

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

Lesson Title: Visual Arts – Valentine’s Day Kindness Hearts Lesson # 1 Date: Feb 12, 2026

Name: Tanya Blackall Subject: Arts Education Grade(s): 1

Rationale:

This lesson is important because in Grade 1, students are developing their ability to express ideas, feelings, and experiences through visual means. Kindness-focused visual art allows students to explore emotions, empathy, and community in developmentally appropriate ways while strengthening foundational art skills such as line, shape, colour, pattern, and texture. In this lesson, students will produce a special heart for someone in their family to show kindness.

Core Competencies:

Communication	Thinking	Personal & Social
	<p><i>Critical Thinking and Reflective Thinking</i></p> <p>Designing and developing:</p> <ul style="list-style-type: none"> Students think critically to develop ideas. Their ideas may lead to the designing of products or methods or the development of performances and representations in response to problems, events, issues, and needs. They work with clear purpose and consider the potential uses or audiences of their work. They explore possibilities, develop and reflect on processes, monitor progress, and adjust procedures in light of criteria and feedback. 	<p><i>Social Awareness and Responsibility</i></p> <p>Building relationships:</p> <p>Students build and maintain diverse, positive peer and intergenerational relationships. They are aware and respectful of others’ needs and feelings and share their own in appropriate ways. They adjust their words and actions to care for their relationships.</p>

Big Ideas (Understand)

- Engagement in the arts creates opportunities for inquiry through purposeful play.
- People connect to others and share ideas through the arts.

Learning Standards

(DO)

(KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content

<p>Exploring and Creating:</p> <ul style="list-style-type: none"> • Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play • Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts <p>Communicating and Documenting:</p> <ul style="list-style-type: none"> • Express feelings, ideas, stories, observations, and experiences through the arts 	<p>Elements in the arts, including but not limited to:</p> <ul style="list-style-type: none"> • Symbolism as a means of expressing specific meaning
--	--

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> • Identify at least one way to show kindness to others • Demonstrate kindness through art • Create a Valentine’s themed heart artwork that communicates a kind message to a household member • Use ideas that are original in their artwork 	<ul style="list-style-type: none"> • I can listen to a Valentine’s Day story about kindness • I can create heart art to show kindness to a household member • I can name or show one way to be kind • My art heart includes a kind word, picture, or message

Prerequisite Concepts and Skills:

<p>Students should have:</p> <ul style="list-style-type: none"> • Experience using crayons, markers, glue, and scissors safely • Basic understanding of shapes (i.e. circle, line, heart) • Exposure to classroom routines for listening, sharing, and clean-up • Emerging ability to talk about feelings using simple language

Indigenous Connections/ First Peoples Principles of Learning:

<p>Learning involves recognizing the consequences of one’s actions: Students will see how doing nice things for others benefits community relationships and gives them a sense of wellbeing benefiting all.</p> <p>Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors: 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>

Universal Design for Learning (UDL):

<p>Multiple Means of Engagement</p> <ul style="list-style-type: none"> • Kindness theme provides meaningful, real-life connections for students • Choices in shapes, textures, and colours increase motivation • Opportunities for sharing are optional and supported <p>Multiple Means of Representation</p> <ul style="list-style-type: none"> • Teacher modelling and visual examples are used • Key concepts (kindness, pattern, texture, colour) are taught through discussion, visuals, and hands-on exploration • Vocabulary is reinforced through oral language and demonstrations rather than text-heavy instruction

Multiple Means of Action and Expression

- Students may demonstrate understanding through drawing and collage
- Writing is optional and can be teacher supported
- Fine motor demands are adjustable with precut shapes, templates, and fewer steps

Differentiate Instruction (DI):

- Differentiation if embedded in the lesson using interest, choice, and learning needs
- Concepts are introduced both verbally and visually (not in written form)
- Key skills (line, shape, pattern, texture) are explored for learning
- Tasks are broken into clear and manageable steps
- Students can work independently, with an elbow partner, or teacher supported
- Sensory-friendly options are available (choice of colours, materials, and textures)
- Art products vary in complexity while meeting the same learning goals
- 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 clean-up
- Visual displays celebrate all efforts

Materials and Resources

- The book "The Day It Rained Hearts" by Felicia Bond
- Pre-cut foil hearts and larger hearts (dollar store)
- White and pink construction paper (for choice)
- Crayons and markers
- Glue sticks
- Scissors
- Checklist for discussion participation

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – "HOOK"): The teacher will:</p> <ul style="list-style-type: none">• "How can you show kindness to others? At school? At home?"• "What do you think Valentine's Day is all about?" <p>Read of "The Day It Rained Hearts"</p> <ul style="list-style-type: none">• Discussion about why Cornelia picked up the hearts• How did Cornelia show kindness to her friends?• How do the hearts make people feel in the story?• Do kind gifts need to cost money? <p>Outline of what we are going to be doing and expectations reminders</p>	<ul style="list-style-type: none">• Students will listen to the teacher• Students will raise their hand if they want to answer a question • Students will listen to the story • Students will raise their hand if they want to answer questions	15 min.
<p>Body: Activity – Valentine's Kindness Hearts</p>		20 min.

<p>The teacher will:</p> <ul style="list-style-type: none"> • “I want you to think of one person at home that you would like to do a Valentine for – Have you all chosen one?” • “We are going to use the hearts that I have given you at your tables – the larger hearts are for the base and the smaller ones are for decorating.” • “BUT you can also cut our your own and I’ve given each table some paper hearts that you can cut out and use.” • “I expect you to share and be kind – you cannot be the only one that gets a sheet of hearts. You must share if your table mates want to use those too.” • “You can work with your elbow partner for ideas if you can keep the noise level down – If it gets too noisy, I will have to take that option away.” • Show the example and talk about what I chose and why • “Any questions?” 	<ul style="list-style-type: none"> • Students will listen to the teacher’s instructions • Students will raise their hand if they want to answer questions 	
<p>Closure: The teacher will:</p> <ul style="list-style-type: none"> • Offer if anyone wants to share their art and talk about it (dependent on time) • Time to clean-up • “It is time to clean-up.” • “Please place your heart art onto the side cupboards so they can dry – don’t forget to add your name!” • “Please clean-up your supplies, put things away in the baskets and in your supply bins.” 	<ul style="list-style-type: none"> • Students will listen to the teacher • Students will clean up their area and put their activity to the side so it can dry 	10 min.

Organizational Strategies:

<ul style="list-style-type: none"> • Students will raise their hand if they want to contribute to the conversation • Items for the artwork will be distributed when needed • The book will be read on the carpet area so students are focused and able to see the pictures • Students that are not paying attention will be moved • Students can work with an elbow partner if desired • Examples will be shown • The book “The Day It Rained Hearts” will gain interest as a hook • What is happening for the lesson will be stated so that students know what is coming up and what is expected

Proactive, Positive Classroom Learning Environment Strategies:

- There will be a lot of class-wide discussion and practice together
- 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
- Hands-on activities that involve using manipulatives so that students are learning while having fun and using tangible objects
- Graphics and the art supplies will be colourful and the students will have their choice of a lot

Extensions:

- Students could add writing such as a phrase or sentence to their Kindness Valentine

Reflections (if necessary, continue on separate sheet):