

CLASSROOM EXPERIENCE GUIDE

EXPERIENCE 4: STINKY FISH—FRESH FISH!

TIME

30 minutes

OBJECTIVES

Students will:

- Identify and analyze things that get in the way of learning (“Stinky Fish”).
- Commit to behaviors that will make the classroom more enjoyable and productive (“Fresh FISH!”) for every member.

MATERIALS

- Stinky Fish Diagram poster
- Chart paper
- Markers
- Dry erase markers

PROCESS

Ask students to describe a stinky fish with a partner (what it looks like, smells like). Lead a brief discussion leading to “Stinky Fish” as a code word for things that might keep us from having a great classroom.

Conclude conversation by saying, “In The FISH! Philosophy, these things are Stinky Fish—the things that get in the way of our class having a great learning experience.”

Take out Stinky Fish Diagram poster. Ask students to identify Stinky Fish behaviors that get in the way of learning and enjoying school (e.g., blurting out, not playing with someone at recess, not sharing) and record ideas on Stinky Fish Diagram.

Once about two-thirds of the diagram is filled, explain, “If we DON’T want our classroom to be filled with Stinky Fish, we can decide how we DO want it to be. We can turn Stinky Fish into “Fresh FISH!”

Fresh FISH! Activity

Prepare chart paper by writing your class’s name at the top and listing the four practices of The FISH! Philosophy down the left side.

Encourage students to suggest behaviors that help the teacher to teach, students to learn and everyone to enjoy school. Record them on the chart by the FISH! practice with which they fit best (see example).

Character

>COMMUNITY

Social Skills

CHART YOUR COURSE

When poster is finished, invite student to sign the bottom.

OUR CLASS WILL:

BE THERE

- Look and listen when the teacher is talking.
- Share games, toys and classroom materials.

PLAY

- Play music during work time.
- Do the "Victory Dance" when we clean the room.

MAKE THEIR DAY

- Invite others to play.
- Hold the door open for the next person.
- Be polite (please and thank you).

CHOOSE YOUR ATTITUDE

- Put worries in the Worry Box.
- When we have something hard to do, we can chant, "We can do it! Yes we can!"

EVALUATION

If possible, invite another adult into the room (principal, specialist, parent volunteer) for students to define what a Stinky Fish is.

Students draw a picture of something from the class chart to highlight a Fresh FISH! behavior.

EXTENSIONS

Stinky Fish Story

Students draw before and after pictures or write a story about how a Stinky Fish classroom turns into a Fresh FISH! classroom.

PE Stinky Fish Relay

Students learn how to work

together to move a pile of Stinky Fish (bean bags) from one place to another as fast as they can.

Self-Directed FISH! Learning Centers

At the completion of Unit 1, create the following learning centers to help students make the connection between the choices we make as individuals and the impact our choices have on the entire class.

Art: FISH! With Attitudes

Using crayons on heavy paper, draw fish with "attitudes" and label them. For example, draw a smiling fish and label it happy or a fish with big eyes and its mouth in the shape of a "?" for curious. Then use a wash (paint thinned with plenty of water) to paint over your fish to make it look like they are underwater. Post the pictures so students can see many different attitude choices.

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EXPERIENCE 2: LET'S MAKE THEIR DAY—TODAY!

TIME

30 minutes

OBJECTIVE

Students will:

- Make a plan to make someone's day in school.

MATERIALS

- “Make Their Day” song (Audio CD)
- Songbook illustrated by YOUR students (From Unit 4—Experience 1)
- Make Their Day Action Plan (4-2_Make_Their_Day.pdf)
- Craft sticks for each student with one name on each stick
- Classy Compliment page for each student (From Unit 4—Experience 1)

PROCESS

To get warmed up, sing “Make Their Day,” using the songbook the students illustrated in Unit 4—Experience 1.

Ask students if they made anybody's day since your last FISH! experience. Share examples.

Make Their Day Plan

Discuss the people in school whose roles and actions make our day every day (nurse, lunch aides, principal, specialist teachers, secretaries, custodians, etc.). Ask for ideas of things students might do to make the day of some of these people.

Divide into small groups and have each group choose a person whose day they are going to make. Discuss what they might do to Make Their Day.

Give each student a Make Their Day Action Plan. Have the group determine their who, how and when.

Be sure to provide time to carry out the Make Their Day Action Plans.

MAKE THEIR DAY
Action Plan

WHO?

HOW?

WHEN?

HOW DID IT FEEL?

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Character

Community

>SOCIAL SKILLS

MAKE THEIR DAY**EVALUATION**

Discuss how the students think it will feel to carry out the Make Their Day Action Plans, both from the students' perspective and the recipient's.

Continue "Classy Compliments" Activity (see page 41 for details).

EXTENSION

- Continue to use the popsicle stick jar throughout the day. For example, after students have transitioned from one subject/activity to the next, begin that lesson with a "Classy Compliment" that could help make someone's day!

A first-grade teacher knew The FISH! Philosophy was having an impact when she saw a student, so impulsive he didn't care what anyone else thought, tying an autistic boy's shoes in the lunch room. Having a Make Their Day plan helped him to think about someone other than himself.