



RISEN

UNCOVER THE MYSTERY
February 19, 2016 A.D.

interlinc "Bridge to Easter" Youthworker Guide
Materials Written by Team interlinc WriteGroup (Ken McCoy & Rick Bundschuh) risen.interlinc-online.com

RISEN

ABOUT RISEN

RISEN is the epic Biblical story of the Resurrection, as told through the eyes of a non-believer. Clavius (Joseph Fiennes), a powerful Roman military tribune, and his aide, Lucius (Tom Felton), are tasked with solving the mystery of what happened to Jesus (referred to by the Hebrew name Yeshua in the film) in the weeks following the crucifixion, in order to disprove the rumors of a risen Messiah and prevent an uprising in Jerusalem.

RISEN stars Joseph Fiennes (*Shakespeare in Love*), Tom Felton (*Harry Potter*), Peter Firth (*The Hunt for Red October*), and Cliff Curtis (*Fear the Walking Dead*).

Columbia Pictures and LD Entertainment present in association with AFFIRM Films, a Liddell Entertainment and Patrick Aiello production, *RISEN*, directed by Kevin Reynolds. Screenplay by Kevin Reynolds and Paul Aiello, and story by Paul Aiello. Mickey Liddell, Patrick Aiello, and Pete Shilaimon produced.

WHAT AN OPPORTUNITY!

This just doesn't happen very often, and when it does, you want to be ready for it. Pretty soon, Jesus—His death, burial, and resurrection—will be a popular topic, discussed and argued about by everyone you know, all because of a new movie that comes to theaters on February 19th.

RISEN is a film that examines the Gospel events from a different perspective: that of a skeptic charged with proving the resurrection false. Starring Joseph Fiennes, the film follows the story of a Roman military tribune named Clavius (Fiennes) who is second to Pontius Pilate. The unbelieving Clavius saw Jesus die and has been tasked to dispel the rumors that Christ indeed has risen. However, when Clavius and his aide Lucius set out to find Jesus' body and ensure that His followers do not steal it and claim resurrection, they are flummoxed when His body goes missing. They are now on a race against the clock to find the body of Jesus in order to dispel the rumors about the risen Messiah and prevent an uprising in Jerusalem.

Christians know that the resurrection was no hoax, but watching an unbelieving skeptic unravel the mystery of Jesus' death and resurrection brings a new outsider's perspective to the Gospel's account of the most important event in human history.

Offering the point of view of a non-believer with regards to the resurrection of Jesus will attract an even wider range of audiences and at the same time renew the faith of those who believe.

Youth leaders especially will welcome taking as many students as they can to see *RISEN*. The clear apologetic of the resurrection is an excellent opportunity to reach today's skeptical teenager with the Gospel, as well as deal with the doubts that many teenagers—even Christians—have about Jesus.

Imagine the possibilities of the Gospel being a topic of popular conversation!

These materials have been created with you, a youth leader, in mind. You'll find everything you need to motivate your students to see the film, and to use the film as an outreach to their skeptical friends. There are Bible study/youth meeting guides to use between the film's opening weekend and Easter. There are movie trailers and "behind the scene" videos for you to use. There are memes and other graphics for your creative efforts.

HERE'S THE PLAN

The film opens on February 19th, which is five weeks before Easter weekend. Five weeks is a common

length of time for a topical “series” that you teach, so the plan is to use those weeks for a *RISEN* series. Think of this series as a “bridge” from when you take your group to see *RISEN* to Easter. Here’s how it could flow.

1. Movie viewing weekend with “How Does Faith Work?” follow-up meeting.
2. “Why Did Jesus Have To Die?”
3. “Was He Really Dead?”
4. “Why Didn’t They Actually Bury The Body?”
5. Easter – “How Do We Know He’s Alive?”

Here’s one issue that you will want to think through carefully. Many churches shut down all Sunday morning programming other than worship services and childcare on Easter Sunday. That could be a big mistake. Easter is one of those events when you want to show how really great your youth ministry is to a bunch of people who otherwise wouldn’t have a chance to find out. If you don’t have your Sunday morning youth ministry programs running on Easter morning, you’re not doing yourself, or your church, any favors.

But, imagine if you had the best Easter youth program ever! What if you had great ideas for interactive participation as the kids arrived? What if you had great enthusiasm for the topic? What if you had video clips from the *RISEN* film to illustrate the points of your talk? Your Easter morning program could attract many new students and families to your church!

ENGAGING STUDENTS

Use the resources available at risen.interlinc-online.com to generate some enthusiasm about seeing the movie. The trailers are incredible! There are also two (so far) “behind the scenes” videos that can facilitate some discussion about Jesus, faith, doubt, and the historical events of Jesus’ death, burial, and resurrection. There are also available several memes that you can use in your social media communication to arouse interest in seeing the film. Check back often, as new resources will be added as they become available!

Group tickets are the way to go. This movie will likely sell out the best times really fast, so you’ll want to make your plans early. Information about group tickets is available at <http://moviegrouptickets.com/risen/>.

A significant part of this film’s opportunity is how Christian teenagers can use *RISEN* as a bridge to talking with their secular friends about Jesus. Here’s some text that you can copy and paste into a cool-looking handout to give to your students.

SPREAD THE WORD THAT HE IS RISEN!

Here is how you can help get the word out!

- † **Tell your friends.** After you’ve seen the film yourself, ask them if they’ve seen *RISEN*, give it two thumbs up, and recommend it.
- † **Take your friends.** Invite some students you know whose faith is non-existent or weak to see the movie with you. Make time to talk about it over a hot beverage after the show. Make a party of going to this film.
- † **Work your social media connections.** Since you are under 30, you know how to do this better than anyone can tell you. Drop in the trailer, grab photos off the *RISEN* website, post, like, and repost. Don’t forget the selfies in front of the movie poster!
- † **Get creative.** Use your noggin to devise unusual ways to spread the word. Here are a couple of ideas:
 - Come up with sticker, poster, or t-shirt designs that tag the movie. For example: *Not Here – Riz N!* Bug your youth leader for some bucks to print them up, and then pass them around to all your Christian friends.
 - Work the film or theme of the film into a school assignment. For example, write a review of the film and make sure it gets into the school publications.
- † **Discuss It.** If your school allows, hold a brown-bag lunchtime discussion with others who have seen *RISEN*. Perhaps dig up some video clips to watch where the resurrection is discussed or debated by really smart Christians. (William Lane Craig, Ravi Zacharias, John Lennox are a few names you can check out.)

TAKING YOUR GROUP TO THE THEATER

Seeing a movie with a large group of friends is an *event*, something to be anticipated and then talked about for a day or two after. You want to make this movie-going experience way more fun than just loading up the kids and heading to theater. You want to build in some “brag factor” to the experience, right? Here are some ideas of how to make taking your group to see *RISEN* an experience that your young friends will brag about to their friends the next time they’re at school! Think about making the arrival at the church into a kind of Roman event.

- † Have some people in Roman soldier costumes directing students to the sign in table.
- † Create some places for the kids to gather and hang out while people arrive:
 - Transform a Corn Hole game into a “Casting Lots” game.
 - Find (or make) some Roman sandals. Time kids to see how long they take to lace up the sandals. Again, award a prize to the winner.
 - Have a photo booth running, and provide Toga clothing for the kids to put on to have their photos taken. Immediately post the photos to social media sites (with the kids’ permission, of course.)
 - Get creative with your own ideas that will work for your situation and location!
- † Make up Roman names for your volunteer leaders and yourself – announce them to the group, and don’t let the kids use your real names.
- † Have a snack table, but in order for the kids to eat, they have to be reclined on their sides.
- † Whatever you can do to make arriving at the church a special experience, do it!

AFTER-THE-MOVIE DISCUSSION

Even in these media-rich days, it’s still rare that any group attends a movie with the idea of discussing the film afterward. Common sense will tell you that the time just after seeing the movie is when people will be most willing to talk about it. So, plan well for the time after the movie. Reserve the back room in a local all-night restaurant for your group, and go there after the movie for dessert and discussion. Once everyone’s had their food delivered, and things have simmered down to a dull roar, generate some discussion around these kinds of questions:

- † What did you think of how the movie portrayed Jesus?
- † In what ways was this film like a detective film?
- † What scene comes to your mind first when you think back on what you watched?
- † How would you describe this movie to someone who doesn’t believe that God exists?
- † Which character in the film was most unlike what you imagined he or she would be like? Why?
- † Like Clavius, many people need *proof* of something before they’ll change their mind about it. Are you that kind of person?
- † What kind of proof do people today have that Jesus came back to life?
- † Does “faith” need “proof” in order to “believe”?

Finish the discussion by encouraging your group to come to the first of your five-week *RISEN* series. In that first session, they’ll discover the relationship between proof, belief, and faith.

FIVE-WEEK “BRIDGE TO EASTER” SERIES

There are five weeks between the opening of *RISEN* and Easter. This series gives you all you need to use the movie to prep your group for Easter. Check back there often for additional videos, graphics, and other resources! *Note: All Scripture references are from The New International Version.*



Movie Artwork © 2016 CTMG. All Rights Reserved.

WEEK #1

HOW DOES FAITH WORK?

INTRO

The movie asks, “What if everything you believed was wrong?” We live in a time that is very similar to the first century Roman world, at least as far as beliefs are concerned. There are a plurality of gods to believe in based on personal preference and upbringing, a compelling neo-atheism based on reason and science, and an overarching commitment to tolerance, diversity, and personal choice.

“Faith is to believe what you do not see; the reward of this faith is to see what you believe.”

– Saint Augustine

WARM UP

For this activity, you need a 2x4 board (three feet long or so), a blindfold, two burly guys, a couple of bricks, and a clueless (but good-natured) volunteer. Explain to the group that you want to illustrate how placing faith in something strong is a reasonable act. Your volunteer will be blindfolded, and helped to stand on the board that is lying on the two bricks. Explain to your volunteer that on your command, your burly guys will lift the board chest high, while the volunteer has his or her hands on your shoulder. They’ll then lower the board safely, and the volunteer can easily hop off. What your volunteer *doesn’t* know, but everyone else does, is that the guys won’t really lift the board up. Instead, you will slowly crouch down while the guys hold the board just a few inches from the floor, which will make the volunteer believe that he or she is being lifted higher. Once you have crouched all the way down, the burly guys should start slightly shaking the board and yelling things like, “I can’t hold it much longer! I’m gonna drop it!” You then URGE the volunteer to jump off of the board before it’s dropped and someone gets hurt. When the volunteer does jump, he or she will hit the floor *much* sooner than anticipated, and will likely crumple into a surprised heap. Remove the blindfold, and make a hero out of the volunteer – congratulate him or her, award a prize, have everyone applaud, etc.

TRANSITION

Use the information in this session’s intro, and from your own preparation, to explain about how faith is based on what we know. But, as the *RISEN* movie shows, “What if everything you believed was wrong?” This session will explain the relationship

between emotion, reason, belief, and faith.

MOVIE CLIP

Introduce this movie clip by explaining that this takes place on Sunday morning, the first Easter, as the news about the empty tomb spreads.

Play Movie Clip #1: “We Must Find the Body”

TRANSITION

Get the students talking with these kinds of questions:

- † What would have been your reaction to hearing the tomb was empty?
- † Did you notice the Priest’s comment about the guards, “They know the penalty for sleeping on duty.” What do you think the penalty was?
- † Pilate said, “Without a corpse, we have a potential Messiah.” What do you think he meant by “potential”?
- † They never did find the body – so how has history interpreted the empty tomb?

BIBLE STUDY

Explain that the character Clavius was a man of faith. He believed in gods, and we even watched him pray to “the Hebrew god Yahweh” for help in his quest to find the body of Jesus or bring in Jesus’ followers. Having faith isn’t difficult or unusual. Everyone has faith of one kind or another. The key issue is where we place our faith. This study will explain how faith in Jesus works together with what we know and what we decide.

Make enough copies of the Student Guide for your group. Instruct the kids to fill in the blanks based on your teaching. Develop your talk around these main points:

1. **Faith is a Response** – The emotions we felt while watching the movie can lead us to respond to what we’ve seen. Faith can start with emotions and then lead to *belief*. John 20:24-29 is the account of Thomas who, overcome with emotion, refused to believe that Jesus was alive until he had proof. Upon seeing Jesus alive, Thomas *believed* and responded, “My Lord and my God!”

Jesus’ response to Thomas was, “...blessed are those who have not seen and yet believe.” In the film, Clavius tells Jesus, “I cannot reconcile all this with all that I know.” Jesus responds, “With your own eyes you’ve seen, and yet you doubt? Imagine the doubt of those that have never seen. That’s what they face.”

John concludes, “These are written that you may *believe* that Jesus is the Christ, the Son of God, and that by *believing* you may have life in His name.” *Belief* is the response of faith that we should have to viewing the movie.

2. **Faith is Reasonable** – Many people mistakenly presume that having faith in Jesus requires a person to blindly believe, regardless of the facts. However, faith in Jesus is totally reasonable. Faith in Him is logical. 1 Corinthians 15:1-4 is the clearest definition of the Gospel in the Bible. Paul makes a clear point: mere blind faith is meaningless, but faith in Jesus’ life, death, and resurrection is reasonable. “Otherwise, you have believed in vain,” he says.
3. **Faith is a Resolution** – Although faith itself is a gift from God (see Ephesians 2:8), faith is also a *decision* that we make. We *choose* to believe that Jesus’ death on that cross would pay the penalty for our sin. We *decide* that we want Him to forgive us. We *determine* to place our trust in Him. We *resolve* to live for Him. Near the end of the movie, Clavius is asked, “Do you truly believe all this?” He responds, “I believe. I can never be the same.”

Play Movie Clip #2: “Our Only Weapon is Love”

In 2 Corinthians 5:11-21, Paul “persuades” and “implores” us to “be reconciled to God. God made Him who had no sin to be sin for us, so that in Him we might become the righteousness of God.”

MOVIE TRAILER

Say, “When we watched *RISEN*, we experienced the amazing and powerful truth of the Gospel. God loves us so much that He went through death on that cross to save us from our sin. He proved that His sacrifice was sufficient, and that He was who He said He was, by coming back to life. We need to respond to that kind of love. Will you believe in Him? Will you choose to place your trust in Jesus? Will you become His follower? I’m going to show a trailer of the film. As you watch, consider placing your faith in Jesus. I’ll tell you how when the trailer has finished.” Show the trailer.

WRAP UP

Explain that you will say a simple prayer that they can repeat silently if they want to respond in faith to Jesus. Stress that the specific words that are said aren’t what is important—the attitude of the heart makes the difference. A simple prayer for salvation might sound like this:

God, I admit that I mess up and do wrong. I accept the life of forgiveness that You offer me, and I put my trust in Jesus to love me and lead me.

Decide how you want to handle the minutes just after that prayer. You need to create some way of knowing who became a Christian during your meeting. Standing, coming to the front of the room, looking up to make eye contact with you during the prayer time, or filling out a comment card are some options to consider. Make sure to have available free Bibles for new Christians – encourage those students to read the Gospel accounts of Jesus’ life for themselves. Be available to help with questions that students might have along the way.



Movie Artwork © 2016 CTMG. All Rights Reserved.

WEEK #2

*WHY DID JESUS
HAVE TO DIE?*

INTRO

During the winter of my junior year in High School, I had an encounter with the sacrifice Jesus made on the cross that has forever changed my life.

I was walking into a house on a Friday evening after a basketball game at the school. The house was rocking, kids were everywhere, and the parents were conveniently gone for the weekend. My two friends and I were chuckling over a joke as we opened the front door. That was when it happened.

Blaring from the stereo was the rock opera music album (okay, this is gonna date me) *Jesus Christ Superstar*. (Okay. Okay. Stop giggling.) As I stepped into the room, the record (yes, one of those big, black, vinyl disks) began playing the part of the soundtrack where Jesus receives thirty-nine lashes. I was transfixed there in the entryway, mesmerized by what I was hearing. Since I grew up in a Christian home, I knew enough about the crucifixion events to picture in my mind what was coming from the stereo. For those few minutes I was transported back in time, and I watched as Jesus suffered and died.

When the record ended (without any mention of the resurrection) and the next one plopped down and started playing (“Jeremiah Was A Bullfrog” of all things), I snapped out of my reverie and surveyed the scene around me. I had lost my enthusiasm for hanging out at this house full of teenagers, so I found rides for my two friends, got back in the car and drove home.

Back in my bedroom, I got out my Bible and read the crucifixion accounts in all four Gospels. Deeply moved, for the first time, by the enormity of the sacrifice that Jesus made for me, I thought, “If He did that for me, I need to live for Him.” So, to make sure it was official, I knelt beside my bed and through my tears I prayed, “Okay God, I’m yours. Please, just don’t make me weird.”

The love that Jesus showed by enduring the cross is the most powerful force I know.

Since that winter night I have been trying to communicate that love to teenagers.

This session could have a life-changing influence on your students.

Prayerfully prepare for the Holy Spirit to do His work in the hearts and lives of your young friends!

WARM UP

Play the old girls’ sleepover game, *Truth or Dare*. Gather into a group and choose one person to begin the game. That person asks someone, “Truth, or dare?”

The chosen person must respond either “Truth” or “Dare.” If he or she responds, “Truth” then he or she must respond truthfully to any question asked. If he or she responds, “Dare” then he or she must perform a dare that is given to him or her, no matter what!

Sample Questions:

- † How long have you had your current toothbrush?
- † What was the last test you cheated on? What do you do with the boogers you get when you pick your nose?
- † What do you hope to keep a secret from your parents?

Sample Dares (most of these are pretty lame – the game is much more fun when you are familiar with the people with whom you are playing):

- † Attempt to stand on your head.
- † Sing a song in front of the group.
- † Hop around to each person saying, “I’m Cupid, and I will help you find love.”
- † Do three consecutive cartwheels.
- † Lead everyone in the chant, “We want food!”

TRANSITION

Explain that Jesus faced His own “Truth or Dare” – it started in the Garden of Gethsemane, and continued during the various trials in front of Pilate, Caiaphas, and Herod. In this meeting you hope to clarify for your students the situations that culmi-

nated in Jesus' execution. Jesus chose BOTH "truth" and "dare"!

MOVIE TRAILER

Play the movie trailer. Ask your students to pay special attention to the political climate of the time that is depicted in the scenes from the film. Generate discussion around these questions:

- † How would you describe the task that is depicted in this trailer?
- † Many people blame "the Jews" for killing Jesus. Do you? How was Rome, and in extension, all Gentiles, involved?
- † Once the steamroller got going, it was impossible to stop. How do you act when the crowd around you is clamoring for evil?

BIBLE STUDY

There are two answers to the question, "Why did Jesus have to die?" One answer is that the authorities—Roman and Israeli—had political motivations to make Jesus go away. The other answer is more personal: our sin killed Jesus. Use this information to develop your teaching to explain these two issues – the political and spiritual reasons that Jesus was killed. Both are an important part of the *RISEN* film.

POLITICAL REASONS

To understand why the authorities wanted to do away with Jesus, we have to time-travel back 2000 years. Here are three "facts of life" about living in Israel back then:

- † "*Messiah Fever*" was rampant. The Jewish people were anxiously awaiting the Messiah, thinking that He would arrive in glory, remove the scourge of Roman occupation, and establish in Jerusalem God's "Kingdom" rule over the earth. Every day there were new rumors that the Messiah was near. Various men aspired to become that person, and gathered their own disciples, but were discredited by the entrenched Jewish authorities or arrested by the Roman police. Still, the anticipation could

be felt everywhere.

- † "*Pax Romana*" was the overriding rule. Roman authorities were working hard to maintain the "Roman Peace" throughout their empire. The situation in the Middle East was then as it is today: touchy and unruly. Pilate was under great pressure to pacify the Israelis.
- † "*Theocracy*" – government by religion – controlled daily life in Israel. The nation prided itself on being God's representatives on earth. Their laws (given by Moses and expanded upon by Teachers and Pharisees) governed not only the people's religious beliefs, but their civil life too. Rome's policy of allowing local customs to continue—under their political rule, however—was both a blessing and a frustration for the Jewish leaders. From the High Priest down through Rabbis, Sadducees, and Pharisees, Jewish authorities were feeling that their positions had been compromised by the inclusion of Roman rule. In response, they further elevated themselves in the eyes of the populace.

Examine how Jesus' actions threatened each of these three facts of life. Have different students look up and read these Bible passages: Matthew 21:1-11; 23:1-4; Mark 13:26-31; John 11:45-53; 12:17-19; Matthew 26:3-5; Luke 22:1-2.

- † **Messiah Fever:** Jesus' triumphal entry into Jerusalem, and His teachings about the "Kingdom of God" being imminent, fed the fever. However, when He was arrested and then seemed incapable of overcoming His arrest, His reputation as the Messiah flopped.
- † **Pax Romana:** His triumphal entry into Jerusalem, and His overturning of the moneychangers' tables in the Temple, could have been the spark to light off the powder keg that was Jerusalem during the holy Festival. Roman authorities needed to maintain order and keep the emotions of the people in check.
- † **Theocracy:** Jesus' prior actions and teachings hit at the core of the theocracy: ritual cleanliness and elitism. His actions in the Temple underscored His growing audacity, and His popularity.

SPIRITUAL REASONS

Looking back on these events from this end of history, we know that no amount of political pressure could have forced Jesus' execution. At any moment He could have called a halt to the entire process. Therefore, something else must have been going on in Jerusalem back then. Here are three main points to understand:

† **Jesus' Death Was Voluntary** – Have different students look up and read these verses in the Bible: Isaiah 50:6; Matthew 26:51-54; John 10:17-18; 19:11, 28-30; Philippians 2:8. Jesus was not arrested, tried, beaten, and crucified against His will. Those things happened to Him because of His will. His wounds did not kill him. He did not die of suffocation, as did most victims of crucifixion. He “gave up” His spirit!

† **Jesus' Death Was Payment** – As awful, painful, and torturous as Jesus' death was, He endured the experience because He was God's sacrifice for our sin. His great love for us is shown in His death on the cross. He was completely innocent of any sin, and in dying on the cross He paid the penalty for the sin of humankind. Our sin put Jesus to death. Again, have volunteers look up and read these Scriptures: Isaiah 53:7-12; Luke 22:19-20; Romans 4:25; 5:6-11; 8:1-4; Galatians 3:13.

† **Jesus' Death Was Temporary** – By dying on the cross, Jesus paid the penalty for our sin. But, we do not worship a dead Savior—Jesus did not stay in the tomb! By coming back from the dead He proved that He is God, that His payment was accepted, and that His claims are true. Have students look up and read: Acts 13:26-31; Romans 1:1-4; 8:11; 10:9; 1 Corinthians 15:1-5; 17-22.

WRAP UP

Read Hebrews 12:1-3 (NIV) to the group. *“Therefore, since we are surrounded by such a great cloud of witnesses, let us throw off everything that hinders and the sin that so easily entangles. And let us run with perseverance the race marked out for us, fixing our eyes on Jesus, the pioneer and perfecter of faith. For the joy set before him he endured the cross, scorning its shame, and sat down at the right hand of the throne of God. Consider him who endured such opposition from sinners, so that you will not grow weary and lose heart.”*



Movie Artwork © 2016 CTMG. All Rights Reserved.

WEEK #3

*WAS HE
REALLY DEAD?*

INTRO

We are normally very clear about who is alive and who has passed away. Somehow, though, Jesus seems to be an outlier – some people aren't sure if He is alive or dead, or was dead and is now alive, or something else. We need to be clear on this, or we can get very confused about the most important event in the history of the universe.

Some people have tried to deal with the reported resurrection of Jesus by explaining that He never really died, but was drugged while on the cross—maybe there something in that “wine vinegar” concoction they tried to give Him to quench His thirst. The drug made Him appear dead, and lying in the coolness of that tomb revived Him. So he was never really dead in the first place.

Another line of reasoning is that Jesus transitioned from the physical world into another plane of existence, kind of like Obi Wan Kenobi in *Star Wars: A New Hope*. Several Eastern religions teach such transcendence is possible.

If Jesus was really resurrected from the dead, then we need to confirm that He was really dead. More importantly, we need to understand the tremendous power, significance, and importance that His death accomplished.

WARM UP

A *live or Dead?* Play this quiz with your group – if you use presentation software and projectors, be sure to get photos of each of these older celebrities to show the group as they respond. A fun way to play this game is to have one side of the room designated for “Alive” and the other for “Dead” and have the students move to the side of the room that they think is the answer for each celebrity. We have underlined those who are deceased.

- Christopher Lloyd (Doc from *Back To The Future*)
- Pat Morita (Mr. Miyagi from *Karate Kid*)
- Richard Harris (Albus Dumbledore from *Harry Potter*)
- Sir Ian McKellen (Gandalf from *The Lord of the Rings*)
- Peter Boyle (Frank Barone from *Everybody Loves Raymond*)
- Mickey Rooney (Gus from *Night at the Museum*)
- Shirley Jones (Grace from *Grandma's Boy*)
- Robert Redford (The Sundance Kid from *Butch Cassidy and The Sundance Kid*)
- Elizabeth Taylor (Cleopatra in *Cleopatra*)

- Mel Brooks (Gov. William J. Lepetomane in *Blazing Saddles*)
- Dick Van Dyke (Bert from *Mary Poppins*)
- Jesus of Nazareth

TRANSITION

Communicate the information in the Intro for your group.

MOVIE CLIP

Explain that the *RISEN* film portrays well what the scene must have been like on that fateful Friday afternoon. The Romans were experts in killing people, and utilized the torture of crucifixion as a means to keep the population subdued in fear. Instruct your students to pay close attention to the crucifixion snippets in the movie trailer.

Play Movie Trailer

TRANSITION

Ask, “Have you have ever worn a cross necklace? Have you thought about what wearing a cross means? The cross was a cruel instrument of torture and death—seems a little strange that we would wear that. The reason we can is because Jesus changed the story, taking an instrument of death and turning it into a symbol of life and hope through His sacrifice for us.”

BIBLE STUDY

Here are some key Scriptures to use as you teach about the death of Jesus.

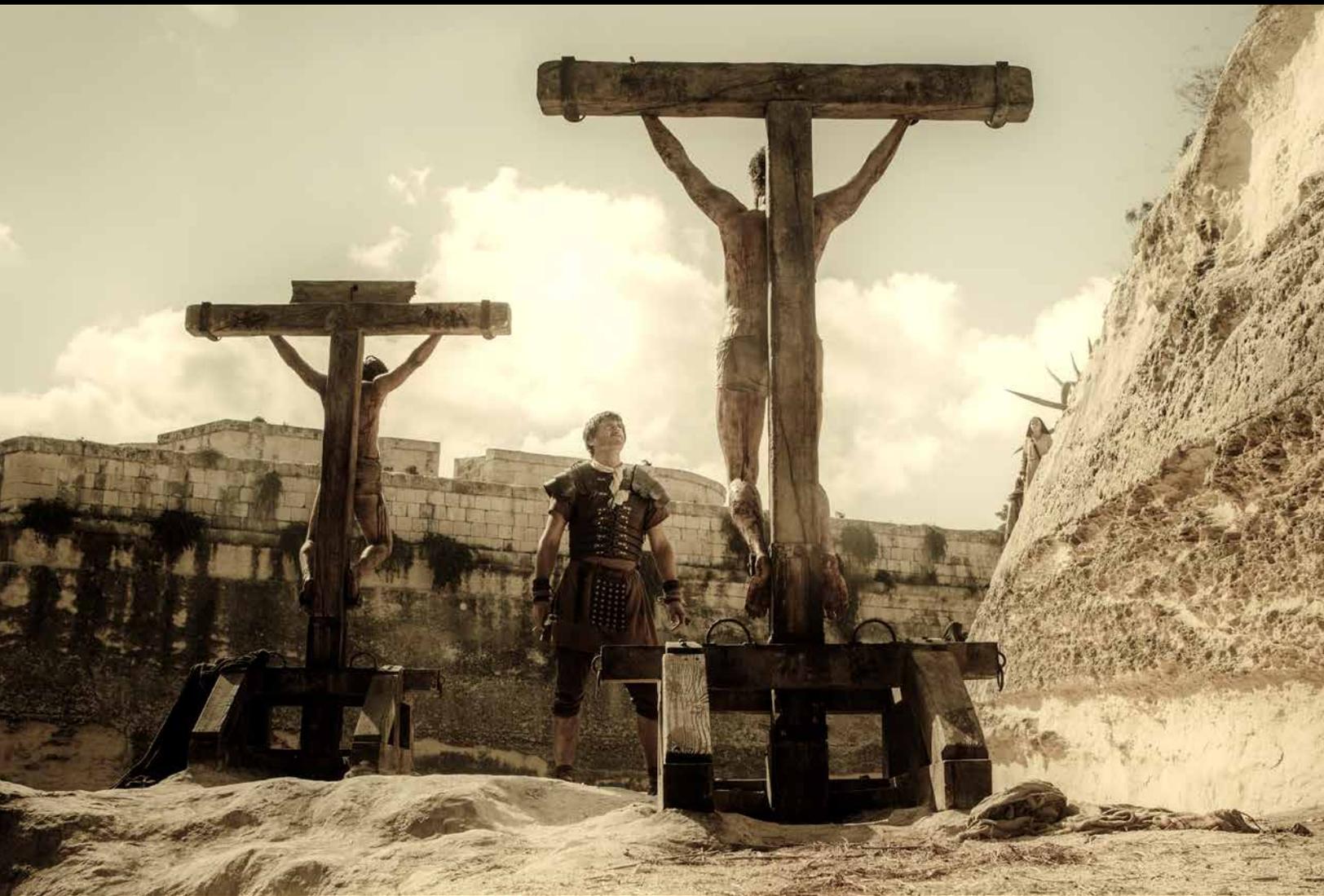
- † Numbers 21:9; John 3:14 – A plague of snakes came upon the people of Israel; they were dying because of the snakebites. Moses interceded for the people and God had Moses make a bronze serpent on a pole (still a symbol of the medical profession today). Whoever looked upon the bronze snake would live. Jesus used this story to illustrate what would happen when He was lifted up on the cross. All who would “look upon” Him, though they were “bitten” by sin, would live.
- † John 10:14-18 – Jesus referred to Himself as the “good shepherd” because He would lay down His life for His sheep—a willing sacrifice, a gift He gave for us.
- † John 12:32 – Jesus said that when He was “lifted up” (a clear reference to the bronze snake being lifted up on a pole) “from the earth” (He was talking about His ascension into Heaven) that He would draw all people to Himself. This tells us that Jesus died on the cross for everyone and that if we draw near to Him, He will come to our rescue.
- † John 19:17-30 – This passage, of course, is what actually happened on the cross. If you have time, start at verse 1—if time is tight, look at the period of time Jesus was on the cross, which starts at verse 17. In verses 17 and 18, we see Jesus, who was beaten to within an inch of His life, being forced to carry His own cross. At another point in Scripture, Jesus tells us that to follow Him is to take up our crosses. This is a call not to physical death but “dying to self” and sacrificial love.

In verses 28 and 29, we see another fulfillment of prophecy. Only after everything was fulfilled did Jesus lay down His life. In verse 30, Jesus said, “It is finished.” He said this because His mission was complete – the Scriptures were fulfilled and He gave up His Spirit. He laid down His life just as He said He would. Some scholars also say that the phrase “It is finished” can also be translated “Paid in full.” Jesus paid the price for us!

WRAP UP

There is no doubt that Jesus died that day while hanging on a cross. The physical evidence is overwhelming—beatings, the crown of thorns, and the nails—He endured all that punishment. But that is not what killed Him. Not until He knew that the price had been paid in full and that all the prophecies about Him had been fulfilled did He “give up” His spirit. He willingly died, for us. The Roman spear thrust up under His ribs and piercing His heart and lungs was merely a confirmation of His death.

Jesus changed the story of the cross – He turned it from a symbol of death to a symbol of life and hope. Share what placing your trust in Jesus means, and offer prayer for anyone who would like to trust Him. Remind your students that the cross is not the end of the story. When Jesus came back to life, He defeated death once and for all. Through Him, we will defeat death also.



Movie Artwork © 2016 CTMG. All Rights Reserved.

WEEK #4

*WHY DIDN'T THEY
BURY THE BODY?*

INTRO

Someone gave us the plot spoiler.

We know how the story ends and so it is easy to pass by the nuances of the story or be able to connect with the grief, bewilderment and collapsing of hope experienced by the faithful players in the drama. It's also easy to miss the quietly orchestrated movements of the divinely-dictated events that set the stage for what would happen on Sunday morning. But those events were simply part of the blur for those who lived them at that moment.

Only later, upon reflection, would they see the hand of God moving through their time of misery.

The objective of this session is simply to show the amazing and unnoticed stage-management of God in this story of all stories. But to do so will mean that you will need to familiarize your students (and perhaps yourself) with some potentially macabre historical details.

So start here with a short quiz to get everyone on the same page.

WARM UP

Have your group take the End of the Road... *Maybe* quiz. This is a quiz about death and burial. As always, if you have presentation software and projectors, put these questions up on the screen, along with the responses. Have “representatives” (grade, school, gender, hair color, whatever) come up to answer the questions – use a different grouping for each question. We’ve italicized the correct answers.

Begin by saying, “Okay, most of us know very little about the burial customs of ancient cultures. We know that Egyptians mummified important people when they died, but did you know that they also mummified dead animals—lots and lots of dead animals? You may know that in Greek and Roman eras, dead people often had a coin put in their mouth to pay the “boatman’s fare” when ferrying their soul across the river Styx to the afterlife—but, did you know that we have evidence that even some remains of Jewish people (who didn’t believe in Greek mythology) also have been discovered with coins in their mouth? So, here is a multiple-guess quiz about death and burial at the time of Christ. See what you know and what you discover, it might shed light on the event of Easter. Oh, and keep in mind that the Romans were in control of everything from North Africa to Britain, but often

allowed conquered cultures to continue their own practices in things like burial rites.”

At the time of Christ...

The remains of Roman people were most often...

- a) Buried
- b) *Cremated*
- c) Mummified
- d) Buried at Sea

The remains of Jewish people were most often...

- a) *Buried*
- b) Cremated
- c) Mummified
- d) Fed to pigs

The bodies of crucified people were most often...

- a) Buried in a mass criminal grave
- b) Given to their relatives to bury
- c) Put in a pile and burned
- d) *Left on the cross to rot and be eaten by animals to add to the horror of the crime*

An “Ossuary” (don’t use your phone) is...

- a) *A box for the bones of decomposed people*
- b) An urn to hold the ashes of cremated people
- c) A small tomb dug into the hillside

Jewish leaders would have objected to the remains of Jesus and the other men crucified staying on the cross because...

- a) Rotting bodies would stink up the area nearby
- b) *Land with unburied dead on it was considered defiled*
- c) The men were Jewish and should be buried with Jewish rites even though they were condemned men

Condemned Jews who were put to death during Jewish rule were...

- a) Not allowed to be buried in family tombs or cemeteries
- b) Buried away in secret places
- c) Buried in a grave or tomb for condemned people
- d) *Buried in a tomb for condemned people, but after they had decomposed their bones could be put in family tombs or cemeteries*

Joseph of Arimathea was a member of the ruling elite who asked for and was given the body of Jesus. This tomb was located...

- a) *In a garden, most probably near Joseph’s home*
- b) In a nearby cemetery area surrounded by other tombs
- c) Across the valley on the Mount of Olives

TRANSITION

Spend a few minutes clarifying that the two men who went after the body of Christ were Joseph of Arimathea and Nicodemus, both secret followers of Jesus and members of the Sanhedrin. That was the Jewish governing group who, against the wishes of Joseph and Nicodemus, were the prime agitators seeking to have Jesus killed. As top dogs in the political and religious scene, those two men would have been fairly wealthy.

BIBLE STUDY

Break your students into groups of three to four students. Pick one or more of the following options for your students to dive into and share after they are done.

† Read these Scriptures: John 19:41-42; Matthew 27:57-60; Isaiah 53:9; Luke 23:55. Discover and list any remarkable “coincidences” or prophecies fulfilled in what actually happened in contrast to what *usually* happened to a crucified person (from info studied in the quiz and the Scriptures listed).

† Read these Scriptures: John 19:41; Mark 15:46; Matthew 27:62-66. Create a military report on what took place based on these Scriptures.

† Read these Scriptures: Matthew 27:57-61; Luke 23:55; Mark 15:47. Create a page from the diary of one of those involved on that day.

After your students have shared, point out the remarkable direction this particular burial took:

† It fulfilled prophecy.

† Neither the death nor the burial was common for those crucified by the Romans.

† It involved numerous eyewitnesses to the death and burial of Jesus in a way designed to accent the resurrection.

† None of the people involved in what seemed to be a massive tragedy had any idea that God was choreographing every move for His greater purposes.

TRANSITION

Say something like this: “Most of us have a hard time seeing God’s involvement when everything seems to go wrong. If nothing else, this dark moment for those involved can be, for us who see how it all worked, a boost of faith when we go through dark times.”

WRAP UP

Pass out 3x5 cards and ask your students to write this statement:

I trust you God in spite of...

Have the students finish the statement with something that they are willing to trust Him about. Invite anyone to share what he or she has written to read theirs to the group. Close in prayer.



Movie Artwork © 2016 CTMG. All Rights Reserved.

WEEK #5

*HOW DO WE
KNOW HE'S ALIVE?*

INTRO

I've been researching and thinking about this subject in preparation for writing this all-important Easter session, and an old Gospel song popped into my mind while I was taking my shower this morning. We used to sing it in church when I was a kid. The chorus ends with, "You ask me how I know He lives; He lives within my heart!" On Sunday nights, at the end of the chorus of the last verse, the song leader would get a twinkle in his eye and have us hold out the word "LIVES" for a long time. I guess everyone thought it was great fun. (And now, a couple of hours after taking my shower, that song is *still* stuck in my head!)

I always felt awkward about the apologetic of that song. Although it probably makes perfect sense to many people now that we're in a postmodern world, it is still one of the worst arguments for the resurrection of Christ that you can make. In fact, it is probably the most-used argument leveled by skeptics *against* the resurrection.

We must give teenagers better answers to the "How do we know that He's alive?" question than "He lives within my heart." Answering this one question well will help them weather the storms of doubt that *will* come – especially as they move into institutions of higher learning. This session should load you up with what you need to make your Easter meeting the best one you've ever had!

SET UP

As the students arrive, hustle them into a dark, dank room that smells like death – stale, rancid, and stuffy. Have somber music playing while the room fills up with more and more bodies. Then, when the time seems right, open the door (have as bright of a spotlight shining into it that you can) and usher the kids to the "All Things NEW Feast" – the room is bright, energetic music is playing, fun videos are showing, and there's lots of food to be enjoyed. (Be sure to have tons of Easter Eggs and candy!) BUT...

Before the kids can scarf down the food, they need to become "new." Have tables where students are given a "new" name, a "new" birth certificate, and even "new" clothes (here's the perfect opportunity for you to get rid of all those leftover t-shirts!). Let the kids enjoy themselves for a while, and then get the meeting going.

WARM UP

Explain that Easter is when everything became new. Jesus' resurrection completely turned everything that everyone knew about faith, God, salvation, and eternity upside-down and backwards. Since Easter

is so important, run an "Easter Trivia" contest. You can use your presentation software to project the questions on the screen for all to see. One way to play is to get "representatives" (by grades, gender, schools, preferences, etc.) up in front of the group to answer a question. Here are suggested trivia questions. We've underlined the correct answers.

Easter celebrates the resurrection of Jesus Christ. After his crucifixion, Jesus rose from the dead how many days later?

- a. 7
- b. 5
- c. 3
- d. 2

Pysanka is a traditional way of painting Easter Eggs. Which country does Pysanka originate?

- a. Hungary
- b. Estonia
- c. Ukraine
- d. Slovenia

Easter is known by different names, mainly from the word “Passover.” Which one of the following is not one of those names?

- a. Pascha
- b. Pasques
- c. Pascua
- d. Pashes

In the UK, each child is given, on average, how many Easter eggs each year?

- a. 2
- b. 8
- c. 5
- d. 10

In It’s the Easter Beagle, Charlie Brown, a piece of music called “Menuet” featured. Who was the composer?

- a. Ludwig Van Beethoven
- b. Peter Ilyich Tchaikovsky
- c. Wolfgang Amadeus Mozart
- d. Johann Sebastian Bach

The idea of the Easter Bunny was originated in Germany in the 1700’s – but it was not a rabbit at first. What was it?

- a. A hare
- b. A possum
- c. A cat
- d. A dove

Jellybeans are the second most popular candy at Easter. What’s the most popular color of bean?

- a. Yellow
- b. Green
- c. Red
- d. Blue

The Easter Season begins on Easter Day and lasts for how many days?

- a. 14
- b. 21
- c. 32
- d. 50

A traditional English Easter game, yet what in the world is “Pace-Egging”?

- a. Smashing hard-boiled eggs together to find the toughest
- b. An egg-and-spoon race, only with a spatula not a spoon
- c. Rolling hard-boiled painted eggs down a hill
- d. Blowing hard-boiled eggs along a tabletop

Which one of these egg-shaped candy is illegal in the US?

- a. Cadbury’s Creme Egg
- b. Kinder Surprise
- c. Whoppers Robin Egg
- d. Brach’s Fiesta Malted Milk Egg

What was the purpose Britain’s Easter Act of 1928?

- a. To protect Easter from commercialism
- b. To provide a fixed date for Easter
- c. To shorten the Easter school holidays
- d. To return Easter to its pagan roots

Easter is the second largest candy-eating holiday in the US. Which is the first?

- a. Independence Day
- b. Christmas
- c. Halloween
- d. Thanksgiving

76% of people eat which part of an Easter Bunny first?

- a. Chest
- b. Tail
- c. Feet
- d. Ears

TRANSITION

Talk about how so many of the Easter traditions have nothing to do, really, with the resurrection of Jesus from the dead. They might have a tinge of “new life” meaning to them (eggs, flowers, and so on), but they miss the central importance of the resurrection. Promise that when this session is finished, your group will have a new appreciation for and confidence in the fact that Jesus defeated death and came back to life on that first Easter morning.

MOVIE CLIP

Say something like, “This is the last of a five-week series based on a movie we saw as a group: *RISEN*. The film follows the attempts of a Roman Tribune to locate the body of Jesus, and his response when he instead encounters Jesus fully alive. This trailer of the film will either remind you of what we experienced as a group, or clue you in on what the movie is about.”

Play the Movie Trailer

TRANSITION

For the benefit of the students who are experiencing your church for the first time, do a quick summary of the first four weeks of this series.

† Faith is a response to what we experience; it’s a reasonable result of logic and truth; and it’s requires a resolution, a choice to believe.

† Jesus was put to death for political and spiritual reasons. Politically, His ministry was stirring up unrest in Israel, which threatened the peace that the occupying Roman government strived to maintain. He also threatened the established theocracy in Israel – the religious institution of government that controlled daily life. Spiritually, Jesus voluntarily gave His life as payment for the sin of humankind.

† The Roman soldiers in charge of crucifying Jesus knew what they were doing. The spear in his side confirmed that He was dead on that cross. By dying there, in such a way, He satisfied the penalty of sin, and opened the way of forgiveness for any and all.

† Through some last-minute political maneuvers, some prominent followers of Jesus made possible that He would be placed on a shelf in a cave-like tomb, not cremated or tossed in a slit-trench with other executed criminals for animals to tear apart. This one act insured that Jesus’ resurrection could be verified throughout history.

Turn the corner by explaining that in the time remaining, you and your students will indeed verify the resurrection by looking at what happened and evaluating alternative explanations.

BIBLE STUDY

Here are the Scripture passages that describe the resurrection. You can use them all, or choose the one that best fits your situation.

- Matthew 27:62-28:15
- Mark 16:1-8
- Luke 24:1-12
- John 20:1-29

Explain that the resurrection of Jesus is an event that is reported to have happened in history. It can't really be studied by science, since it's not something that can be replicated in a controlled environment. That's true of any event in the past. Science can't prove that you had eggs for breakfast last Tuesday, or that you watched cartoons on Saturday mornings as a kid. But, events like the resurrection certainly can be subjected to historical inquiry.

Jesus' resurrection is the central tenet of all Christianity. If it didn't happen, then Christianity is merely another religion founded by a talented and charismatic person; a faith that helps people love and serve others. But, if it DID occur, then Jesus is way more than the founder of a religion. If He actually did rise from the dead, then what He claimed about Himself was true. If His claims of being God in human form are true, then all of life takes on a new meaning!

Since the resurrection is so vital and important, historical inquiries have been made about it ever since that fateful first Easter. Many people who do not wish Jesus' claims to be true have developed other explanations for the reports of Jesus' resurrection. We need to have answers for those alternate interpretations if we are to be able to have an adequate answer to the question, "How do we know He is alive?"

Here are seven alternate explanations of the resurrection, and the answer for each. These are based on the excellent work of N. T. Wright in his book, *Surprised By Hope*.

1. **Resuscitation, Not Resurrection** – This topic was covered in "Was He Really Dead?" In case you didn't do that session, the key argument is that someone gave Jesus a drug (maybe in the sponge of fluid given to Him on the cross) that made Him look dead, and then He revived in the tomb.

Answer: Roman soldiers were very skilled at killing people, and no disciple would have mistaken a beat-up, dazed, and barely alive person to have defeated death and inaugurated the Kingdom.

2. **Cognitive Dissonance** – Sometimes, when people want so badly for something to be true but are faced with strong evidence against their hope, they ignore the facts and become even more convinced of what they "know" to be true. ("You ask me how I know He lives; He lives within my heart!")

Answer: The disciples were *not* expecting Jesus to be raised from the dead. With their understanding of "resurrection" at that time, they would never have imagined what really happened. Also, simply showing them the dead body would have dashed their hope. But, the tomb was empty, and the body was seen completely alive—transformed in ways we don't really understand yet, but recognizable and alive.

3. **Mistaken Identity** – When the women went to the tomb they met someone else—maybe Jesus' brother James, who probably looked like Him—and in the dim predawn light they mistook him for Jesus. A related "mistake" explanation is that the women went to the wrong tomb, and when they wondered where the body was taken, the gardener pointed to the correct tomb and said, "He is not here. See the place where he was lain." But, the women misunderstood him.

Answer: They would have noticed soon enough that the guy they encountered wasn't really Jesus. Then, when the mistake of tomb location was discovered, the authorities would have simply pointed out that the body was still in the cave.

4. **Biased Reporting** – Jesus only appeared to people who believed in Him, so we can't trust what they reported.

Answer: The accounts in the Bible make it clear that neither Thomas nor Paul would fall into this category. Plus, after His death all of Jesus' followers actually believed that the party was over. Something happened that radically altered their thinking – an event that transformed them and their message. Only encountering the risen Christ can explain their sudden and unexpected change.

5. **Message Shift** – The disciples began by saying, "He will be raised," as people had done of the martyrs, but shifted to saying, "He has been raised," which was functionally saying the same thing.

Answer: No, it is not saying the same thing.

6. **Grief Hallucinations** – Lots of people have visions of recently deceased loved ones, and this is what happened to the disciples.

Answer: People back then knew all about these kinds of situations, and would described them by using phrases such as, "It's his angel" or "It's his spirit" or "It's a ghost!" They would not say of these kinds of occasions, "He has been raised from the dead!" That kind of language was unknown to them until that Easter morning.

7. **Thieves In The Night** – The disciples snuck into the cemetery, silently cut the ropes and broke the Roman seals, moved the stone away from the door without making a sound, and ran off with the body—all without waking the guards.

Answer: First, whether the soldiers at the tomb were Roman soldiers or Israeli Temple Guards, they would not fall asleep while on duty—doing so meant instant capital punishment. Second, the disciples, to a man, endured execution and banishment for refusing to admit their skullduggery. Third, someone—who must have been "in the know"—revealed information about the secret payment made to the guards so that they would lie about what really happened.

MOVIE CLIP

Introduce this movie clip by saying something like, "Now you have solid answers to alternative explanations of the resurrection. Let's watch how the *RISEN* film portrays when Clavius decides that he must find a way to reconcile two things that he has seen that cannot both be true."

Play Movie Clip #3: "My Right Hand Turned Against Me"

WRAP UP

You will want to carefully plan how you wrap up this Easter session. You'll know best what kind of response you want to ask for from the group, and how best to ask for it. Clearly presenting the "good news" of the Gospel – Jesus' death, burial, and resurrection – should open some significant doors for conversations about salvation, confirmation of faith, rededication to living as a witness, and more! Our prayers will be with you on Easter morning, you can count on that!

In fact, we would LOVE to hear your reports of how your *RISEN* Easter morning went. If you would like to send us video of your event and your written report, let us know at risen@interlinc-online.com. We will send you a Dropbox link for you to transfer your video (which could be way too big to email!).

God bless you as you share the Gospel with teenagers!

PRIMARY CAST & CREW

JOSEPH FIENNES (Clavius) is a renowned actor of stage and screen, in both television and film. Fiennes followed his critically praised performances in the Oscar®-nominated films *Elizabeth* and John Madden's *Shakespeare in Love* with lead roles in Jean-Jacques Annaud's *Enemy at the Gates*, Eric Till's *Luther*, Rupert Wyatt's *The Escapist*, *The Merchant of Venice* with Al Pacino and Jeremy Irons and Ryan Murphy's *Running with Scissors*.

TOM FELTON (Lucius) began his acting career at the age of 10 when he starred as Peagreen Clock in Peter Hewitt's fantastical tale *The Borrowers*. Since taking on the role of 'Draco Malfoy', *Harry Potter's* nemesis in *Harry Potter And The Sorcerer's Stone* at age 11, he has become a household name and has starred in all eight *Harry Potter* films. In May 2010, Tom received the MTV Movie Award for "Best Villain" for the sixth *Harry Potter* installment, *Harry Potter And The Half-Blood Prince*, and followed that up in 2011 with a second straight win for *Harry Potter And The Deathly Hallows: Part 1*. Tom also received a Teen Choice Award for "Best Villain".

PETER FIRTH (Pontius Pilate) BAFTA Award winner and Academy Award nominated Peter Firth is perhaps best known for his role as 'Sir Harry Pearce' in the BBC One show *Spooks* (2002-2011), in which he is the only actor to have starred in every episode of the show's ten-series lifespan.

CLIFF CURTIS (Yeshua) Cliff Curtis is a successful film and television actor with a varied body of work encompassing a wide range of compelling performances spanning more than two decades. He currently stars in AMC's *Fear the Walking Dead* alongside Kim Dickens. The show premiered on August 23, 2015, and was the most watched series premiere in cable TV history. Set in Los Angeles, Curtis plays English teacher Travis Manawa, who struggles to keep his family together during the onset of a zombie apocalypse.

KEVIN REYNOLDS (Director, Screenplay by) Raised as an Air Force brat, Kevin Reynolds' love for cinema inspired him to forsake his law school degree and move to Los Angeles to enroll in the University of Southern California's legendary film school. Reynolds' graduate thesis film *Proof* became the basis for *Fandango* starring Kevin Costner and was produced by Steve Spielberg's Amblin Entertainment as one of its first productions. During his time at USC, Reynolds also wrote the Cold War cult hit *Red Dawn*, which John Milius directed. Reynolds also directed *The Beast*, *Robin Hood: Prince of Thieves*, *Rapa Nui*, *Waterworld*, *The Count of Monte Cristo*, *Tristan + Isolde*, and *One Eight Seven*, as well as the *You Gotta Believe Me* episode of Spielberg's anthology television series, *Amazing Stories*.

PAUL AIELLO (Screenplay by, Story by) began his career by writing and selling *Bumper to Bumper - the secret life of cars* to 21st Century Fox and has since written on many other projects including a Korean War epic/love story, *The Translator*, and *Flying South* an animated family film about vacationing birds. *Risen* is his first produced feature. A Christian himself, this had made it all the more rewarding.

MICKEY LIDDELL (Producer) has had an extensive career producing a wide variety of highly successful films and television shows, working both independently and for studios. In 2007, he founded LD Entertainment, a film development and production company which has recently expanded into television, theater and digital platforms. The company has also financed and produced such critically-acclaimed films as Joe Carnahan's *The Grey*, starring Liam Neeson; Rodrigo Garcia's *Albert Nobbs*, which garnered Oscar® nominations for Glenn Close and Janet McTeer; William Friedkin's *Killer Joe*, starring Matthew McConaughey and Emile Hirsch; and Alejandro González Iñárritu's Oscar®-nominated *Biutiful*, which starred Javier Bardem.

PATRICK AIELLO (Producer) is a film producer, senior production executive and feature screenwriter with extensive experience in development and creative affairs, talent packaging and film financing, physical production, and worldwide distribution and marketing of mainstream feature films for major studios and independently financed slates. Aiello's produced films to date are *Burn Your Maps* for Warner Brothers Pictures and Cinelou Films (2016); *As Above So Below* for Universal Pictures and Legendary Pictures (2014); *The Double* for Image Entertainment (2011); *Dylan Dog: Dead of Night* for Freestyle Releasing (2010); *Leonie* for Monterey Media (2010); *The Dark Country* for Sony Pictures (2009); *Street Fighter: The Legend of Chun Li* for 20th Century Fox (2009); *The Other End of the Line* for MGM Studios (2008); and *Asylum* for MGM Studios (2008).

PETE SHILAIMON (Producer) joined LD Entertainment in 2000 as the EVP of Production. Under this title, Pete has produced and executive produced an array of projects including *Risen*, which was fully financed and produced by LD Entertainment. Pete recently wrapped the WWII thriller *Anthropoid* starring Jamie Dornan and Cillian Murphy, and is currently producing *Leavey* which stars Kate Mara, Edie Falco, Common, Bradley Whitford and Will Patton. He is also an executive producer on *The Zookeeper's Wife* starring Jessica Chastain and Daniel Bruhl, and Jackie featuring Natalie Portman. His past films include *The Devil's Hand* (2014), *In Secret* (2013), *Black Rock* (2012) and *The Collection* (2012).

COLUMBIA PICTURES AND LD ENTERTAINMENT PRESENT IN ASSOCIATION WITH AFFIRM FILMS A LIDDELL ENTERTAINMENT AND PATRICK AIELLO PRODUCTION
"RISEN" JOSEPH FIENNES TOM FELTON PETER FIRTH AND CLIFF CURTIS CASTING BY JOHN HUBBARD ROS HUBBARD MUSIC BY ROQUE BAÑOS VISUAL EFFECTS SUPERVISOR RAFA SOLÓRZANO
COSTUME DESIGNER MAURIZIO MILLENOTTI EDITED BY STEVEN MIRKOVICH ACE PRODUCTION DESIGNER STEFANO MARIA ORTOLANI DIRECTOR OF PHOTOGRAPHY LORENZO SENATORE EXECUTIVE PRODUCERS ROBERT HUBERMAN SCOTT HOLROYD
PRODUCED BY MICKEY LIDDELL PATRICK AIELLO PETE SHILAIMON STORY BY PAUL AIELLO SCREENPLAY BY KEVIN REYNOLDS AND PAUL AIELLO DIRECTED BY KEVIN REYNOLDS
LD ENTERTAINMENT PARENTS STRONGLY CAUTIONED BIBLICAL VIOLENCE INCLUDING SOME DISTURBING IMAGES PG-13
Soundtrack on Word Records Risen-Movie.com Score Album on Madison Gate Records SONY AFFIRM FILMS COLUMBIA PICTURES
a Sony Company