THE TEACHINGS OF JESUS PUT TO THE TEST OF TIME

LEADER’S GUIDE AND STUDENT WORKSHEETS

FROM GATEWAY FILMS/VISION VIDEO
AND
CHRISTIAN HISTORY INSTITUTE
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This series offers a wonderful opportunity to explore four critical subjects in relation to the person and gospel of Jesus Christ. They are subject areas that inevitably impact our lives and reveal our deepest convictions:

- **Commitment**
- **Inner Peace**
- **Money**
- **Forgiveness**

These subjects are personal — They touch the most intimate places in our heart and the most important decisions in our lives.

These subjects are profound — There are often complications, contradictions, tensions and ambiguities in the way we approach these matters, so we can use all the help we can get.

These subjects are inescapable — No one can avoid them. To one degree or another, at one time or another, they confront us with choices we have to make.

These subjects are synergistic — How we respond to these challenges in our lives has an inevitable effect on other parts of our lives and our overall well being.

The programs can profitably be used by individuals, but we expect that they can have a much greater value when used in a group or class setting. The big question for group use is how much time do you have to devote to these programs? We suggest that you, before deciding what schedule to follow, preview the videos and peruse these materials. You will know best how deep to go with these in your particular setting. Suggested options for group or class use.

1. Four sessions would be a minimum. Use one program per session with whatever additional time you can work in for introduction and follow up discussion.

2. Eight sessions would allow you to divide each program in half. Each one has two case studies. One of the case studies provides ample material for a full session.

3. A twelve- or thirteen-part schedule enables you to devote three sessions to each program. You could use two of these for the two case studies and the third for an overview reaction to the general subject area. (For thirteen-week programs there is one extra week to put at the beginning or end for a general intro or final wrap.)

4. A weekend retreat would be a great place to take on the series.
Welcome!
We are delighted that you chose to acquire this series, and we trust your use of it will be stimulating, fruitful and memorable. The programs were designed to be used both for television and as a resource for study in a group or class setting.

Use these with young people
The primary target audience for the programs are teenagers, particularly high school students. The case studies were chosen because of their special appeal to teenagers. But we also hasten to add that any age should find the stories fascinating and relevant.

Select what fits your situation best
In this guide you will find several approaches to using the material. There are questions, projects, group discussion suggestions, student worksheets. We have provided more than you can use, so select that which best fits your situation. Note that your kit also contains the complete program scripts so that you can go back to any particular point in any program to recap the exact contents as needed.

Here’s a way to test our series
One particular suggestion you might consider: take the Opinion Statement Sheets on pages 10, 16, 22, and 28 and pass these out before you show the individual program, or do all four sheets at once before showing any of the programs. Have students circle the numbers that best express their degree of agreement. Then after the program viewing, give a second opportunity to answer the same questions. Compare the answers before and after. It will provide a valuable gauge to see what changes of outlook occurred as a result of using these programs.

A different kind of test
Some might question the wisdom of including the word “test” in the title of a series of programs intended for young people. But this is a different kind of test in which instead of requiring a student to take a test, things are reversed, and the student is invited to give the test. Do not the scriptures invite us to test and to “taste and see that the Lord is good?”

And this is surely a test like none other. Has anyone or anything in all history been subject to more testing than Jesus and his teachings? Has anyone ever exposed himself to such scrutiny as this one who dared to assert:

If anyone chooses to do God’s will, he will find out whether my teaching comes from God or whether I speak on my own. John 7:17

Take my yoke upon you and learn from me, for I am gentle and humble in heart, and you will find rest for your souls. For my yoke is easy and my burden is light. Matt. 11:29-30

Jesus answered, “I am the way and the truth and the life. No one comes to the Father except through me.” John 14:6

Connected to life
The test here is no vague abstraction. We live in an age that seeks to marginalize religion, remove it from the public square, and push it into the private realm. The case studies in this series are not examples of privatized religion. Each of them connects with life and introduces people who are making a difference in the real world.

So Get Ready!
You could be in for a great adventure. Seeing how Jesus has met the test of time just could turn out to be the greatest test you have ever given or ever taken.
SOME KEY POINTS ABOUT THE PROGRAMS

• To get the most out of these programs, they should be shown in sections. There is a natural break between the two segments in each program. We find some want even more stops to break for reactions and discussion.

• In powerful case studies, individuals who are in some ways heroic followers of Jesus reflect on their experience of Jesus’ teaching. Emphasize how these are real life people and situations around the world today.

• The comments of young people in the programs play a key role and bridge to young people’s experiences and enable discussion of their issues in daily life. The non-religious nature of many of these comments is intended to encourage those with little spiritual background to participate and express themselves.

• The programs do not present a system of theology or represent any particular denominational slant. Instead, they tell powerful stories which illuminate Jesus’ teachings as set forth in the Gospels and provoke profound questions.

• The focus is sharply fixed on the words of Jesus — his sayings, parables, or the Sermon on the Mount — and on the example of Jesus, such as his own attitude toward money or willingness to forgive his enemies.

• The concept of “the test of time” is intended to pose questions like, Is the teaching and example of Jesus relevant today? Can people follow him and his teachings today?

• Three student worksheets are provided for each program. Recall that you have permission to duplicate these as needed for use in connection with The Test of Time series. The Opinions Statement Sheet is best used before the viewing of the programs (and perhaps as a follow-up retaking of the opinions after viewing to compare results). The Questions Sheet offers a chance for individual response after viewing and before general discussion (or you may just want to use the questions for discussion starters). The Teachings and Example of Jesus Sheet can be used as a take-home follow-up project.

In this guide we have aimed to provide

• Ideas and suggestions for group use of the four Test of Time programs: four chapters, one for each major theme, each one including program summaries, additional information, background and citations, relating to the teachings and example of Jesus in the Bible;

• Activities that stimulate exploration and reflection with an accent on active, creative and stimulating interaction;

• A focus throughout on how to make the most effective uses of video as a teaching and learning resource, using lots of active strategies and linking to discussion of case studies;

• A resource for authentic teaching and learning about Jesus, the Gospels and the followers of Jesus, taking the Jesus story from “far away and long ago” to make it live “here and now;”

• A reminder: we obviously don’t expect you will have time to use all of the suggestions set forth; our thought was to provide you an abundance of options so that you could select that which best serves your purposes.
Andrea Gauld works as a TV producer at the BBC and was producer for this series The Test of Time. Here she talks about the personal impact which the stories told in the series had upon her and the experience of meeting our storytellers.

Commitment
Debbe Santiago and God’s Posse actually impressed me the most. Their grit and determination against all the odds were amazing to witness. They battle on when most of us would give it up as a hopeless task. I was with Debbe Santiago for two days, and on the second day I suddenly realized that she really cared for people most of us would not look twice at — the people most of society are quite happy to forget exist.

And whereas I probably would have been cynical about what people wanted from me and question that they were just out to take what they could get, Debbe and God’s Posse were only too happy just to give. They epitomized commitment.

Inner peace
I think if I had to pick one out for bravery, it would be Pam White. She talked so openly and candidly about her experiences and in a very matter-of-fact way. She did not try to skate over the bad bits of her life. I had found a news report of the Harrods bombing and thought it would be a good idea to film her watching it, but I was quite apprehensive about asking her to do this. I did not want to reawaken very painful memories, but she had no hesitation, and although visibly moved when she watched it, she was at ease with talking about it afterwards. It was obvious that her faith had given her strength.

Money
Honduras was the place where I really questioned my own values. I suppose I had never been in the thick of a developing country before, so that might have had something to do with it. But the people really impressed me with their simplicity of life. They had next to nothing, but they took great pride in what they had and seemed to be more at ease with themselves than a lot of people in the West. I gave a child a pencil, and her reaction was as if I had given my own children a month in Disney World. I felt humbled.

On our last day, a loan officer from Opportunity International’s partner agency gave us some little fridge magnets. They were incredibly fragile, and she had hand-painted them all with tiny little scenes to remind us of Honduras. They were absolutely beautiful. The strength of the women in Honduras also impressed me. They worked extremely hard and took great pride in what they did, whether it was sewing or making tortillas; and they were definitely not in it for themselves. They were genuinely trying to make life better for their families.

Forgiveness
The townships are still very depressing and have an air of violence about them, though it is hard to say whether that was real or just perceived, especially since there was an armed guard accompanying us everywhere. It was rather disconcerting.

Our film does not do real justice to Joe Seremane’s story. He has had to put up with a lot in his lifetime and not just apartheid. His thirteen-year-old daughter was knocked down and killed by a bus, and his brother Timothy was executed by the ANC. Despite all the grief
that his life has seen, he was one of the strongest, calmest people I have come across, and I felt that this was his faith at work.

The Biehls were amazing. They obviously miss their daughter terribly. I was very worried when I started filming when I discovered that we would be filming them on what would have been Amy’s 30th birthday, but they have got everything in perspective. Having children myself, I never ceased to be amazed at the Biehls’ reactions. They don’t try to hide their grief, but they genuinely feel surprise when you tell them that people are just astounded at how they have dealt with forgiveness. The work of their Foundation is not easy. They are trying to get people to take control of their own lives and to make something positive for themselves. It takes a lot of time and patience to change a mindset which has been in place for so long, and the Biehls seem to be able to just keep persevering.

Overall. . .

All the stories raised a lot of questions in myself, and I thought if they make me think, they will also make others have to think! I thought about compassion and motives. James, Debbe and the Biehls act totally selflessly. They genuinely are thinking of others before themselves. It’s hard to understand their motives because it’s impossible to work out what they can possibly get out of it all — it’s definitely not tangible.

What I enjoyed most about the series was being invited so warmly into the lives of all of our contributors and being trusted completely by them. I hope the programs genuinely stimulate reflection. What I feared when I started out was that a lot of the kids would just dismiss it all as “loony Christians,” but I think the strength of our people and their stories make that impossible to do. Whether we agree or disagree with their motives, you can’t just dismiss them.

The Test of Time was a co-production of the BBC with Gateway Films/Vision Video serving as North American co-producer. Dr. Ken Curtis, Executive Producer for Gateway Films/Vision Video, comments:

I sensed this was going to be a powerful series when my son Bill and I went to Coney Island for a preproduction meeting with our first subject, Debbe Santiago. As we walked down the street together, we encountered an intoxicated white man and black woman slugging it out. Debbe stepped in between them and they immediately recognized her and put down their fists. Within a few minutes they were reconciled and having her pray for them.

It was a special joy for us to team up with the BBC again for what is now our third co-production with them. One of the greatest satisfactions in making this four-part series was to see it chosen as curriculum for British high schools. In America, public schools are not allowed to teach religion. In Britain, it is required, and this series will be used in most of the high schools there.

Our biggest problem in planning was selecting the subjects and the case studies to illustrate them. It was a problem of overabundance.

There simply was not time or budget for so much we would have loved to include. It was sheer pain not being able to include stories from China or Africa. But you will find eight case studies from four continents. Hopefully they will provide a stimulating experience to help many to consider who Jesus really was, his international and inter-cultural influence, and how he can affect our lives and the world today.

Special thanks to host Dr. Robert Beckford, a Jamaican teaching in England. The ministry of this remarkable man reaches into many realms. In addition to his professorial and writing duties, he works in prisons helping convicted young people find new direction for their lives.
PROGRAM SUMMARY
From going to the gym to learning an instrument, everyone is committed to something. But why do some people commit to helping others while others follow self-interest? What makes the difference? Dr. Robert Beckford, theologian, introduces Jesus’ call to his followers to sacrifice themselves for others.

**Key text** “Whoever does not carry the cross and follow me cannot be my disciple.”  **Luke 14:27**

1.36–11.10 minutes

**Debbe Santiago** is founder of the Salt and Sea Mission at Coney Island, New York, which provides food, clothing and shelter for homeless people. Between the ages of 13 and 23, Debbe was a drugtaker. She became an alcoholic and was homeless. One day, scavenging in bins for food, she was offered a piece of paper by a woman who said that Jesus loved her! At first angry and furious, Debbe, nevertheless, felt that God had spoken to her. From then on, God became her strength, and she overcame her alcoholism. Debbe felt that God wanted her to help the homeless people she knew so well, offering them food and love. So that’s what she did. Her reward is in seeing the change that can take place in people, and praying that God is pleased with her efforts.

![Debbe Santiago under the boardwalk at Coney Island](image_url)

**Key text** “Whoever . . . does not hate . . . even life . . . .”  **Luke 14:26**

12.18–27.34 minutes

**James Mawdsley** was given a 17-year sentence for distributing anti-government propaganda in Burma, calling for universities to open and genocide to stop. His family say his motives are his faith and his commitment to loving others and doing God’s will.

After hearing of the oppression of minorities in Burma while backpacking in New Zealand, James spent 3 months living with tribespeople in Burma. Although activists in England were lobbying about the situation, James wanted to bring attention to the problem in Burma itself. He returned to Burma, chained himself to a railing, and was deported to Britain by the military junta. On his next visit, he was arrested for handing out pro-democracy leaflets. He served 99 days of a 5-year prison sentence. During the next year in Britain, he wrote a journal documenting why he felt it was right to return to Burma, even though family and friends tried to dissuade him. On his return, he handed out leaflets for which he was again arrested and this time sentenced to 17-years imprisonment. The struggle for democracy in Burma goes on.

James believes that his faith in Jesus means he has to show his love for others in a tangible way, regardless of the personal inconvenience or cost.
BACKGROUND INFORMATION

Homelessness
For many people, “homelessness” suggests people who sleep on the streets. They think of alcoholics or drug takers, like those Debbe was familiar with. But the real picture is not that simple. War and natural disaster make millions across the world homeless. Poverty, unemployment and social injustice rob others of a safe and permanent shelter. Others who leave home and family behind often do so out of fear, hopelessness and a sense that there is no alternative. Or they may be thrown out. Once homeless, a vicious cycle begins: without an address it is difficult to get a job; without a job, you cannot afford a home!

The Situation in Burma
Since 1962, Burma has been ruled by a military junta, which has been widely condemned for its treatment of ethnic minorities. Thousands have been killed and many more have fled the country.

The words which follow are those of James Mawdsley: I picture the nine-year-old girl from the Karen people I saw days ago. What is her future? Is she not the indisputable reason for my actions? She starts life as an innocent. She grows up clearly loving her parents (and she does). She is sweet and beautiful and childishly childish. But there will come a time when she questions the world around her. Why must she live in a miserable refugee camp or suffer the deprivation enforced by the military junta? So she will challenge it, and she will challenge it until her fingers are so burnt that there is no challenge left.

The military junta will ensure that. It is their job — otherwise they will vanish. So they will starve her, beat her, work her close to death. They will gang-rape her, torture her, detain her indefinitely. They will do whatever they have to do to break her spirit, to crush her questioning, to crush her challenge, her will to live. That is their job. They will do it. Otherwise they cannot survive. She can give up at any point. Her choice when to break and cease to be a human being . . . . BUT the will to live is too strong. She or others will not give up. They will even die for freedom.

But my question is, as you look into her face, her adorable young innocence, then how can you let her face that future? How can you let her struggle alone? How can you turn your back?

James Mawdsley after his release from jail in October 2000.

Learning Tasks
- Find out more about homeless people and other homeless charities and organizations by visiting sites on the internet. Try the following:
  - nch.ari.net/facts.html
  - aspe.os.dhhs.gov/progsys/homeless
  - www.naeh.org
- Make a list of all the things that you and other students would miss about home if you became homeless.
- Research an essay on the involvement of the Christian community in helping the homeless, both historically and today.
- Research further information about James Mawdsley and the situation in Burma. For the journal called “Real Freedom,” written by James Mawdsley, contact:
  - Real Freedom
  - PO Box 18833
  - London, UK   SW7 1WG
  - e-mail: jmawds@hotmail.com
- Debbe Santiago can be reached at
  - Salt and Sea Mission
  - 2869 W. 15th, Brooklyn, NY 11224
  - Phone: (718) 372-3576
  - Web: http://members.tripod.com/saltandsea
- Consider and evaluate the contribution James’ actions have made to worldwide awareness of the human rights abuses in Burma. How effective are his protests? For example, would you ever have heard about the situation if you had not seen this program?
- Evaluate James’ commitment as an example of the impact of Jesus’ teaching and example today. What light does James’ story shed on the demands Jesus made on his disciples?
This is a tough world. You have to look out for yourself first and foremost.

Everyone is committed to something whether they realize it or not.

Christianity typically expects too much commitment from a person.

People who live only for themselves are the most pathetic and unhappy people.

To care, risk, and sacrifice for others is an essential part of being a Christian.

Very religious people are usually “do gooder” wimps.

To live solely for oneself is life’s highest good and the most sensible outlook.

The statement of Jesus that any who would come after him must “deny themselves, take up the cross and follow him” was intended for the apostles and does not really apply to us today.
Program 1: Commitment

STUDENT WORKSHEET 1B

1. In what ways do Debbe and James show commitment to the teaching and example of Jesus? Make two lists.

2. Why do you think it was important to Debbe to know that Jesus loved her?

3. Why do you think that James had to go to Burma to do what he did?

4. How did James’ parents and family react to his actions? How would you have reacted?

5. Are these two examples of commitment attractive or repellent?

6. If you had a chance to interview either Debbe or James, what questions would you ask them?

7. What difference does commitment make – to the lives of the committed and to the lives of those around them, such as their families?

8. Jesus instructed his followers, “Take up your cross, and follow me.” In what ways have Debbe and James done this?
Jesus spoke on many occasions about commitment. Look up the following references and explain what you think Jesus meant and what it means for you.

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<tr>
<th>Gospel reference to Jesus’ teaching</th>
<th>What does Jesus say about commitment here?</th>
<th>Explanation of commitment as used in the text</th>
<th>What is your view of this? What did the program make you think about this?</th>
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<td>Mark 12:30–31</td>
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<td>Luke 4:18</td>
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<td>Matthew 7:15–23</td>
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BEFORE THE PROGRAM
In small discussion and activity groups:
• What do we mean by “commitment”?
• Think of some examples (say five or more) of people who have shown commitment to something or someone, including commitment to justice for others.
• What motivates people to make commitments? Write down a brainstorm of your group’s thoughts.

Class discussion:
• Can there be commitment without it being total?
• Is anything less than total commitment good?
• How does one become totally committed?

Individual work:
• Make a note of some of your own commitments.
• Where have they come from? What strengthens these commitments?
• How does your commitment affect your behavior or actions?

DURING THE PROGRAM
Suggest that viewers think about:
• What motivates these two people to be committed?
• Is it easy or difficult for you to see why these people are committed?

AFTER THE PROGRAM
In small discussion and activity groups:
• “Debbe and James display ‘total commitment’ to the life they have chosen, based on the teaching and example of Jesus.” Do you agree or disagree? Give reasons for your answer.
• How was the sudden change in Debbe’s life brought about? Is this easy or difficult to explain? Why?
• What made James return to protest in Burma knowing that he faced punishment? Do you think this was courageous, stupid or both?
• In what ways are the stories of Debbe and James similar? In what ways are they different? Draw up a chart to show these similarities and differences.

Class discussion:
• How do you explain Debbe’s and James’ commitment to a God who cannot be seen?

Individual work:
• Would it be easy or difficult for you to be “totally committed” to something or someone? What are your reasons?
• Ask the group to focus their thoughts on either Debbe or James. They have to think of one event/occasion/time in that person’s life. After a couple of minutes, ask them to write a brief senses poem based on their thoughts, either from this person’s viewpoint or their own viewpoint as a bystander. Perhaps specify one line for each sense (more if you or they wish): what they could see, smell, taste, hear and touch. Ask them to add one more line on feelings or emotions.

ADDITIONAL QUESTIONS AND ACTIVITIES
• Discuss the problems of homelessness as a whole class.
• Read the extract from James’ journal with the class. What do these words tell them about him? How do they feel, listening to these words?
• In pairs, visit some of the websites about homelessness. Find out about an organization which helps the homeless because its founders are committed Christians. What do local Christian communities in your area do for homeless people?
• In small groups or pairs, develop the idea of commitment into a visual image that could be displayed on a poster, postcard or T-shirt. Students can base their ideas on the commitment of Debbe Santiago or James Mawdsley, or they may choose some principle, issue or cause to which they (or others) feel committed.

SPECIAL NOTE:
After this program was finished, James was released from prison after surviving 415 days in solitary confinement. He resolved to fight on to support the people of Burma.
PROGRAM SUMMARY
How can people find peace? What does it mean to be at peace? Can you get peace from friends, games, sport or religion? Theologian Dr. Robert Beckford unfolds Jesus’ teaching: that peace within comes from God.

Pam White was a policewoman at the time of a car bomb explosion outside Harrods in 1983. She remembers the explosion blowing her off her feet. Three of her colleagues were among the nine dead. Afterwards, Pam suffered severe stress and trauma because she lived and they didn’t. She tried various ways to ease the pain: shopping, holidays, drinking — always searching, unsuccessfully, for inner peace.

Then in 1990, a strong desire led her into a nearby church where she found a packed building and lots of joyful singing. She began to cry although she did not understand why. Two people asked if they could pray for her: it was her “first time.” She says, “I felt an overwhelming feeling of peace enter me.”

Pam feels people look for peace in the wrong places. For Pam, the teaching of Jesus in the Bible is as relevant now as it ever was. She believes God speaks to her when she reads Jesus’ words from the Bible. The peace that God gives her is a reality, but Pam believes that if she did not pray or go to church that peace would erode.

Key text “My peace I give to you. Do not let your hearts be troubled . . . .” John 14:27

1.56–9.18 minutes

Richard Williamson and Chris Womack, members of God’s Posse in Boston, talk of God’s giving inner peace in their community to young men with a violent and criminal past.

In 1989 Chris, a former gang member himself, was moved to tears by the killing of other young men. He felt compelled by his Christian faith to reach out to other gang members. He felt that God, who had helped him, could also bring them peace of mind in place of gang fights and their inner struggles. Richard, who had studied Jesus’ teaching at a Bible college, came to Boston from Pittsburgh. Together, they set up God’s Posse.

Richard and Chris go out to Boston’s streets to befriend gang members and offer them a way to inner peace with God. At the Department of Youth Services, they hold a Bible study for those who have been in trouble. God’s Posse member Reynaldo remembers the time when his old gang lifestyle stole his peace of mind. In desperation, he tried attending church. When a minister prayed with him, he felt an all-consuming feeling of peace fall on him.

Jesus said, “Blessed are the peacemakers.” God’s Posse trust God to look after them in danger and believe Jesus gives peace today. They see themselves as role models for others and say, “We are the bait. We are offering ourselves.”

Key text “Blessed are the peacemakers, for they will be called children of God.” Matthew 5:9

10.16–27.33 minutes
Peace and Violence
Participants may be aware of the “Peace Process” in Northern Ireland, with its aim to cease all violence in the province and on mainland Britain. The car bomb which exploded outside Harrods was part of the IRA’s violent political campaign. Throughout the world, we can see evidence of violent and aggressive acts which disturb “peace” and endanger millions. However, there is also evidence of people who work for peace.

In America, the Children’s Peace Pavilion has a school program which aims to develop peaceful schools and communities. It has identified four concepts of peace:

- **Peace for me**: helping children to look inside where peace begins.
- **Peace for us**: exploring positive relationships.
- **Peace for everyone**: encouraging children to appreciate differing cultures and exploring the possibilities of peace within groups.
- **Peace for the planet**: exploring our care of and responsibility for the planet.

Gang Culture
“Gang culture” is not a feature of the United States only but of towns and cities worldwide. Research in America has shown that gang behavior stems from the normal concerns of all adolescents — the needs for peer respect, to feel secure, to be accepted. The areas where gangs thrive are usually those where poverty and deprivation are concentrated — poor housing, low employment and poverty. Such areas are often characterized by high crime rates, violence and drugs. Gangs often identify themselves by wearing specific clothes. This can and has led to prejudice among the public and police, believing that gang members must be involved in crime. Research does show, however, that the crime rate usually rises where gangs are present.

God’s Posse works with and for gang members because of their belief in Jesus and his teachings.

Further information on gang culture can be found on the internet. You could start at [www.gangwar.com/picks.html](http://www.gangwar.com/picks.html) for links to other sites which give information on positive programs with gangs.


Learning Tasks
Consider different stories of how gang members’ lives have been changed through “an encounter with Jesus.” Discuss: what evidence is there that God can give people inner peace and change their lives today?

Examine these two case studies as examples of religious experience. When considering evidence for God, many believers use their own experiences. Do the experiences of Pam White and God’s Posse supply evidence for God? What kind of evidence? What kind of God?

Additional Video Resources
There are others who also work with gang members whose stories would be of interest. Some examples:

- Jackie Pullinger, a Christian who works with the street gangs of Hong Kong, as shown in the video *The Law of Love*).

- You might also want to use the classic film treating the bringing of the gospel to street gangs, *The Cross and the Switchblade*.

- A later follow-up film to *The Cross and the Switchblade* features former gang member Nicky Cruz and is titled *Run, Baby, Run*.

- The above three titles can be ordered through Gateway Films/Vision Video or on the web at [www.visionvideo.com](http://www.visionvideo.com)

- See page 32 for other video resources.
### Program 2: Inner Peace

**STUDENT WORKSHEET 2A: OPINIONS STATEMENT SHEET**

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<th>Strongly agree</th>
<th>Strongly disagree</th>
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**Inner peace really isn’t achievable today because there are too many tensions in the world.**

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**The best inner peace we can hope for is a little escape occasionally through partying and boozing.**

| 12345678910    |                   |

**I know someone who truly has inner peace.**

| 12345678910    |                   |

**I think I could really find inner peace if just one or two people in my world moved far away.**

| 12345678910    |                   |

**True inner peace can be found through the gospel of Jesus Christ and following him with all one’s heart.**

| 12345678910    |                   |

**The lack of inner peace is one of the biggest concerns in my life.**

| 12345678910    |                   |

**Inner peace is really best attainable through Prozac or some other drug.**

| 12345678910    |                   |

**I can honestly say that I have inner peace.**

| 12345678910    |                   |
(1) Do you agree with Pam that “people look for peace in the wrong places”?

(2) Do you think that God speaks to Pam when she reads the Bible?

(3) How have the lives of the members of God’s Posse been changed by the teaching and example of Jesus?

(4) Members of the Posse say that God protects people from harm. How do you explain their experiences?

(6) Does God really give people who believe in him the inner peace that Pam and the God’s Posse members talk about?

(7) Where do people find their own inner peace? What about your own sense of peace?

(8) Who is the greatest example of a person possessing inner peace that you are aware of?
Jesus spoke on many occasions about peace. Look up the following references and explain what you think Jesus meant and what it means for you.

<table>
<thead>
<tr>
<th>Gospel reference to Jesus’ teaching</th>
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<td>Luke 7:36–50</td>
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BEFORE WATCHING THE PROGRAM
In small activity and discussion groups:
• Brainstorm about all the words/phrases which include the word “peace.” For example: peacemaker, peace-keeper, give me some peace, war and peace, etc.

• Discuss whether peace has more than one meaning. What do you think it means? Feed back to the full group/class.

AS YOU WATCH THE PROGRAM
• What does “peace” mean to the different people in the program?

• How have the people in the program attained “peace”?

AFTER THE PROGRAM
As a class or in small groups:
• Discuss why God’s Posse acts as “peacemakers.” What makes this role so dangerous? What makes them trust God? How does God’s Posse understand the word “peace”? This may lead on to the pressure they feel from peers to behave in certain ways.

• Discuss Pam’s feelings after the explosion. How would you have reacted and felt in her situation? How did she try to find “inner peace”? Why was this important? What does “inner peace” mean to Pam?

• Identify people and/or situations that need peace: in your own family or school, your community, this country, somewhere else in the world.

• Select one of the above and describe how you think peace could come about.

• Most of the young people will remember the shock of the student killings at Columbine High School in Colorado. Discuss this incident in terms of “inner peace.” What so troubled the young men inside to drive them to such a crime? How do fellow students cope with such a tragedy? What does the whole incident make us ask about inner peace?

ADDITIONAL QUESTIONS AND ACTIVITIES
• Desmond Tutu worked against apartheid and for peace in South Africa for many years. This is part of a speech he made in 1991:

  Look at your hands — different colors representing different people. You are the rainbow people of God. You remember the rainbow in the Bible is the sign of peace. The rainbow is the sign of prosperity. We want peace, prosperity and justice, and we can have it when all the people of God, the rainbow people of God, work together.

  Referring to the Gospel texts on inner peace, describe and explain how the teaching and example of Jesus has influenced Desmond Tutu.

• Find out more about the Nobel Peace prize. Groups could discover the identity of and research one of the recipients of this award. What did they do to merit this recognition? Determine whether the recipient was influenced by the teaching and example of Jesus.

• Nominate and vote for people to receive their class’s “Nobel” Prize for Peace. Divide the class into groups. Each group to be given or choose a person (well-known nationally or internationally or, if they prefer, a local person). Research that person’s life and the contribution s/he has made to making peace on earth, then write a speech to nominate “their” person to the rest of the class, doing a short presentation about why they should receive the prize. When all presentations are complete, the class votes individually and secretly to award the prize.

• Discuss:

  There can be no assured peace and tranquility . . . . so long as want, frustration and a sense of injustice prevail among significant sections of the earth.

  General Dwight Eisenhower, former President of the United States
Two thousand years ago Jesus taught his followers that they could not love God and money. Is this still true today? Has the teaching of Jesus stood the test of time?
World Wide Message Tribe
Here is a report we received from an independent television journalist about the activities of the tribe:

The Eden Project

Wythenshawe is one of the biggest council estates in Europe and has all of the worst social problems associated with inner city life. Within this estate, the area known as Benchill is notorious for its prostitution, drive-by shootings, joy-riding and drug abuse of the worst kind.

Many different organizations have tried in their own way to clear up the crime and make the estate a safer and better place to live, so far without success.

For some years now, the World Wide Message Tribe music group have been running missions among the schools in this area. The immediate impact has been great, but long term, very few young people hold on to their new found faith. The pressures of life on the estate are simply too powerful.

The Eden Project is the Tribe’s answer to this problem.

Last year, 100 young Christians — individuals and families — moved out of their cozy middle class homes to live on the Benchill and other Estates. They decided that only a commitment on this level is ever going to give the kids of Wythenshawe a real chance of being touched by the Gospel and discipled to the point of maturity.

Now the neighbors are noticing the difference. Crime is down. The kids are different. People are painting their houses and working their gardens again. They want more of these “Christians” to move into the area because the whole atmosphere is changing. It’s a safer place to live.

During the ten days of Message 2000 (a concerted evangelistic campaign in the area run by the World Wide Message Tribe), the Swinton Estate had no recorded crime, and for the period from August to December, overall reported crime was down by 45%. Recently the police had a meeting with the Eden Project organizers to see how they could work together.

Some of the Christians volunteered to work in the local schools as “unqualified assistants.” The first two were so successful that the school gave them official teaching posts and asked if there were any more where they came from.

Honduras

- Honduras has a population of around 6 million people.
- For every 1,000 children born, 35 die before they are five years old.
- The wealth of the country can be measured by GNP per capita figures: 1996, $600 per person.
- Honduras spends about one third of all its money abroad on servicing debts to other nations and creditors.
- Honduras is recognized by the World Bank as one of the most “Highly Indebted Poor Countries.”

Catalina Martinez (right) at work in her garden bakery in Honduras

The World Wide Message Tribe
## Program 3: Money

### Student Worksheet 3A: Opinions Statement Sheet

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<thead>
<tr>
<th>Strongly agree</th>
<th>Strongly disagree</th>
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<td>1 2 3 4 5 6 7 8 9 10</td>
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<tr>
<td>There is nothing wrong with greed.</td>
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| 1 2 3 4 5 6 7 8 9 10 |  |
| Getting as much money as you can is really the key to happiness because then you can do what you want. |

| 1 2 3 4 5 6 7 8 9 10 |  |
| It is their own fault that the poor are poor. Let them work harder to get out of their poverty. |

| 1 2 3 4 5 6 7 8 9 10 |  |
| It is more blessed to give than to receive. |

| 1 2 3 4 5 6 7 8 9 10 |  |
| The rich are usually selfish, uncaring snobs. |

| 1 2 3 4 5 6 7 8 9 10 |  |
| God and Jesus loved to give and teach us to think that way too. |

| 1 2 3 4 5 6 7 8 9 10 |  |
| Reparations for slavery is a morally sound idea whose time is long overdue. |

| 1 2 3 4 5 6 7 8 9 10 |  |
| Everything — all we have — belongs to God. We are just stewards. |
(1) What do you know about Jesus’ own wealth? Was he rich or poor?

(2) List three or more of the things the World Wide Message Tribe do to try to be like Jesus.

(3) Is Simon (with his Porsche) following Jesus’ teaching? How? What does he think, and what do you think?

(4) Explain in a few words how Opportunity International tries to put Jesus’ teaching into practice.

(5) What did you like, and what did you dislike, about each of these two case studies?

(6) What questions did these two case studies make you think about?

(7) Was Jesus against the rich?

(8) Does money make you happy? What is the relationship between money and happiness? Do you know stories of the rich and miserable, or of the poor and joyful? What do you think?
Jesus spoke on many occasions about money. Look up the following references and explain what you think Jesus meant and what it means for you.

<table>
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<td>Luke 12:16–21</td>
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FURTHER EXPLORATIONS

More teaching and learning activities to get students thinking, talking and doing

PREDICTING THE ACTION

Plan to show the video with some pauses. Stop the stories a few minutes in and ask students to predict what will happen. This can be a good way of engaging their understanding.

World Wide Message Tribe: stop at the point where Simon is introduced, but before we hear about his Porsche (13.58 minutes). Ask, “What three things do you think he will contribute to the story?”

Opportunity International: stop at the point where people have talked about Hurricane Mitch, but before we see the work of Opportunity International (18.03 minutes). Ask what they think we’re going to get next. Many may say it will be handouts and blankets for the refugees. The rest of the film then seems more surprising.

BIBLICAL RESEARCH

Read and consider some of the key parables and incidents of Jesus’ teaching about money and wealth, drawing from the list below. Each of them sheds a perspective on money. If your group or class is large enough, you might want to assign different parables to various teams to explore separately. Give them time to read and discuss. Then reassemble in a group to report their observations and findings.

- Matthew 13:45–46
- Matthew 20:1–16
- Matthew 25:31–46
- Luke 12:16–21

- The pearl
- The workers in the vineyard
- The faithful or the unfaithful servant
- The final judgement
- The good Samaritan
- The rich fool
- The great feast
- The rich man and Lazarus

THOUGHT TRIGGERS

Here are a variety of quotations. You may want to select some to set forth for discussion. Alternatively, you might want to give students all of them and ask them to select the one that they

1. Agree with most,
2. Have the most difficulty with,
3. Need to give a lot more thought to.

- For the love of money is a source of all kinds of evil.
  1 Timothy 6:10
- The only safe thing to do with your money is to give away a bit more than you can afford.
  C. S. Lewis
- Earn all you can, save all you can, give all you can.
  John Wesley
- Money is like muck. No good unless it is spread around.
  Francis Bacon
- The gospel is not good news for the rich. The rich young ruler went away sorrowfully. What is the cost of discipleship for Christians in the wealthy world today?
  John Hull
- The poverty of spirit of the Sermon on the Mount is a total detachment from the material world. It is to recognize that everything comes from God.
  Bede Griffiths
- Possess nothing. This is the sublime height of divine poverty by which you possess the kingdom of God.
  Saint Francis
- If you love money, you will never be satisfied; if you long to be rich, you will never get all you want. It is useless.
  Ecclesiastes 5:10
- Do you really think I’m a material girl? I’m not. Take it, I don’t need money. I need love.
  Madonna
**PROGRAM 4: FORGIVENESS**

**PROGRAM SUMMARY**
How could a victim forgive a murderer? Would that ever be possible, or good? In South Africa, the injustices of apartheid sent people to prison, simply for seeking equality regardless of people’s skin color. Dr. Robert Beckford, theologian at the University of Birmingham, observes from Jesus’ teaching that “there’s no Christianity without forgiveness.”

**MENU**
Timings from title wall
00.00 Intro and vox pops
   Text: “Love your enemies . . . .”
   Expert comment
01.51 Case study: Joe Seremane
08.47 Vox pops
10.00 Text: “How often should I forgive?”
   Expert comment
10.42 Case study: Peter and Linda Biehl
27.21 Final questions and vox pops

**Key text** “Love your enemies. Do good to those who hate you.” Luke 6:27

1.51–8.47 minutes

Joe Seremane has had much to forgive. He tells what it was like growing up in apartheid South Africa. Joe resisted and was imprisoned on notorious Robben Island. This, together with his developing awareness of the suffering and unjust treatment of other black people in South Africa, caused him to lose his faith in God. He talks about finding faith again even while enduring torture and about “handing over his soul” to God. In doing this, he found hope and inspiration and prayed for the strength to forgive. Joe shares how Jesus’ example helped him not only to survive imprisonment but also learn to forgive the evils of apartheid from which he personally had suffered so badly. For Joe, Robben Island has now become a symbol of forgiveness.

**Key text** “How often should I forgive?” Matthew 18:21–22

10.42–27.21 minutes

Peter and Linda Biehl lost their daughter in a pointless murder attack. Amy Biehl was a young American research student working in South Africa, who had dedicated herself to helping to build a new South Africa. She died in a seemingly pointless attack by a group of black youths, her life wasted in a moment of evil.

Many people reacted with fury, but for Amy’s parents, the only possible response was to try to understand and to forgive. Although devastated, they recognized that the murder had sprung from years of repression and was not a personal vindictive attack against Amy.

Through putting into practice Jesus’ teaching on forgiveness, they have brought good out of evil. In memory of Amy, they have set up twenty projects aiming to restore self-esteem and hope to young South Africans.

The program includes footage from the Truth and Reconciliation Commission with Desmond Tutu and interviews with those convicted of Amy’s murder. The murderers themselves see the importance of expressing their sorrow: “I needed their forgiveness to go on living.”
Some Key Terms to Be Familiar With

Apartheid (apartness) was the national policy of racial separation in South Africa from 1948–1994. It denied non-whites political and social equality. Now apartheid has been abolished in South Africa. There they experienced one of the most remarkable transformations in history of national reform without the expected bloodbath.

Truth and Reconciliation Commission (TRC) – was established to investigate crimes committed during the apartheid era in South Africa. Chaired by Archbishop Desmond Tutu, hearings began in April 1996 and continued for two years.

Life Under the Apartheid Regime

An extract from Nelson Mandela’s speech at his trial in 1964: South Africa is the richest country in Africa and could be one of the richest countries in the world. But it is a land of extremes and remarkable contrasts. The whites enjoy what may well be the highest standard of living in the world, whilst Africans live in poverty and misery. The complaint of Africans is not only that they are poor and the whites are rich, but that the laws which are made by the whites are designed to preserve this situation.

White supremacy implies black inferiority. Legislation designed to preserve white supremacy entrenches this notion . . . . All lawful modes of expressing opposition to this principle [of apartheid] had been closed by legislation, and we were placed in a position in which we had either to accept a permanent state of inferiority, or to defy the Government. We chose to defy the law. We first broke the law in a way which avoided any recourse to violence; when this form was legislated against, and then the Government resorted to a show of force to crush opposition to its policies, only then did we decide to answer violence with violence.

During my lifetime I have dedicated myself to this struggle of the African people. I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities.

It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die.

Website

www.truth.org.za

Learning Tasks

• Research life under apartheid. Try this as a starting point: www.re-xs.ucsm.ac.uk

• List some of the injustices suffered by non-white South Africans.

• Discuss the ways in which oppressed people can bring about change.

• Contrast the life of a white and a black teenager living under apartheid.

• Watch video clips from films such as Cry Freedom or A Dry White Season, which show aspects of South Africa’s apartheid past, and consider the issues raised.

• Find out more about influential black leaders such as Steve Biko, Nelson Mandela, Archbishop Desmond Tutu or Frank Chikane.

• Consider the influence of leaders for good and evil in South Africa and other international situations.

• Note the ways in which the church is a strong force in South Africa. How does the Gospel liberate? How has it contributed to repression? What makes the difference?

• See if you can dig out some old news magazines at the library, dating back to the 1980s. Look up articles on South Africa. Try to get a sense of what the expectations were then for the future of that country.

Peter and Linda Biehl
**STUDENT WORKSHEET 4A: OPINIONS STATEMENT SHEET**

If someone is saying something hurtful to you or about you, then “turning the other cheek” is the best way of dealing with it.

If you “turn the other cheek,” people will think you are a pushover and mistreat you in the future as well.

Life is a matter of getting even, of hitting back, of dog eat dog . . .

Hatred will never edify; it will only destroy. Act out of anger, and things will only get worse.

If someone is not sorry for what they have done, then they should not be forgiven.

Forgiveness gets the poison out of the system and allows us to get on with life.

Forgiveness sanctions people to do what they want.

Forgiveness and reconciliation is the only way to bring good out of conflict.
(1) What struck you most about the people in the video?

(2) What questions did the two stories in the video make you think about?

(3) How would you expect Joe and others like him to feel about the way they were treated?

(4) Was Joe angry and bitter, or was he at peace and gentle? How do you explain this?

(5) Amy’s parents were devastated, but not angry, at the death of their daughter. Were you angry at them for not being angry?

(6) What did you notice in the program about the teaching and example of Jesus?

(7) What do you find hardest to forgive?

(8) Is it a strength or weakness to forgive people who cause us suffering?

(9) What differences does forgiveness make (to the one who’s forgiven and the one who forgives)?
Jesus spoke on many occasions about forgiveness. Look up the following references and explain what you think Jesus meant and what it means for you.

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FURTHER EXPLORATIONS

More teaching and learning activities to get students thinking, talking and doing

Joe’s Reasons to Forgive
Watch the clip of Joe’s listening to two great commandments and talking about his experiences and beliefs.
• What do you think Joe means by “the cross of pain” he carries?
• Why do you think Joe says he has to “learn to forgive”?
• Decide on one question you would want to ask Joe if you met him.

Joe’s Discovery
Start from Joe’s walking into the prison building.

Discuss:
• What did Joe realize in prison?
• What do you think makes a person “human”? Ask for definitions, examples, characteristics and ideas.
• Prisoners on Robben Island crushed rock, an activity designed to “crush” the spirit. What enabled Joe to survive and to forgive? What kind of things “crush” people today?
• Discuss the two ways of dealing with wrongs.
  a) the world’s way – “somebody slaps you, you slap back.”
  b) Christ’s way – “to resist hitting back . . . to forgive, try to embrace them. Through love they find out that they are doing you wrong.” Role play a situation with the two different responses. What does each achieve? Which is better?

Responses to Amy’s Death
• “Lord forgive them for they know not what they do.” Amy’s mother Linda quoted words spoken by Jesus Christ as he was nailed to the cross. Suggest some similarities between Amy’s death and that of Jesus. Why was forgiveness the only practical response for her parents?

Steps Towards Forgiveness and Reconciliation
1. Understanding — why and how the event happened, the background and the people who did it.
2. Acceptance — remorse on the part of the perpetrator, saying “I am sorry.”
3. Forgiveness — letting go of anger, hatred, bitterness, hurt. Joe describes forgiveness as “people holding hands, rectifying mistakes so that they can build a better future.”
4. Liberation — “when you forgive, you are freeing yourself from the event and enabling yourself to move forward with life on a positive level.”
5. Reconciliation — “embrace the person or nation and go forward together.”

Christianity Teaches:
• All people are valued by God.
• Love is more powerful than hate to change people.
• Love for God and love for humanity cannot be separated: they are two sides of the same coin.
• Forgiveness and reconciliation is the only lasting way to resolve conflict.
• Love for one another is the test for discipleship according to Jesus (John 13:35).

Quotations on Forgiveness
Forgiveness creates a space and climate of people coming together, holding hands, rectifying mistakes and building for a better future, so they don’t find themselves in that situation again.

Joe Seremane

Saying “I’m sorry”
Watch the clip of the Truth and Reconciliation Commission (TRC) — the parents speaking.
• Personal reflective activity: Think about a time when you have let yourself down, done or said something you regretted. How did you feel? What did you need to do in order to feel better? Some pupils may be prepared to share experiences, but this should not be expected.
• What are the benefits of saying, “I’m sorry” (for the culprit and for the victim)?
• How did the TRC put Christian principles into practice?

Questions for Reflection
In the light of the above quotations and ideas concerning the benefits of forgiveness:
• What difference does forgiveness make?
• Is forgiveness good for the forgiver or for the forgiven, or both?
**Bonhoeffer: Agent of Grace**
*A 20th-century true story of commitment.*

What is a moral person to do in a time of savage immorality? That question tormented Dietrich Bonhoeffer, a German clergyman of great distinction who actively opposed Hitler and the Nazis at great personal risk. His convictions eventually cost him his life at the hands of the Gestapo. Bonhoeffer’s last years, his participation in the German resistance and his moral struggle, are dramatized in this film. Starring Ulrich Tukur, Robert Joy, Johanna Klante and Ulrich Noethen. The film won top honor at the Monte Carlo Television Festival and ten other film awards. In letterbox format.
90 minutes, #3275, $29.99

**The Law of Love**
*Here’s a powerful story on inner peace.*

Twenty-two year old Jackie Pullinger could not get missionary society sponsorship, so she went on her own in the early 1960s to Hong Kong. There she began to witness amidst the drug-crazed vice and violence of the old “Walled City.” She started a youth outreach for heroin addicts and brought healing to desperate lives through prayer alone. This is a story that touches your heart as you see the power of the Holy Spirit at work. 51 minutes, #4150, $19.99

**The Cross and the Switchblade**
*Like God’s Posse, this one is a teen gang ministry.*

This special 30th anniversary release of the ever popular film tells the true story of the beginning of David Wilkerson’s work among the gangs of New York City and the dramatic conversion of the notorious street fighter, Nicky Cruz. This film is still used around the world to help young people find new life in Christ. 105 minutes, #4052 (In Spanish, #8029; in Russian, #4410), $19.99

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