



## Big Ideas (Understand)

Healthy communities recognize and respect the diversity of individuals and care for the local environment.

## Learning Standards

(DO)

(KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"><li>Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)</li></ul>	<ul style="list-style-type: none"><li>Roles, rights, and responsibilities in the local community</li></ul>

## Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"><li>Understand that April Fools' Day is sometimes a day for jokes</li><li>Explain how a joke might make someone feel</li><li>Distinguish between laughing with someone and laughing at someone</li><li>Demonstrate empathy when discussing scenarios</li></ul>	<ul style="list-style-type: none"><li>Observation of:</li><li>Can the student identify appropriate feelings?</li><li>Can the student explain reasoning?</li><li>Does student understand the difference between kind &amp; hurtful?</li></ul>

## Prerequisite Concepts and Skills:

- Recognize that there are classroom and community rules
- Understand the difference between kind and unkind behaviour
- Begin to understand that actions affect others' feelings
- Identify feelings in themselves and others (e.g., happy, sad, upset)
- Demonstrate simple empathy (e.g., knowing when something is "not nice")
- Participate in group discussions and listen to others

## Indigenous Connections/ First Peoples Principles of Learning:

**Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors:** When students learn about different cultures and traditions, they will develop an appreciation for diversity and the differences that are all around us in Canada. Learning about others enhances understanding and tolerance in our communities so that we can live in harmony and understanding each other's differences.

## Universal Design for Learning (UDL):

### Multiple Means of Engagement

- Hands-on activity
- Clear expectations for April Fools' Day (no tricks on classmates)
- Emphasize belonging and respect

### Multiple Means of Representation

- Use of visual supports
- Use of clear and age-appropriate language
- Modelling of the activity (use of the emotion cards before the activity)
- Frontloading of expectations

### Multiple Means of Action & Expression

Students may show understanding through:

- Oral explanation

- Sharing stories of their own experiences

### Differentiate Instruction (DI):

- Oral assessment instead of written (Bowen, Harrison, Kurt, Emma K., Baldev)
- Guided small group discussion
- Give time for students to process what they want to say (Riaan, Silas, Bowen)

### Materials and Resources

- Emotion pictures (happy, sad, confused, mad, shocked, excited)
- Scenarios (read by the teacher)
- Carpet to sit on for comfort
- Whiteboard
- Dry erase markers

### Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”):  <b>Face detectives</b> – 5 min.            The teacher will show exaggerated facial expressions OR show a picture on the screen (smile, frown, shocked, confused, &amp; mad) &amp; ask:</p> <ul style="list-style-type: none"> <li>• “What feeling am I showing?”</li> <li>• “How can you tell?”</li> </ul> <p>“Today we are going to be Feelings Detectives. We are going to figure out how jokes can make people feel.”</p>	<ul style="list-style-type: none"> <li>• Students will listen to the teacher sitting on the carpet, hands in laps, and raising their hand if they want to talk</li> </ul>	5 min
<p>Body:  <b>Discussion – What is April Fools’ Day?</b>            The teacher will talk about:</p> <ul style="list-style-type: none"> <li>• “April 1<sup>st</sup> is sometimes a day when people play jokes.”</li> <li>• “Good jokes make people laugh but bad jokes can hurt people’s feelings.”</li> <li>• “We are going to visit what is a good joke and what is a bad joke.”</li> <li>• Write on the board “Good” &amp; “Bad” &amp; write simple words when the students offer suggestions for the categories (i.e. everyone laughs = a smiley face)</li> <li>• Ask the students how they know if something is a good joke (everyone laughs, no one is scared, no one is sad)</li> <li>• Ask students how they know if something is a bad joke (someone is upset, someone feels embarrassed, someone feels worried, someone is mad)</li> <li>• “Being in a classroom community means thinking about feelings 1<sup>st</sup>. We must think about how someone will feel</li> </ul>	<ul style="list-style-type: none"> <li>• Students will listen to the teacher sitting on the carpet, hands in laps, and raising their hand if they want to talk</li> </ul>	10 min

<p>before you do something. We never touch other people's possessions, and we never hurt someone else's feelings."</p> <p><b>Activity - Feelings Detective Game</b>  Each student will have a set of emotion cards  The teacher will explain the game:</p> <ul style="list-style-type: none"> <li>• "When I read out a scenario, it's your job to decide how the person might feel &amp; hold up the emotion card that you think suits it."</li> <li>• The teacher will read out scenarios &amp; get the students to hold up an emotion card that they feel matches how the person would feel in that scenario. Ask "How would you feel? Would this be a good joke or not?"</li> </ul> <p>"Sam tells his friend that his shoe is untied, but it isn't."  "Lisa gives her friend a funny drawing of a purple dog."  "Someone hides a classmate's pencil."  "The teacher pretends that it's snowing inside the classroom."  "A student tells everyone that their backpack is missing."  "You tell your friend that they won a prize, but it's not true."  "You wear your shirt backwards and say it's backwards day!"</p>	<ul style="list-style-type: none"> <li>• Students will accept their set of emotion cards</li> <li>• Students will listen to the teacher sitting on the carpet, hands in laps, and raising their hand if they want to talk</li> <li>• Students will use their emotion cards to answer each of the questions</li> </ul>	<p>15 min.</p>
<p>Closure:</p> <ul style="list-style-type: none"> <li>• "It's important that before you make a joke, you think about how that will make someone feel. Think about how it would make you feel &amp; if that isn't good, then don't do it."</li> <li>• "In our class, we choose kindness – even on April Fools' Day."</li> <li>• "Time to move to our table spots for a project. Mrs. Greenwood &amp; I have a surprise for you tomorrow, so you need to make some Easter boxes for that. Today, you will be colouring and cutting out your boxes. Tomorrow, we will be putting them together with the help of us. Once I release you, I need you to get your bins &amp; head to your table spots. You may go."</li> </ul>	<ul style="list-style-type: none"> <li>• Students will listen to the teacher sitting on the carpet, hands in laps, and raising their hand if they want to talk</li> <li>• Students will get their bins &amp; go to their table spots ready to work on their Easter baskets</li> </ul>	<p>5 min</p>

**Organizational Strategies:**

- Frontload students with expectations
- Move students that are chatting or calling out
- Use of simple language
- Lots of class-wide discussion
- Use of modeling facial expressions (smile, frown, shocked, confused, mad) via coloured pictures

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

- Thank those students that use their hand when wanting to comment
- Praise those students that show sympathy during the discussion and activity
- Reward expectation following

**Extensions:**

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