

WHAT IS THE FISHI PHILOSOPHY?

LEVEL: FISHIN' MISSION STATEMENT

TIME

25 minutes

OBJECTIVE

Students will:

- Create a mission statement about improving the classroom environment for all learners.

MATERIALS

- Chart paper of world famous school notes (created in Unit 1—Experiences 1 and 2)
- 8.5" x 11" piece of tag board for each group of five students
- A magazine picture for each piece of tag board
- 9" x 12" envelopes
- Notepaper
- Chart paper

PROCESS

Glue a large picture from a magazine to one side of each piece of tag board. On the other side, write the following questions:

- What would make this an outstanding year/quarter/semester, and how would our classroom be different from other classrooms?
- In the ideal classroom, how would we treat one another?
- How would we talk to one another in a way that is most beneficial to everyone?
- How can you support classmates in their learning?
- What would make you feel supported in your learning?

Cut each prepared piece of tag board into several pieces to create a puzzle and put them in a separate envelope. Hide the envelopes around the classroom and write a clue about where each envelope is hidden to give to the groups during the experience (e.g., a clue for an envelope hidden by the phone could be “ring”; a clue for one hidden by the sink could be “drip”).

Review the class’s notes on what makes a world famous school and inform the class that they will be creating a formal mission statement to help them commit to that goal. Explain that they will do this by exploring some key questions as a group, and these questions are on a puzzle they must find and assemble.

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Divide the class into small groups and give each group the written-down clue about where their puzzle is hiding.

After the groups have found and assembled their puzzles, have the students discuss each question on their puzzle and record their answers on their piece of chart paper. After each group has finished, ask them to share with the rest of the class.

Explain that a mission statement is a statement of purpose that serves as a road map, guiding you to make those decisions that help you fulfill your mission.

SAMPLE MISSION STATEMENT

We will come to school ready to learn.

We will support one another in our learning.

We are here to learn and build friendships.

We will treat others with kindness and respect.

EVALUATION

Using the student chart paper notes, help the students collaboratively establish a class mission statement. Keep it simple and focus on synthesizing the answers the groups gave to each question. Let them know this is a mission you are committed to living, too. Display the Class Mission Statement on a classroom wall as a reminder and to easily reference during your journey together through the year.

EXTENSION

- * Encourage students to create a mission statement for their home, sports or academic club, using the same question-answering process.

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CLASSROOM EXPERIENCE GUIDE

EXPERIENCE 1: THE MAKINGS OF MAKE THEIR DAY

TIME

25 minutes

OBJECTIVES

Students will:

- * Expand their understanding of Make Their Day.
- * Practice Make Their Day by acknowledging their appreciation for someone.

MATERIALS

- * *Student FISH!* (DVD)
- * Class Mission Statement (created in Unit 1—Experience 5)
- * Class Campaign Guidelines (created in Unit 1—Experience 6)
- * Construction or colored paper, cut in half (1 half per student)
- * Miscellaneous art supplies (markers, crayons, magazines, scissors, glue, etc.)

PROCESS

Play the Make Their Day segment of the *Student FISH!* film to review key principles of the practice.

Discuss with the class what Make Their Day means, emphasizing that it does not require them to give lavish gifts to people, but to simply find ways to express their appreciation or offer helpful courtesies. Brainstorm ways to make people's day and list them on the board.

Examples of Make Their Day:

- * Saying thank you
- * Opening a door for someone
- * Helping someone who needs help
- * Giving someone a gift
- * Offering someone a seat in a crowded room or bus
- * Smiling at someone you know or don't know
- * Picking up a piece of garbage in your neighbor's yard.

Talk with students about people they appreciate at school (e.g., school nurse, librarian, bus driver, teachers, custodians) and list them on the board.

Distribute construction or colored paper and ask students to create a thank-you card for one of the people on the board. Fold the piece of paper in half, decorate it with miscellaneous art supplies and write a thoughtful thank-you message inside of the

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45

MAKE THEIR DAY

card. Then arrange to have the thank-you cards delivered to the appropriate recipient.

EVALUATION

Encourage students to share how it felt to express their appreciation to someone.

Review the Class Mission Statement and campaign guidelines. Ask where Make Their Day applies. Discuss how their campaign to make their school a world famous school will more likely be successful if they practice Make Their Day skills, which is what they will be doing in the next few weeks.

EXTENSIONS

- Encourage students to create and give a thank-you card to a friend or family member and invite them to share the impact it made.
- After the thank-you cards made in class have been received, share the reactions of the recipients with the class to show the impact of their Make Their Day project.

UNIT 4

An intermediate school in Indiana has created a traveling FISH! trophy. Classes nominate one another for the award, and you can't nominate yourself. Each week several classes are nominated, the principal draws names and the winning class gets a box of fish crackers and the coveted trophy for a week. The class also receives a journal that travels with the trophy; students write about FISH! behaviors they observe during the week in the class.

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CLASSROOM EXPERIENCE GUIDE

FACE IT: THE CHOICE IS YOURS

TIME

25-30 minutes

OBJECTIVES

Students will:

- * Expand their understanding of Choose Your Attitude.
- * Understand the difference between a reaction and a response, and realize they have control over their responses.
- * Analyze when attitudes are productive and counterproductive.

MATERIALS

- * *Student FISH!* (DVD)
- * Situation Cards
- * Productive/Counterproductive worksheet (5-1_Productive-Counter.pdf)

PROCESS

Play the Choose Your Attitude section of the *Student FISH!* film to review the key principles of the practice.

Discuss what the class thinks Choose Your Attitude means and why this is a FISH! practice. Ask them how our attitudes affect our day.

Challenge students to describe the difference between a reaction and a response—a reaction is how we automatically react to a situation and a response is the conscious choice we make concerning our ongoing attitude about the situation. To clarify the difference, create a Reaction and Response Chart on the board and analyze the

SITUATION	REACTION	RESPONSE
Make plans with a friend who does not show up.	Get mad. Tell person you don't want to be friends.	Call person later and ask if everything is okay.

CHARACTER

CHOOSE YOUR ATTITUDE

situations described on three Situation Cards. For each situation, ask the students to identify some natural reactions and then the various responses.

Explain that the responses we choose do not always need to be positive attitudes, but we do need to own the attitudes we have chosen and live with the results/consequences of these attitudes. Some situations call for attitudes we don't always see as pleasant. Review the listed responses and discuss how these attitudes are either productive or counterproductive to the particular situation. Ask:

- How is this attitude productive or counterproductive for the situation?
- What are the results or consequences of this attitude?

EVALUATION

Distribute the Productive/Counterproductive worksheet and invite the students to work together to fill in the chart, identifying when a certain attitude is appropriate/productive or inappropriate/counterproductive. Encourage students to share their answers with the class.

EXTENSION

- Divide the class into small groups and distribute a Situation Card to each. Ask them to create a chart with typical reactions and optional responses for the situation and share their answers with the class.

WHAT IS THE FISHI PHILOSOPHY?

EXPERIENCE 5: FISHIW' MISSION STATEMENT

TIME

25 minutes

OBJECTIVE

Students will:

- * Create a mission statement about improving the classroom environment for all learners.

MATERIALS

- * Chart paper of world famous school notes (created in Unit 1—Experiences 1 and 2)
- * 8.5" x 11" piece of tag board for each group of five students
- * A magazine picture for each piece of tag board
- * 9" x 12" envelopes
- * Notepaper
- * Chart paper

PROCESS

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- * In the ideal classroom, how would we treat one another?
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After the groups have found and assembled their puzzles, have the students discuss each question on their puzzle and record their answers on their piece of chart paper. After each group has finished, ask them to share with the rest of the class.

Explain that a mission statement is a statement of purpose that serves as a road map, guiding you to make those decisions that help you fulfill your mission.

SAMPLE MISSION STATEMENT

We will come to school ready to learn.

We will support one another in our learning.

We are here to learn and build friendships.

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EVALUATION

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EXTENSION

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MATERIALS

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- * Class Campaign Guidelines (created in Unit 1—Experience 6)
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45

MAKE THEIR DAY

card. Then arrange to have the thank-you cards delivered to the appropriate recipient.

EVALUATION

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UNIT 4

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CLASSROOM EXPERIENCE GUIDE

EXPERIENCE 1: THE CHOICE IS YOURS

TIME

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OBJECTIVES

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CHARACTER

>SOCIAL SKILLS

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57

CHOOSE YOUR ATTITUDE

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