






Secondary School Activity

Materials needed if you're doing the full activity (70mins)

- [This slideshow](#)
- 1 copy of [The Good Samaritan Parable Worksheet](#) per table group
- 1 copy of [Real Life Samaritan Stories Worksheet](#) per table group. If groups will be reading the articles instead of watching the videos, please print:
 - 1 copy of [Good Samaritans help chase down wallet thief](#)
 - 1 copy of [Neighbours help senior repair roof](#)
 - 1 copy of [Good Samaritan returns lost purse](#)
 - 1 copy of [Driver stops to assist injured elderly woman](#)
 - 1 copy of [12-year-old girl alerts neighbours of fire in their building](#)
 - 1 copy of [Passerby calls 9-1-1 for man suffering from a heart attack](#)
- Optional: 1 copy of the [Feeling Wheel Graphic](#)

Slide	Notes
<p>Slide 1</p> 	<p>February 11 is World Day of the Sick.</p>
<p>Slide 2</p> 	<p>In Pope Leo XIV's annual message to all for this day, he tells us this key message: read quote on slide.</p>
<p>Slide 3</p> 	<p>Today, we will explore how we are being called to walk with those that are suffering, vulnerable and ill through the parable of the Good Samaritan.</p>
<p>Parable of the Good Samaritan (20 mins)</p>	

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<p>Slide 4</p> 	<p>Watch The Good Samaritan parable (~ 5mins). Have students break up into groups of 4-5 and have them complete this worksheet as a group.</p> <p>You can either get them to complete the whole worksheet first and then take up all the answers or get them to complete each task and take up the answers after each task.</p>
<p>Task #1: 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. Refer to the answer key for suggestions.</p> <p>The point of this task: To recognize that the Samaritan took a lot of time, money and effort to not only care for the stranger but to also show him compassion.</p>	
<p>Slide 5</p> 	<p>Task #2: 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 or simply just project it to help with generating vocabulary. Refer to the answer key for suggestions.</p> <p>The point of this task: 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. He also cared for the stranger as he would have his own friend or family member.</p>
<p>Task #3: Sometimes it is easy to make excuses when it comes to helping others and sometimes, there are challenges when it comes to helping people. When thinking about trying to be a Good Samaritan in any given situation, ask students to brainstorm what are some barriers/challenges/difficulties that could arise? Then they need to brainstorm strategies on how these could be overcome.</p> <p>Try to get students to give realistic suggestions for overcoming barriers eg. if the situation is unsafe for you to help, we are not asking that you put yourself in danger but you could find someone who is qualified to help i.e. adult, security/police officer.</p>	

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The point of this task: Perhaps these barriers/challenges/difficulties can sometimes serve as “excuses” that we tell ourselves for why we ignore people who are in need of help. Hopefully the strategies we came up with today help you to see past the barriers and just offer to help in any way you can - however small. Lastly, looking back at the story of the Good Samaritan, he didn’t solve all of the injured man’s problems, nor could he accompany him the entire time - he needed to get back to his own life. Thus, sometimes when God puts us in certain situations, it might be just to carry out a small act of kindness, He isn’t always looking for us to provide the entire solution or to dedicate all our time and effort to resolve the problem.

Real Life Good Samaritan Stories (15 mins)

Slide 6



Distribute a different story to each of the groups along with [this worksheet](#) - one per group.



Note: hyperlinks on the slide are video formats of the stories if you prefer that students watch the videos rather than read the stories. However, story #2 does not have an accompanying video. Hyperlinks below are PDF articles of the stories.







1. [Good Samaritans help chase down wallet thief](#)
2. [Neighbours help senior repair roof](#)
3. [Good Samaritan returns lost purse](#)
4. [Driver stops to assist injured elderly woman](#)
5. [12-year-old girl alerts neighbours of fire in their building](#)
6. [Passerby calls 9-1-1 for man suffering from a heart attack](#)

After groups have completed the worksheet, have 1-2 representatives from each group share a summary of the story they had and their answers on the worksheet with the rest of the class.


What Prevents Us from Being Good Samaritans (10 mins)



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<p>Slide 7</p> 	<p>This is a quote from Pope Leo XIV’s message for World Day of the Sick 2026. Read the quote aloud on this slide and ask students to think quietly on their own about what this quote means.</p>
<p>Slide 8</p> 	<p>Get students to brainstorm responses to the two questions in pairs.</p> <p>Further Prompting:</p> <ol style="list-style-type: none"> 1. Question #1: Get students to reflect on this quote in the contexts of locally, nationally and globally as well. Who are the ones that we are ignoring the needs/suffering of in these contexts? 2. Question #2: Examples could include: <ol style="list-style-type: none"> a. Vulnerable groups that are “easily ignorable” because they are “out of sight” i.e. the unhoused, refugees, discrimination of indigenous peoples, people who have mental illnesses, seniors in senior homes, etc. b. Strangers or even people we don’t know well i.e. we might see the same people everyday (eg. people in our grade) but we won’t stop to help them because we don’t know them well enough. c. Workers in the service sector who we encounter on a daily basis (means to an end) <p>Main takeaway: In this quote, Pope Leo XIV is addressing why we don’t have more people being good samaritans and what prevents us or holds us back from being good samaritans more often. We are too focused on going through the motions of life and going through life in a way that is efficient and beneficial to us individually. We ignore what we deem as “not needed” or “different” from us.</p>

<p>Slide 9</p> 	<p>Recall the feelings of the characters in either the Good Samaritan parable or the real life Samaritan stories. In both instances, it can be seen that... (read off slide)</p>
<p>Slide 10</p> 	<p>Read the slide.</p> <p>Main takeaway: Jesus calls all of us to see everyone we encounter as our “neighbour” and not to discriminate who we should and should not help.</p>
<p>Mother Teresa - Role Model of Compassion (10 mins)</p>	
<p>Slide 11</p> 	<p>Tell the class that a saint who modelled who she saw as her neighbour and how to treat/help them was Mother Teresa.</p>
<p>Slide 12</p> 	<p>As students watch the short biography of Mother Teresa's life (~ 3mins), ask them to pay close attention to who she helped/served.</p>
<p>Slide 13</p> 	<p>Main takeaway: Mother Teresa saw every person she encountered as her neighbour no matter what they were going through. And she even travelled great distances (other countries) to help those she deemed were her “neighbours”.</p>
<p>Slide 14</p> 	<p>Main takeaway: And the main motivation Mother Teresa had to help others is that she always said that she often saw Jesus in the person she was helping. No matter who she encountered, she kept the message that Jesus said in mind “Whatever you did for one of the least of these brothers and sisters of mine, you did for me.”</p>

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	<p>Optional: If there is time, you can read the context of this biblical quote below so students can fully understand what Mother Teresa meant:</p> <p>Matthew 25: 34-40 (Bible Gateway)</p> <p>Then the King will say to those on his right, ‘Come, you who are blessed by my Father; take your inheritance, the kingdom prepared for you since the creation of the world. For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me.’ Then the righteous will answer him, ‘Lord, when did we see you hungry and feed you, or thirsty and give you something to drink? When did we see you as a stranger and invite you in, or needing clothes and clothed you? When did we see you sick or in prison and go to visit you? The King will reply, ‘Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.’</p>
<p>Slide 15</p> 	<p>Read the slide aloud or ask students to read out each line of the prayer individually to really emphasize the content of it.</p> <p>In pairs, ask students to brainstorm what St. Francis of Assisi and Mother Teresa wanted us to know when it comes to helping others?</p> <p>Main takeaway: When we are helping others, we may not be able to solve all their problems but treating others like our neighbours is about bringing light and comfort to them during difficult times AND helping others can truly benefit us even if we do not know/feel it in the moment what we might be receiving in these situations.</p>
<p>Closing Activity: Reflection & Commitment (15 mins)</p>	
<p>Slide 16</p>	<p>Pope Leo XIV really emphasizes and sums up the main lesson we can take away from the story of the Good Samaritan in his message for World Day of the Sick 2026. Read slide.</p>

 <p>Love is not greatness, it goes out to meet the other, being a neighbor is not determined by physical or social proximity, but by the intention to love.</p> <p>For St. Francis, Christians consider neighbors to be those who suffer, following the example of Christ, who had done himself over and over again to a second-born man.</p> <p>There are not more questions of abundance, but signs through which we perceive that personal participation in another's suffering involves the gift of oneself.</p>	
<p>Slide 17</p> 	<p>Say to the class: “We hope the activities about being a Good Samaritan today offered some insight into not only how we should help others but why we should and how we can overcome the barriers in doing so. Now, let’s take the time to reflect individually on what we have learnt and what action we can commit to moving forward”</p> <p>Ask each student to complete the statements (you can write this down on the board):</p> <ul style="list-style-type: none"> ● Reflection: I used to think that being a Good Samaritan _____ but now I know that _____. ● Commitment: When I see someone who is _____ I can _____ to help them _____. <p>Do a class share out where students can either choose to share their reflection or their commitment.</p>