



## ***Elementary School Classroom Activities***

### **Activity 1: The Parable of the Good Samaritan (30mins)**

#### **Supplies Needed**

1. Projector for a video
2. Whiteboard or Chalkboard
3. Thank You Cards or construction paper for making thank you cards
4. For optional part of activity: paper, pencils and printouts of a Feeling Wheel

#### **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. That when we are sick, we can feel quite alone or lonely. In the story of the Good Samaritan that Jesus tells to the people, He shows us how to be with people who are sick or injured: we should not ignore how they feel and we should walk with them and take care of them even if it might be hard for us to do so.
  - b. He is also asking us to thank healthcare workers who are with people who are sick and injured everyday. We need to thank them for all the hard work and effort they put into caring for those that are sick and injured.

#### **Activity**

1. Optional opening prompt:
  - a. Ask the class to think of a time when they were sick or injured and someone took care of them (whether it was people at the hospital, a doctor, family, a friend, etc).
  - b. What actions did these people do to make them feel cared for? Write these ideas down on the board. Try to generate around 6 or more actions.
  - c. Once you have a list, take two of the actions and poll the class as to how many people prefer one action over another when they are sick. For example, would you rather someone make you soup or give you a hug? Summarize the results verbally for the class. Repeat this until you have gone through all the actions. Hopefully, there were different results each time.
  - d. **The point of this activity:** that each person may want to be taken care of in different ways when we are sick because we all need different levels of care when we are sick.
2. Watch [The Good Samaritan](#) parable (~ 4mins 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

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- c. The Samaritan put aside his own suffering (he put the man on his donkey while he walked and pulled the donkey)
  - 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. The Samaritan said he would return to check on how the man was doing
  - h. 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. In fact, the Samaritan treated and took care of the injured man as if he was someone he knew - like a friend or a family member.
  - i. The Samaritan did not hesitate to help
3. Optional (this next part may be better suited to Grades 5-7 but can be tailored for primary grades as well)
- a. 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> </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 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>

- b. 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.

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- c. **The point of the activity:** 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 expecting anything back in return.
4. 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?
5. 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 down 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: Offering Support to the Sick by Following Jesus' Example (30mins)**

### **Supplies Needed**

1. Refer to this [powerpoint](#) for all resources.
2. Print out colouring pages found on powerpoint.
3. Colouring pencils.

### **Activity**

1. We hear many stories of Jesus healing the sick in the bible. Depending on the reading level of your class, read, watch or share one (or all 3) of the following stories:
  - i. Jesus heals a paralyzed man (Mark 2: 1–12):
    1. [Youtube video](#)
  - ii. Jesus heals a girl presumed dead (Mark 5: 35–43)
    1. [Youtube video](#)
  - iii. Jesus heals a woman suffering from hemorrhaging (Mark 5: 21–32)
    1. [Youtube video](#)
2. We trust that Jesus is doing the same today with those suffering from different illnesses. What would Jesus say to those who are sick if He were here with us today?
3. Depending on the bible story you read/shared, have students colour the image from the story and ask them to write in comforting messages that Jesus would say to comfort those who are sick. The people He healed could be the very same people who need healing today. We can offer Jesus' words of healing to help comfort them.
4. Optional: When completed, if possible, you can mail these to a Catholic seniors care home or have students take them home to mail to someone they know who is sick or suffering.

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