



# Dialogue Guide to Fratelli Tutti

*An educational and prayer resource*



# Discussion and Action

This section breaks up “Fratelli Tutti” by three key themes, with opportunities for dialogue and action. These guides can be adapted for parish discussion circles, service groups, classrooms or even families.

## Migration: An Absence of Human Dignity on the Borders



### Prelection Reflection/Discussion

- What aspects of life are open to you because of who you are, where you live, your family, your ethnicity, your socio-economic status, your gender, your sexual orientation?
- What aspects of life have been closed off to you because of who you are, where you live, your family, your ethnicity, your socio-economic status, your gender, your sexual orientation?

### Read

Read paragraphs 37 through 41 from “Fratelli Tutti” ([linked here](#)).

### Discussion Questions

- When I put up wall, I am left without a horizon. What and who am I not seeing?
- Have you experienced or witnessed “local narcissism on a local, regional or national” level? How does this narcissism relate to migration?
- How is empathy different from sympathy? How does empathy create solidarity?
- How can the story of the Good Samaritan shed light on our immigration system? Can we understand the migrant as the man on the side of the road? Who are we in this story?

### Take Action



1. Take photos of some of the walls or signs that suggest certain groups are not welcome (these can be physical, economic, racial, gender-based) in the area in which you live. Create a collage and reflect on these manifestations of borders.
2. Research the U.S. immigration system:
  - [Why Legal Immigration Is Almost Impossible](#)
  - [U.S. Asylum Policies](#)
3. [Write a letter or postcard to your Congressperson](#) advocating for immigration reforms.

## The Death Penalty



### Prelection Reflection/Discussion

- Does forgiveness mean forgetting?
- How does justice differ from vengeance?
- Did you ever wish someone ill out of anger?

### Read

Read paragraphs 263 through 270 from “Fratelli Tutti” ([linked here](#)).

### Discussion Questions

- How can the story of the Good Samaritan shed light on our criminal justice system? Can we understand those in prison as the man on the side of the road?
- How does fear perpetuate injustices in our criminal justice system?
- The Gospel tells us to forgive "seventy times seven" (Mt 18:22). How can we extend this mercy to those in prison and on Death Row?
- Reflect on this quote: "I will give everyone the possibility of sharing this planet with me, despite all our differences." What steps can we take to ensure all people can share this planet?

### Take Action



1. Write a letter to someone incarcerated on Death Row. You can use a service like WriteAPrisoner.com ([linked here](#)).
2. Research capital punishment:
  - Find out whether [your state or country practices capital punishment](#)
  - [Racial and Economic Inequities in the Death Penalty](#)
  - [The Injustices of Capital Punishment with Bryan Stevenson](#)
3. [Write a letter to your federal representative](#) calling for the abolition of capital punishment at the federal level.

## Reconciliation: The Value and Meaning of Forgiveness



### Prelection Reflection/Discussion

- What does it mean to "feel at home?"
- Describe a moment when you had this experience; and when you experienced the opposite.
- Reflect on a moment when you felt the need to be forgiven or were asked for forgiveness.
- What hurt, disappointment or injustice have you experienced that when you think about it, you feel the sting of it all over again?

### Read

Read paragraphs 236 through 254 from "Fratelli Tutti" ([linked here](#)).

### Discussion Questions

- Why can't we just forgive and forget – like the saying goes?
- "When conflicts are not resolved but kept hidden or buried in the past, silence can lead to complicity in grave misdeeds and sins." Can this dynamic be found in our society today in the reality of systemic racism? How so?
- Why would some think the admission of guilt, owning the past and asking for reconciliation, is a sign of weakness? How can it be understood as a sign of strength?
- "We should never confine others to what they may have said or done, but value them for the promise that they embody", [212] a promise that always brings with it a spark of new hope. How could this sentiment influence the "hearers of the truth" of our racist past to work toward reconciliation?
- Building social friendship calls for "rapprochement between groups who took different sides at some troubled period of history" In our society who are these groups then and now?
- What does reconciliation between the haves and have nots in our society look like?

### Take Action



1. Write a penitential prayer that seeks forgiveness for ongoing injustice in your community, society, nation, world. [Find examples here.](#)

# One-Day Lesson Plan: The Good Samaritan

**Goal:** Students will read a selection from Pope Francis' 2020 encyclical "Fratelli Tutti" ([linked here](#)), identify ideas that matter to them personally, discuss those ideas with their peers, and create a video testimonial about what living this document might look like.

## Prelection Reflection/Discussion



- What does the word neighbor mean to you?
- Who do consider your neighbor?



## Prayer

*"Just then a lawyer stood up to test Jesus. 'Teacher,' he said, 'what must I do to inherit eternal life?' He said to him, 'What is written in the law? What do you read there?' He answered, 'You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbor as yourself.' And he said to him, 'You have given the right answer; do this, and you will live.' But wanting to justify himself, he asked Jesus, 'And who is my neighbor?' Jesus replied, 'A man was going down from Jerusalem to Jericho, and fell into the hands of robbers, who stripped him, beat him, and went away, leaving him half dead. Now by chance a priest was going down that road; and when he saw him, he passed by on the other side. So likewise, a Levite, when he came to the place and saw him, passed by on the other side. But a Samaritan while traveling came near him; and when he saw him, he was moved with pity. He went to him and bandaged his wounds, having poured oil and wine on them. Then he put him on his own animal, brought him to an inn, and took care of him. The next day he took out two denarii, gave them to the innkeeper, and said, 'Take care of him; and when I come back, I will repay you whatever more you spend.' Which of these three, do you think, was a neighbor to the man who fell into the hands of the robbers?' He said, 'The one who showed him mercy.' Jesus said to him, 'Go and do likewise.'" (Lk 10:25-37).*

## Opening Activity: Anonymous Reading (5-7 minutes)

Give students an anonymized copy of the Good Samaritan—paragraphs 69 to 79—from "Fratelli Tutti." Instruct them to read and annotate the document, underlining both the lines that most match their thinking and the lines that challenge them. Have them write their reactions or questions in the margins.

## Peer Share: Reactions to Reading (2-4 minutes)

Pair the students up with one or two partners. Have them share in these pairs or triads one line that got their attention—either in agreement or disagreement—and why they settled on that line as most significant.

## Large Group Discussion: The Big Idea (7-10 minutes)

Open the class up to a whole-class discussion of the major themes of the selection and their reactions to it. Some questions that might help you structure that discussion would be:



- Which quotes prompted the strongest reactions from you or your group? How so?
- What's the big idea this document is getting at? What difference does it make?
- What would it look like to live this idea out in our lives? What might get in the way of that action?
- Who are the "Samaritans"—those who are cast out or ignored—in your world?
- In today's world, who has been robbed and of what? Who is the Levite, the Priest, the Innkeeper, the Good Samaritan?
- Often, "the sight of a person who is suffering disturbs us." Whose suffering, in particular, disturbs you? What do you tell yourself when you look away?
- If I put the face of Christ on "each of our abandoned or excluded brothers and sisters" will I respond differently? Why?

## Debrief and Reveal: Encyclical Introduction (5-7 minutes)

Explain to the students that the document is a selection from Pope Francis' latest encyclical "Fratelli Tutti."

Give background on encyclicals:

- An encyclical is a letter from the Pope to the whole Church.
- They express what the Pope sees as pressing issues in the world or in the Church.
- Teachings are not infallible but they are authoritative—a teaching the Church is called to try to put into action.
- Ask the students why they think Pope Francis is releasing this teaching now and what is it they think he wants us to do.

## Creation and Appropriation Exercise (5-7 minutes)

Instruct the students to use their devices to record a short video that meets the following criteria:

1. Includes the student reading a short quote from the document, introduced by the phrase "Francis says..."
2. Includes the student reacting to that quote by either explaining what it means to them or committing to some concrete step that puts Francis' words into action. Lead off this testimonial with "And I say..."
3. Videos should be between 1-3 minutes
4. If comfortable doing so, students should post the video to their social media accounts with the hashtags #JesuitEducated, #FratelliTutti, #GlobalCitizen #JesuitConference
5. Students should send the teacher a copy of the video itself or the link to their social media post

## Reporting Back (Time Permitting)

If you have time, invite students to share a few of their videos with the class.



### Global Dimension

Have the class choose one video that best represents their ideas and reflects their best effort and submit to shared file for the Assistancy; Global schools' network.