

Fish is Fish - Self-acceptance

EXPLANATION:

Fish is Fish by Leo Lionni is a story of acceptance as a fish and a frog discover their differences and similarities, celebrate their friendship and appreciate their individual uniqueness. This activity provides the opportunity for students to explore, understand and appreciate their own individuality.

YEAR LEVELS: Years 1–3

STUDENT GROUPING: Whole group and individual writing activity

ACTIVITY LENGTH: 40–60 mins

LINK TO CURRICULUM:

English: Sequence of content F–6

Strand: Literacy

- Handwriting – Developing a fluent, legible handwriting style, beginning with unjoined letters and moving to joined handwriting
- Texts in context – Texts and the contexts in which they are used How texts relate to their contexts and reflect the society and culture in which they were created

See also Personal and Social Capability learning continuum sub elements:

- Recognise personal qualities and achievements
- Become confident, resilient and adaptable
- Communicate effectively
- Appreciate diverse perspectives.

SCOPE OF TASK:

1. Explore and activate the students' basic understanding of each person being an individual by the simple, initial questions:
 - Does everyone look the same?
 - What does it mean to be an individual – 'you being you'
2. Introduce the book *Fish is Fish*. Look at the cover of the book and ask the students to predict what the book might be about.
3. Read aloud *Fish is Fish* or click on read the narrated version of the story:



4. Ask children to share their understandings of the story focusing on similarities and differences:
 - Can you describe frog?
 - Can you describe fish?
 - How were the fish and the frog alike at the beginning of the story?
 - In what ways did they become different from each other as they grew?
 - How did the fish feel when he heard about the many things the frog had seen?
 - What happened to the fish when he jumped out of the water? What did he learn from this?
 - What was fish's problem?
 - At the end of the story how did fish feel?
 - What did frog think about fish?

5. Ask the students to identify characteristics that make frog and fish individuals. Write these on the whiteboard – a table format can be used. Discuss the differences and similarities between frog and fish. Examples might include tail and no tail, in and out of water

Fish	Frog

6. Use questions to elicit the children's understanding of the story. Some examples:

- Are there differences between how people look and behave? – ask the students to share some differences that they are aware of (hair colours, eye colour, favourite food, sports, and family structures)
 - Is it ok that people are different?
 - Why is it important that we accept and celebrate our differences?
7. Tell the students that they are going to write a list of characteristics, likes, interests and traits that make them special and individual. Early writers can be assisted with word cards, word wall or picture cues to help them write their lists.

Encourage students to reflect on their own traits and to be proud and accepting of their uniqueness. Students can share their list with their class members at the completion of the activity.

***Fish is Fish* also aligns with themes connecting perspective and gratitude.
Life cycles can also be explored through the science curriculum.**

RESOURCES:

Lionni, L. (2012). **Fish is Fish**. Penguin.

Online story: The Kindness Curriculum- Fish is Fish,
Read my Moises Henriques sourced from
<https://youtu.be/IPZmpsKbHRI>

