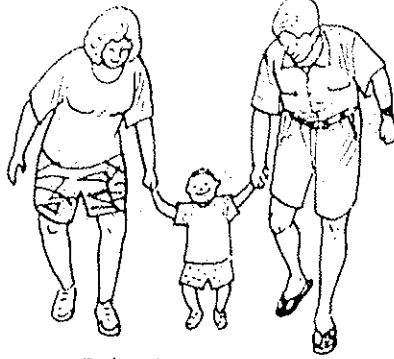
The formation of conscience

Upbringing

Experience of making decisions



Whether right or wrong, we learn a lot from this.



Inherited values

Instruction



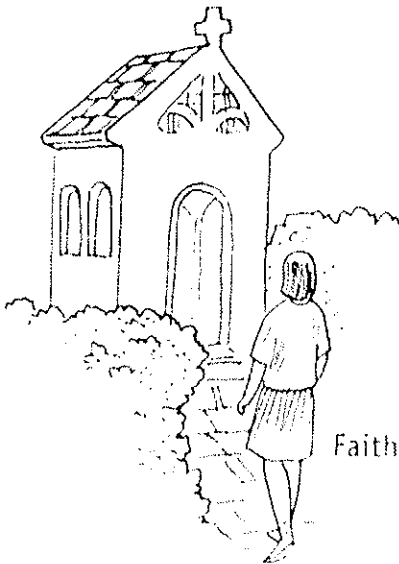
Knowledge and understanding of law and history

Listening to God

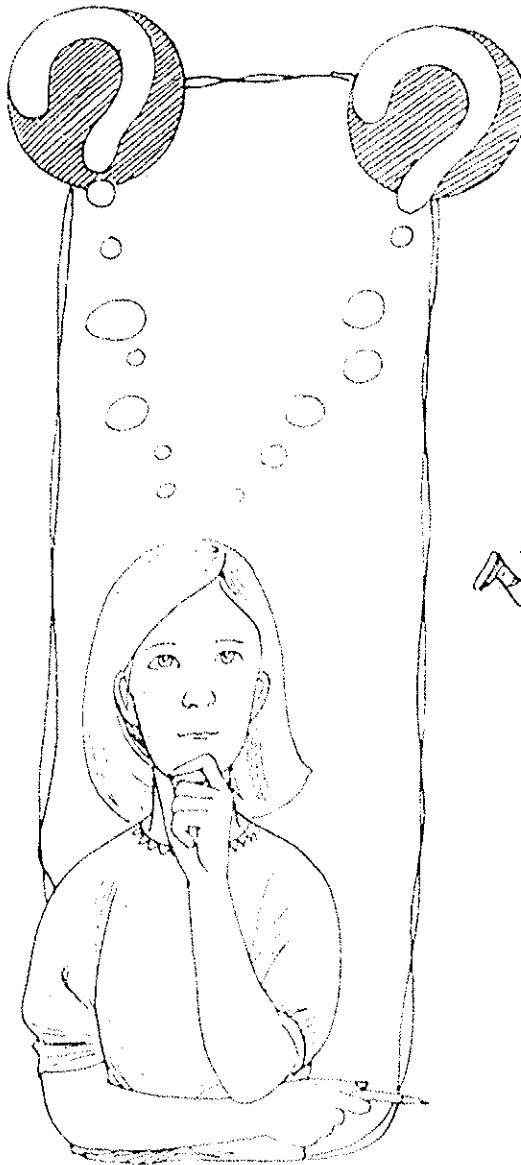


Prayer

Listening to the Church



Faithfulness

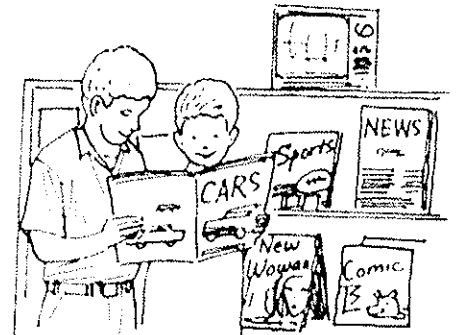


Influence of others



Personal relationships

Influence of society



School, peer groups, media

7.1 The Good Things in Life

It is hard to imagine that any human being has ever, or will ever, make it through life without facing some sad and difficult times. Sometimes life is just plain tough! The other side of the story is that life is also very good.

Think about *all* the aspects of your life – physical, social, emotional, religious, intellectual. Develop a mindmap or other visual format that highlights the good things in your life. The things that give you 'life to the full'. Aim for a *minimum* of 20 statements or symbols. Be creative and be positive!

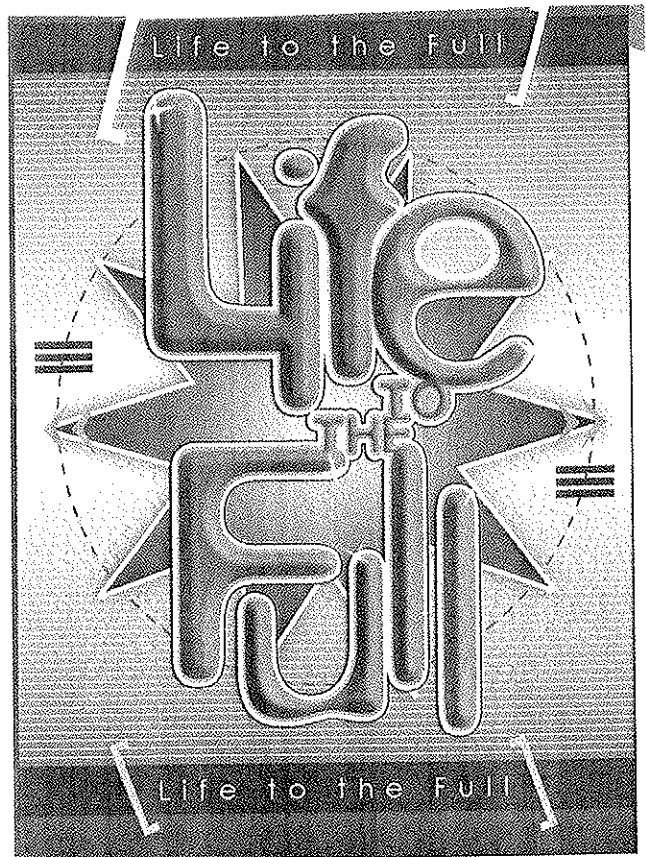
The Angel of Collingwood

Margaret Oates (1909-1998) was born on a farm in the Yarra Valley. After the Second World War she moved to Collingwood then a poor, inner suburb of Melbourne. Here she raised her four children, which was a struggle, especially, after the death of her husband. Margaret was deeply concerned about the struggles of ordinary people. She related to those with no money to buy food, the homeless mother trying to find accommodation for her family or the lonely outsider longing for companionship. Her response to these human problems was to work tirelessly for others. She was a familiar figure walking the streets of Collingwood, spending countless hours, along with other members of the Society of St Vincent de Paul, providing shelter, food, clothing as well as understanding for those in need. Many people were touched by Margaret's life. In 1993 she received an Order of Australia, in part, because of the number of ordinary people who nominated her for the work she had done over 40 years.

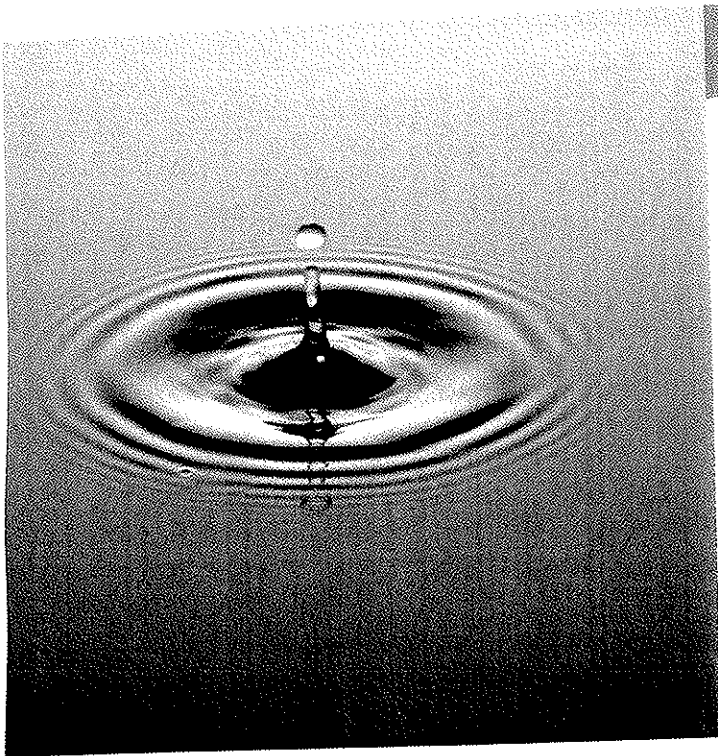


Activity

- 1 "Margaret was an ordinary person who did extraordinary things." Explain this statement.
- 2 Identify two "good" people that you either know personally or are aware of from other sources.
- 3 Explain the reasons for your choice of these two people, emphasising the qualities of 'goodness' that they possess.



Margaret Oates.



Water reacts to movement, creating what is called the ripple effect

Actions have the same effect on the lives of individuals and communities. Whether these ripples will be good or bad is often a result of the choices people make.



Activity - Brainstorm

- 1 What do you think this statement means?
- 2 Give examples of actions and events that fit this description.

7.2 Experiences of Good and Evil

Below are three stories that reflect human experiences of good and evil.



Case 1

"When I was at school I got involved in the social justice group. This was a great experience and had a strong influence on my life. One of the first activities I was involved in was to go to a big display that was celebrating the work of the Society of St Vincent de Paul. The venue was huge with displays about this activity and that. It was okay but a bit overwhelming and impersonal – like it was all about other people and what they were doing. We were about to go when I

started talking to this little old lady named Mary – she was so friendly, calm and peaceful. She asked me about what I was involved in and I told her that I hadn't done much yet. She was very encouraging. Then I asked her about what she did about social justice. Mary had been involved in a group that visited prisoners. What really blew me away was when I asked her how long she had been doing this. After some thought, she said over seventy years! No way I said. She then told me how she started when she was a young girl and went with her father who had been involved in this sort of work in their parish and that she had never stopped."

Still from the movie *Dead Man Walking*.





Activity

- 1 Discuss the reasons that may have motivated Mary to visit prisoners for such a long time.
- 2 Outline some of the positive and negative experiences that Mary may have had during her years visiting the prison.
- 3 Explain how she (and others who are involved in this ministry) would deal with the "negatives" of prison visitation.



Case 2

"Last year we watched this movie in Italian. It was called *Bicycle Thieves*. It was supposed to help us with our pronunciation and grammar. But it was so sad. It was about this father who finally gets a job pasting movie posters all over Rome. To do this he needs a bicycle. His whole world collapses when his bike is stolen. He is so poor he cannot replace it. It showed me what an impact our actions can have on others."



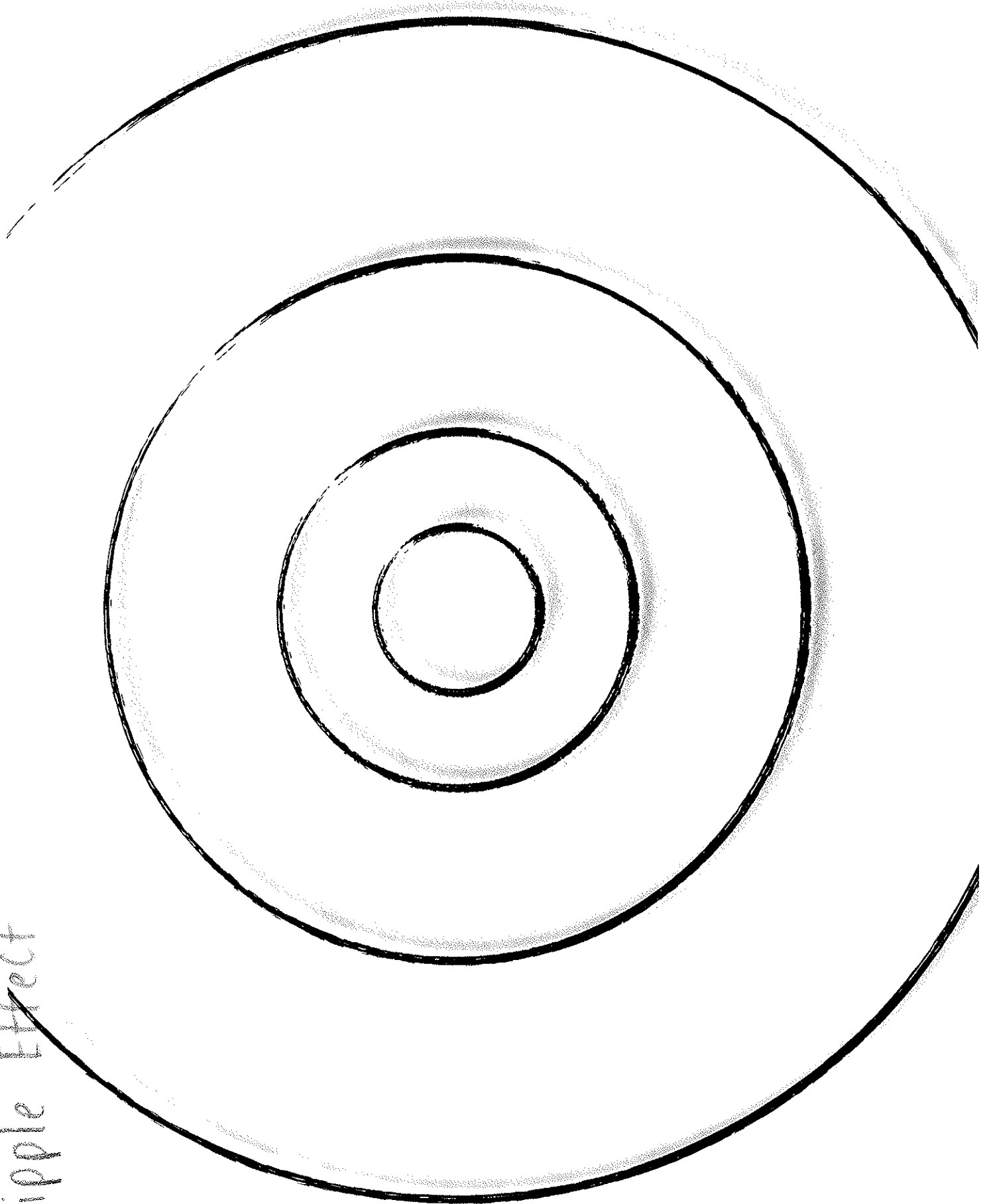
Still from the movie *Bicycle Thieves*.



Activity

- 1 Explain the "ripple effect" of the actions outlined in this story.
- 2 In small groups decide on an action that could have negative consequences for people your age. Present this in a visual form, eg: flowchart, labelled ripple image.

The Ripple Effect



Good and Evil in the Bible

PASSAGE	DESCRIBE THE EVENT	WHY IS IT GOOD/EVIL?
2 Samuel 11-12		
1 Kings 21:1-16		
Genesis 21:1-21		
Matthew 4:1-11		

Types of Evil

God has created a world filled with g_____. Evil, is the choice and a_____ of God. There are t__ types of evil.

P_____ Evil

Evil which is found in the n_____ world and resulting from physical e_____ in nature. Suffering can result from loss of p_____, loss of lives and disruptions to l_____.

M_____ Evil or S_____

Evil found when people freely c_____ to step away from God and God's ways, to sin. Suffering is caused by the person's a_____, and can make others suffer as a consequence as well.

Classify the following as physical or moral evils or both.

SITUATION	TYPE OF EVIL
Joe decides to light a fire out of boredom	
Jane's sister accidentally burns herself because Jane left the stove on	
Jacinta lies to her parents and tells them she is at her friend's house doing homework, when they are in the city watching Transformers 3	

FIVE WAYS OF STRIVING FOR GOODNESS TO KNOW, WORSHIP AND LOVE 7.8 PP 90-96

USING THE NUMBER ALLOCATED TO YOUR PAIR, READ THE SECTION AND ANSWER THE RELEVANT QUESTION:

1. THE IMPORTANCE OF OTHERS (PP91-92)

WHAT DOES BLESSED JOHN XXIII AND CHRISTIAN TRADITION HAVE TO SAY ABOUT THE IMPORTANCE OF OTHERS?

2. EXERCISING YOUR CONSCIENCE (P93)

WHAT DOES THE CHURCH SAY ABOUT OUR CONSCIENCE?

3. KNOWING MORE ABOUT WHO JESUS IS (P94)

USING P94 AND MT 4:1-11, EXPLAIN HOW KNOWING MORE ABOUT JESUS HELPS US STRIVE FOR GOODNESS.

4. PRAYING (P95)

HOW CAN PRAYER BRING ABOUT GOODNESS?

5. STRENGTHENED BY THE SACRAMENTS (P96)

HOW DOES RECEIVING THE SACRAMENTS HELP US TO STRIVE FOR GOODNESS?

EXPERIENCES OF GOOD AND EVIL

Goodness is the act of helping or doing something for someone else
Goodness is doing an act of kindness for someone without wanting to be repaid
Goodness is to be Christ-like in all we do

Define Goodness yourself

Goodness is.....

Evil is the absence of good
Evil is when someone acts in a cruel way
Evil is hurting others for one's own pleasure
Evil is a freely chosen act that degrades another person or creature of God

Defining Evil yourself

Evil is

evil; written; thirsty; feed; avenge

Romans 12

12:19 Friends, do not _____ yourselves; instead, leave room for His wrath. For it is _____: Vengeance belongs to Me; I will repay, says the Lord.

12:20 But If your enemy is hungry, _____ him. If he is _____, give him something to drink. For in so doing you will be heaping fiery coals on his head.

12:21 Do not be conquered by _____, but conquer evil with good

In the Catholic view of Life the world is a good place in which to live. Created and sustained by God, it shows and points to God's presence

Make a list below of what you think are the GOOD things in life.

Pick FOUR from your list above and write how these things reflect God's love for us and his presence.

Jesus, friend of the outcast

Outcasts

Outcasts were people who were 'cast out' of Jewish society, they were considered 'unclean' and cut off from the Jewish community. There were strict rules about not touching and speaking to outcasts. To find out who the outcasts were in Jesus' time, complete Worksheet 3

Research Activity:

1. Who were the Samaritans?
2. Who were the Gentiles?
3. Why did the Jewish community despise tax collectors?
4. Who were the sinners?
5. Why were lepers and people with skin diseases considered outcasts?
6. Who were the Pharisees?

Read the following scripture references:

Matthew 9:10-13
Luke 18:9-14
Luke 7:36-50
Luke 17:11-19

1. Who are the outcasts in your school, local community, the world?
2. What personal cost to you would it be to associate with these people?
3. How would others treat you?

1. What was the personal cost for Jesus when he associated with outcasts?
2. What was Jesus' attitude towards outcasts?
3. What effect did Jesus' actions have on the outcasts themselves?



There are two types of evil:

- evil that results from accidents or natural causes (eg the suffering and death caused by bushfires); this can be called physical evil
- evil that results from the freely chosen attitudes and actions of people, called moral evil or sin.

Students should explore their experiences of evil. This may raise fundamental questions such as why bad things happen at all. The stories of Creation and the Fall (Genesis 1-3) shed light on such questions.

The first three chapters of Genesis show that:

- God created an ordered and good world
- God created humanity in God's image
- the human person is free and able to eat the fruit of all trees except the tree of the knowledge of good and evil
- evil is a distortion of the good
- God does not cause evil; it arises from the free choice of human beings and is contrary to God's will
- this evil becomes part of the whole human story.

The Church teaches that the story of the Fall shows that human nature, seduced by Satan, The Evil One, lost its original holiness and became weakened by sin. The doctrine of original sin teaches that every person is born into a world affected by sinfulness, and that each person is inclined to do evil as well as good.

By sharing in our humanity and the experience of suffering and death, Jesus has saved us from the power of evil. Ultimately, good triumphs over evil in the victory of Jesus' life, death and resurrection.

As a result salvation, eternal life with God, is offered to all as the free gift of God's grace.

Through Baptism people become a new creation and all their sins (original and personal) are forgiven.

Maturing young Christians can have confidence in facing life because:

- the life of Jesus is the perfect example of goodness
- God gives God's life and presence (grace) to direct them towards goodness; the Eucharist strengthens us in love
- when they distort the good by doing evil God offers forgiveness, in the celebration of the Sacrament of Penance
- the Church community offers support and guidance
- the Church teaches us what is good and what is evil

Fill your minds with everything that is true, everything that is noble, everything that is good and pure, everything that we love and honour, and everything that can be thought virtuous or worthy of praise (Philippians 4:8).

There are two types of evil:

1. Natural or Physical Evil

evil that results from accidents or natural disasters.

e.g. earthquakes, floods, disease etc.

2. Moral Evil / Sin

evil that results from the freely chosen attitudes and actions of people.

e.g. war, oppression etc.

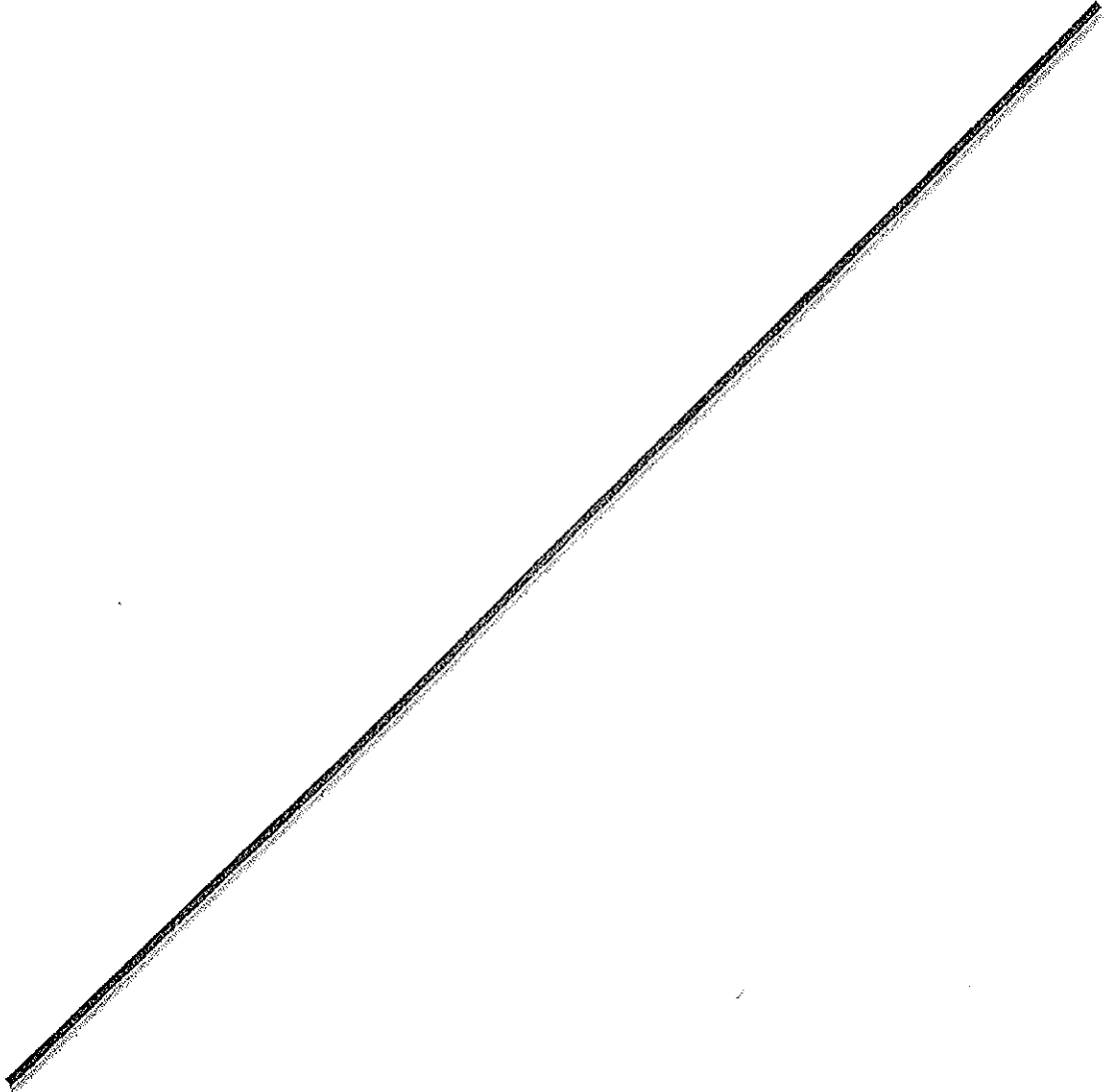
Types of Evil and its effects

Pre- Reading Activity

Evil- Vocabulary Cline

Sort the words in the table to show their increasingly negative connotation. Write the words on the line in order.

+ Strongest



- Weakest

Callous	Wicked	Unfortunate	Damaging
Nasty	Horrible	Careless	Malicious
Hurtful	Troublesome	Monstrous	Wrongful

Can you think of any other words we associate with EVIL? Place them on your vocabulary cline.

During- Reading Activity
Visual Texts- Physical Evil

1. Students go to <http://www.extremeweatherheroes.org/science-of-extreme-weather.aspx>
2. Click on the case studies "Victorian Bushfires" and "Canberra Bushfires" to complete the matrix below.

Vocabulary
 Resilient: recover quickly
 Empower: to make stronger and more confident

Name the organization that operates this site: _____

QUESTIONS	Text 1: Victorian Bushfires	Text 2: Canberra Bushfires
List 3 facts about this event.	1. 2. 3.	1. 2. 3.
Describe 2 different <u>visual</u> features of the layout and design of this internet site e.g. - use of colour - use of photos, images - use of icons, signs - use of columns - bold headings/ subheadings	1. Visual Feature 2. Visual Feature	1. Visual Feature 2. Visual Feature
How are viewers of this site encouraged to help?		

No child should face a future of working on the streets.

Every day, girls like Rina are forced into sex work because poverty gives them no other option. Living next to a red light district in Indonesia means 10-year-old Rina and her little sister Nanda are especially at risk of violence, drugs and abuse.

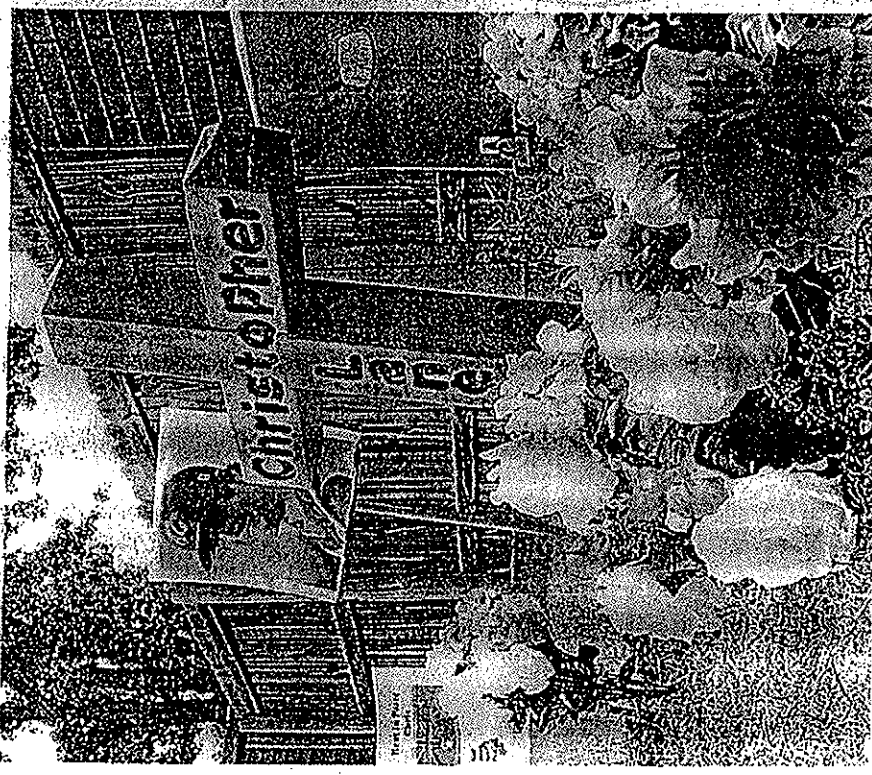
Rina attends a World Vision crisis centre, a safe space where she and other children can play, learn and receive guidance. Child sponsorship can help break the cycle of poverty for children like Rina, by helping them stay in school. Thanks to World Vision child sponsors, Rina and Nanda will get the chance to choose a different future.

Help protect children from a life of exploitation. Sponsor a child today.

Call 13 32 40 or visit worldvision.com.au/future

© 2013 World Vision Australia. World Vision Australia ABN 28 091 778 081 is a Christian relief, development and advocacy organisation dedicated to working with children, families and communities to overcome poverty and injustice. Tel: 13 32 40

Rina, aged 10, lives with her sister Nanda, aged four, in a city in Indonesia.



Senseless: A memorial at the site of Chris Lane's death. Photo: Reuters/Bill Waugh

Political solution can't fix a spiritual problem

Gun crime

The recent killing of 23-year-old Australian student Chris Lane in Oklahoma by three depraved youths is chilling and senseless. "Four hours from a death to arrests" (August 23). While it is proof there is still a great evil residing in the hearts of some people, the answers we seek cannot come. By seeing the banality of this evil, we are pained that no meaning, no reasons will be found for this behaviour that we can comprehend or accept - only a tremendous grief that will not be comforted.

In America, the culture has become warped and vitriolic by narcissism, entitlement and sloth. This act combined two horrible sins, cruelty and boredom, that often end with awful, inexorable effect. Idle hands make for the Devil's work. Like most of my compatriots, I am angry that our leaders are inept and impotent, lacking the moral strength to fix the

decay and disease that plagues our society. Instead they will pull out the trite arguments of seeking tactical advantages by nitpicking and by rhetoric and ignoring the real issues and avoiding real action. This act of violence is not a political problem; it is a moral, spiritual one. If we fail at anything in America, it is that we think there is a political solution to a spiritual problem. Justice, according to Plato, requires, ultimately, a cleansing of our hearts; it is something that the force of law cannot repair.

We assure the people of Australia that there are good people in the US who condemn this depraved act and who will not be silent until justice is served. We regret that this crime happened - all the more so when the investigators say it never had to occur. We mourn the loss of a bright, talented young man. Our family and all the good people in our country pray for Chris' family in their time of pain and distress.

Daniel and John Thierrie
Newton, New Jersey (US)

During- Reading Activity

Visual Texts- Moral Evil

Using the World Vision Ad and Letter to the editor complete the matrix below.

QUESTIONS	Text 3: World Vision	Text 4: Christopher Lane
1. What <u>type of text</u> is this?		
2. What is the purpose of this type of text? - to inform - to educate - to persuade/convince - to express an opinion - to create a response (e.g. sympathy/empathy)		
3. - <u>What</u> type of “evil” exists? - <u>Who</u> is affected? - <u>When</u> did it happen? - <u>Where</u> did it happen?	What: Who: When: Where:	What: Who: When: Where:
4. Identify <u>2 visual features</u> that are used and give an example. e.g. – bold print/ heading - photo/camera shots - body language/ language expression - layout/positioning - symbols		
5. What is the <u>main message/ idea</u> of the written text?		

After- Reading Activity

Reflection: Compare and Contrast

Physical Evil

Moral Evil

How are they alike?

How are they different?



EVIL

- Read the following.
- Write down the reference.

2 Corinthians 11:14	
Ephesians 6:11	
John 14:30-31	
1John 3:8	
John 12:31	
1 Peter 5:8	
Revelation 20:10	
Matthew 16:23	
Matthew 12:22-28	
Luke 22:3	

- Unscramble the words below using the material above.

SDISEUGI	IVLE CKTRSI	WRPOE
VLDIE	DDGEUJ	RETAL
CEEIEDVD	COEBASLT	VIIISNDO
DSAJU		

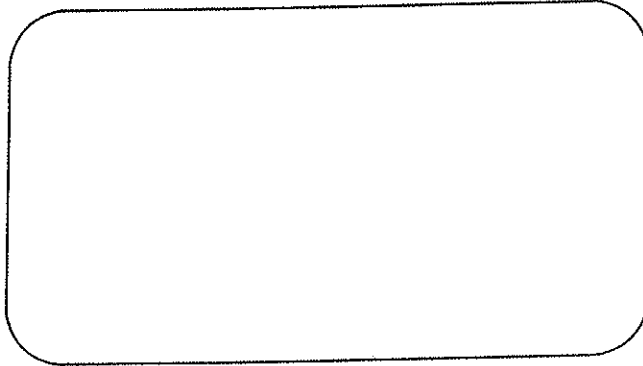
- Use at least five of the unscrambled words to write a statement about evil, as seen in the New Testament

Good overcoming Evil

- Read Matthew 4:1-11
- Draw the scene for each of the temptations.
- Write Jesus' response.

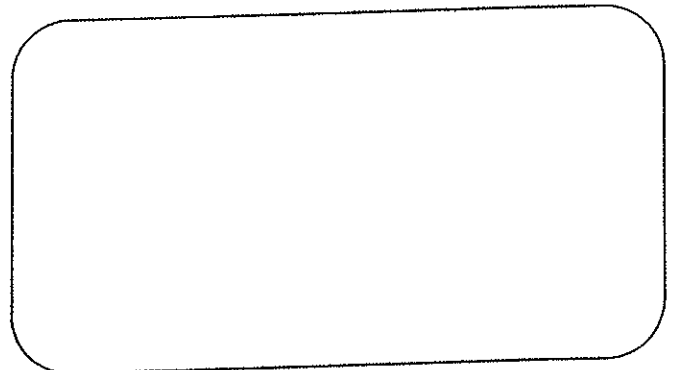
1st Temptation

Jesus' Reply:



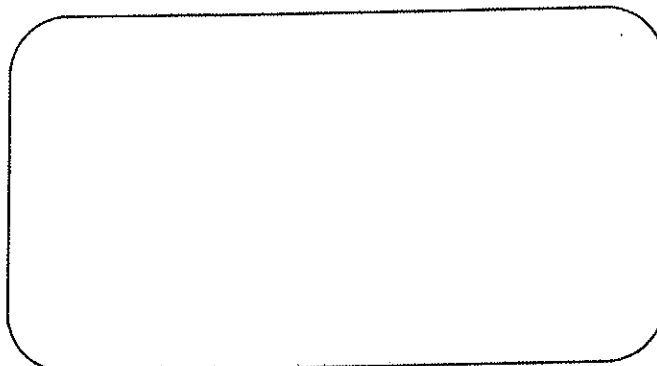
2nd Temptation

Jesus' Reply:



3rd Temptation

Jesus' Reply



The Chronicles of Narnia: The Lion, the Witch and the Wardrobe

1. What is the relationship between Lucy, Edmond, Susan and Peter like? Describe the good points of their relationship and the bad.

GOOD ASPECTS	BAD ASPECTS

2. What lures Edmond to the White Witch?

3. How is evil twisted by the image of the White Witch?

4. Edmond sneaks off into the night to give away the position of his siblings. Which scriptural character does he represent?

5. When Edmond goes to find the White Witch after all the children go to Narnia, what is his main motivation?

6. Edmond finally has a change of heart. What does he trade for in return?

7. Describe the characteristics of 'good' that Aslan shows.

8. What example in Scripture is similar to this scene at the altar?

Compare this scene with the scripture passage in the table below:

	NARNIA	SCRIPTURE
Sacrificed hero		
Hero's friends		
Leader of villain		
Villain's group		
Capturing hero		
Method of torture		

10. Describe the characteristics of 'good' shown through the girls.

11. The witch says: "You know, I'm a little disappointed in you. Did you honestly think you could save a human traitor (human beings)? You have given me your life but saved no one. So much for love." The witch is wrong about this. What in the Christian story tells us she is wrong?

12. How does this scene tell the Christian story of the resurrection (either in pictures or words)?

JESUS' TRIUMPH OF GOOD OVER EVIL... ACCORDING TO THE CHRONICLES OF NARNIA – THE LION, THE WITCH AND THE WARDROBE

OUTCOME: OUTLINE THE CHRISTIAN UNDERSTANDING OF HOW THROUGH JESUS GOOD TRIUMPHS OVER EVIL.

THE CHRONICLES OF NARNIA AS AN ALLEGORY FOR THE CHRISTIAN STORY

ALLEGORY – A STORY, PLAY, PICTURE ETC IN WHICH EACH CHARACTER OR EVENT IS A SYMBOL REPRESENTING AN IDEA OR A QUALITY, SUCH AS TRUTH, EVIL, DEATH ETC

THE LION AND THE WITCH

28.35 – 33.32 (4.57MIN)

DESCRIBE HOW EVIL HAS BEEN SHOWN IN THIS SCENE. DOES IT FOLLOW THE USUAL WAYS EVIL IS SHOWN, WHY/WHY NOT? _____

1. CAN YOU THINK OF AN EXAMPLE FROM SCRIPTURE THAT IS SIMILAR TO THIS SCENE? HOW IS IT SIMILAR? _____

2. DESCRIBE HOW EVIL IS SHOWN THROUGH EACH OF THESE THREE CHARACTERS:

THE WITCH: _____

EDMUND: _____

THE WITCH'S HELPER: _____

ASLAN'S SACRIFICE

1.28.07-1.33.43 & 1.33.44-1.39.49

1. DESCRIBE HOW GOOD HAS BEEN SHOWN IN THESE TWO SCENES. DOES IT FOLLOW THE USUAL WAYS GOOD IS SHOWN, WHY/WHY NOT? _____

2. CAN YOU THINK OF AN EXAMPLE FROM SCRIPTURE THAT IS SIMILAR TO THIS SCENE? HOW IS IT SIMILAR? _____

3. DESCRIBE HOW GOOD IS SHOWN THROUGH EACH OF THESE CHARACTERS:
ASLAN: _____

THE GIRLS: _____

4. THE WITCH SAYS: "YOU KNOW ASLAN (JESUS), I'M A LITTLE DISAPPOINTED IN YOU. DID YOU HONESTLY THINK YOU COULD SAVE A HUMAN TRAITOR (HUMAN BEINGS)? YOU HAVE GIVEN ME YOUR LIFE BUT SAVED NO ONE. SO MUCH FOR LOVE." THE WITCH IS WRONG ABOUT THIS. WHAT IN THE CHRISTIAN STORY TELLS US SHE IS WRONG? _____

ASLAN'S RESURRECTION

1.48.05-150.20

HOW DOES THIS SCENE TELL THE CHRISTIAN STORY OF THE RESURRECTION (EITHER IN PICTURES OR WORDS)? _____

IN SUMMARY...

KNOWING THAT THE KEY EVENTS SHOWN FROM THIS FILM ARE CLOSELY LINKED TO THE STORY OF CHRIST'S DEATH AND RESURRECTION, IN YOUR OWN WORDS EXPLAIN HOW JESUS CONQUERED EVIL.

