

The quest to find Nemo

a study guide – teachers' notes

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FINDING NEMO

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Sea it in Cinemas.

F I L M
EDUCATION



GREAT BARRIER REEF
MARINE PARK AUTHORITY

let's keep it great

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the quest to find Nemo

introduction

Teachers' Notes and Student Activities are clearly labelled throughout this study guide and may be printed off and photocopied for classroom use.

Part 1 comprises 'pre-viewing activities', for students to use before seeing the film. The questions in Part 1 could be used to investigate the setting, characters and resolutions of the film. Post-viewing activities in Part 2 enable students to further explore the social world of the film's characters, and issues of 'identity' and 'difference'.

This study guide uses themes and issues from the film Finding Nemo as a basis for further study in the following key learning areas:

-  Literacy
-  Science
-  Personal, Social and Health Education
-  Art
-  Design and Technology
-  Geography

useful resources:

Public Information Unit,
Great Barrier Reef Marine Park Authority,
PO Box 1379, Townsville, QLD 4810
Ph: (07) 4750 0700
Fax: (07) 4772 6093
Email: info@gbmpa.gov.au

children's books on the great barrier reef

Coral Reef: Inside Australia's Great Barrier Reef
(Cambridge Reading), Cambridge University Press,
Meredith Hooper, 1997
ISBN: 0521564476

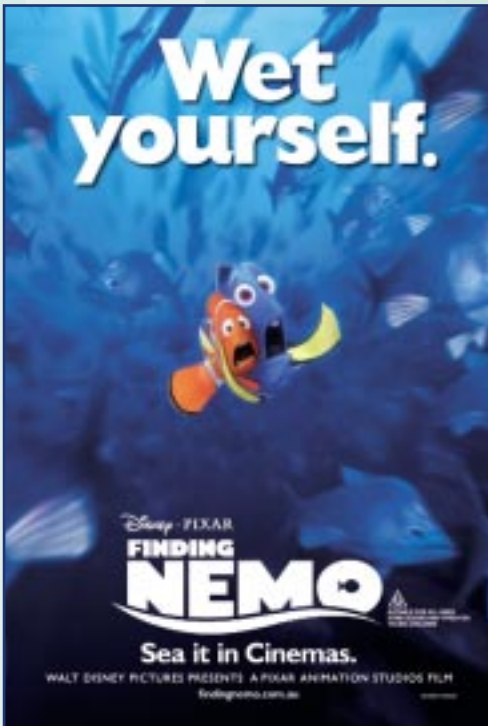
Nemo's World: From the Great Barrier Reef and Beyond
Puffin Books, 2003 (not published until 25th Sept)
ISBN: 0141316616

Coral Reef Big Book: Inside Australia's Great Barrier Reef: Big Book (Cambridge Reading),
Cambridge University Press, 1997
ISBN: 0521576954



synopsis

Film synopsis



A clownfish named Marlin lives in a safe and secluded cul-de-sac in the warm waters of the Great Barrier Reef with his only son Nemo. Fearful of the ocean and its unpredictable risks, Marlin struggles to protect his son. Like all other young fish, Nemo is eager to explore the mysterious Reef. When Nemo is unexpectedly captured, transported far from home, and thrust into a fish tank in a Sydney dentist's office, Marlin finds himself the unlikely hero in an epic adventure to rescue his son. A Good Samaritan named Dory, a blue tang fish with the worst short-term memory and the biggest heart in the entire ocean, joins Marlin in his quest. As the two fish encounter numerous dangers on their journey, Dory's optimism continually forces Marlin to overcome his fears and to find the courage to take risks. Like Dory, Marlin eventually believes that things will work out in the end. Confronting seabirds, water treatment systems and even man himself, a father and son's fateful separation ends in triumph.

synopsis of the study guide

In this study guide, students investigate the characters, setting and story from the film Finding Nemo. They explore the Great Barrier Reef, a global icon and one of the world's natural wonders. It contains much of Australia's marine biodiversity and is home to thousands of unique species, including 43 listed as rare or threatened by the World Conservation Union. Students also study the characters in the film: how they came to be as they are, their sense of identity, self-awareness and belonging. Concepts of identity and difference are also examined.

part 1: teachers' notes and pre-viewing activities

1.1 the great barrier reef

The Great Barrier Reef is Australia's largest World Heritage area and one of the natural wonders of the world. It stretches 2300km from just south of the Tropic of Capricorn, between Gladstone and Bundaberg, to the Torres Strait near the coast of Papua New Guinea.

It is the most extensive coral reef system in the world and is the largest structure on the planet built entirely by living organisms. At its southern end, the reef is about 300km from the mainland and rather fragmented. At the northern end, it is continuous for long stretches and up to 80km wide in places.

The lagoon between the outer reef and the coast is dotted with smaller reefs, cays and islands. Research tells us that the coral is about 500m thick in places and mostly about two million years old, though some of it is more than 18 million years old. Some of the inshore reefs have developed only since sea levels rose after the last ice age about 10,000 years ago.

The Great Barrier Reef is made up of 2900 separate fringing reefs off the coasts of the islands and the mainland, and barrier reefs facing the sea. The outer reef marks the edge of the Australian continental shelf. Most of the seabed between the reefs is about 30m deep.



pre-viewing activities

find out what the students already know

Ask students what they know about the Great Barrier Reef. Record student ideas. Ask students to tell, write or draw their ideas about the Great Barrier Reef and present them to one another.

view movie-clips on the reefed website

(www.reefed.edu.au/library/movies/movies.html). Draw students' attention to the variety of Reef settings, features, creatures and plants.

create a classroom display

Collect/download photographs of the Great Barrier Reef from www.reefed.edu.au/library. Create a classroom display using the images, adding ones that the children draw themselves.

play 'what am i?'

'I live on the Great Barrier Reef. I have flippers. I have no teeth. My shell protects me from enemies. I lay eggs in a clutch in sand. What am I?'

- ✿ Each student states something they know about the Great Barrier Reef.
- ✿ Record and illustrate responses.
- ✿ Make a class book.



1.2 geography

The Great Barrier Reef extends over 2300km along the Queensland coast, with a unique range of geographic forms ranging from fringing coastal reefs and lagoons, outer reefs and the open ocean, islands, estuaries and coastal beaches.



it's big

At 348,700km², the Great Barrier Reef Marine Park is the world's largest World Heritage area and the biggest tropical marine reserve. Only the Herd Island and McQuarie Island Marine Reserves in the Australian sub-Antarctic are larger. The Park is bigger than New Zealand, and larger than the total area of the United Kingdom and Ireland combined. It is roughly equal in size to Japan.

it's complex

It is one of the most complex ecosystems on Earth, rivalled only by tropical rainforests in the richness of its species. The Reef is a comparatively pristine area; with relatively low human pressure compared to other coral reef systems in the world.

it's popular

The Great Barrier Reef is also one of Australia's premier tourist destinations, with marine tourism contributing about \$1 billion to the Australian economy annually.

The Great Barrier Reef lies completely within the tropics, starting in the south about the Tropic of Capricorn and extending 2300km north to the coast of Papua New Guinea.

temperature

The weather is warm throughout the year over the whole Reef with relatively minor fluctuations in temperature, between 27°C and 34°C.



rainfall

The Reef lies within the cyclone belt, and the cyclone season known as the Wet is from October to March. Late summer, between February and March, tends to be the wettest time of the year. The peak monthly rainfall is about 175mm in Rockhampton in the south of the region, 350mm in Mackay and Townsville, and 525mm in Cairns and the Cape York Peninsula. The period between March and October is the dry season.

islands

The Great Barrier Reef Marine Park contains more than 900 islands. Of these, 618 are continental islands. The Park also has 300 coral cays, about 230 of which are permanently vegetated. The remainders are small, bare sand cays that shift in response to winds, waves and currents.

reefs

The Great Barrier Reef is the world's largest group of coral reefs, covering an area of 348,700km². It extends for over 2300km along the coast of Queensland and includes 2900 individual reefs. The continental shelf provides the platform from which the reefs on the Great Barrier Reef develop.



Reefs are masses of limestone made from skeletons of millions upon millions of tiny marine animals and plants. Colonies of tiny, living coral polyps grow on a reef's surface. These animals are the main reef builders. They extract dissolved limestone from the water and, with the help of single-celled plants (called zooxanthellae) living inside them, lay it down as hard limestone around the lower half of their bodies. The polyps can pull their whole bodies inside these limestone cups for protection, if necessary. The combined skeletons of many colonies of polyps form the large corals that can be seen on reefs. When coral polyps die, their limestone skeletons and the remains of other animals and plants are added to the framework of the reef.

Coralline algae, a common group of reef plants that form limestone crusts, cement them all together.

New coral polyps continue to grow on the surface and the reef slowly enlarges.

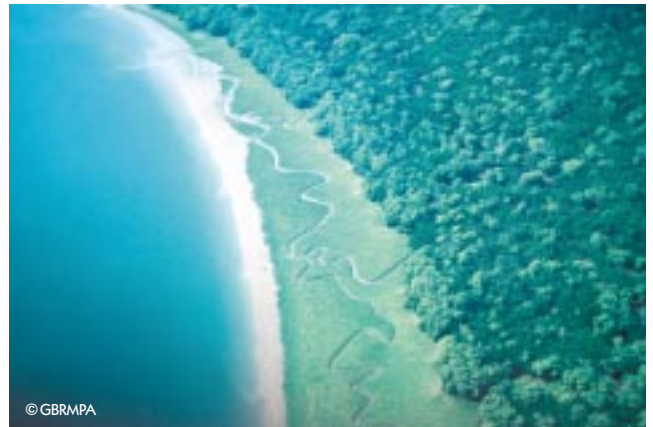
The Great Barrier Reef is the largest structure built by living organisms on the Earth today.

There are three main types of reefs found on the Great Barrier Reef:

- ✿ ribbon
- ✿ platform
- ✿ fringing

pre-viewing activities

using a geographical perspective



Use the following questions to examine the Great Barrier Reef from a geographical perspective.

- ✿ Where is it?
- ✿ How big is it?
- ✿ What does it look like?
- ✿ How does it connect to other places?
- ✿ What is the weather/climate like?
- ✿ What is the scenery like? Why?
- ✿ How do people travel around it?
- ✿ What sort of work do people do in it?
- ✿ What animals live on the Reef?
- ✿ What plants live on the Reef?
- ✿ Is there any evidence that it is changing?
- ✿ If so, how will this change affect the local people?
- ✿ If so, how will this change affect the Reef environment?
- ✿ Would you like to visit this place? Why?



snapshots

Collect and download photographs of the Reef from the Great Barrier Reef Marine Park Authority's website: www.gbrmpa.gov.au

Share these images around the class and talk about features of the Great Barrier Reef and activities that take place there. Identify things that are found only on the Great Barrier Reef as opposed to other areas.

Ask students:

- ✿ What is the Great Barrier Reef?
- ✿ Why is it important?
- ✿ What does it support?
- ✿ What plants and animals live on the Great Barrier Reef?
- ✿ What is the Reef made of?
- ✿ What activities might be undertaken while in and on the waters of the Great Barrier Reef?
- ✿ What can be seen in the photographs that cannot be found in other familiar places?

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Let's write

Ask students to write an outline for a website introducing British Primary School children to the Great Barrier Reef.



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1.3 Features of the great barrier reef

The Great Barrier Reef is the world's largest World Heritage area. It is slightly bigger than New Zealand, the United Kingdom and Ireland, and roughly the same size as Japan.

It features a myriad of coral reefs and lagoons, open ocean and island environments, estuaries and coastal beaches. The Reef is one of the world's largest and most complex ecosystems. It is pristine, with relatively low human presence, compared to other coral reef systems around the world.

The Reef's many animals rely on each other for food and survival. Only tropical rainforests come close to rivaling the Reef for richness of species. It has:

- ✿ 359 of the world's 400 hard corals, including 10 species found nowhere else
- ✿ 5000 to 8000 molluscs and thousands of different sponges, worms, crustaceans and other less familiar species
- ✿ 800 echinoderms, including numerous sea stars and urchins
- ✿ 1500 fish species
- ✿ six of the world's seven species of marine turtle (all endangered), 15 kinds of sea snake, and estuarine crocodiles – the world's biggest crocodilian
- ✿ 215 bird species, including 29 seabirds and 32 shore birds
- ✿ more than 30 marine mammal species including whales, dolphins and dugongs

The Reef is also the breeding area for a number of rare and endangered animals. Humpback whales come from Antarctica to give birth in Reef waters and the world's largest population of dugongs lives in the sheltered seagrass beds along the coast.



© GBRMPA

Orange Gorgonian Fan



© GBRMPA

Echinoderms



© GBRMPA

Asteroid Sea Star



© GBRMPA

Humpback Whale



pre-viewing activities

culture creation

Examine the ways in which advertising companies have marketed the film Finding Nemo.

Ask students:

- ✿ What is the marketing attempting to do?
- ✿ What is the role of advertising in this process?
- ✿ Who or what benefits from this marketing?



As a class, decide on how best to market the features or threatened species of the Great Barrier Reef to heighten community awareness and appreciation of threats to their survival, and what they can do to ensure their well being.

Decide how the class could introduce the idea that there are many and varied ways to raise community appreciation of the Great Barrier Reef.



dictionary

Begin making a dictionary of words relating to reef life. It will help students build up a bank of scientific words and understand the meaning of words in a scientific context.

1.4 reef life

The Great Barrier Reef has more different life forms than almost anywhere else in the world.

plankton

Plankton is among the smallest life forms in the sea and forms the basis of the complex food web of the Great Barrier Reef. 'Plankton' is a term that covers both plants and animals and includes the larvae of many fish and other life forms which drift or float in ocean currents.



plants / algae

The plants of the Great Barrier Reef are just as important and just as diverse as the animals. The Reef is home to about 500 species of marine algae, which mostly come in three basic colours: red, brown and green.



mangroves

Mangroves are extremely important as a spawning ground and nursery for many Reef species. 37 species live along the coast of the Great Barrier Reef – and that is 57 per cent of all the kinds of mangroves in the world.



seagrass

The Reef's 15 seagrass varieties are important as food for high-profile animals like dugong and marine turtles.



Of the 2195 plant species found on the continental islands of the Reef, only three are found nowhere else. More than 70 plant species are listed as rare or threatened.



1.5 animals on the great barrier reef

The Great Barrier Reef can be compared to a big city, with its inhabitants going about their business during the day, and others coming to life at night.

It is a complex and interdependent ecosystem where all the animals great and small are important to the ultimate survival of the Reef. Virtually all major and minor groups of living things are represented, and only tropical rainforests come close to rivalling the Reef for richness of species.

The Great Barrier Reef is home to an amazing variety of fascinating animals that live on the Reef's many islands, on the shore and underwater.

While most people associate the Reef with the colourful corals and the brilliant fish, its other inhabitants are just as intriguing. First-time visitors are amazed by the variety of animals that live there. Even the organisms found beneath a coral rock are astonishing: colourful encrusting sponges, Colonial and solitary sea squirts, delicate lace corals or bryozoans, slithering serpent stars and worms, and scores of other colourful and oddly-shaped animals.



Spotless Lionfish

About 359 kinds of hard coral, 5000 to 8000 molluscs, such as snails and clams, and thousands of different sponges, worms, crustaceans and other less familiar creatures live on the Great Barrier Reef. It is also home to 800 echinoderms, such as starfish and sea urchins, 1500 types of fish, 215 bird varieties, of which 29 are seabirds, more than 30 marine mammals, and six marine turtle species – all listed as threatened.

Several rare and endangered animals breed on the Reef, including humpback whales that swim from the Antarctica to give birth in the warm tropical waters and dugongs that live and feed in the sheltered coastal seagrass beds.

We know from science that there are over a million species of animals. Only about five per cent of these possess a backbone, and they are known as vertebrates. All others, constituting 95 per cent of the animal kingdom, are invertebrates. On the Great Barrier Reef, animals without backbones outnumber vertebrates by 20 to one, and new species are discovered every month.

Invertebrates are the foundation of the Great Barrier Reef and lead an astonishingly diverse range of lifestyles. Without them, the Reef could not exist.



Red Firefish

They come in a myriad of colours, shapes and sizes, from clams to cuttlefish and corals to crabs. Some, like the octopus, are among the most intelligent animals in the ocean. Others have no brain at all. Jellyfish drift over hundreds of kilometers driven by winds, tides and currents. Sponges, by contrast, live most of their lives anchored to just one place.

Animals with backbones – the vertebrates – include mammals, birds, reptiles and fishes. Although invertebrates heavily outnumber vertebrates in the Great Barrier Reef Marine Park, they constitute some of the largest and most spectacular animals on earth, such as the great whales, sharks and estuarine crocodiles.

The many islands of the Reef also support a diverse range of animals and birds. Among the land mammals, the Proserpine rock wallaby is found only in the Proserpine area and on a few offshore islands in the Whitsundays. Koalas, echidnas, possums, water rats and fruit bats also live on the islands of the Great Barrier Reef.

Seven frogs, nine snakes and 31 lizard species represent the reptiles and amphibians. Species' richness decreases with increasing latitude and distance from the mainland.

The islands and cays of the Reef have a similar range of land bird species to the adjacent mainland, but the Reef is particularly important to populations of pied imperial pigeons that migrate to the Reef from Papua New Guinea and an endemic silvereye which lives in the Capricorn-Bunker group of islands.

Whether they live on land, underwater, fly through the air or drift on the ocean currents, the animals of the Great Barrier Reef are all-important, and depend on each other. It is up to us to ensure that the Great Barrier Reef stays unspoilt – not just for people, but also for the thousands of animals that call the Reef home and depend on it for their survival.



pre-viewing activities

a day in the life of...

Students choose a Reef animal and write a description of a day in the life of that animal from its viewpoint.

Before students start writing, discuss some of the aspects they might include in their report, for example:

- ✿ What do I see?
- ✿ What do I eat?
- ✿ Where do I live?
- ✿ Will another creature try to eat me? (2-5)

imagining



Harlequin Ghost Pipe Fish

The names of some reef inhabitants are wild and wonderful, e.g. fox-faced rabbit fish or harlequin ghost fish. Many students may have never heard of them. Hearing these names could help them dream up all sorts of imaginary creatures and critters. Ask students to draw and write about the special characteristics of these imaginary animals. Reinforce that this is not an activity where there is a right or wrong – it is an activity to stimulate their imagination. Share students' drawings and explanations and show pictures/video/images of the real reef creatures.

arts and crafts

In pairs, students make a collage, depicting animals on the Great Barrier Reef. (K-3)



1.6 animals in Finding Nemo

The film Finding Nemo features many animal characters. They include clownfish, blue tang, moorish idol, yellow tang, blowfish, royal gamma, humbug, sea star, turtle, cleaner shrimp, pelican and shark.

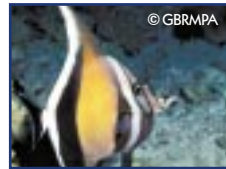
Real Animal



Clownfish



Blue Tang



Moorish Idol



Sea Star

Character



Marlin



Dory



Gill



Peach

pre-viewing activities

find out what students already know

Provoke thinking about the film's animal characters by focusing on interesting aspects that could stimulate students to develop explanations and ask questions about them. Discuss the character's appearance, habitat, food preferences, predators and their movements.



research

In pairs, small groups or individually, investigate animals found in the film. Investigate how they live, eat, feed, swim, 'see' their world, breathe and reproduce.



photo gallery

Download photographs of animals like the characters found in the film Finding Nemo from the ReefED website (www.reefed.edu.au/explorer). Discuss their features in groups. Organise a class display of film characters in the school or community library. The display could include drawings, labelled photographs, and short stories about these animals.



guessing cards

Make 'guessing cards' from paper folded over like a greeting card. Write questions about the film characters on the front and inside the card. The students write the answer in their own words.



1.7 reef fish

There are over 1500 species of fish living on the Great Barrier Reef. The characteristics of a fish include a skeleton made of bone, one gill opening on each side of the head, a swim bladder and reproduction through external fertilisation.

Fish are generally streamlined. Their head, trunk and tail are clearly identified. Fish vary in size, shape, colour and behaviour.

Fish skin is made up of two layers, an outer epidermis and an inner dermis. Most fish are covered in scales.

It is not by chance that reef fish have special colour patterns and live where they do. These adaptations help them fool their predators, defend themselves and hide from danger. The colour patterns even help them find other fish of the same species among the amazing colours and teeming life of tropical reef waters.



Fish live in an almost endless variety of aquatic habitats. Their adaptations and reactions to the environment are often difficult to study and understand. Most fish live underwater, in oceans, rivers, lakes and ponds. Some end up in fishbowls! Different fish live in various conditions of water: fresh, still, salt or river.

Fish feed on almost all-available food on the Reef, ranging from algae to other fish.

Reef fish use their shapes, bodies and behaviour in many different ways to help them survive. Many fish have protective spines. The aptly named surgeonfish (*Acanthurus*), have very sharp 'blades' at the base of their tails; members of the scorpionfish family have poisonous spines on their dorsal fins that can give powerful stings. The well-camouflaged stonefish also have strong dorsal spines containing potent venom.

clownfish

Large sea anemones on the Great Barrier Reef play host to clownfish that nestle safely among their tentacles. The anemones' tentacles are lined with stinging cells that can paralyse fish, so how do the clownfish survive?



Scientists have found that they have a special layer of mucus that keeps the anemones from stinging them. Clownfish need the protection of their anemones: the anemones' stings keep fish predators at bay, and a clownfish never lives without its host anemone. The partnership may also benefit the anemones. They get scraps of food dropped by the clownfish as they eat, and the aggressive and territorial clownfish may defend 'their' anemones by driving away butterflyfish and other anemone-eating fishes.

wrasse

The Napoleon wrasse is the largest of the wrasses and a favourite with scuba divers. This friendly, curious fish can live up to 50 years and has a phenomenal memory. The Napoleon Wrasse actually remembers divers who have swum with it in the past! They are some of the biggest fish that divers may encounter near coral reefs – growing to over 2m long and reaching weights of 400kg. It is known as the Napoleon wrasse because its distinctively shaped head is reminiscent of old-style French military headgear.



Napoleon wrasses swim in tropical waters at depths of 1-60 m. They live along the steep outer slopes of coral reefs, channel slopes and lagoon reefs. Young wrasses are often found taking shelter among the corals of lagoon reefs. The adults pass their days feeding among the reefs and spend their nights resting in caves and under coral ledges.

Napoleon wrasses eat mainly fish, sea urchins, shrimps, lobsters, sea slugs, mussels and clams, crushing the hard-shelled animals with their pharyngeal teeth. They are one of the few fish that is able to eat toxic animals like sea hares, boxfish and crown-of-thorns starfish.

blue tangs

The brilliantly coloured blue tang is one of the 75 or so species in the surgeonfish family. The fish is so called because of the extremely sharp, movable spines on each side of the tail that are thought to resemble a surgeon's scalpel. Normally the spines lie flat in a groove, but if the fish is disturbed or alarmed, they are erected and can inflict serious wounds on an enemy as the tail is lashed back and forth. The blue tang uses these spines only for defensive purposes, since it feeds entirely on algae, which it removes from rocks with its sharp-edged teeth.



yellow tangs

The yellow tang is a disc-shaped fish with stunningly beautiful colouring. All fins are a bright yellow, which are equally matched by the body. Unlike some other members of the tang family, the juvenile and adult forms of this fish share the same colouring and basic appearance. Like other surgeonfish, this fish carries sharp spines on each side of the tail, hence the name of 'surgeon'. Yellow tangs are primarily grazing fish that feed on algae and marine plants, but they occasionally eat shrimps and other meat.

sharks

Sharks are at the top of the marine food chain. Australia has more than 160 species, which make up nearly half the world's shark species. The vast majority of these pose no threat to humans. Those that do do not deliberately hunt people. Shark attacks usually result from people being in the wrong place at the wrong time. With care, most threats are avoidable. Collectively, humans are vastly more of a threat to sharks than sharks are to humans.



seahorses

Seahorses are the world's slowest fish. At top speed, they take 2.5 days to travel 1km. Only the male seahorse becomes pregnant. The female uses her ovipositor (an everted egg duct) to insert ripe eggs into the male's brood pouch, where they are fertilised. We know that the pregnant animal is male because he produces sperm whereas the female produces eggs. Males truly do undergo a pregnancy, with intimate association of parent and young. The pouch environment is altered during pregnancy from being similar to body fluid to resembling the surrounding seawater, presumably to reduce stress to the young at birth. The pregnancy lasts ten days to six weeks depending on the species and water temperature. The male then goes into labour, pumping and jack-knifing for many hours as he expels the young seahorses. The young are miniature replicas of their parents, 7-11mm long, and are able to fend for themselves immediately upon birth. They are fully independent and do not return to the pouch after birth.



pre-viewing activities

Visit www.findingnemo.co.uk before viewing the film. Look at images of the film characters and ask questions such as:

- What do you think the story might be about?
- Who might these characters be?
- What clues does the homepage give us about what is to come?



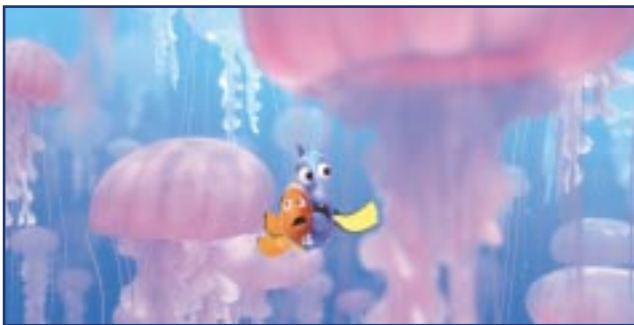
part 2: post-viewing activities

2.1 after you have seen finding nemo

Ask students what they know about the film Finding Nemo. Encourage them to draw, write or tell their ideas about the film.

Ask students about the setting of the film. Create a 'Y' chart identifying what it looks, sounds and feels like.

Ask students to draw what they think the characters and settings look like. Assist by talking about the Great Barrier Reef, Sydney, fish tanks and fish.



View the film with the class then:

- ✿ discuss the film, its characters, the setting, the 'problem' and its resolution
- ✿ exchange information about the film and how 'the problem' was solved
- ✿ glean new terminology from the film to use as a basis for spelling and word knowledge activities
- ✿ talk about the elements that Marlin and Dory face on their journey and the risks and struggles they encounter along the way
- ✿ create a cartoon strip about Nemo and other characters featured in the tank
- ✿ discuss rules, morals and values that arise from the film
- ✿ write character descriptions for Nemo, Marlin, Gill, Dory, Deb, Jacques, Peach, Gurgle, Bloat and Bubbles
- ✿ brainstorm new storylines and adventures for the Tank Gang
- ✿ build models, sculptures or constructions relevant to the film and explain them
- ✿ write a film review
- ✿ create a mind map, a sequence line or a plot outline of the narrative of *Finding Nemo*
- ✿ create a big-book about Nemo and his adventures

- ✿ visit an aquarium, marine discovery centre, or zoo and investigate creatures from the film. On returning to school, create books recording the experience. Share books with other classes in the school
- ✿ conduct interviews in roleplaying, e.g. Nemo, Dory or Marlin. Brainstorm what they can ask each other. Compile a list of questions to ask. Compare and discuss the interviews. Present the interviews in front of a school assembly



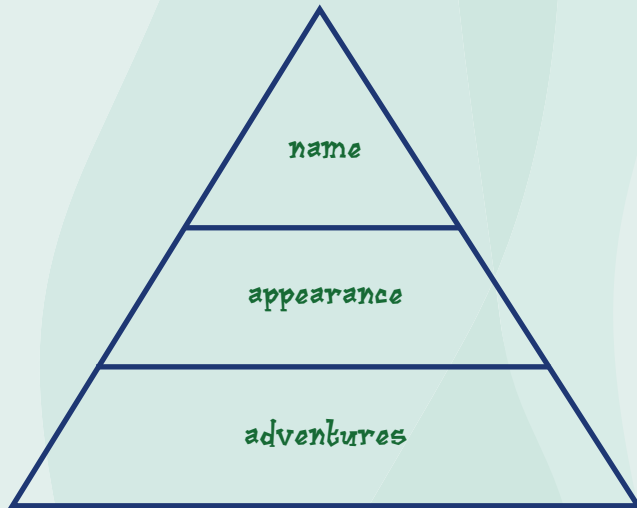
- ✿ make sock-puppets or other puppet types that represent the film's characters. Run a 'News Bulletin' in which different puppets interview each other about life in the tank
- ✿ present the history of Nemo through interview, e.g. the whole class could be characters in the Tank Gang
- ✿ become reporters. Interview/research the way Nemo came to be lost at sea and produce a Nemo Bulletin, which discusses issues of his situation. Write the script, act and video it. Share with other classes
- ✿ ask students: 'Why do you think Pixar wrote this story? What do you think they hope the viewer will understand?'
- ✿ solve problems through drama. Using the phrase 'What would happen if...?' Create scenarios and enact scenes



2.2 exploring the identities of others in Nemo's social sphere

Brainstorm the key characters from the film. Complete a character analysis on any one of the characters in the film.

Think about each character in terms of:



Explore the questions:

- * What makes each character unique?
- * What makes them the same as others?
- * How do they see themselves?
How do others see them?
- * How does 'who I am' (i.e. the way they see themselves) affect the way they see and treat others?
- * What helps them feel good about themselves?
- * What stops them from feeling good about themselves?
- * How might they see themselves in the future?



Nemo



Gill



Bubbles



Bloat



Deb



Gurgle



Jacques



Peach

2.3 film talk

Summarise the film's storyline with the following prompts:

- * Title of the film...
- * In this film, the problem starts when...
- * After that...
- * Next...
- * Then....
- * The problem is finally settled when...
- * The story ended when...
- * I predict that...

2.4 feature article

Write a feature article on the film.

Guidelines:

- * Include an interesting and eye-catching headline.
- * The opening paragraph should draw the reader into the story and include who, what, when, where and why.
- * Use sub-headings to break up the text.
- * Include a by-line.
- * Use short sentences and paragraphs.
- * Include photographs or illustrations you have drawn or find some pictures from travel brochures.
- * Include a mention of the resources you have used.
- * Decide whether it will be a 'background' or 'analytical' piece.
- * The feature article should be well planned. Design your article with headlines, sub-headings, text, illustrations/photographs and resources.

a guide to feature writing

A feature story is often about a particular topic currently in the news. It may provide background information or be an analytical piece that explains what has happened and predicts what might occur in the future.

A good feature should contain clear and concise facts. It must be easy for the reader to understand. It should be written in simple terms without specialist terminology.



2.5 getting inside their heads

Present the students with the following scenario:

'Nemo has just arrived in the fish tank within the dentist's office. He comes from another place, does not speak the same 'lingo' as the others in the tank and has a different appearance.'

Assign a number 1-5 to each student in the class. These numbers correspond with the following roles:

1. Nemo (the new fish in the tank)



2. Bubbles (a Tank Gang member)



3. Jacques (who wants to become friends)



4. Gill (a teacher-like figure)



5. Deb (a parent-like figure)



Each team of five discusses the following:

- * What would your character be feeling?
- * What would your character be thinking?
- * How would your character be acting?
- * What would your character be saying?

Students regroup in teams that include one of each character. Encourage them to go around the class and spend two minutes expressing their views from the perspective of the character.

Have students reflect on ways they can be quick to judge someone when first meeting them. Encourage them to come up with a statement or slogan that reminds them not to judge others.

Examine the discipline policy of your school or classroom to see what procedures are in place to manage unfair treatment. If none are in place, consider the various types of unfair treatment that can occur and what processes might be implemented to avoid them. These ideas could be added to your present policy.

2.6 using press clippings

Encourage students to read a range of press clippings about **Finding Nemo**. Let them absorb the news and read stories of interest to them.

knowledge

- * Define 10 words found within the press clippings.
- * Draw a map of the settings inclusive of the area mentioned in the media release.
- * Devise a list of words that relate to the issue in the film.

comprehension

- * Write a letter to someone using vocabulary from the list of words.
- * Prepare a one-minute talk. Use any information from the press clippings.

synthesis

- * Devise a centrespread, multimedia presentation, a report or a brochure that conveys detailed information about the film.

evaluation

- * Write an editorial for your local newspaper to discuss the film.

application

- * Act on the information from the media investigation and communicate conclusions to other classes, the community, or members of organisations.

2.7 lasting impressions

Using the www.findingnemo.com.au website as a stimulus, ask students to design their own visual image representing the film's characters, story or setting. Teachers might wish to give the students a particular context for this activity.

For example:

'Imagine the Post Office has commissioned you to create a series of stamps for overseas mail. Your task is to create some visual images from the film Finding Nemo for this stamp series.' Ask students: 'What places and marine creatures would you choose for your stamp series?'





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Film Education is the unique link between education and the UK film industry. It facilitates the study and use of film and cinema across the curriculum, creating, developing and sustaining a literate audience through the understanding and enjoyment of film.

F I L M

E D U C A T I O N

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