

## Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Helping Hands      Lesson # 4      Date: Feb. 20, 2026  
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**Rationale:**

This lesson is important because at this age, students are developing their ability to express ideas, feelings, and experiences through visual means. A kindness-focused visual arts lesson plan allows students to explore emotions, empathy, and community in developmentally appropriate ways while strengthening foundational art skills such as line, shape, colour, and pattern. For this lesson, students will explore making a patch for a classroom quilt for display that reminds them of acts of kindness.

**Core Competencies:**

Communication	Thinking	Personal & Social
	<p><b><i>Creative Thinking</i></b>  <b>Creating and innovating:</b>            Students get creative ideas that are novel and have value. An idea may be new to the student or their peers, and it may be novel for their age group or the larger community. It may be new to a particular context or absolutely new. The idea or product may have value in a variety of ways and contexts – it may be fun, provide a sense of accomplishment, solve a problem, be a form of self-expression, provoke reflection, or provide a new perspective that influences the way people think or act. It can have a positive impact on the individual, classmates, the community, or the world.</p>	

**Big Ideas (Understand)**

Engagement in the arts creates opportunities for inquiry through purposeful play.

**Learning Standards**

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
Exploring and creating	<ul style="list-style-type: none"> <li>● Symbolism as a means of expressing specific meaning</li> </ul>

<ul style="list-style-type: none"> <li>• Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts</li> </ul>	
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### Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> <li>• I can trace my hands</li> <li>• I can cut out my hands after I trace them</li> <li>• I can use my hand shapes to display a symbol of kindness (a heart)</li> </ul>	<ul style="list-style-type: none"> <li>• Students trace 1 or both hands and cut them out (show fine motor development)</li> <li>• Students glue the hand(s) showing a heart to represent how they can offer kindness to others onto a construction paper background (shows special awareness)</li> <li>• Students will colour and decorate the background to their choice</li> </ul>

### Prerequisite Concepts and Skills:

<p>Students should have:</p> <ul style="list-style-type: none"> <li>• Experience using crayons, markers, glue, and scissors safely</li> <li>• Basic understanding of shapes</li> <li>• Exposure to classroom routines for listening, sharing, and clean-up</li> <li>• Emerging ability to talk about feelings using simple language</li> </ul>
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### Indigenous Connections/ First Peoples Principles of Learning:

<p><b>Learning involves recognizing the consequences of one's actions:</b> Students will see how doing nice things for others benefits community relationships and gives them a sense of wellbeing benefiting all.</p> <p><b>Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors:</b> Being kind and learning what that means is important so that students have empathy for others. This gives students an insight into understanding how others feel and how they can help them.</p>
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### Universal Design for Learning (UDL):

<p>Multiple Means of Engagement</p> <ul style="list-style-type: none"> <li>• Kindness theme provides meaningful, real-life connections for students</li> <li>• Choices in art supplies and colours increase motivation</li> <li>• Opportunities for sharing are optional and supported (partners and whole class)</li> </ul> <p>Multiple Means of Representation</p> <ul style="list-style-type: none"> <li>• Teacher modelling and visual examples are used</li> <li>• Key concepts (kindness, pattern, colour) are taught through discussion, visuals, and hands-on exploration</li> <li>• Vocabulary is reinforced through oral language and demonstrations rather than text-heavy instruction</li> </ul> <p>Multiple Means of Action and Expression</p> <ul style="list-style-type: none"> <li>• Students may demonstrate understanding through drawing &amp; colouring</li> <li>• Writing is optional and can be teacher supported</li> <li>• Fine motor demands are adjustable with what students want to create</li> </ul>
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### Differentiate Instruction (DI):

<ul style="list-style-type: none"> <li>• Differentiation if embedded throughout the lesson using interest, choice, and learning needs</li> <li>• Concepts are introduced both verbally and visually (not in written form)</li> </ul>
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- Tasks are broken into clear and manageable steps
- Students can work independently, with an elbow partner, or teacher supported for ideas only (all students need to produce a quilt square)
- Sensory-friendly options are available (choice of colours and art supplies)
- Art products vary in complexity while meeting the same learning goals (i.e. crayons versus oil pastels)
- Extensions are open-ended (adding details, patterns, and labels)
- The classroom is a calm, organized environment that helps support focus
- There are clear expectations for oil pastel care and clean-up
- Visual displays celebrate all efforts

## Materials and Resources

- Multiple colours of larger construction paper for backgrounds
- White and other smaller colours of construction paper for hand tracing and cut-outs
- Scissors
- Pencils & erasers
- Crayons
- Glue sticks
- Stickers for decorating
- Magnifier
- Projector
- Markers
- Black Sharpies (optional)

## Lesson Activities:

Teacher Activities	Student Activities	Time
<p><b>Introduction (anticipatory set – “HOOK”):</b>  <b>Class discussion</b></p> <ul style="list-style-type: none"> <li>• “What can hands do?”</li> <li>• “Can hands help?”</li> <li>• “Can hands be kind?”</li> <li>• “What are some ways that our hands can be kind?” (helping, sharing, holding doors, cleaning up, comforting)</li> <li>• “Can someone show me how to do that?” (Get volunteers to show you something that was suggested i.e. sharing a toy)</li> <li>• “Today, we are going to trace our hands and use those to show how our hands can offer kindness by holding a heart shape. This is going to take time and patience, so I need you to hang in there. We can all do this! I am here to help if you’re having troubles.”</li> </ul>	<ul style="list-style-type: none"> <li>• Students will listen to the teacher</li> <li>• Students will raise their hand if they want to answer or ask questions</li> <li>• Students will volunteer if they want to show a caring behaviour (i.e. sharing a toy)</li> <li>• Students will listen to the teacher</li> </ul>	5 min.
<p><b>Body:</b>  <b>Teacher Modelling:</b>  The teacher will show an example that is done  The teacher will model in a very clear way:</p>	<ul style="list-style-type: none"> <li>• Students will listen to the teacher</li> </ul>	10 min.



- Students that are not paying attention will be moved
- An example will be shown and the teacher will model as well
- What is happening for the lesson will be stated so that students know what is coming up and what is expected
- There will be activities available for those early finishers

**Proactive, Positive Classroom Learning Environment Strategies:**

- There will be a lot of class-wide discussion & modelling
- There will be step by step instructions especially for tracing hands
- The teacher will make behaviour expectations clear by stating them before the lesson begins and offer reminders throughout the lesson
- The teacher will verbally acknowledge and thank students who are on task and will verbally address the students who continue to distract others
- The teacher will, if necessary, separate students who continue to distract each other
- The activity is hands-on so the students will have a challenge to trace both of their hands

**Extensions:**

- Students could add a sentence to their helping hands art
- Students could decorate their helping hands art such as add a background

**Reflections (if necessary, continue on separate sheet):**