



CHILDREN OF THE LIGHT

A FILM BY DAWN ENGLE AND IVAN SUVANJIEFF

STUDY GUIDE

**NOBEL
LEGACY
FILM
SERIES**

 **PeaceJam**
CHANGE STARTS HERE

ABOUT THE FILM

“Children of the Light” is the first film to tell the life story of Nobel Peace Prize winner Desmond Tutu, one of the fathers of modern-day South Africa. With extensive archival footage, family photos, and never-before seen interviews, “Children of the Light” is a personal look into the legacy of one of the greatest peacemakers of our time.



ABOUT THE FILMMAKERS



DAWN ENGLE, WRITER AND DIRECTOR

Engle is an activist and filmmaker who has been nominated fifteen times for the Nobel Peace Prize. She has directed many award-winning documentary films including “Mayan Renaissance”, “Children of the Light” and “Rivers of Hope”. She also co-authored the book “PeaceJam: A Billion Simple Acts of Peace.” She previously worked for 12 years for the U.S. Congress, and was the youngest woman ever appointed to serve as Chief of Staff for a U.S. senator.



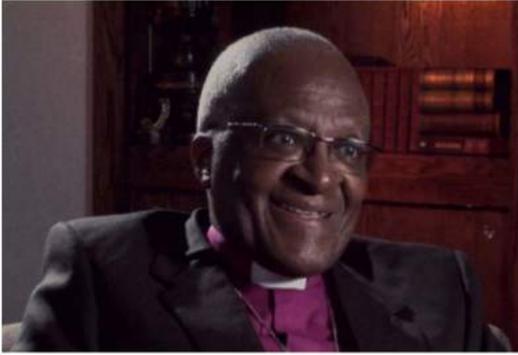
IVAN SUVANJIEFF, EXECUTIVE PRODUCER

SuvanjiEFF is an artist and activist. He was a Detroit punk rock musician (lead singer of the Ramrods) and an editor at CREEM magazine – his work was featured in the books “The Best of CREEM” and “Iggy Pop and the Stooges.” He and Dawn Engle were married by Archbishop Desmond Tutu in 2001. SuvanjiEFF has also been nominated for the Nobel Peace Prize fifteen times.

ABOUT THE NOBEL LEGACY FILM SERIES

The PeaceJam Foundation is developing a series of films highlighting the cutting-edge work done by its board of 13 Nobel Peace Laureates to create a better future for all of humanity. The films premiere each June in Monaco at the Festival de Télévision de Monte-Carlo, which is hosted by H.S.H. Prince Albert II of Monaco.

DESMOND TUTU'S LIFE & WORK



“True reconciliation is a deeply personal matter. It can happen only between persons who assert their own personhood and who acknowledge and respect that of others.”

Desmond Tutu was born in 1931 in Klerksdorp, a small gold mining town in South Africa. His father was a teacher and his mother worked as a cook in an institution for blind women. She also did laundry for a white family. Tutu's family moved to the capital city of Johannesburg when he was 12 years old.

In 1948, the South African government began a policy of strict racial segregation called apartheid, which denied basic rights to South Africans who were not white. Apartheid allowed the 4 million white South Africans to maintain political, social, and economic control over 23 million non-whites in South Africa.

White people in South Africa owned most of the land and lived in cleaner, safer neighborhoods. Apartheid forced black and mixed-race people into poor areas called townships – where they lived in tin shacks with no water or electricity. They sometimes did not have enough food to feed their families, often could not get jobs, and had to carry a pass with them at all times or risk being arrested.

As a teenager, Tutu was hospitalized for nearly two years with tuberculosis. During this time he met Trevor Huddleston, a white English Anglican bishop known for his anti-apartheid actions and compassion for disadvantaged South Africans. Tutu claimed that Huddleston gave him hope that peace between the people of South Africa was possible. Tutu recovered and wanted to become a doctor to find a cure for tuberculosis; however, his family could not afford medical school.

Tutu decided to become a teacher like his father, but soon discovered that black students received lower quality education than white students. Because black students were expected to become servants for white people, they were not taught math, science, and other academic subjects.

Tutu decided he could not continue being a teacher in this system. He became a priest in the Anglican Church and a leader in the struggle against apartheid.

DESMOND TUTU'S LIFE & WORK CON'T

From the start of apartheid, black South Africans and many others had fought to end the discrimination. Some people, angry after years of oppression, believed that violent retaliation was the only solution to the violence of apartheid. Tutu believed in non-violence and worked to build a peaceful movement for democracy.



In 1976, South African police opened gunfire on 10,000 high school students in the town of Soweto for protesting unfair treatment. This ignited a period of protest called the Soweto Uprising, during which the South African government killed more than 500 students. In response, Tutu led peaceful marches, protests at the funerals of apartheid victims, and called for international economic sanctions against South Africa.

In 1984, Tutu received the Nobel Peace Prize for his nonviolent work to end apartheid and bring equality for the people in South Africa. In 1986, he became the first black person appointed Archbishop in the Anglican Church of South Africa. His repeated calls for economic sanctions and international protests finally ended apartheid. Tutu and all other people of color in South Africa were allowed to vote for the first time on April 27, 1994 – when Nelson Mandela was elected the first black president of South Africa.

Tutu continued his work as a world leader in the struggle for human rights. He led South Africa's Truth and Reconciliation Commission and demanded that the leaders of apartheid be held accountable for their human rights abuses. Tutu also advocated worldwide equality for education, access to health care, clean water, housing, and a tolerance of diversity in language, culture, sexual orientation, and faith. He also founded the Desmond Tutu HIV Centre in Cape Town in 2003.

“No matter what happens, no matter how many guns may be used, no matter how many prisons may be filled, no matter how many people may be killed. It is an inexorable truth that freedom will prevail in the end. Injustice, and oppression, and lies cannot have the last word.”



UNDERSTANDING THE FACTS

South Africa is a middle-income, emerging market with abundant natural resources, well-developed financial, legal, communications, energy, and transport sectors, and modern infrastructure. Daunting economic problems remain from the apartheid era – especially poverty and unemployment among disadvantaged groups.

[Source: <https://www.cia.gov/library/publications/the-world-factbook/>]

Location:	Southern tip of Africa	Age Structure:	0-14 years: 28.4% 15-24 years: 18.5% 25-54 years: 41.1% 55 years & older: 12%
Area:	total 1,219,090 sq. k land 1,214,470 sq. k water 4,620 sq. k	Life Expectancy:	Male: 60.8 years Female: 63.8 years
Climate:	Mostly semiarid; subtropical along East coast; sunny days, cool nights	Ethnic Groups:	Black African: 80.2% White: 8.4% Colored: 8.8% Indian/Asian: 2.5%
Terrain:	Vast interior plateau rimmed by rugged hills and narrow coastal plain	Religions:	Protestant: 36.6% Catholic: 7.1% Muslim: 1.5% Other Christian: 36% Other or none: 17.4%
Natural Resources:	Gold, chromium, antimony, coal, iron, ore, manganese, nickel, phosphates, tin, uranium, diamonds, platinum, copper, vanadium, salt, natural gas	Languages:	Zulu: 22.7% Xhosa: 16% Afrikaans: 13.35% English: 9.6% Sepedi: 9.1% Setswana: 8% Sesotho: 7.6% Xitsonga: 4.5% siSwati: 2.5% Tshivenda: 2.4% isiNdebele: 2.1%
Natural Hazards:	Prolonged droughts; volcanos formed Marion Island	Literacy:	Total Population: 94.3% Male: 95.5% Female: 93.1%
Environment – Current Issues:	Lack of rivers or lakes requires extensive water conservation; water/air pollution; soil erosion	Government:	Republic, independent since 31 May, 1910
Population:	48,810,427 (2012 est.)		

Debrief

1. Which facts were most surprising to you and why?
2. How do some of these facts about South Africa compare to facts about your country?
3. Based on these facts, what do you think are some of South Africa's strengths?
4. Based on these facts, what do you think are some of South Africa's problems?

IN THE CLASSROOM

DISCUSSION QUESTIONS FROM THE FILM

1. What did you learn from this film?

2. What do you think Desmond Tutu meant by the phrase “Children of the Light?”

3. Why do you think Tutu was influenced by Jackie Robinson and African American musicians? How does representation in media influence how people view themselves and the groups they belong to?



4. Regarding Nelson Mandela’s unjust imprisonment, Tutu said, “Suffering seems to authenticate a leader.” Do you agree or disagree with that statement? Why?

5. Why did Tutu and other leaders against apartheid call for economic sanctions against South Africa instead of advocating more violent action?

6. Tutu said, “Reconciliation is the work of all of us.” What does he mean? Do you agree or disagree with that statement? Where are there instances of injustice in your community? How could reconciliation help your school or community?

7. As an activist, how did Tutu’s focus change over time? Does his evolving agenda suggest anything about his approach to social injustices?

8. What social injustices could your country discuss in a Truth and Reconciliation Commission to “deal with our past”?

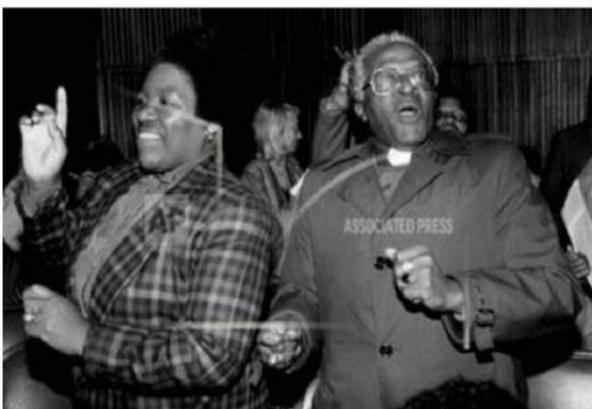


“Do your little bit of good where you are; it’s those little bits of good put together that overwhelm the world.”

ACTIVITY 1: PICTURES SAY 1,000 WORDS

R.A.F.T.S writing assignments encourage students to clearly identify the Role of the Writer, Audience, Format, Topic, and use of a Strong Verb. Visit <http://www.adlit.org/> for more information about this educational technique. Consider using the prompt below, along with the attached photos, for your students.

“You are a photographer in South Africa taking photos of Desmond Tutu and the struggle against apartheid. It’s your job to write a caption on each photo so that people reading newspapers or magazines understand what is happening.”



Example: Archbishop Desmond Tutu is joined by his wife, Leah, as they sing and dance at the first day of the conference of South African Council of Churches. The theme of the conference is "Hope in Crisis." (Source: Associated Press)

ACTIVITY 2: DESMOND TUTU'S NOBEL PEACE PRIZE ACCEPTANCE SPEECH

Read this excerpt from Desmond Tutu's Nobel Acceptance Speech. Visit the website at the bottom of the page to view the entire speech.¹



“...Before I left South Africa, a land I love passionately, we had an emergency meeting of the Executive Committee of the South African Council of Churches with the leaders of our member churches. ... We visited some of the trouble-spots on the Witwatersrand. I went with others to the East Rand. We visited the home of an old lady. She told us that she looked after her grandson and the children of neighbors while their parents were at work. One day the police chased some pupils who had been boycotting classes, but they disappeared between the township houses. The police drove down the old lady's street. She was sitting at the back of the house in her kitchen, whilst her charges were playing in the

front of the house in the yard. Her daughter rushed into the house, calling out to her to come quickly. The old lady dashed out of the kitchen into the living room. Her grandson had fallen just inside the door, dead. He had been shot in the back by the police. He was 6 years old. A few weeks later, a white mother, trying to register her black servant for work, drove through a black township. Black rioters stoned her car and killed her baby of a few months old, the first white casualty of the current unrest in South Africa. Such deaths are two too many. These are part of the high cost of apartheid.

...I come from a beautiful land, richly endowed by God with wonderful natural resources, wide expanses, rolling mountains, singing birds, bright shining stars out of blue skies, with radiant sunshine, golden sunshine. There is enough of the good things that come from God's bounty, there is enough for everyone, but apartheid has confirmed some in their selfishness, causing them to grasp greedily a disproportionate share, the lion's share, because of their power.

...It is against this system that our people have sought to protest peacefully since 1912 at least, with the founding of the African National Congress. They have used the conventional methods of peaceful protest - petitions, demonstrations, deputations, and even a passive resistance campaign. A tribute to our people's commitment to peaceful change is the fact that the only South Africans to win the Nobel Peace Prize are both black. ...

There is no peace in Southern Africa. There is no peace because there is no justice. There can be no real peace and security until there be first justice enjoyed by all the inhabitants of that beautiful land....”

Debrief

1. After reading Desmond Tutu's Nobel Peace Prize Acceptance Speech, what did you learn about him?
2. Did this acceptance speech raise any questions for you? If so, what are they?
3. By not acknowledging the Nobel Peace Prize given to Desmond Tutu, what message did the South African government send to the world?

¹ http://www.nobelprize.org/nobel_prizes/peace/laureates/1984/tutu-lecture.html

ACTIVITY 3: FROM THE SOURCE

The jigsaw technique is a research-based, cooperative learning approach to exploring primary source documents. This strategy is a fast and efficient way to cover many sources and also prompts active listening and empathy. Visit <https://www.jigsaw.org/> for more information about these steps:

1. Divide class into groups of 4-6 diverse students.
2. Give each group a different primary source related to Desmond Tutu. Make sure students only have access to their own material.
3. Give students time to review their material.
4. Form temporary “expert groups” that represent one student from each jigsaw group. Give each student in these new groups time to discuss the main points of their primary source.
5. As a teacher, observe each group and appropriately intervene if the group gets sidetracked.
6. Have each group present their observations of Desmond Tutu’s life and work to the rest of the class based on the information they compiled from all the primary source material.

Bowdoin.edu is a helpful resource for students to learn how to critically evaluate primary sources, specifically:

- Purpose of the author in preparing the documents.
- Argument and strategy the author used to achieve those goals.
- Presuppositions and values (both our own and those expressed in the text).
- Evaluating the truth content.
- Relation to other texts using compare and contrast.

<https://www.bowdoin.edu/writing-guides/primaries.htm>

Visit these websites for primary source material related to Desmond Tutu:



TEXT-

- http://www.nobelprize.org/nobel_prizes/peace/laureates/1984/tutu-lecture.html: Transcript of Desmond Tutu’s Nobel Peace Prize acceptance speech in 1984.
- <http://legacy.fordham.edu/halsall/mod/1984tutu.asp>: Transcript of Tutu’s speech to the U.N. in 1984.
- <http://www.scu.edu/ethics/architects-of-peace/Tutu/essay.html>: Tutu’s essay “Architects of Peace.”

IMAGES-

- <http://www.apimages.com/Search?query=Desmond+Tutu+&ss=0&st=kw&entitysearch=&toItem=15&orderBy=Oldest>: Images and original captions from the Associated Press.

VIDEOS-

- <http://www.pbs.org/moyers/journal/archives/watch-tutu.html>: Part I of a 1999 PBS interview with Desmond Tutu, with transcript included.
- <http://www.pbs.org/moyers/journal/archives/watch2-tutu.html>: Part II of a 1999 PBS interview with Desmond Tutu, with transcript included.
- <http://www.nbcnews.com/watch/ann-curry-reports/archbishop-desmond-tutu-oppression-of-gays-is-new-apartheid-290683459580>: Short NBC interview with Desmond Tutu in 2014.

To purchase “Children of the Light,” www.store.peacejam.org or contact Programs@peacejam.org for the Nobel Legacy Film Series or PeaceJam curricula.

Nobel Peace Laureates Mentoring Youth To Change The World

With two decades of experience around the world, the PeaceJam Foundation is the global leader in developing young leaders and engaging them in their local and global communities.

The mission of the PeaceJam Foundation is to create young leaders committed to positive change in themselves, their communities, and the world through the inspiration of Nobel Peace Laureates who pass on the spirit, skills, and wisdom they embody.



PeaceJam youth with Nobel Peace Prize Winner, Desmond Tutu



EDUCATION:

Award-winning and flexible service-learning programs for youth ages 5-25 that provide the 21st century and leadership skills that youth need to create positive change.

INSPIRATION:

13 Nobel Peace Laureates – heroes of peace and activism who share their stories and skills with youth through PeaceJam programs.

ACTION:

A global 1 Billion Acts of Peace campaign led by our Laureates and youth to engage the world in addressing the most pressing issues facing our planet.

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