



## **Sami Awad – Seeking a Lasting and Just Peace in the Holy Land**

### **Discussion Guide**

This resource is designed to help your small group or college class discussion. It's shaped to inspire you to consider new ways to understand the issues discussed in this video. You don't need to answer all the questions. Please allow time for discussion and response.

### **Materials**

1. Person Interviewed: Sami Awad
2. Theme of Video: Seeking a Lasting and Just Peace in the Holy Land

### **Preliminary discussion**

Consider the questions suggested below to start the conversation for your small group or college class. They'll consolidate the content of the video, after you've viewed it.

1. What were the major themes in this video?
2. How do those themes relate to your life and context?
3. Discuss the difficulties of the content. What was difficult to understand? Was there anything you would like to clarify with the group?
4. Theological method: How is the interviewee's theology and outlook informed and shaped by their practical ministry and context? What approaches do they take in understanding God in the context of their daily life and ministry?

## Explore and apply

Explore the major themes raised in the video. Critically engage with the theology. Consider the questions that respond to the issues raised in your preliminary discussion. Apply the answers to these questions in your own setting. Ensure the discussion is specifically drawing on your local setting. Make sure the discussion is relevant to the lives of faith for your small group or college class. Encourage relevant and thoughtful examples from each participant.

1. Sami Awad is the Executive Director of the Holy Land Trust. Why was the Holy Land Trust established, and what is its purpose? See: <http://www.holylandtrust.org/>
2. What are the key principles of nonviolence?
3. What biblical or theological ideas or stories are key for the theology and practice of nonviolence?
4. How can these principles be lived out in practice?
5. What barriers and challenges exist, that prevent peace?
6. What are the key things that Sami learned from his uncle Mubarak Awad about nonviolence?
7. What other great leaders and visionaries of the global nonviolence movement have inspired Sami, and why?
8. What are the key programs and projects of the Holy Land Trust, and why does it pursue these? See: <http://www.holylandtrust.org/programs--projects.html>
9. What is Sami's hope and dreams for the Holy Land and its people?
10. Where does he see signs of hope?
11. What role does religion and faith play in peacemaking and nonviolence?
12. What call should religious leaders make to their communities (especially with regard to peace, justice, reconciliation, and nonviolence)?
13. How can you learn about Israel, Palestine, the Palestinian Territories, Jordan, and the wider region?
14. How can you partner with the Holy Land Trust and other organizations seeking peace and justice and reconciliation in the Holy Land?

## Informing Community

Facilitate the space for your group to respond to the discussion. You might consider this section as a personal time of written journal responses to the following questions.

1. What is God encouraging our group and me, to do?
2. In response to the issues raised in the video, what are areas I want to ask God for forgiveness in? How do I need to change? What does God want me to stand up for?
3. How do I need God to minister to me and my community, for us to better engage with the contextual issues of our community?
4. How can I gain a better understanding of the issues discussed in this video? What do we ask that God would do in our hearts?

## Prayer

Spend time in prayer over what you've learnt.

Invite the ministry of the Holy Spirit to clarify, heal, and inspire change for your participants and communities.

## Links

**Website:** [www.theglobalchurchproject.com](http://www.theglobalchurchproject.com)

**Book:** Graham Hill, *GlobalChurch: Reshaping Our Conversations, Renewing Our Mission, Revitalizing Our Churches* (IVP Academic, 2016)