



## *Secondary School Classroom Activities*

### **Activity 1: Parable of the Good Samaritan (40mins)**

#### **Supplies Needed**

1. [This slideshow](#)
2. Projector for the powerpoint slideshow
3. Whiteboard or Chalkboard
4. Thank You Cards or construction paper for making thank you cards
5. For optional part of activity: paper, pencils and printouts of a Feeling Wheel (found on Slide

#### **Introduction**

1. Let the class know that Feb 11 is the World Day of the Sick. In [Pope Francis' annual message](#) to all for this day, he tells us this key message:
  - a. "Illness is part of our human condition. Yet, if illness is experienced in isolation and abandonment, unaccompanied by care and compassion, it can become inhumane...It is precisely in such moments that we see how we are walking together: whether we are truly companions on the journey, or merely individuals on the same path, looking after our own interests and leaving others to "make do"."
  - b. He invites us "to reflect on the fact that it is especially through the experience of vulnerability and illness that we can learn to walk together according to the style of God, which is closeness, compassion, and tenderness".
2. Today, we will explore how we are being called to walk with those that are vulnerable and ill through the parable of the Good Samaritan. We will also take the time to recognize and appreciate healthcare workers and all the hard work and effort they put into caring for those who are sick.

#### **Activity**

1. Optional opening prompt:
  - a. What are some characteristics of a Good Samaritan?
  - b. Share a time where you either were a Good Samaritan or you witnessed someone be a Good Samaritan? What did you/they do and why?
  - c. What makes it difficult to be a Good Samaritan?
2. Watch [The Good Samaritan](#) parable (~ 5mins long). After watching the video, in groups, ask students to come up with a list of actions that the Samaritan did to take care of the injured man - challenge them to come up with at least 6 actions. Ask each group to give you one action each to write on the board. Here are some actions that they can hopefully name from the video:
  - a. The Samaritan cleaned and bandaged the man's wounds
  - b. The Samaritan took time out of his busy day to care for the man
  - c. The Samaritan put aside his own suffering (he put the man on his donkey while he walked and pulled the donkey)

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- d. The Samaritan stayed the day and night to care for the man himself
  - e. The Samaritan paid for the man's whole recovery: his health expenses and anything else (food, water, changing bandages, etc) that the man needed to recover until he felt better
  - f. The Samaritan made sure that the man was comfortable and well taken care of (he paid the innkeeper to ensure that the man would be well taken care of)
  - g. In the bible passage, the Samaritan actually says he would return to check on how the man was doing and take care of any additional expenses that still needed to be covered if his initial payment didn't suffice
  - h. The Samaritan did not hesitate to help.
  - i. The Samaritan helped the man to the extent that he did even though he was a Jew i.e. Jews and Samaritans are meant to be sworn enemies. He didn't discriminate by asking who the man was first before he helped him. In fact, the Samaritan treated and took care of the injured man as if he was someone he knew - a friend or a family member.
3. Next, in groups, have students draw two mind maps. One with "The Good Samaritan" in the middle and the other with "The Injured Man" in the middle. Ask students to write down what feelings they think each character had during this story. It may help to distribute a print out of a *Feeling Wheel* to help with generating vocabulary. Examples:

| The Injured Man  | The Good Samaritan   |
|--|--|
| <ul style="list-style-type: none"><li>- Upset that two people passed by him but relieved that someone finally helped him</li><li>- Felt relaxed and like he could actually rest and recover because he was so well taken care of</li><li>- Satisfied that he had everything that he needed</li><li>- Touched by the Samaritan's generosity</li><li>- Cared for</li><li>- Feel better = get better</li><li>- Touched by the Samaritan's generosity =&gt; feels hopeful or that his faith is restored in humanity</li><li>- Perhaps even able to forgive the men who attacked him because of the Samaritan's kindness and generosity</li></ul> | <ul style="list-style-type: none"><li>- Relieved that the injured man was still alive</li><li>- Tired from helping him bandage his wounds, help him up on his donkey, walking to find an inn</li><li>- Scared or stressed that the injured man may not get better after that one day of staying with him</li><li>- Worried that the injured man may feel alone when he wakes up and no one's there</li><li>- Worried that he didn't have enough money or could not give more of his own time to continue to care for the injured man</li></ul> |



- a. Come back together as a class. Ask each group to give suggestions on how the injured man felt and then how the Good Samaritan felt.
  - b. **The point of this activity:** To recognize that it isn't easy to be a Good Samaritan. It wasn't easy for the Good Samaritan to take such great care of the injured man. Not only was it physically hard, it was mentally and emotionally taxing as well but he still gave it his all. And he did so without hesitating or expecting anything back in return and he treated and took care of the stranger as he would have his own friend or family member.
4. **Key Takeaways:** ask the class what are some key takeaways from the parable.
- a. Also, read out what Pope Francis would like us to take away from the parable of the Good Samaritan.
5. Let the class know that the Good Samaritan knew exactly what the man needed to not only feel better in the moment but to also ensure that he had everything that he needed or felt well taken care of until he recovered. The actions that the Good Samaritan did is exactly what our healthcare workers do everyday when they care for the sick.
- a. Referring back to the list of actions that the Good Samaritan did for the injured man, can you think of similar examples of what a healthcare worker would do to care for the sick?
  - b. Optional prompt: can anyone share a story of a healthcare worker who took good care of them while you were sick or injured? Or of a healthcare worker who went above and beyond for them to feel better?
    - i. Try to steer students away from sharing negative stories. If someone does share a story of a situation where a healthcare worker was not compassionate, relay to students that there are likely to be these instances as well but to approach these situations with compassion and empathy. Healthcare workers are likely overworked and overwhelmed. It doesn't excuse their actions but it helps us to understand them.
      1. Share with them this statistic: 1 in 3 healthcare workers in BC are likely to quit their jobs in the next two years (2022)
6. Remind students that on the World Day of the Sick, we are asked to take the time to appreciate all the hard work that healthcare workers do on a daily basis. You can do either of the two activities:
- a. Distribute thank you cards (or construction paper for making thank you cards) to each student. Ask each student to write a thank you message to a general healthcare worker. Encourage the students to thank a healthcare worker for a specific action, just like the ones the Good Samaritan did for the injured man. If possible, drop these thank you cards off at a hospital, clinic or urgent care facility.
  - b. Pair students up. Ask each pair to write a prayer intention using the following template below. After each pair has written an intention, offer them up as a class prayer.
    - i. We pray for healthcare workers who \_\_\_\_\_ each day to care for the sick and injured. We pray that God will bless and help them by \_\_\_\_\_. For this we pray to the Lord.



## Activity #2: Identifying with the Vulnerability of Others (20mins)

1. Let the class know that Feb 11 is the World Day of the Sick. In [Pope Francis' annual message](#) to all for this day, he tells us this key message:
  - a. "These past years of the pandemic have increased our sense of gratitude for those who work each day in the fields of healthcare and research. Yet it is not enough to emerge from such an immense collective tragedy simply by honouring heroes...."
  - b. Read the Good Samaritan parable aloud (Luke 10:25-37) or watch [The Good Samaritan](#) parable (~5mins long)
  - c. "The Samaritan calls the innkeeper to "take care of him" (Lk 10:35). Jesus addresses the same call to each of us. He exhorts us to "go and do likewise" (Lk 10:37)....The parable shows us how a community can be rebuilt by men and women who identify with the vulnerability of others, who reject the creation of a society of exclusion, and act instead as neighbours, lifting up and rehabilitating the fallen for the sake of the common good...Indeed, we were created for a fulfillment that can only be found in love. We cannot be indifferent to suffering..."
2. Today, we will be focusing on how to "identify with the vulnerability of others" by acting as "neighbours [who] lift up and rehabilitate the fallen for the sake of the common good"
3. Let students know that when Pope Francis says we are called to take care of our "neighbours" in his message, he is referring to those who are ill but also those who care for those who are ill.
4. Make a copy and share the following [handout](#) with them. If not, project the handout for students to view.
5. Assign one of the following patrons to a group of students.
6. With their assigned patron, they are to brainstorm the challenges that these individuals may be facing (i.e. try to identify the type of suffering they might be going through).
7. Then, knowing what the challenges may be, write a prayer intention asking God to:
  - a. Help these individuals work through these specific challenges
  - b. Guide us on how we can be charitable towards these patrons
  - c. E.g. God, please be with and embrace those who are struggling with their mental health so they know and feel that they are not alone in their struggles. We also ask that you help us to persist with patience and understanding when we're interacting with someone who may be struggling with their mental wellbeing.
8. When everyone is done, ask each group to read out their prayer intention ending with "For this we pray to the Lord". The class to respond, "Lord, come and heal us"
9. After all intentions are read out, end with these two prayers:

## Special Blessing for the Sick

Father in heaven, grant our brothers and sisters comfort in their suffering. When they are afraid, give them courage, when afflicted, give them patience, when dejected, afford them hope, and when alone, assure them of the support of your holy people. Through Christ our Lord. Amen.



CATHOLIC HEALTH ASSOCIATION OF MANITOBA  
ASSOCIATION CATHOLIQUE MANITOBAINE DE LA SANTÉ  
МАНІТОБСЬКА КАТОЛИЦЬКА АСОЦІАЦІЯ ЗДОРОВ'Я

### **Special Blessing for Caregivers**

Lord Jesus, our Brother, you showed your love for the sick by your concern for them. Help us to see you and serve you in the sick. Bless these men and women who are dedicated to helping and healing the sick. Guide them in their labours and give them a greater share of your love. Reward their service by the peace and joy of your Holy Spirit and by the everlasting happiness of heaven.

Lord Jesus, we praise you, for you are our Lord forever and ever. Amen.

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## HANDOUT #2: Standing Beside Those who Suffer on a Path of Charity

| Patron   | Possible Challenges They are Going Through | Prayer Intention |
|--|--|------------------|
| The terminally-ill   |  |                  |
| The chronically-ill  |  |                  |
| People who are self-isolating  |  |                  |
| People with covid who are hospitalized   |  |                  |
| The elderly in long-term care homes  |  |                  |
| Patients in palliative care  |  |                  |
| Someone struggling with their mental health  |  |                  |
| Patients and healthcare workers in developing countries who are suffering due to inadequate healthcare systems |  |                  |
| Healthcare workers   |  |                  |
| Caregivers   |  |                  |