

12 neighbors: Discussion Guide

Week One : Understanding Poverty

Note: In this episode, you will hear briefly from several "neighbors" whose stories we will get to know more fully throughout the course of the next six episodes.

Pre-Film Question

Read Mark 12:30-31 and Galatians 5:14

"Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. The second is this: "love your neighbor as yourself." There is no commandment greater than these."

Mark 12:30-31 (NIV)

"For the entire law is fulfilled in keeping this one command:

"Love your neighbor as yourself."

Galatians 5:14 (NIV)

Before watching the film, discuss as a group;

Who is your neighbor (*characteristics, etc.*) and what does it mean to love your neighbor as yourself?

Also, for your first meeting, you might consider starting with introductions and asking each person to share their goals for being part of this discussion group.

Watch the "Understanding Poverty" episode 1

Discussion Questions

1. What are your initial thoughts, impressions or takeaways from the film?
2. In what ways did the film challenge your personal definition of who **your neighbor** is?

Optionally, you could read/discuss Luke 10:25-37, the story of the Good Samaritan, which addresses this very question, "who is your neighbor".

3. For you, how important is this question **"What does it mean to love your neighbor?"**, and what are the biggest challenges in living this out?

4. In what ways did the film inform or challenge your understanding of what poverty is?
5. How did the film challenge your assumptions around why someone might be poor or marginalized? How does your understanding influence how you might help?
6. Can you share a story where you were in a situation where receiving help from someone made you feel weak, or ashamed, or powerless? What would it be like to experience this daily? How would it affect your sense of identity and value?

Father Gregory Boyle: "The principal suffering of the poor throughout history and scripture is shame and disgrace."

Julie regarding the food bank: "it felt very undignified. I just felt really gross after."

Victoria: "In our society those kind of labels, when you start buying into that stuff, you start losing dignity and respect for yourself and you start believing that stuff."

Nikki: "It makes people feel less than. It makes people feel unimportant. It makes people feel as if they have no control over their lives."

7. What did you think of the film characters' definition of what it really means to love your neighbor? What resonated the most with you?

Josh, "It's not something you can throw money at. You have to throw your time."

Jenny, "It's showing them that they are worthy of you stopping, and listening, and sharing your stories together."

Andy, "It starts with humility. You have to come into the relationship assuming you don't have the answers."

Del, "Your neighbor could be your enemy too. You've got to break bread with people, man!"

Father Greg, "It was the imagining of a circle of compassion with nobody outside of it." And "the neighbor is the other. The neighbor is the one who is outside... and that's radical."

Nikki, "we are asked to serve in our workplaces, in our families, in our friendships, in our churches, in our communities"

Assessment

Assess the priority that **“loving your neighbor”** currently holds in your life. How do you feel about it? Are there changes you'd like to make in order to make this more central to your lifestyle?

Action

Spend time this week reading scripture about God' heart for the poor and marginalized and how He calls us to respond.

Suggested Passages on **“loving your neighbor”**

Isaiah 58

Isaiah 61:1

Jeremiah 22:3

Jeremiah 22:15-16

Matthew 19:21

Matthew 25:35-40

Luke 4:18-19

Luke 10:25-37

Luke 11:41

Luke 12:32-34

Luke 14:15-23

Luke 18:18-22 NET

John 21:15

1 Corinthians 13:3

Galatians 2:10

James 1:27

James 2:8

James 2:17-18

1 John 3:17

1 John 4:20

12 neighbors Discussion Guide

Week Two : Spend Yourself

Consider how a material-only handout, i.e. giving food, without relationship, might heighten someone's feelings of shame and disgrace. Consider how listening and getting to know someone might help someone feel valued and heard.

Pre-Film Question

Read Isaiah 58:10-12

*"And if you spend yourselves in behalf of the hungry
and satisfy the needs of the oppressed,
then your light will rise in the darkness,
and your night will become like the noonday."
Isaiah 58:10 (NIV)*

Discuss as a group: What does it mean to "**spend yourself**" in v.10?

Watch the "Spend Yourself" episodes 2A + 2B

Discussion Questions

1. What are your initial thoughts, impressions or takeaways from the film?
2. In the film, Andy says, "*the biggest problem these kids face is a lack of expectations*". Why is this a problem and why might it be connected to material poverty (living in a low income community)?

Many people, especially those in developed nations, view poverty primarily as a material problem (lack of money or resources) and often respond to needs by donating money. Donating is a great thing, but money alone doesn't solve poverty. In fact, a material-only approach to poverty can cause harm by (a) presuming we know what people need and misdiagnosing the situation, (b) increasing feelings of shame and low self worth by jumping in with money to solve the problem, and inadvertently communicating that they don't have any assets/strengths worth building upon, and (c) directing them toward dependence, and delaying the path to a sustainable solution that breaks the cycle of poverty.

As you watch the films, think about what it means to "spend ourselves", in relationship, vs. helping by donating money.

3. Amir says “money is not going to fix their vulnerability; love is going to fix their vulnerability.” and, “building a relationship with them is really important.”

Jenny says, “we didn’t need money to go into the neighborhood. We needed to spend ourselves.”

Compare and contrast the benefits and challenges of **spending yourself** versus taking a material or financial approach to helping? What is the cost? What are the benefits?

4. Sarah says, “It’s not that I’m an expert on anything, really. It’s just that I can talk to them and tell them that I’m there.”

Josh and Jenny said, “How do you create a plan for people you don’t know?”.

Amir started out with a plan: “At first my idea was...” but then changed, “so we had the format the way they wanted.”

Why is it our tendency to feel that we need to be the experts and to propose solutions ourselves, rather than listening, letting people set their own goals, find their own solutions and supporting them through relationship?

5. Read *Isaiah 58:10-12* again, and *1 Cor 13:3*. Discuss the impact and benefit to our own spiritual life when we **spend ourselves**?

Assessment

Assess in your own life, what “**spend yourself**” investments you are making at the moment. Are you mostly giving financially or giving relationally? Are you stepping outside your relational circle to connect with those who are “**outside the camp**” (hungry, oppressed, marginalized - *Isaiah 58:10*)? What gets in our way and keeps us from helping others? Discuss as a group.

Action

Take some time out of your week to intentionally go out of your way to **spend yourself** by making time to just listen and learn about someone else’s story or situation. Try to apply the principles from the film: listening and learning, not prescribing any solutions, and putting aside any assumptions or prejudices you might carry with you into this conversation. Just listen, and demonstrate that they are worth you stopping and listening to their story.

12 neighbors Discussion Guide

Week Three : Do Development

Pre-Film Question

Read Leviticus 23:22

*"When you reap the harvest of your land,
do not reap to the very edges of your field or gather the gleanings of your harvest.
Leave them for the poor and for the foreigner residing among you.
I am the Lord your God."
Leviticus 23:22 (NIV)*

Why does God ask that the farmer to leave a portion of their harvest (gleanings) in the field for the poor and foreigner to gather for themselves, rather than asking the farmer to donate a portion of their harvest to the poor?

Watch the "Do Development" episodes 3A + 3B

Discussion Questions

1. Any initial thoughts, impressions, or takeaways from the film?
2. Why do you think Del Seymour makes these contrasting points about his community's need for food vs their need for **hope**, **dignity** and **opportunity**?
 - (a) Del says, "Don't bring us food – we got enough food"
 - (b) Del says, "There are two things we don't have in this neighborhood. We don't have **hope**, and we don't have **dignity**. If you want to give people **hope** and **dignity** you have to give them opportunity, to improve their situation."
3. How do you help create opportunity? How did they do that in these films?

Pastor Sean repeats a similar idea when he says, "If you only do that (give them food), they'll always be returning for that. We need to teach them how to fish."

*Del and Sean are both speaking to the differences between **relief** work and **development** work.*

***Relief** is defined as the immediate and temporary provision of emergency aid to help victims of a natural or man-made disaster. According to the Chalmer's Group, "Relief is the first response that comes to most people's minds when they see the suffering of others."*

***Development** is "a slow, ongoing process of change. It involves addressing large, foundational problems that are not quickly or easily fixed " with the goal of long, lasting change. While relief is often done to and for those in crisis, development is done with those who are in a longer term situation of need.*

4. Read the table below, and discuss any impressions you have about the difference between **relief** and **development**:

	Relief	Development
What are they?	Immediate and temporary provision of emergency aid to help victims of a natural or man-made disaster.	A slow, ongoing process of change that addresses large, foundational problems with the goal of lasting change.
When are they applied?	Immediately in response to emergency situations such as natural or manmade disasters. Only applied when the local people/government/aid cannot take the work on themselves.	Can take place after recovery from a disaster, or during any normal circumstance.
How long do they last?	Should only be temporary, during crisis. Should not be applied repeatedly or over-extended.	An ongoing process.
Where do the resources come from?	Resources typically come from the outside.	Resources and assets from within are identified and activated.
Who leads the work?	Typically, people from the outside.	The individual or community experiencing poverty or marginalization are in the best position to lead and come up with their own goals. Outside helpers can accompany them on their path towards their goals, not prescribe solutions.
What are the goals?	Immediate relief from disaster; to ensure that people survive the disaster.	Long lasting change that addresses foundational problems.
What are the outcomes?	The community gets through the disaster until they are able to return to their normal way of life. When overextended, relief can result in dependency. Over-extended, outside help, can damage local capacity and economy.	Foundational problems are addressed and fixed, the community continues the process of development and can continue and carry out the projected started on their own. The community is independant and the project is sustainable.

5. According to Jobs for Life's research, the church spends the majority of its **love your neighbor** efforts by doing relief work or providing financial aid. Why do you think that is? What do you think of the Jobs For Life idea of **"flipping the list"** and starting with the ideas at the bottom of the list (below)?



6. Discuss the relative impact that relief vs development has on the different aspects of poverty: material, spiritual, social, mental, and also poverty of circumstance vs poverty of identity.

Impacts of Over-extending Relief

- (a) Families/communities become accustomed to receiving relief.*
- (b) They do not learn to meet their own needs.*
- (c) They become dependant on outside help.*
- (d) Relief teams may feel they can fix/solve problems.*
- (e) Relief teams may offer solutions that are not helpful or are perhaps harmful.*
- (f) Individuals/families/communities may feel obligated to accept this "unhelpful help" as they fear losing the help and support they have become dependant on.*
- (g) Rather than feel empowered, individuals/families/communities feel as though they have no gifts, skills, assets to offer and that they are not able to help themselves, negatively impacting their sense of self.*

7. Can you think of a situation in the past, where you've responded to a need with relief, and try to think of how you could have responded with a more development mindset?

For example, giving a hungry person a sandwich and walking away vs. sitting down with them, asking their name and learning about them first to get to know them.

Assessment

Assess in your own life and your church or community: is the work that you are doing to help the poor and marginalized in your community primarily relief or development based? What can you, and/or your church do to take steps towards doing development work that can result in lasting change in your community?

Action

Pick a well known or well established initiative or charity in your community i.e. a food bank, a hot meal service, outreach center, etc. Go observe and try to identify areas where perhaps relief is being over extended and/or opportunities for development exist. Come back next week ready to discuss it.

¹ <https://www.chalmers.org/news/entry/relief-and-development-the-distinction-is-more-than-academic>

² Same as above

³ McKnight, John; Kretzmann, John (1996). *Mapping Community Capacity (PDF) (Report) (Revised ed.)*.

12 neighbors Discussion Guide

Week Four : Start with Strengths

Before watching the film, familiarize the group with the concept of Asset Based Community Development.

Asset Based Community Development (ABCD) or Asset Based Community Driven Development as it is sometimes called, is grounded on three principles:

1. Everyone has gifts
2. Everyone has something to contribute
3. Everyone cares about something and that passion is their motivation to act

ABCD would have us focus on a person or community's gifts or strengths, rather than on their problems or deficits. It uses the strengths and assets of the community as a resource for development, empowering them to use the skills they already possess. ABCD involves assessing the resources, skills, and experience available in a community; organizing the community around issues that move its members into action; and then determining and taking the appropriate action.

Pre-Film Question

Read and discuss *Matthew 6:26*, *Luke 6:20*, and *1 Cor 1:28*

*"Look at the birds of the air;
they do not sow or reap or store away in barns,
and yet your heavenly Father feeds them.
Are you not much more valuable than they?"
Matthew 6:26 (NIV)*

*"Blessed are you who are poor,
for yours is the Kingdom of Heaven"
Luke 6:20 (NIV)*

*"God chose things despised by the world,
things counted as nothing at all,
and used them to bring to nothing what the world considers important."
1 Cor 1:28 (NLT)*

In the scriptures, God frequently affirms all peoples' value, and his promise of provision. Why might we often view the poor as having less value, or less strengths, or less blessings, or gifts than others? Why might the poor, in fact, have unique strengths, special blessings and special insights that the rest of us don't, and what might we have to learn from them?

Watch the "Start With Strengths" episodes 4A + 4B

Discussion Questions

1. Discuss any initial thoughts, impressions, or takeaways from the film?
2. When discussing the welfare system Jorge states, *"it's a system that's really designed (for families) to showcase their deficits. Families have to show how poor they are how broken they are, and only then will they get access to the resources that they need."*

What would happen if we started by looking at a person or a community's assets and strengths instead of their deficiencies and problems?

FII facilitator Victoria discuss the impact the shift has on individual's poverty of identity: "They all felt that everybody just wanted to look at them based upon where they were right now. That is feeling poor, not just from a living perspective but from a mindset. Now... they don't have that deficiency mindset."

Jesus from FII says, "At FII when we start with people's strengths and goals, you begin to see the richness and the activities of what people are doing for themselves already."

3. What are the things we have to do differently if we are to **start with strengths**?

Consider discussing the difficulty of untraining yourself that we have to come up with solutions to other people's problems. As Maria Jaurez says, "we, families, have to be empowered ourselves, because we are the ones who have lived the reality."

4. Can you think of an example in your life where transformation resulted from someone seeing and reaffirming someone's strengths and potential?

Marco of Homeboy Industries says, "That day I walked in here, Father G did see that. He said 'I see a lot of good in you son. You are going to be somebody.'"

5. Discuss an example of relief-based or development-based work, perhaps in your community. What could you change to shift this work towards an **ABCD**¹, or **start with strengths** approach?

6. Read the introductory verses again to this section, and discuss this quote by Father Gregory Boyle,

"These are the folks who know what it's like to have been cutoff. And, because they have suffered in this particular way, God thinks they are trustworthy guides, to lead the rest of us. People are always wanting to go to the margins to make a difference, whereas I think we are being invited to go to the margins so that the folks at the margins make us different. That turns the whole thing on its head, because suddenly we are not rescuing and saving them. It's quite the opposite."

¹ McKnight, John; Kretzmann, John (1996). *Mapping Community Capacity (PDF) (Report) (Revised ed.)*. Evanston, IL: Northwestern University Institute for Policy Research.

² **ABCD** was developed by John L. McKnight and John P. Kretzmann. Read more about it in their co-authored book, *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets* (1993).

Assessment

We all have our own gifts, strengths, and assets. Assess your own strengths & assets as individuals and as a team (12 Neighbors Group), and those of the community you live in. These will eventually help guide you as you begin to explore what you as a group would like to do, and what you are best suited to take on for your own community work.

Action

Intentionally engage with someone in a poor or marginalized situation with the goal of uncovering their assets and their strengths through listening. Then, when you discover the strengths & assets, affirm them as a person (their value, their strengths). Don't try to solve anything. Come back to the group with what you've learned from that experience.

12 neighbors Discussion Guide

Week Five : Creating Context for Community

Pre-Film Question

Read *Ephesians 4:16*

*"He makes the whole body fit together perfectly.
As each part does its own special work,
it helps the other parts grow,
so that the whole body is healthy and growing and full of love."
Ephesians 4:16 (NLT)*

Have you ever come across a need, or seen someone in need, and wanted to help, but felt ill-equipped to help, and/or just didn't know what to do, or felt like it wasn't your place to help?

Should we think of "**love your neighbor**" as an individual thing, or as something we should be doing together as a body?

As you watch the film, think about this question,

In responding to a need in our community, how can we learn to create a context so that we can be legitimately involved with the people in need, and activate all of the gifts of the body to help?

Watch the "Create Context for Community" episodes 5A + 5B

Discussion Questions

1. Discuss any initial thoughts, impressions, or takeaways from the film?
2. Looking at TK's process (p2), he started by seeing the need of the children living on the streets, and then one day turned his car around, which was just the starting point. What are some principles he followed in order to create a context for community with the kids he saw on the street?

TK's process:

- (a) *Seeing the Need:* Tk, "So one day I was just returning from dropping my brother off at the bus station, and when I got here I realized there were some kids laying next to this wall by the mall. And, when I saw them I was a bit conflicted...I wasn't sure what to do."
- (b) *Taking the First Step:* Tk turned his car around and started a conversation / listening / learning..
- (c) *Started the Relationship/Building Trust:* Tk, "I decided every weekend I would make some rice and come hang out with them on the streets...I made a promise to myself that I would be consistent – show up every weekend - even if they don't talk to me."
- (d) *Looked at his context and resources and began **building a context for community with the kids and his students:*** Tk, "At the time I started working at Ashesi University, and I had all these students coming into my office talking about being the next generation of leaders in Africa looking to transform the continent ...it was all in the classroom. Why don't I challenge these students to step into places where there are no answers, into places where it is not comfortable to be a leader."
- (e) *Created Futher Context:* Tk, "The students created arts and crafts, literacy and sports programs", to further create a legitimate context for community with the kids on the streets.

3. After seeing the kids on the street TK said, "I went back to where the kids were. And as I drove closer my heart started beating faster... I didn't know what questions to ask them." Have you ever had a similar experience of wanting to help but being overcome by fear and discomfort? How do you overcome fear and discomfort?

Nikki says, "What I've experienced in my own life, is that you have to embrace that discomfort of leaving your area of expertise, your comfort zone, and you have to be brave enough to go beyond whatever that physical or mental barrier is to get to where the other people are."

4. Dr. Derenda, in speaking about helping foster children, and aging/seniors said, "I saw that it was the community that heals". What are all the benefits of partnering with other people in community to address each other's needs?

Consider discussing (a) The power of bringing the gifts of an entire, diverse team to address a need together and also how a context helps you share the work, have healthy boundaries, and avoid burnout.

5. Sometimes it is important to create your own initiative, as FOA and Bridge Meadows did, other times it is important to partner with existing initiatives. How do you discern when it is best to create a new context, or partner with an existing group?
6. Some contexts might be elaborate and require lots of resources, and others might be simpler forms. As a group, brainstorm some simple forms of community that could be initiated by even two or three friends.

Assessment

Suppose you were to create a new context with your 12 Neighbors group. What unique skills would you be passionate about bringing to such a group? What boundaries or limitations should you keep in mind to remain healthy and avoid burnout?

Action

Identify some needs in your community that your 12 Neighbors group is passionate about helping with. Brainstorm as a group and make a list of possible initiatives you could create, and also identify some existing initiatives in your community that you think you could learn from. Two weeks from now is your **action weekend**. Discuss and plan as a team what activity you will do for your action weekend. Choose a few options and prioritize them in order of preference. Then, assign team members to contact the organizations, starting with your first choice, to see if they are interested in having your team join them and learn from them for your activity week/weekend

12 neighbors Discussion Guide

Week Six: Understanding Systems of Injustice

Pre-Film Question

Read and discuss *Isaiah 42:3*

*"A bruised reed he will not break,
and a smoldering wick he will not snuff out.
In faithfulness he will bring forth justice;"
Isaiah 42:3 (NIV)*

What is the biblical definition of justice, according to this verse? How does it differ the traditional definition of justice (*i.e. retributive justice, restorative justice*)?

Watch the "Understanding Systems of Injustice" episodes, 6A + 6B

Discussion Questions

1. Discuss any initial thoughts, impressions, or takeaways from the film?
2. Shaun Loney says, "At the same time on the reserves, the government was working equally hard to take the Indian out of the economy." The rules were all set up to benefit outside companies and to suppress local economy. And, "what happened after that, is we had all these refugees. Economic refugees." How do the current systems continue to lock certain people out of the economy and how do we change that?
3. Discuss any insights or observations you had about the connection the film made between:
 - (a) food insecurity and health
 - (b) poverty and dysfunction (alcoholism, abuse, crime, unemployment)
 - (c) loss of culture and poverty of identity
 - (d) colonialism and exclusion from economic opportunity
 - (e) racial discrimination and poverty

4. Systemic issues are hard to solve. Food insecurity and Indigenous justice issues are long standing problems. What do you think of the solutions proposed in the film?

Shaun says, Build Inc. "Does what I believe to be Canada's defining issue: connecting the people who most need the work to the work that needs to be done."

Jerry says, "The government has to take down the barriers to employment for all people."

Syma says, "This is a community space first, and a service provision space second. And I think there is a lot of dignity in that approach, about centering the conversation around community."

Syma says, "Everybody has the right to good food. Everybody has the right to fresh food. And we want to make sure that there's a space in our community members lives where they are reminded of that,"

5. Discuss the traditional food pantry/bank system. In what ways is it helpful? In what ways is it harmful and why?
6. How does being aware of systems that keep people stuck in poverty, help us to change our behavior to not reinforce these systems? How does becoming aware of systems that privilege and benefit you—while keeping others stuck in poverty—change your thinking about our own privilege?
7. How do we as ordinary people, affect systemic change?

Assessment

Assess your own lifestyle: Are there ways in which you might be perpetuating or participating in a system of injustice, perhaps unknowingly? Are there things you can do differently? What role has the church played in systems of injustice? Are there things it can do differently?

Action

It's hard to influence a system if you don't yet understand it. This week, educate yourself about a particular unjust system that you are curious about. We have included book and film resources below:

Resource List on Systems of Injustice

There are many more resources and systems of injustice out there, and often these different "systems" are heavily interwoven, but here is a place to begin:

Charity & Philanthropy

Films

Poverty Inc. Michael Matheson Miller. 2014.
Helping Without Hurting: The Small Group Experience, The Chalmers Center, <https://www.chalmers.org/media/category/whh-small-group-experience>.

Books

Toxic Charity: How Churches and Charities Hurt Those They Help (And How to Reverse it), Robert D. Lupton.
Walking With The Poor: Principles and Practices of Transformational Development (Revised and Expanded Edition), by Briant L. Myers
Charity Detox: What Charity Would Look Like if we Cared About Results, Robert D. Lupton.
Against Charity, Julie Wark and Daniel Raventos
When Helping Hurts, Steve Corbett
Helping Without Hurting: In Short-Term Missions, Steve Corbett and Brian Fikkert
Helping Without Hurting: In Church Benevolence, Steve Corbett and Brian Fikkert
Philanthropy in America: A History, Oliver Zunz
Do Good Better, William MacAskill
The Givers: Wealth, Power, and Philanthropy in a New a New Gilded Age, David Callahan

Child Care

Films

A World Without Orphans, Dianne Becker (2015)
The Dying Rooms, Kate Blewett and Brian Woods (1995)
Children of the Cradle - Documentary on Romanian Orphan Adoption- KTVK, Eric Blumer (1991)
Mother India, Raffaele Brunetti (2011)
A Girl Like Her, Ann Fessler (2012)
Foster Shock: Failing Florida's Children, Mari Frankel (2016)
Tashi and the Monk, Andrew Hinton and Johnny Burke (2014)
Our America with Lisa Ling-Children of the System (2014)
China's Lost Girls with Lisa Ling, Allan Mayers (1985)
The Drop Box, Brian Ivie (2015)
Dark Matter of Love, Sarah McCarthy (2012)
Feeling Wanted, Yasmin Mistry (2015)
Stuck, Thaddaeus Scheel (2013)
We Are Together, Paul Taylor (2008)
Wo Ai Ni (I Love You) Mommy, Stephanie Wang-Breal (2010)
Tough Love, Stephanie Wang-Breal (2014)
Children Underground, Edet Belzberg (2001)

Books

To the End of June: The Intimate Life of American Foster Care, Chris Beam.
Silent Tears: A Journey of Hope in a Chinese Orphanage, Kay Bratt.

Orphan Justice: How to Care for Orphans Beyond Adopting, Johnny Carr.
The Brightness of Stars: Stories of Adults who Came Through the British Care System, Lisa Cherry.
The Lost Daughters of China: Adopted Girls, Their Journey to America, and the Search for a Missing Past, Karin Evans.
The Girls Who Went Away: The Hidden History of Women Who Surrendered Children for Adoption in the Decades Before Roe V. Wade, Ann Fessler.
One Child: The Story of China's Most Radical Experiment, Mei Fong.
China's Hidden Children: Abandonment, Adoption, and the Human Costs of the One-Child Policy, Kay Ann Johnson.
Romania's Abandoned Children: Deprivation, Brain Development, and the Struggle for Recovery, Charles A. Nelson, Nathan A. Fox, and Charles H. Zeanah.
Home Away From Home: The Forgotten History of Orphanages, Richard B. McKenzie.
Romania for Export Only: The Untold Story of the Romanian Orphans, Roelie Post.
Abandoned For Life: The Incredible Story of One Romanian Orphan Hidden From the World : His Life. His Words, Izidor Ruckel.
Orphans of the Living: Stories of America's Children in Foster Care, Jennifer Toth

Wealth Inequality

Films

Living on a Dollar, Chris Temple, Zach Ingrasci and Sean Leonard (2013)
Requiem for the American Dream, Kelly Nyks, Peter D. Hutchison, Jared P. Scott (2015)
The Divide, Katharine Round (2011)
Inequality for All, Jacob Kornbluth (2013)
Park Avenue: Poverty, Power, and the American Dream, Alex Gibney (2012)
Roger & Me, Michael Moore (1989)
Banks and the Poot, Morton Silverstein (1970)
American Dream, Barbara Kopple (1990)
Inside Job, Charles Ferguson (2010)
Capitalism: A Love Story, Michael Moore (2009)
Down and Out in America, Lee Grant (1986)

Books

The Spirit Level: Why Greater Equality Makes Societies Stronger, Kate Pickett and Richard Wilkinson.
The Great Divergence: America's Growing Inequality, Timothy Noah
The Divide: American Justice in the Age of the Wealth Gap, Matt Taibbi
Global Inequality: A New Approach for the Age of Globalization, Branko Milanovic
Inequality, Tony Atkinson

Education

Films

It's About to Get Uncomfortable: Education in America, Matt Beaudreau, TEDTalks (2015).
Race to Nowhere, Vicki Abeles and Jessica Congdon (2010)
Waiting for Superman, Davis Guggenheim (2010)
Dropout Nation, Frank Koughan (2012)
On the Way to School, Pascal Plisson (2013)
Girls of Diraja, Deborah Rick (2010)
School of my Dreams, Deborah Rick (2012)
Girl Rising, Richard E. Robbins (2013)
Omarina's Story, Mary Robertson (2014)
Separate and Unequal, Mary Robertson (2014)

Survivor's Remorse: When a Black Kid Receives a White Education, Kandice Sumner, TEDTalks (2016).

Books

Hope Against Hope, Sarah Carr.

Savage Inequalities, Jonathan Kozol

The School Revolution: A New Answer for Our Broken Education System, Ron Paul.

I Am Malala: How One Girl Stood Up for Education and Changed the World, Malala Yousafzai.

Fashion & Clothes manufacturing

Films

Machines, Rahul Jain (2016)

The True Cost, Andrew Morgan (2015)

Books

The Dirty Side of the Garment Industry: Fast Fashion and Its Negative Impact on Environment and Society, Nikolay Anguelov.

Threads: Gender, Labor, and Power in the Global Apparel Industry, Jane L. Collins.

Fashion and Sustainability: Design for Change, Kate Fletcher and Lynda Gross.

Advocacy Across Borders: NGOs, Anti-Sweatshop Activism and the Global Garment Industry, Shae Garwood.

The Power to Choose: Bangladeshi Garment Workers in London and Dhaka, Naila Kabeer.

Naked Fashion: The New Sustainable Fashion Movement, Safia Minney.

Making Sweatshops: The Globalization of the U.S. Apparel Industry, Ellen Israel Rosen.

Slaves to Fashion: Poverty and Abuse in the New Sweatshops, Robert Ross.

To Die For: Is Fashion Wearing Out the World?, Lucy Siegle.

Fugitive Denim: A Moving Story of People and Pants in the Borderless World of Global Trade, Rachel Louise Snyder.

Food

Films

A Place at the Table

We Feed the World, Eric Wagenhofer (2005)

Thought for Food, Max Maloney and Oscar Verpoort (2013)

Dive! The Film, Jeremy Siefert (2009)

Food Chains, Sanja Rawal (2014)

Food Inc., Robert Kenner (2008)

Fresh, Anna Sofia Joanes (2009)

The Future of Food, Deborah Koons (2005)

Just Eat It: A Food Waste Story, Grant Baldwin (2014)

Unbroken Ground, Christ Malloy (2016)

Books

The American Way of Eating: Undercover at Walmart, Applebee's, Farm Fields and the Dinner Table, Tracie McMillan

The Stop: How the Fight for Good Food Transformed a Community and Inspired a Movement, Nick Saul

Stuffed and Starved, Raj Patel.

Enough: Why the World's Poorest Starve in a World of Plenty, Roger Thurow and Scott Kilman

The No-nonsense Guide to Food, Wayne Roberts

The Politics of Food: The Global Conflict Between Food Security and Food Sovereignty, William D. Schanbacher

American Wasteland: How America Throws Away Nearly Half its Food (And What we Can do About it), Jonathan Bloom
The Urban Food Revolution: Changing the Way we Feed Cities, Peter Ladner
Diet for a Hot Planet: The Climate Crisis at the End of Your Fork and What You Can do About it, Anna Lappe
WASTE: Uncovering the Global Food Scandal, Tristram Stuart

Health & Healthcare

Films

Bending the Arc, Kief Davidson and Pedro Kos (2017)
Money-Driven Medicine, Andrew Fredericks (2009)
Escape Fire: The Fight to Rescue American Healthcare, Susan Froemke and Matthew Heineman (2012)
Sicko, Michael Moore (2007)
The Waiting Room, Peter Nicks (2012)
Fix It: Healthcare Tipping Point, Vincent Mondillo (2015)

Books

Health Inequality: An Introduction to Concepts, Theories and Methods, Mel Bartley.
Just Medicine: A Cure for Racial Inequality in American Health Care, Dayna Bowen Matthew.
The Great Escape: Health, Wealth, and the Origins of Inequality, Angus Deaton.
The Health of Nations: Why Inequality Is Harmful to Your Health, Ichiro Kawachi.
The Health Gap: The Challenge of an Unequal World, Michael Marmot.
"The richer you are, the better your health- and how this can be changed." Michael Marmot, The Guardian, 2015.

Housing

Films

Hidden and Homeless, BBC (2016)
Tent City, Rick Charnoski and Buddy Nichols (2004)
A Matter of Place, Bill Kavanagh (2013)
Us & Them, Krista Loughton and Jennifer Abbott (2015)
Dispossession: The Great Social Housing Swindle, Paul Sng (2017)
Vancouver: No Fixed Address, Charles Wilkinson (2017)

Books

Evicted: Poverty and Profit in the American City, Matthew Desmond.
The New Urban Crisis: How Our Cities Are Increasing Inequality, Deepening Segregation, and Failing the Middle Class—and What We Can Do About It, Richard Florida.
Hobos, Hustlers, and Backsliders, Teresa Gowan.
Tell Them Who I Am: The Lives of Homeless Women, Elliot Liebow.
How to Kill a City: Gentrification, Inequality, and the Fight for the Neighborhood, Peter Moskowitz.
The Color of Law: A Forgotten History of How Our Government Segregated America, Richard Rothstein.
The Geography of Opportunity: Race and Housing Choice in Metropolitan America, William Julius Wilson.

Human Trafficking

Films

Very Young Girls, Nina Alvarez (2008)
Not My Life, Robert Bilheimer and Richard Young (2011)
Born Into Brothels: Calcutta's Red Light Kid, Zana Briski and Ross Koffman (2004)
Call + Response, Justin Dillon (2008)
Black Gold, Mark Francis and Nick Francis (2006)
The Price of Sugar, Bill Haney (2007)
The Whistleblower, Larysa Kondracki (2010)
Invisible Slaves, MTV's Exit Campaign, <https://www.youtube.com/watch?v=fccUP6ew4BE>
The Dark Side of Chocolate, Robin Romano and Miki Mistrati
Tricked, John Keith Wasson and Jane Wells (2013)
Sewing Hope, Derek Watson (2014)

Books

Disposable People: New Slavery in the Global Economy, Kevin Bales
Understanding Global Slavery, Kevin Bales
The Slave Next Door: Human Trafficking and Slavery in America Today, Kevin Bales and Ron Soodalter
Not For Sale: The Return of the Global Slave Trade and How We Can Fight It, David Batstone
A Long Way Gone: Memoirs of Boy Soldier, Ishmael Beah
Escape from Slavery: The True Story of My Ten Years in Captivity and My Journey to Freedom, Francis Bok
Child Sex Trafficking in the United States, Jeff V. Higgins and Christopher M. Brady
Not in My Town: Exposing and Ending Human Trafficking and Modern-Day Slavery, Dillon Burroughs and Charles Powell
First Kill Your Family: Child Soldiers of Uganda and the Lord's Resistance Army, Peter Eichstaedt
Be the Change: Your Guide to Freeing Slaves and Changing the World, Zach Hunter
Escaping the Devil's Bedroom: Sex-Trafficking, Global Prostitution, and the Gospel's Transforming Power, Dawn Jewell
Sex Trafficking: Inside the Business of Modern Slavery, Siddharth Kara
Girls Like Us: Fighting for a World Where Girls Are Not for Sale, an Activist Finds Her Calling and Heals Herself, Rachel Lloyd
Sold, Patricia McCormick
A Promise to Nadia, Zana Muhsen
Enslaved: True Stories of Modern Day Slavery, Jesse Sage
Somebody's Daughter: The Hidden Story of America's Prostituted Children and the Battle to Save Them, Julian Sher
A Crime So Monstrous: Face-to-Face with Modern Day Slavery, E. Benjamin Skinner

Immigration

Films

After Spring, Ellen Martinez and Steph Ching.
The Resettled, Alan Thompson (2016)
4.1 Miles, Daphne Matziaraki (2016)
Chasing Asylum, Eva Orner (2016)
Fire at Sea, Gianfranco Rosi (2016)

Books

Seeking Refuge: On the Shores of the Global Refugee Crisis, Stephan Bauman.
A Long Way Gone, Ishmael Beah.
Living on the MArgins: Undocumented Migrants in a Global City, Alice Bloch and Sonia McKay.
Voices from the 'Jungle': Stories from the Calais Refugee Camp, The Calais Writers.

Christians at the Border: Immigration, The Church & The Bible, Daniel R. Carroll.
Undocumented: How Immigration Became Illegal, Aviva Chomsky
Just Work?: Migrant Workers' Struggles Today, Aziz Choudry, Mondli Hlatshwayo.
Looking to London: Stories of War, Escape and Asylum, Cynthia Cockburn.
A Suitable Enemy: Racism, Migration, and Islamophobia in Europe, Liz Fekete.
Migration in Political Theory: The Ethics of Movement and Membership, Sarah Fine and Lea Ypi.
We Wish to Inform You That Tomorrow We Will Be Killed With Our Families, Philip Gourevitch.
Border Watch: Cultures of Immigration, Detention and Control, Alexandra Hall.
Safe Haven?: A History of Refugees in America, David W. Haines.
The New Odyssey: The Story of the Twenty-First Century Refugee Crisis, Patrick Kingsley.
The Refugees, Viet Thanh Nguyen.
The Next Evangelicalism: Freeing the Church from Western Cultural Captivity, Soong-Chan Ran.
Goodbye Sarajevo, Atka Reid, Hana Schofield.
Borderline Justice: The Fight for Refugee and Migrant Rights, Frances Webber.
Welcoming the Stranger: Justice, Compassion & Truth in the Immigration Debate, Matthew Soerens and Jenny Hwang Yang.
The Oxford Handbook of Refugee and Forced Migration Studies, Elena Fiddian-Qasmiyeh.

Prison & Justice System

Films

13th, Ava DuVernay (2016)
Girlhood, Liz Garbus (2003)
The Thin Blue Line, Errol Morris (1988)
Kids for Cash, Robert May (2014)
Slavery by Another Name, Douglas Blackmon (2012)

Books

The New Jim Crow: Mass Incarceration in the Age of Colorblindness, Michelle Alexander
Slavery by Another Name, Douglas Blackmon
The Exonerated: A Play, Jessica Blank and Erik Jensen
Newjack: Guarding Sing Sing, Ted Conover
Are Prisons Obsolete?, Angela Y. Davis
Gates of Injustice: The Crisis in America's Prisons, Alan Elsner
Discipline and Punish: The Birth of the Prison, Michel Foucault
Chokehold: Policing Black Men, Paul Butler

Race & Inequality

Films

Dark Girls, D. Channsin Berry and Bill Duke (2011)
White Like Me, Tim Wise/Media Education Foundation
Whitewashed: Unmasking the World of Whiteness, Mark Patrick George (2013)
Clouds of Autumn, Trevor Mack and Matthew Taylor Blaise (2015)
I am Not Your Negro, Raoul Peck (2016)
We Were Children, Tim Wolochatiuk (2012)
Muffins for Granny: A Documentary, Nadia McLaren (2006)
Indian Horse, Stephen Campanelli (2018)
Stolen Children: Residential School Survivors Tell Their Story, CBC (2015) <http://www.cbc.ca/television/posts/stolen-children-residential-school-survivors-tell-their-stories>

Books

The Hidden Cost of Being African American: How Wealth Perpetuates Inequality, Thomas M. Shapiro
The Color of Wealth : The Story Behind the U.S. Racial Wealth Divide, Meizhu Lui, Bárbara Robles, Betsy Leondar-Wright, Rose Brewer, and Rebecca Adamson, with United for a Fair Economy
White Like Me: Reflections on Race from a Privileged Son, Tim Wise
Dear White People: Letter to a New Minority, Tim Wise

Why are all the Black Kids Sitting Together in the Cafeteria: And Other Conversations About Race, Beverly Daniel Tatum
Why I am no Longer Talking to White People About Race, Reni Eddo-Lodge
White Rage, Carol Anderson
Stamped from the Beginning: The Definitive History of Racist Ideas in America, Ibram X. Kend
Between the World and Me, Ta-Nahisi Coates
Slavery by Another Name: The Re-Enslavement of Black Americans from the Civil War to World War II, Douglas A. Blackmon
Citizen: An American Lyric, Claudia Rankine
Indian Horse, Richard Wagamese
They Came for the Children: Canada, Aboriginal Peoples, and Residential Schools, The Truth and Reconciliation Commission of Canada
Unsettling the Settler Within: Indian Residential Schools, Truth Telling, and Reconciliation in Canada, Paulette Regan
Residential Schools, With the Words and Images of Survivors, Larry Loyie, Wayne K. Spear and Constance Brissenden
They Called Me Number One: Secrets and Survival at an Indian Residential School, Bev Sellars
Inconvenient Indian, A Curious Account of Native People in North America, Thomas King
The Comeback, How Aboriginals Are Reclaiming Power And Influence, John Ralston Saul

Violence & Poverty

Films

Cidade de Deus (City of God), Fernando Meirelles and Katia Lund (2002)
The Blood is at the Doorstep, Erik Ljung (2017)
Shell Shocked, John Richie (2013)

Private Violence, Cynthia Hill (2014)
The Hard Stop, George Amponsah (2015)
Crips and Bloods: Made in America, Stacy Peralta (2009)

Books

Locust Effect: Why the End of Poverty Requires the End of Violence, Gaury A. Haugen
Economic Gangsters: Corruption, Violence, and the Poverty of Nations, Ray Fisman
Tattoos on the Heart: The Power of Boundless Compassion, Gregory Boyle
Barking to the Choir: The Power of Radical Kinship, Gregory Boyle

12 neighbors Discussion Guide

Week Seven : Action Weekend

This week, you are putting into action the plan you came up with during Week Five, where you identified some needs in your community that your **12 Neighbors** group is passionate about or interested in.

For action weekend, your **12 Neighbors** group will plan an activity and join in to help and get to know an existing initiative or organization in your community that you think you could learn from.

After the action weekend activity, take some time to reflect.

Here are a few questions to get you started:

Discussion Questions

1. Reflect on how you were feeling as you began. Any uncertainty as to what to do? Any fear or discomfort?
2. Reflect on any principles you put into practice or that you observed others put into practice. Did you feel that they were effective? Were they difficult or easy to put into practice?
3. Are there any principles that could have been applied, but, as far as you could tell, were not being applied?
4. Assuming you also took the time to listen and learn from those who were participating in or benefiting from the initiative or organization, what did you learn from them? What did you learn about listening?
5. Was there anything that surprised you?
6. How did you feel after completing the action? Did you get more comfortable throughout the action? Did you overcome any of your own challenges, fears, prejudices, etc.?

12 neighbors Discussion Guide

Week Eight: The mutual Pursuit of the Full Life

Pre-Film Question

Read John 10:10 and 2 Corinthians 13:11

*"I have come that they may have life, and have it to the full."
John 10:10 (NIV)*

*"Strive for full restoration,
encourage one another,
be of one mind,
live in peace.
And the God of love and peace will be with you."
2 Corinthians 13:11 (NIV)*

1. What does it mean to strive for full restoration?
2. What does **the full life** look like to you?

Another word that is frequently used throughout scripture to depict the full life is "shalom." While often translated as "peace," shalom is much fuller than that, and biblically refers to a sense of wholeness or completeness. In the Old Testament, when the Lord brings shalom, health is restored (Isaiah 57:19), reconciliation (Genesis 26:29), good relationships between people and nations, (1 Chronicles 12:17-18), between humans and the land, God, and with ourselves.

Watch the "The Mutual Pursuit Of The Full Life" episode 7

Discussion Questions

1. What is the end goal of loving your neighbor?
2. Father G talked about the goal of **oneness** and **getting to mutuality** instead of the model of **service provider** ↔ **service recipient**. Father G talked about "**accompanying people**", Syma talked about "**walking beside them**". What do you think of these ideas?

Father Gregory Boyle says, "You want to get to mutuality fast...it's a oneness with each other."

Nikki, "It has to be an exchange."

Syma says, "I was not somebody who could change somebody else's story. That they change their own story and ...it's about walking beside them while they are on their journey and you are on yours."

Fr. Greg, "if you are the proud owner of a pulse, you can accompany people."

3. Father G mentions the idea of restoration (*i.e. returning people to themselves*), and not just to bring restoration to those who are poor or marginalized, but to yourself as well. What do you think of that concept?

Fr. Boyle, "You are exactly what God had in mind when God made you. And then you watch people inhabit that nobility. And you are inhabiting your own nobility because you are holding the mirror up and returning them to themselves, and you are being returned as well."

4. How do you handle loving your neighbor when it isn't returned? How do you persevere through such obstacles and challenges and also keep yourself healthy?
5. We called this episode, "**The Mutual Pursuit of the Full Life**". Discuss how or why **loving your neighbor** is a key to your own experience of the full life? Re-read *Isaiah 58:10*
6. Go around the room and ask each person what their top takeaways are from the whole series.

Assessment

Now that you have completed the series, let's revisit our first assessment question:

Assess the role "loving your neighbor" currently plays in your life. What role would you like it to have moving forward? Are there changes you need to make in order to make this commandment more central to your lifestyle? Share with the group what action each of you wants to take. Invite others to keep you motivated and accountable.

Action

Revisit the list of needs in your community that you developed during Week Five. Discuss as a group what actions each of you want to take from here on in. Do you want to continue to work together as a team to create, partner or adopt a context for community?