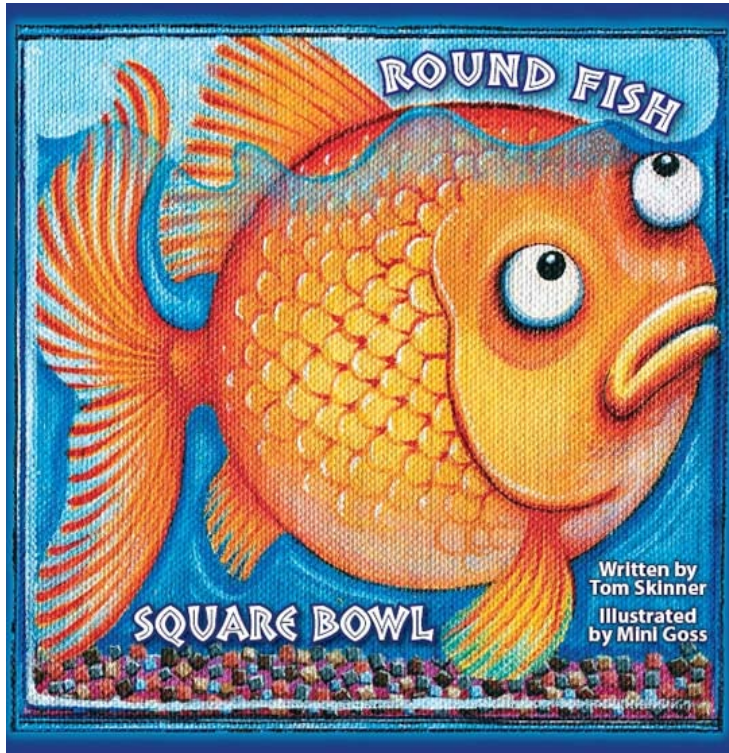


TEACHER NOTES

www.newfrontier.com.au/resources.htm



ROUND FISH SQUARE BOWL

Author: Tom Skinner

Illustrator: Mini Goss

‘The universal theme of this book is valuing individual differences. It is a delightful look at the concept of the uniqueness of each person and how differences can have a POSITIVE effect on our lives.’ ~Sue Larkey~

Teaching Notes by
FRAN LESKE



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CONTENTS...

1. Discussion topics.
2. Extensive lesson ideas, using combined Bloom's and Gardener's Taxonomies.
3. Creative thinking tasks using „The Thinker's Keys“ framework.
4. Art, Craft, Design and Science challenges.



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BEFORE READING THIS BOOK...

1. Ask students to think about the word “different” in the context of: appearance, dress, families, likes/dislikes, music, sport, activities, and food.
2. Use a six box framework to record aspects of personal uniqueness. Students can find a partner and tell each other about any of the likes and dislikes they have recorded or thought about. They could finish by saying, “Thanks. You are special and so am I.”

My appearance	My favourite sport/activities	My favourite TV show
My family	Foods I like	Foods I dislike



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BEFORE READING THIS BOOK...

1. Draw 3 columns on a piece of paper/whiteboard, headed Positive/Negative/Interesting. Think about/talk about “being different” under these headings.
2. Before reading the book, take time to discuss the cover and title with the students. What is unusual about the fish’s bowl? How does the fish appear to be feeling? Why? Can students think of times when they have felt very different to those around them? How did they feel? Record some of their „feeling” words. Draw a face which shows one of those feelings.
3. Get students to think of some colloquial sayings like, „as silly as a rabbit,” or „as slow as a snail.” Tell them to be aware that there will be some sayings in the book that they may not have heard before.

BLOOM’S AND BEYOND: LOADS OF LESSON IDEAS!

Bloom’s Taxonomy and Gardner’s Multiple Intelligences framework have been integrated, so students of all ages, abilities and learning styles can be included in lesson planning, assessment and evaluation.

Make it your own!

You can



the following resources to suit the age and abilities of your students!


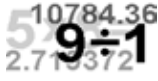








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<p>Gardner's Multiple Intelligences →</p>	 Verbal/Linguistic	 Logical/Mathematical	 Visual/Spatial	 Bodily/Kinaesthetic	 Musical/Rhythmical	 Interpersonal	 Intrapersonal	 Naturalist
<p>Remembering</p>	<p>Write a list of all the animals in the story, and the special names some of their parents have.</p>	<p>Collect pictures of all the animals in the story. How many different ways can you find to group them?</p>	<p>Display labelled pictures of the animals on a notice board.</p>	<p>Mime the movement of each animal in the story.</p>	<p>Say the phrases, such as 'as poor as a church mouse', and work out how to clap them in a rhythm.</p>	<p>Read the story of the "Hare and the Tortoise" or "The Three Pigs", and choose a group of friends to re enact the story.</p>	<p>Write a diary of your activities about "Round Fish, Square Bowl".</p>	<p>Find an aquarium you like, and research the types of fish in it, their names, habits, food preferences, and origins. Draw one of the fish in detail.</p>
<p>Understanding</p>	<p>Write your description of what being a 'square peg in a round hole' means, and give some examples.</p>	<p>Draw the different stages in the life cycle of a fish, and label them.</p>	<p>Draw a 3 part cartoon showing the experiences of the pigs, tortoise or ugly duckling.</p>	<p>Write and perform a play about the experiences of the bull in the china shop.</p>	<p>What sounds would each of the creatures in the book make? Invent a sound you think they <u>could</u> make, if you need to. Ask your class to guess which one you are imitating.</p>	<p>Work with a friend to discuss a time when you felt left out. Using a 4 box framework, record <u>what was done</u>, <u>what was said</u>, your <u>feelings</u>, and your <u>solutions</u>.</p>	<p>Research the effects of bullying in your class or small group. Record the results in 3 columns, headed <u>Positive</u>, <u>Negative</u>, <u>Interesting</u> about the topic.</p>	<p>Research the fastest recorded speeds for a hare and a tortoise on land. How would each animal perform in the water?</p>



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Applying	Write your own illustrated story about a time when you were bullied, left out, or didn't fit in.	Design a mechanical device which might help the tortoise to move faster. Draw and label your design.	Design a china shop in which a bull and his friends might visit safely.	Act out the visit of the bull to the china shop.	Invent a song the round fish might sing as he swims in his square bowl. Use one musical instrument to accompany your song.	Sit with a partner or group, and work out a list of ways you might persuade a mule to move when he doesn't want to. Record in dot points, perhaps inside a mule shaped figure.	Which of the animals in the story seems a bit like you? Why do think this is so?	Draw and label the body of a tortoise, and explain the purpose of his shell, body shape, and skin.
Analysing	Using columns, record the <u>similarities</u> between the two animals, the Hare and the Tortoise. Repeat, recording the <u>Differences</u> .	Conduct a survey in your class, about feeling different. Sort out into categories, and record on a column graph.	In a small group, or as class, discuss and record the <u>Positives</u> , <u>Negatives</u> , and <u>Interesting</u> points about being different.	Design and make a winner's sash or crown to be used in class, with "I Like being Different" on it.	Design a rap sequence or song to celebrate being different.	Think about the Ugly Duckling, and discuss what it means to 'become who you are meant to be.' Illustrate this.	Can you compare the growth and development of a human to that of a fish or butterfly? What is different or similar?	Debate the benefits for fish living in an aquarium, versus in the sea, rivers or lakes.


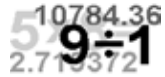








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<p>Evaluating</p>	<p>Discuss and write about the best ways to stop bullying in school.</p>	<p>Look at the "Strength Cards" (from St Luke's Resources), and then write a list of your own strengths, following the pattern. "I am.....because I can/know/feel/....."</p>	<p>Do a drawing, painting or a collage, that celebrates people being different.</p>	<p>What would be some solutions to being "a square peg in a round hole"? Act some of them out, if you can.</p>	<p>Do you think the songs you wrote will help people to feel better about being different? Why?</p>	<p>If you lived in a different country for a year, what do you think you would notice about your own feelings and behaviour as you tried to settle in?</p>	<p>How would you feel if you were about to become a swan, after being an ugly duckling? Why?</p>	<p>Why do pigs and wolves not cohabitate in nature?</p>
<p>Creating</p>	<p>Write or talk about what you imagine your life will be like in ten years time. Illustrate if you wish.</p>	<p>Do a pictogram of the types of fish which your classmates have at home.</p>	<p>Design a new coat for the church mouse.</p>	<p>Create a fish picture using cellophane, crayons under black paint, or stuffing a fish shape to make a hanging fish.</p>	<p>Create an album cover for a song collection about 'Being Different', or 'Square Pegs in Round Holes', or 'Bullying.'</p>	<p>Write a letter to the school principal about this book, and say how it connects to life at your school.</p>	<p>Why is it healthy to behave like the mad hatter sometimes, and have some fun ?</p>	<p>Write a story about a donkey or a mule, which shows why the animal had a reason to be stubborn that day. Have a happy ending.</p>








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THINKER'S KEYS

20 „Keys“ to unlock analytical, critical, and creative thinking abilities

<h3>The Reverse</h3> <p>Make a list of things you would never see in a fish bowl.</p> 	<h3>The What If</h3> <p>What if we all had the same strengths as everyone else?</p> 	<h3>The Disadvantages</h3> <p>What are some of the disadvantages of acting like the Mad Hatter all the time?</p> 	<h3>The Combination</h3> <p>List the attributes of a fish and a mouse, and discuss how they could both defend themselves better from cats.</p> 	<h3>The Alphabet</h3> <p>Do an A -Z of all the animals you know.</p> 
<h3>The BAR</h3> <p>Use the BAR format to design a hiding place in a fish bowl for a round fish. (Bigger, Add, Remove or Replace)</p> 	<h3>The Variations</h3> <p>How many ways can you think of to make someone feel valued and important?</p> 	<h3>The Picture</h3> <p>How does the front cover of "Round Fish, Square Bowl", connect with the main theme of the book?</p> 	<h3>The Prediction</h3> <p>What would be the consequences of having all of us with the same appearance?</p> 	<h3>The Different Uses</h3> <p>Make a list of other uses for an unused aquarium.</p> 



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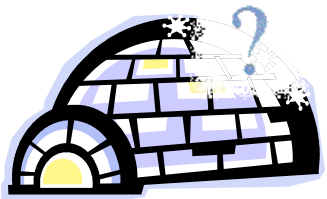


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THINKER'S KEYS

20 „Keys“ to unlock analytical, critical, and creative thinking abilities

<h3>The Ridiculous</h3> <p>What would happen if we all had to move as slowly as tortoises?</p> 	<h3>The Commonality</h3> <p>What would a non English speaking new student in your class, and a person in a wheel chair coming into your class, have in common?</p>	<h3>The Question</h3> <p>The answer is BOWL. What are 5 questions that could have this answer?</p> 	<h3>The Brainstorming</h3> <p>List all of the disabilities that you know.</p> 	<h3>The Inventions</h3> <p>Invent a new way to deal with bullies in your school.</p> 
<h3>The Interpretation</h3> <p>"All criticisms of other people will be banned." What effect will this have on the world?</p> 	<h3>The Brick Wall</h3> <p>What barriers do we put up, to stop people getting to know ' the real me? '</p> 	<h3>The Construction</h3> <p>Design a home for a round fish.</p> 	<h3>The Forced Relationship</h3> <p>How could the wolf have made friends with the three pigs?</p> 	<h3>The Alternative</h3> <p>How would the story of "The Three Pigs" have been different if the Pigs had been the villains?</p> 



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CARING THINKING...

Valuational thinking:

How would you feel if the other students laughed at you when you said you couldn't bring a note from home because your mum couldn't write in English yet?

Affective thinking:

Make up a list of things that children should definitely be allowed to do in the classroom, and a list of those they should definitely not be allowed to do.

Active thinking:

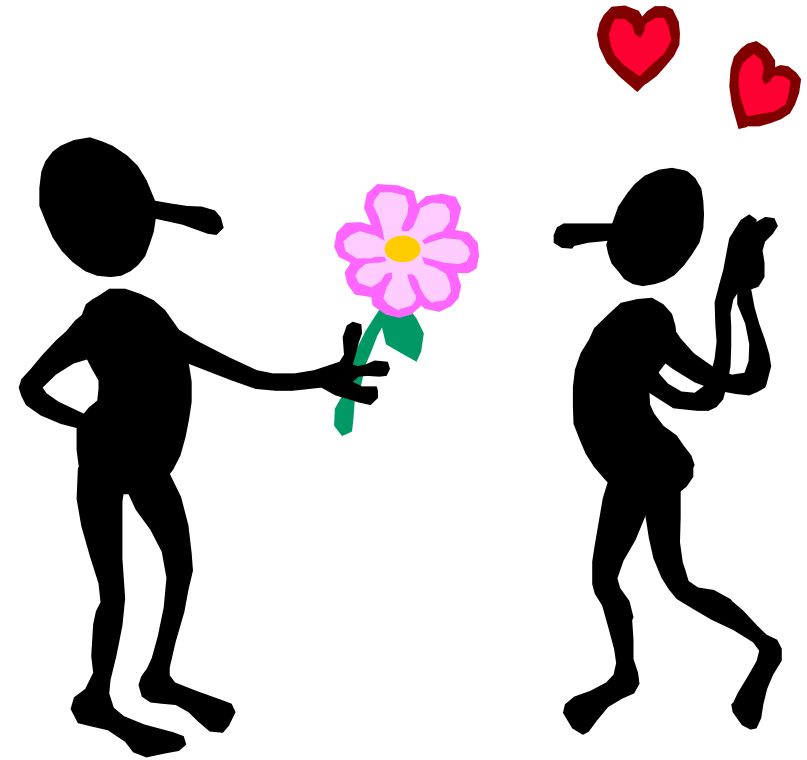
What could you do to make a new student in your class feel connected and at home in your school?

What would you do if you found that person being bullied by other students in the class?

Normative thinking:

Why do you think people try so hard to be the same as everyone else?

What do you think is the most important message in the book, Round Fish Square Bowl?



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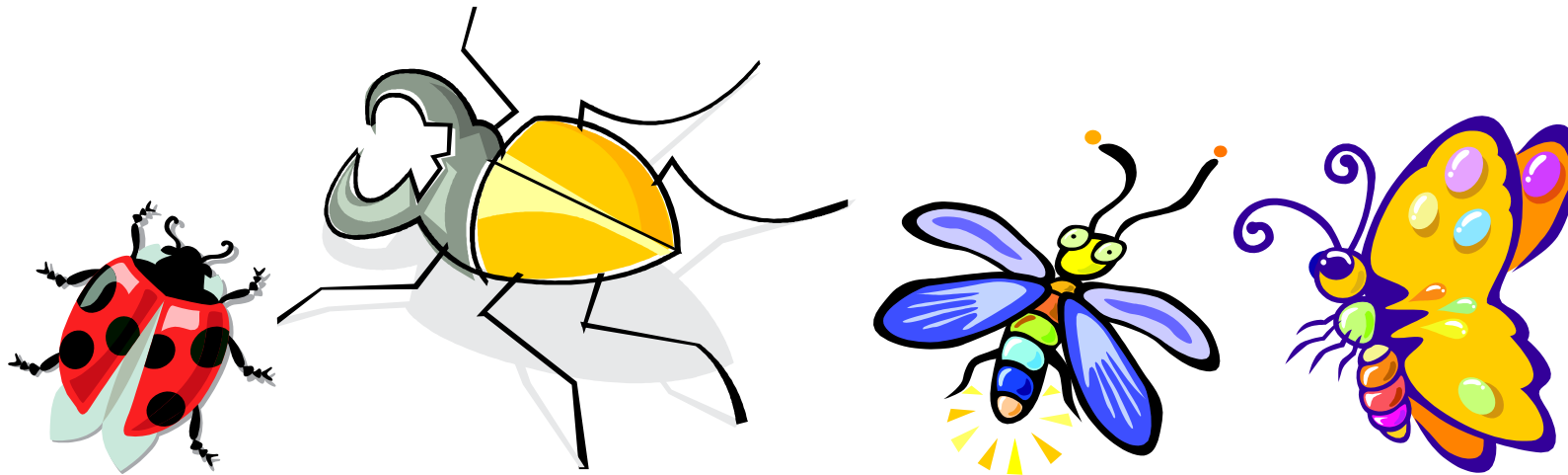
AND THERE'S MORE...

Collect some small creatures which look different to each other, or pictures of them

Choose any two of them, and make a list of attributes (eg 4 legs, wings, antenna, shell)

Circle any attributes that are the same in your 2 creatures, and underline those that are different.

Think about what would make life difficult for one of these creatures, and how they might overcome their difficulties.



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ART, CRAFT AND DESIGN

Write a list of all the animals in the book.

Draw a design for some finger puppets, using felt, fabric or paper, adding facial or body features, to re create the animals.

Make up a conversation or play which the puppets might have. Students could join up with some other students and their puppets if they wish.

Students could draw their own comic strips showing “before” and „after” versions of the animal tales in the book.



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ADDITIONAL EDUCATIONAL APPLICATIONS...

Students could further explore the ideas of resilience, courage, perseverance, flexibility, using such resources as:

- Heart Masters' books
- St Luke's Innovative Resources (Strength Cards)
- The 'You Can Do It' program
- Mind Matters
- Good Grief (Seasons for Growth)
- Peer Support

Round Fish Square Bowl can also be used to discuss...

- Bullying
- Multicultural issues
- Gender issues
- Social isolation
- Discrimination
- Social justice
- Philosophy
- Disability
- Racial issues



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