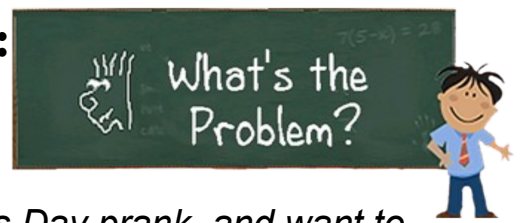


Teacher Instructions:



Problem Scenario: “April Fools!”

The Main Problem: *You are planning an April Fools Day prank, and want to make sure it goes over well. That means you must choose a great prank, and do it to the right person. You must also follow the understood “etiquette” of April Fools Day, meaning that the prank must be safe and playful rather than hurtful.*

Your students will be viewing this problem from an **integrated** perspective.



What is your April Fools Day prank?

Students will review the details of an April Fools Day prank and plan one of their own.

Step ①

Review
Stimulus
Items

Stimulus Item #1 — “Would I Prank this Person?” (statistics)

Stimulus Item #2— “April Fools Day Etiquette” (tips)

Stimulus Item #3— “Pranks that Don’t Cost a Thing” (list)

***Students should take notes as they review the Stimulus Items*

Step ②

Classroom
Discussion

Lead a **class discussion** about issues related to the topic. You are being provided a sheet to help you guide the classroom discussion.

Extended Responses: Have students answer the following questions. Remind students to use information from the Stimulus Items to support their response.

- 1. Before planning an April Fools Day prank, what are some guidelines that you should follow regarding the person you want to prank and what type of prank is acceptable?**
- 2. What is an April Fools Day prank that you believe you could execute? Describe the prank, the target, and the desired outcome.**

Step ③

Student
Response

****students should have access to their notes as they enter their answers*

****students may also have access to the Stimulus Items as they enter their answers*

EXTENDED PRODUCT (Optional): Divide students into small groups, with each group becoming a **Team of Pranksters** (perhaps this isn’t a far stretch). For April Fools Day, the team must plan a prank they would like to execute. They must **describe the prank**, as well as the intended target and desired outcome. They must then decide if the prank would be acceptable. To do this, they must **create a checklist** to determine what would be appropriate, taking into account factors such as safety, audience, level of distraction, and other important criteria.

Step ④

Analysis

Rubrics to grade student entries have been provided, and all questions have been mapped to the content standards.