

# Teaching “Fratelli Tutti”

*Lesson plans on Pope Francis' encyclical*

Developed by Marianne Gallagher and Cappy Russell



Jesuit Conference

Office of Justice and Ecology



JESUIT SCHOOLS NETWORK

# About this Resource

Our world seems increasingly divided — on social, economic and political lines. In his recent encyclical, “*Fratelli Tutti*,” Pope Francis calls Catholics to break down these barriers through reconciliation and genuine encounter. This resource from the Jesuit Conference is designed to help high school students understand the vital teachings of “*Fratelli Tutti*.”

Our guide offers three distinct lesson plans for high school theology students, which are adaptable for three time frames: a one-day lesson, a three-day lesson and a five-day lesson. The one-day lesson offers an overview of the encyclical’s key themes. The three-day lesson focuses on global experiences of the pandemic, as discussed in “*Fratelli Tutti*.” The five-day lesson gives students the independence to research the encyclical in-depth through the theme of their choice.

Each lesson plan guides students to reflect individually and as a group on portions of the encyclical. The lessons also contain project suggestions, which will encourage students to apply what they have learned to their local communities.

We encourage classes to share their discussions and projects through our global classroom on EducateMagis. We have created a “*Fratelli Tutti*” group through their online platform. By joining the group, you and your class can engage with students around the world, sharing your projects and discussions.

To access the group go to: <https://www.educatemagis.org/community/groups/fratelli-tutti-lessons-and-reflections/>.

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# One-Day Lesson Plan: The Good Samaritan

This lesson plan examines “*Fratelli Tutti*” and gives an overview of the encyclical’s key themes. It is designed to be completed in one high school class period.

**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 (3 minutes)



- Ask students to reflect on the following questions:
  - What does the word neighbor mean to you?
  - Who do you consider your neighbor?

Choose one student to lead the prayer below.

### 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.’”*



## 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.

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

In pairs or groups of three, have students share one line that got their attention — either in agreement or disagreement — and why.

## 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. Reflect on the questions:



- Which quotes prompted the strongest reactions from you or your group? How so?
- What's the big idea this document is getting at?
- 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's reaction to that quote by explaining what it means to them or committing to a concrete step that puts these 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 are encouraged to post the video to their social media accounts with the hashtags #JesuitEducated, #FratelliTutti, #GlobalCitizen and # 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 share it to the "Fratelli Tutti" group on EducateMagis.

# Three-Day Lesson Plan: Dark Clouds Over a Closed World

**This lesson plan looks at the COVID-19 pandemic through the lens of “Fratelli Tutti.” It is designed to be completed over three high school class periods or one longer block period.**

**Goal:** Students will compare their experiences during the COVID-19 pandemic with students from other Jesuit schools around the globe and with Pope Francis' reflections from his 2020 encyclical “Fratelli Tutti.” Then students will take two pictures to capture their personal experiences of the pandemic: one of a “shattered dream” and the other of a “path of hope.” Students will share their images with each other and with the global network of Jesuit schools.

## Day One

**Goal:** Students will read firsthand accounts of the COVID-19 pandemic from students around the world. Then, as a class, students will compare and contrast global experiences seeking commonalities.

### **Prelection Reflection/Discussion (2 minutes)**

- Ask students to reflect on the following scenarios:



- Reflect on a time when an event that was beyond your control caused you to feel frustrated, angry, sad, defeated, disillusioned, distressed, anxious, or worried. Were you alone in that experience?
- Reflect on an experience or event for which you had great anticipation; a moment when you were brimming with hope, when you felt positive, encouraged, courageous, happy, or optimistic. Were you alone in that moment?
- Were your experiences of disappointment and hope more bearable or enriched, respectively, if they were shared?

Choose one student to lead the prayer below.

### **“Prayer for a Pandemic” (1-3 minutes)**

**Adapted from “Prayer for a Pandemic” by Cameron Bellm and Rev. Michael Zampelli, S.J.**

#### **Leader**

*Let's place ourselves in the presence of God — who created the heavens and the earth...who raised Jesus from the dead ...who binds us together in the Spirit across time and space. Let's hold in our hearts the students from across the globe — in cities, suburbs, towns, farms, villages, on farms and in refugee camps as we walk through a world both shattered and hopeful, a world forever changed. And let us pray...*

#### **Antiphon**

*May we who are inconvenienced  
Always remember those whose lives are at stake.  
May we who have few risk factors  
Remember those most vulnerable.  
May we whose parents can work from home*

*Remember those whose parents must choose  
Between keeping their health or making their rent.  
May we who are learning remotely with the latest  
devices and strong internet connections  
(Continued)*

## Prayer Continued

*Remember those at a disadvantage in the digital divide.*

*May we who are "doing school" from the comfort of our homes*

*Remember those for whom school provides their meals and a place for their physical safety.*

*May we who have had to cancel our sports trips, field trips, trips abroad*

*Remember those that have no safe place to go.*

*May we who quarantine at home*

*Remember those who have no home.*

*As fear grips our world and our country, let us choose love.*

*During this time when we cannot physically Embrace each other,*

*Let us yet find ways to be*

*The loving embrace of God to our neighbors.*

*Amen.*

## Opening Activity: Student Reflections from Around the Globe (5-7 minutes)

- Direct students to [EducateMagis' "A Day in My Life" student reflections](#) page where they will find stories from students at Jesuit schools around the world.
- Have them pick a reflection from a student in a different country and read it.
- As they read, ask them to identify parts of this student's experience that are similar to their own and parts that are different.

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

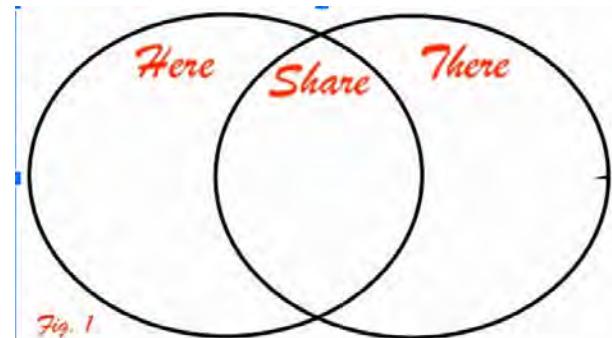
In pairs or groups of three, have students report to each other one thing about the experience of the pandemic in another country that was similar to their own experience and one thing that was different.

## Large Group Discussion: The Pandemic Experience Venn Diagram (7-10 minutes)

- Create a large, blank Venn diagram to match Figure 1.
- As a class, ask students to categorize experiences of the pandemic by: "COVID Here," "COVID There" and "COVID Shared."
- Add their categorizations to the appropriate part of the Venn diagram

Once your class has filled out the categories with a representative sample, reflect on the diagram. Ask students:

- What are our biggest day-to-day challenges in the pandemic here?
- What most strikes you about the way others around the world are experiencing the pandemic? Why?
- Have you or your community experienced isolation or the loss of fraternity? Do you feel solidarity in suffering?
- What can we learn about ourselves through the pandemic? Can you envision a way forward from our common experiences?



## Day Two

**Goal:** Students will read and analyze excerpts from "Fratelli Tutti" that relate to the COVID-19 pandemic. At the end of class, they will be assigned a project to creatively visualize experiences of the pandemic.

### Prayer (1-3 minutes)

As Pope Francis reminds us that "prayer leads us forward in hope," let us pray.

*Merciful God,  
Hear our prayers that come to you from a world ravaged by illness, inequality, poverty, degradation, war, hate and indifference. Hear our prayers for a world steeped in fairness, renewed in health, creativity and engagement, a world where the earth's beauty is embraced, and its bounty shared among all people. Increase our compassion, deepen our commitment and strengthen our resolve to pursue a more just and more humane world; to seek always the greater good for your greater Glory.  
Amen.*

### Opening Activity: Reading "Fratelli Tutti" (7-9 minutes)

- Instruct students to read these excerpts from "Fratelli Tutti" on the pandemic — paragraphs 7, 8, 32-36, 54, 55.
- Ask students to underline ideas that match their thinking and ideas that challenge them. Have them write their reactions or questions in the margins.

### Peer Share: Reactions to Reading (5-7 minutes)

- Pair the students up with one or two partners.
- Have them in these pairs or triads generate a list of specific recommendations Francis makes about how the world should respond to the pandemic.
- After they have compiled their lists, have the groups order their lists on a spectrum from the most challenging to do to the easiest.

### Large Group Discussion: Pope Francis on Responding to the Pandemic (9-12 minutes)

As a class, discuss the major themes of the selection and their reactions to it. Reflect on the following questions:



- How does Pope Francis recommend we respond to the pandemic? Can you show us in the text?
- What differences would Pope Francis' ideas make to the challenges we face or the challenges in other countries? (Refer back to yesterday's lesson)
- Which of Francis' recommendations makes the most sense to you? Why?
- Which is the most challenging? How so?
- Francis talks about "new paths of hope" opening up. Where do you find hope in his words or in this time?
- What images come to mind when describing your experience of the pandemic?
- What image would you use to show a shattered world — or a hopeful world?

## Project Assignment Introduction: “Our Shattered Dreams and Paths of Hope” (3-4 minutes)

- For this project, students are asked to take two pictures of their experience of the COVID pandemic: one that captures a “shattered dream” and the other that expresses a new “path of hope.”
- Project Instructions:
  - The photos can be of anything students choose, but they must take the photos themselves.
  - On the photos, students should digitally layer a one-sentence caption explaining why they photographed this OR a quote from “Fratelli Tutti” that matches the content of the photo.
  - Students should label their photos with their full name, age, school and country.
  - Students will share and discuss their photos with their classmates during the next class period.
- The most expressive photos (as determined by the class) will be submitted to EducateMagis’s “Fratelli Tutti” group, to share with high school classes around the globe (Instructions for EducateMagis access are found on page \_\_\_\_).

## Day Three

**Goal:** Students will share their projects and reflect on what they have learned from this lesson unit.

### A Prayer to Our Creator (1-3 minutes)

*Adapted from Fratelli Tutti*

*Gracious God, creator of our human family,  
You created us all equally in your image, endowed  
us with dignity.  
Pour into our hearts a spirit of solidarity  
A desire for justice and peace through genuine  
dialogue and encounter.  
Move us to create a world that reflects your goodness,  
a world without disease, poverty, hunger, violence and war  
May our hearts be open to all people and all nations,  
And may we have the eyes to see their goodness and  
the ears to hear their truths.  
Help us forge the bonds of unity, common projects and shared dreams.  
Amen.*

## Opening Activity: Shattered Dreams and Paths of Hope (5-7 minutes)

- Have students look at their photographs.
- Then, instruct students to re-read yesterday’s excerpts from “Fratelli Tutti” — paragraphs 7, 8, 32-36, 54, 55.
- While they read, ask them to identify one line from each paragraph set that either speaks to them in this moment or that they feel closely aligns with the pictures they took.
- After they have finished, invite a few students to read their chosen lines aloud with a short explanation of why that line got their attention.

## Peer Share: Image Sharing (3-5 minutes)

- In pairs or groups of three, ask students to show their images to each other.
- Have them explain what they photographed, why they chose this image and how it reflects their personal experience.
- Encourage the students to practice “active listening” by asking one follow-up question of their partners.

## Large Group Discussion: Our Disappointments and Hopes (10-15 minutes)

Use this large group discussion to allow students to share their personal experiences of the pandemic as well as reflect on what they have learned from this lesson unit. Encourage them to share their images with the larger group as they feel comfortable. Reflect on these questions:



- When you think about the pandemic, what would you say you have lost? How have these losses affected you?
- What “paths to hope” have you discovered in this time? When you reflect on these, what feelings come up for you?
- How can we share hope in our families, school, community and world?
- What might need to change in your life because of this experience? What changes would you recommend our society make after the pandemic? Why?
- Has the pandemic caused you to be fearful, indifferent, frustrated, sorrowful, angry or something else?
- What have you witnessed during the pandemic? Egotistical self-preservation; or sacrifice, generosity and community? Or, something else?

### Debrief: Image Selection and Submission (5-7 minutes)

Close the conversation with your students by asking them to nominate images from their peers that they think should be shared with global classes via EducateMagis.

- For each nomination, have the students both show the nominated image to the class and explain what it is about the image that they think is particularly moving or valuable in capturing the experience of the pandemic.
- With a handful of nominees, encourage the students to come to consensus on one “Shattered Dream” and one “Path of Hope” image that their class would like to submit.
- If consensus is hard to reach, thank the students for their work and thoughts, gather up all the nominees, and forward them to the EducateMagis “Fratelli Tutti” group.

### Closing Prayer

Have every student (if possible) read a line of The Good Samaritan in a cascading fashion.

- \* “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)

# Five-Day Lesson Plan: “Fratelli Tutti”

**This lesson allows students to explore “Fratelli Tutti” in-depth, according to the topics that interest them. It is designed to be completed over five high school class periods or two longer blocks.**

**Goal:** Students will choose both a specific chapter from “Fratelli Tutti” to research and create a digital media project to capture their experience of the document. They will have time to process both the reading and their project with peers throughout this weeklong unit. Students will send their completed project to people in positions of authority within and beyond the school community to advocate for the kind of conversion of heart that Pope Francis recommends.

## Five Day Schedule

- **Day 1** is an introduction to the encyclical and its major themes. By the end of this lesson, students will have selected a specific chapter from “Fratelli Tutti” that they would like to explore at greater depth.
- **Day 2** is an opportunity to read a longer selection from the document based on the student’s chosen chapter. Students will discuss their findings with each other.
- **Day 3** is an introduction to the digital media project options for this unit. Students can use this time to ask questions about the project, re-read their chosen chapter selections and begin designing their project.
- **Day 4** is set aside for project construction. In addition to working on their projects, students will also discuss the world Pope Francis envisions by combining the insights from their various chapters. Remind students that projects must be completed by the start of class on Day 5.
- **Day 5** is the chance for students to share their work with each other. They will also share their work with a decision-maker within the school or in their local community.

## Day One

**Goal:** Students will share their projects and reflect on what they have learned from this lesson unit.

### Prayer for Peace By Pope John XXIII

Lord Jesus Christ,  
who are called the Prince of Peace,  
who are yourself our peace and reconciliation,  
who so often said,  
“Peace to you,”  
grant us peace.  
Make all men and women witnesses of truth,  
justice, and love.  
Banish from our hearts whatever might endanger peace.  
Enlighten our rulers that they may guarantee  
and defend the great gift of peace.  
May all peoples of the earth become as brothers and sisters.  
May longed-for peace blossom forth  
and reign always over us all.  
Amen.

## Opening Activity: Watch America Magazine’s “Five Takeaways from ‘Fratelli Tutti’” (5-10 minutes)

- Introduce Pope Francis’ newest encyclical, “Fratelli Tutti.”
  - \* Explain that an encyclical is a letter from the pope to the whole Church, usually about important issues.
  - \* Explain that the teaching in it is not infallible but is generally considered authoritative — a teaching the Church is called to try to put into action.
- Direct students to America Magazine’s [“Five Takeaways from ‘Fratelli Tutti.’”](#)
  - \* As they watch, ask the students to draft a list of the global issues that Pope Francis addresses. What is Francis worried about? What recommendations does he make?
  - \* After watching the video, have the students report back with a partner or as a class on their lists.

## Lesson Overview and Week Preview (3-5 Minutes)

Explain the week’s lesson to students. Use the schedule provided on page 10 as a guide. Allow students to ask questions they have about the plan.

## Introductory Reading (5-7 minutes)

Instruct students to read the introduction to “Fratelli Tutti” — paragraphs 1-8. Students will get a sense for both the ideas and the style of the encyclical.

- Ask students to annotate as they read, underlining both the lines that most match their thinking and those that challenge them.
- When they have finished reading, ask them to reflect on these questions:
  - \* We can see that disease, hatred and the effects of poverty transcend borders and distance. Is there evidence that our love for our sisters and brothers does the same?
  - \* “No one can face life in isolation ...” How has the pandemic demonstrated the truth of this to you personally and collectively? How can connectivity ease suffering amid the pandemic?



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

In pairs or groups of three, have students share one line that got their attention — either in agreement or disagreement — and why.

## Reading: Brendan Gotschall, SJ’s “An Overview of Fratelli Tutti” (5-7 Minutes)

Direct students to [Brendan Gotschall, SJ’s “An Overview of Fratelli Tutti”](#) via the Jesuit Post.

- Before they read, explain that each student will be picking one of the chapters from the document to focus on for the rest of the week.
- Ask students to read Gotschall’s overview with an eye toward which chapter they would like to explore further.
- Ask students to choose their chapter before completing the peer share.

## Peer Share: Chapter Selection (2-4 minutes)

- In pairs or groups of three, have students discuss the chapter they have chosen, summarize what it is about and explain why they chose it.
- Time permitting, invite students to share their selections and reasoning with the whole class.

## Day Two

**Goal:** Students will read a longer selection from "Fratelli Tutti" based on the student's chosen chapter. Students will discuss their findings with each other.

### Prayer for Peace by Pope Paul VI (1-3 minutes)

*Gracious God,*

*Make us worthy to serve the  
men and women throughout the world  
who live and die in poverty and hunger.  
Give them through our hands,  
this day their daily bread, and  
by our understanding love, give  
them peace and joy.  
Give us the grace to see  
everything as a gift from You  
and the virtue to share Your gifts*

*generously and wisely  
Bring peace to our world.  
Fashion brothers and sisters  
out of us who are so divided.  
Guide us to a more ordered and  
peaceful society.  
Give solace to all who are  
afflicted by current misfortunes  
and to the dead, eternal rest.  
This is our prayer. Amen.*

### Opening Activity: Review summation of the Encyclical (2-4 minutes)

- Have students review [this Quick Key to "Fratelli Tutti"](#)
- Ask students to confirm their chapter choice

### Individual Reading (10-15 minutes)

Based on their chapter choice, direct students to read carefully the following passages from "Fratelli Tutti." As they read, have students make note of the "big ideas" that they think Pope Francis is trying to share in the chapter.

- Selections from the document are as follows:
  - \* Chapter 1: Dark Clouds over a Closed World (paragraphs 7-8, 32-36, 54-55) or (42-50)
  - \* Chapter 2: A Stranger on the Road (paragraphs 69-70, 72-79)
  - \* Chapter 3: Envisaging and Engendering an Open World (paragraphs 112, 115-120)
  - \* Chapter 4: A Heart Open to the Whole World (paragraphs 146-150)
  - \* Chapter 5: A Better Kind of Politics (paragraphs 155-160, 162-169) or (176-182, 186-188, 190, 194-197)
  - \* Chapter 6: Dialogue and Friendship in Society (paragraphs 198-203) or (215, 217-224)
  - \* Chapter 7: Paths of Renewed Encounter (paragraphs 255-262) or (263-270)
  - \* Chapter 8: Religions at the Service of Fraternity in Our World (paragraphs 271-276, 281, 283, 285)

### Peer Share: Highlights (4-7 minutes)

- In pairs or groups of three, have students share one or two of the "big ideas" in their chapter and a couple of quotes they think speak to the chapter's message.
- Time permitting, invite students to share a few of their selected quotes with the whole class.



## Large Group Discussion: Francis' Call and Our Response (10-15 minutes)

As a class, invite students to think about why Pope Francis released this encyclical now. Use these questions for reflection:



- How does Francis see our world today? What's getting his attention? How so?
- How is Pope Francis responding to the realities of our world right now?
- Why is he releasing this encyclical now?
- Who is Francis calling us to encounter?
- How can we respond to Francis' call? What might that response look like?

## Day Three

**Goal:** Students will be introduced to the unit project and use class time to work individually.

### Prayer for Peace by Pope John Paul I (1-3 minutes)

*Gracious God,*

*All men and women are hungry and thirsty for peace, especially the poor, who pay more and suffer more in troubled times and in wars.*

*But when "there is pitch darkness, a black stone and on the stone a little ant; You see it and do not forget it."*

*And, Lord, you tell us "Knock, and it will be opened to you; ask, and it will be given you."*

*And when we despair that "You have forsaken us, you have forgotten us!" You reply "No! can a mother forget her own child? God will never forget his people."*

*We are the objects of Your undying love. We know: You have always your eyes open on us, even when it seems to be dark.*

*You are our father; even more You are our mother. God does not want to hurt us, God wants only to do good to us, to all of us. If children are ill, they have additional claim to be loved by their mother.*

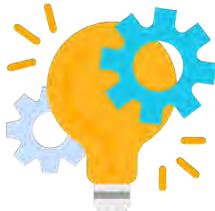
*And we too, if by chance we are sick with badness, on the wrong track, have yet another claim to be loved by You.*

*With these sentiments, let us pray for each other and for the whole world. Amen.*

### Opening Activity: Project Introduction (3-5 minutes)

Show the students the following instructions and list of project options on page 14. Have them read and record any questions they have about the project.

## Project Outline (Sample)



In order to cement your understanding of Pope Francis' 2020 encyclical "Fratelli Tutti" and in order to translate your understanding into action for change in our world, you will complete a digital media project on the chapter from the encyclical you have chosen to study. Your project will be shared with important decision makers within and beyond our school community.

Make sure that your project reflects both the fullness of your understanding of the encyclical and attempts to compel others to heed Pope Francis' call for change.

Projects must be completed and ready to share with the class and

- **Photo Essay** — Collect a series of photos, add appropriate captions to each and assemble them into a slidedeck that effectively communicates your chapter's message.
- **Infographic** — Use a collection of images, quotes, explanatory text and data charts to create an appealing infographic that effectively communicates your chapter's message.
- **Collage Poster** — Cut and crop a variety of images together and add quotes or other text to create a poster that effectively communicates your chapter's message.
- **Video Interview** — Draft a series of interview questions based on Pope Francis' ideas in your assigned chapter, put them to an adult you know, record the results and edit the interview together to capture the impact of your chapter. (Note: If selecting this option, interview filming should be completed tonight.)
- **Creative Writing** — Draft a long poem or short story that sheds light on Pope Francis' thinking from your chapter.
- **Formal Proposal** — Draft a formal proposal addressed to the leaders of your school community for a SMART (Specific, Measurable, Achievable, Relevant, Timebound) plan to put into action Pope Francis' message from your chapter.

### Student Work (25-30 minutes)

- Give the students the bulk of class time today to:
  1. Continue to read and review their chapters
  2. Ask questions about the ideas in the encyclical or the project options
  3. Begin work on their projects

### Peer Share (2-4 minutes)

At the close of class, gather students in pairs or groups of three and ask students to report their progress to each other. Have them describe what they think the finished product will look like.

## Day Four

**Goal:** Students will continue to work on their individual projects. As a class, students will also discuss the world Pope Francis envisions by combining the insights from their various chapters.

### Prayer for Peace by Pope John Paul II (1-3 minutes)

*Hear my voice, Lord, for it is that of the victims  
Of all the wars and of all the violence  
Between individuals and peoples.  
Hear my voice, for it is that of all the children  
Who suffer and will suffer  
As long as people put their faith in weapons and war.  
Hear my voice, when I ask you to breathe into  
The heart of all human beings  
The wisdom of peace  
The strength of justice  
And the joy of friendship.  
Hear my voice when I speak for the multitudes who,  
In all countries and at all times,  
Do not want war and are ready to travel the way of peace.  
Hear my voice and give us the strength  
Always to respond to hate with love,  
To injustice with a total commitment to justice,  
To misery with sharing.  
Hear my voice, O Lord, and  
grant to the world your eternal peace. Amen.*

### Student Work (25-30 minutes)

Students will have the bulk of today's class to continue work on their projects. Anything left to complete should be done for homework.

- Give the students the bulk of class time today to:
  1. Continue to read and review their chapters
  2. Ask questions about the ideas in the encyclical or the project options
  3. Begin work on their projects

### Large Group Discussion: Francis' Call and Our Response (10-15 minutes)

As a class, invite students to think about the scope of Pope Francis' vision for the possible future. Reflect on these questions:



- What kind of world is Francis looking for us to create? What does the world of his vision look like?
- If we were to make the changes he recommends, what might be required of us?
- Imagine Francis asked you to create a Papal Commission on our Post-COVID World. What kinds of people would you invite to that work? Why those people? What would be your goal?

## Homework Reminder (1 minute)

At the end of class, remind students that their projects should be complete and ready to share at the beginning of the next class period.

## Day Five

**Goal:** Students will share their work with each other and with a community decision maker.

### Prayer for Peace by Pope Benedict XVI (1-3 minutes)

*God of peace,*

*Bring your peace to our violent world:*

*peace in the hearts of all men and women  
and peace among the nations of the earth.*

*Turn to your way of love*

*those whose hearts and minds  
are consumed with hatred.*

*God of understanding,*

*we seek your light and guidance*

*Comfort and console us,*

*strengthen us in hope,*

*and give us the wisdom and courage*

*to work tirelessly for a world*

*where true peace and love reign*

*among nations and in the hearts of all. Amen.*

### Opening Activity: Peer Share Completed Projects (7-10 minutes)

In pairs or groups of three, have students "show and tell" their projects. Students should discuss what they hope people might take away from their work.

### Large Group Discussion: What Have We Learned? (10-15 minutes)

As a class, have the students share their projects and summarize what they learned from "Fratelli Tutti" during this unit. Reflect on these questions:

- What important idea from your chapter is most evident in your project? How so?
- What is challenging in this encyclical? What feels right to you?
- What can our school contribute to the work Pope Francis is recommending here?
- Who do you think needs to hear this message from Pope Francis? Why them?



## Take Action: Spreading the Word (10-15 minutes)

Challenge the students to share their project with a decision maker inside the school or in the broader community who they think might be in a position to put Pope Francis' message into action.

Instruct students to find email contact information for a chosen recipient and draft a formal email to that person with their project attached. Remind students that their e-mails should answer the following questions:

1. Who are you and why are you writing?
2. What is "Fratelli Tutti" and why is it important?
3. What is in the attached file and what do you want them to get out of it?
4. What do you hope they will do with the information you have provided them?

Encourage them to send the email by the end of class.

## Closing Prayer by Pope Francis (1-3 minutes)

*Lord God of peace hear our prayer!*

*We have tried so many times and over so many years to resolve our conflicts by our own powers and by the force of our arms. How many moments of hostility and darkness have we experienced; how much blood has been shed; how many lives have been shattered; how many hopes have been buried... But our efforts have been in vain. Now, Lord, come to our aid! Grant us peace and teach us peace; guide our steps in the way of peace. Open our eyes and our hearts and give us the courage to say: "Never again war!"; "With war everything is lost." Instill in our hearts the courage to take concrete steps to achieve peace. Lord, God of Abraham, God of the Prophets, God of Love, you created us and you call us to live as brothers and sisters. Give us the strength daily to be instruments of peace; enable us to see everyone who crosses our path as our brother or sister. Make us sensitive to the plea of our citizens who entreat us to turn our weapons of war into implements of peace, our trepidation into confident trust, and our quarreling into forgiveness. Keep alive within us the flame of hope, so that with patience and perseverance we may opt for dialogue and reconciliation. In this way may peace triumph at last, and may the words "division," "hatred" and "war" be banished from the heart of every man and woman. Lord, defuse the violence of our tongues and our hands. Renew our hearts and minds, so that the word which always brings us together will be "brother," and our way of life will always be that of: Shalom, Peace, Salaam! Amen.*



Jesuit Conference

## Office of Justice and Ecology

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