

SAMARITANS ON THE DIGITAL ROAD



Digital Citizenship – Ottawa Catholic School Board

Samaritans on the Digital Road

The Parable of The Good Samaritan (Luke 10: 25–37)

LESSON:

Grade: Kindergarten

Time Allotment: 2 Lessons

SUMMARY:

- **Description:** Students will explore what kindness and diversity look like, feel like, and sound like online (and in person).
- **Guiding Questions:**
 - What does it mean to have a variety of ideas and opinions? Why is this important?
 - Why is it important to be kind online AND in person too?
- **Specific Expectations:**
BC
 - [5](#). demonstrate an understanding of the diversity among individuals and families and within schools and the wider community
 - [22](#). communicate their thoughts and feelings, and their theories and ideas, through various art forms
 - [25](#). demonstrate a sense of identity and a positive self-image
 - [26](#). develop an appreciation of the multiple perspectives encountered within groups, and of ways in which they themselves can contribute to groups and

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to group well-being

SR & WB

- [3.](#) identify and use social skills in play and other contexts
- [4.](#) demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts

DLMB

- [11.](#) demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their educators
- [12.](#) demonstrate an understanding and critical awareness of media texts
- [14.](#) demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings

PSI

- [10.](#) demonstrate literacy behaviours that enable beginning writers to communicate with others
- [13.](#) use the processes and skills of an inquiry stance (i.e., questioning, planning, predicting, observing, and communicating)
- **Catholic Graduate Expectations:**
 - A Discerning Believer (1i)
 - Effective Communicator (2e)
 - A Reflective, Creative and Holistic Thinker (3b,c)
- **Global Competencies:**
 - Citizenship: Giving witness to Catholic social teaching by promoting peace, justice and the sacredness of human life, considering global issues based on a deep understanding of diverse values and worldviews, and with a genuine interest and ability to solve ambiguous and complex real-world problems that impact human and environmental sustainability
 - Critical Thinking: Reflecting as a discerning believer, critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge and apply it in the real world in light of the common good.

LEARNING GOALS: What students are expected to know and be able to do by the

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end of the lesson.

- **ICAN:** Explain the importance of diversity of ideas and opinions.
- **ICAN:** Explain the importance of being kind online and what that looks like, feels like and sounds like.

RESOURCES & MATERIALS: What do you need for this lesson? (e.g., YouTube video, chart paper, markers, technology, etc.)

- [Slides](#)
- Read Aloud – Mixed by Arree Chung (found [here](#))
- Emoji colouring pages ([found here](#))
- Colour mixing template ([found here](#))
- Paints and paintbrushes for colour mixing in Learning Centre #2
- Unplugged coding for Learning Centre #3 ([found here](#))
- Large chart paper and markers for learning centre #4, quick bee bot intro video to support students and educators [here](#); as well as more guidance for bee bot mat creations [here](#) & [here](#).

LESSON INSTRUCTIONS

MINDS ON

Timing: 5 minutes

Description: Through a read aloud and group discussion. Students gain a greater understanding of inclusivity.

Day 1

1. Read/play the read aloud found on slide 2. ([Mixed by Arree Chung](#)); stopping to support students' understanding.
 - a. Practice explaining an issue from someone else's point of view (Digital for

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Good, Culatta, R., 2021, p. 96) – **Pause at 0:50** – Ask, why do you think the Reds started saying they are the best? How do you think the other colours feel when this happens?

- b. Speak with people that disagree with you. (Digital for Good, Culatta, R., 2021, p. 95) – **Pause at 1:28** – Ask students: Why do you think Yellow talked with Blue? How do you think Blue felt?
- c. Taking Lessons from the Physical World (Digital for Good, Culatta, R., 2021, p. 99) – At the end of the story ask students: How did everyone feel when all the colours were included no matter what colour they were?

ACTIVITY

Timing: 3 – 5 minutes each day

Description: Activity is split into two days of class discussion to ensure students understand the concept of always being kind online and offline.

2. Kind vs. Unkind – Educator asks what are some ways that you can be kind to one another?

3. Here the educator displays emojis, and shares with students that being kind is important when we are together in person and know each other, but also when we don't know each other and are online. What emojis show kindness and which ones are unkind? Students can explore emojis.

Day 2

4. Explain to students what a bystander is and what an active advocate might be. For example, *a bystander is someone who just watched a friend have their toy taken away from them, but an active advocate will speak up and might say 'Please don't take my friend's toy.'*

5. Next, play the video [The Good Samaritan](#), as students watch ask them who are the bystanders and who is the active advocate? Why?

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CONSOLIDATION

Timing: 3 minutes

Description: Students and educators brainstorm ideas on ways to be kind using look, sound and feel.

6. Next brainstorm with small or whole group ways to be kind. What does kindness look like? Sound like? Feel like? (Use the information gathered for small group learning centre #4 + Engaged Lesson (next lesson)).

POSSIBLE OBSERVATIONS FOR KINDERGARTEN LEARNING

Educators are encouraged to assess student's growth during learning centres and large and small group discussion. Below are possible observations that support specific expectations for kindergarten.

Description: Here you will find some ideas for possible observations of student learning that align with the specific expectation of the kindergarten program.

- Look for students showing an understanding of kindness talks by being kind to others (especially those that may have struggled prior to lessons).
- Look for students not only sharing their own ideas, but listening attentively to others.
- Look for engagement in learning centres that demonstrate an understanding of concepts taught.

POSSIBLE LEARNING CENTRES

The below learning centres offer ideas on how educators might support students' connection with the story and message of the story shared, while also allowing for

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further opportunities to observe students' connections.

Learning Centre #1: Writing emoji cards to our friends

Here students can colour/draw emoji cards to their friends. Educators might extend this centre to include writing a kind message and/or classmates' names. ([Template here](#)).

Learning Centre #2: Colour mixing

The world is better with all the colours. Students mix colours on paper to include as many colours as they can. ([Template here](#)).

Learning Centre #3: Unplugged Coding

Here students practice coding unplugged by using the arrows to navigate their bee to the hive while also gathering and/or avoiding kind and unkind emojis. (Template found [here](#))

Learning Centre #4: Bee Bots

After exploring unplugged coding students can explore Bee Bots and emojis (if unsure of Bee Bots please see quick intro video [here](#) (and on slide 6 of slides)).

Some possible ideas:

- Students use large chart paper to create their own Bee Bot mat
- Educator creates Bee Bot Mat for students to explore

*Mats can be created by hand however if you want more guidance you can check out these videos [here](#) & [here](#).

DIFFERENTIATED INSTRUCTION: How can teachers support culturally,

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linguistically, and academically diverse students? [50 Strategies for Differentiated Instruction](#)

- Students are given choice in learning centres (they do not have to participate in all learning centres, but hopeful some 😊)

REFERENCES:

Images:

- Emoji colouring pages – created using google documents
- Colour mixing template + UNplugged templates – created using Canva
- Images on slideshow for see, hear feel found through ‘search the web’ via insert image

Videos:

All videos found on YouTube:

- [Mixed by Arree Chung](#)
- [The Good Samaritan](#)
- Bee Bot mat how to videos [here](#) & [here](#)