

Module 1 Introduction to Care for Our Common Home

Lesson 2

Introduction to *Laudato Si'*

Development and Peace-Caritas Canada produced [a video](#) that provides a succinct, engaging introduction to Pope Francis' letter to humanity, *Laudato Si'*. It effectively sets the context for the lessons that follow.

GUIDING QUESTIONS

What is Pope Francis' letter, *Laudato Si'*, addressed to all humanity, about?

How will you respond to Pope Francis' letter to all humanity?

TEACHER PREPARATION

Print

Compass Points appendix, for the teacher

Print/Copy

NSEW Handout, one copy per student

Write

one direction (*N, S, E, W*) on each of 4 poster papers

Download and Set Up

the accompanying PowerPoint presentation

LESSON PLAN

IGNITE

Today, I invite you to write a letter to all humanity. I will give you three minutes, which is not enough to complete the letter, but enough to get a very good start. (Give handout.) Please begin your letter.

After three minutes, ask students to put their pens down. Ask students to try to capture the essence of what they have written so far in a phrase. Invite each student to share their phrase. See where the common ground is. What does this tell us?

Explain that Pope Francis recently wrote a letter to humanity called Care for our Common Home. Write this title on the board. Ask students to turn and talk to a peer about what this title might mean, and what they predict this letter is about. Then, invite students to share. Record their thinking.

IMMERSE

To set a purpose for viewing / listening, inform students that we are going to watch [a video about this letter](#). Explain that we're going to use a strategy called Compass Points (see diagram below), with one question for each of the four directions (used as acronym). North is needs; East is excitement; South is stance, and West is worries. *Give students the NSEW handout.*

Place the poster papers with 4 directions on a flat surface or desk at different locations around the room. Read through the acronym NSEW with the students to be sure they understand

EXCITEMENT	WORRIES	NEEDS	STANCE
What is something in the video that made you feel a sense of excitement? Why?	What is something in the video that most worries or concerns you? Why?	What do you need to know, do, or have to respond to the challenge the Pope poses?	What is your stance or position? Do you agree with the Pope that this is an urgent problem? What do you believe, and why?

- *Encourage* students to keep these questions in mind as they watch the video. They might want to record their responses to *East and West* as they watch. Record their responses to north and south after the view.

COALESCE

- *Give a few moments* after the view for students to write their responses. Ask them to cut their paper into the 4 individual squares and to *place their squares* on the corresponding posters.
- *Divide students into 4 groups* of roughly equal size and give one poster with the papers to each group.
- Instruct groups to *organize the notes into three or four categories* and to prepare a summary of these ideas for the larger group.
- When finished, *invite a spokesperson* from each group to share their summary.
- After each group's report, ask others in the class to recap the categories from each group's presentation (to reinforce effective listening skills)
- *Record ideas* and their connections as students share (make their thinking visible!)

CREATE

- *Close* the lesson by asking each student to complete a reflective *Exit Slip* (on the opposite side of their letter to humanity).
 I used to think ... Today I learned ... Now I think or wonder ...
- *Collect* the exit slips as formative assessment of students' understandings, dispositions, and needs.

Please consider making a donation to support our mission at Development and Peace – working with partner organizations in the Global South who promote alternatives to unfair social, political and economic structures, and educating Canadians about the causes of poverty and mobilizing towards actions for change. For more information www.devvp.org

COMPASS Points

Adapted from Making Thinking Visible, Ritchhart, Church, & Morrison, 2011, p. 93.

This discursive strategy develops the following democratic skills and dispositions:

I can:

- Express my excitements, worries, needs, and stance about an issue or idea
- Collaborate to categorize and summarize peers' thinking
- Propose specific ways to move forward with change while respecting people's needs

COMPASS POINTS can be very effective at with a class or at staff meetings when it's important for everyone present to have input in the decision-making process about a new initiative.

Considering the idea, question, or proposition before you:

EXCITEMENT	WORRIES	NEEDS	STANCE
What excites you about this idea or proposition? What's the upside?	What do you find worrisome about this idea or proposition? What's the downside?	What else do you need to know or find out about this idea or proposition?	What is your current stance or opinion on the issue or proposition? What should your next step be in your evaluation of this idea or proposition? What suggestions would you have at this point?

STEPS

- *Set Up*: Frame the issue, event, or proposition and present it to the learners. If the proposition is new, allow for questions of clarification to ensure that learners have some sense of the topic. Place four baskets in the middle of the group, or 4 large sheets of paper, one for each compass point, on the walls. Label each basket or sheet with letters denoting the compass points. Distribute sticky notes for participants to write ideas on.
- *Individual Reflection & Writing*: Participants have time to write answers to the compass point questions. They then place these in baskets or on posters.
- Small groups claim one of the four directions baskets or posters. They then sort ideas into themes.
- Small groups share their themed summaries with the large group while the facilitator records ideas in a chart (it works well to display on a digital projector while you type).
- Facilitator invites participants to share additional insights and questions based on the summaries.

Name: _____

Exit Slip:

Please complete each of the following statements and hand in to your teacher before you leave today.

1 *I used to think ...*

2 *Today I learned...*

3 *Now I think or wonder ...*

Name: _____

Exit Slip:

Please complete each of the following statements and hand in to your teacher before you leave today.

1 *I used to think ...*

2 *Today I learned...*

3 *Now I think or wonder ...*

Excitement

What is something in the video that made you feel a sense of excitement? Why?

Excitement

What do you need to know, do, or have to respond to the challenge the Pope poses?

Worries

What is something in the video that most worries or concerns you? Why?

Stance

What is your stance or position? Do you agree with the Pope that this is an urgent problem? What do you believe, and why?