

No Fish Where to Go

A film by
NICOLA LEMAY and JANICE NADEAU

EDUCATOR'S GUIDE



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LESSON PLAN OUTLINE

SUBJECT FOCUS:

Human Geography – Population Trends, Recent History – Cause and Consequence, Media Literacy – Analyzing and Creating Media Texts

SKILL DEVELOPMENT:

Online Research, Oral and Written Communication, Text Analysis

GRADE FOCUS:

6 to 10 – Use professional judgment to introduce this material at an appropriate level. Expectations and depth of analysis should be adjusted according to grade standards. By understanding the cultural background of the classroom in advance, educators can create a more personalized framework to direct their specific lessons.

RATIONALE:

Based on the book *Nul poisson où aller*, written by Marie-Francine Hébert and illustrated by Janice Nadeau, *No Fish Where to Go* is a brilliant and heart-wrenching animated film that explores the

traumatic transition experienced by a group of refugees. Two little girls, best friends forever, are pulled apart when their village splits into factions. Janice Nadeau won a 2004 Governor General's Award for Illustration for her work on the book. Nicola Lemay, the movie's director, felt that it was essential to capture the characteristic tone and colour of Nadeau's work. The film won the prestigious Japan Foundation President's Prize, which rewards a work of excellence that encourages mutual understanding among nations and races or contributes to cultural exchange.

Using the current Syrian refugee crisis as a starting point to discuss the plight of refugees worldwide, this mini-unit will be broken down into three lessons. Each lesson may fill two to five periods depending on the depth of inquiry and the needs of the students. Online resources are utilized throughout the unit, so computer access is valuable. Students will analyze media in a variety of forms (*No Fish Where to Go* film, government websites, aid agencies, news articles) in order to better understand the impact of war on refugees and those living under martial law. As well, students will learn about the Canadian response to various refugee crises. Ultimately, the goal of this unit is to develop empathy for individuals who are less fortunate, and educate others about their plight.



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PRE-ACTIVITY:

Have students research their family history—ask family members, or do research online to uncover the details. See APPENDIX A for “exit card” to be handed out at the end of class. Use the data as a prediagnostic, and then have the students share their family story.

LESSON ONE – IMMIGRANTS AND REFUGEES

MINDS-ON ACTIVITY:

Have the students indicate their family’s main country of origin using a map and sticky notes or a smartboard. Create a class timeline that shows the date of their family’s arrival. This data can be displayed throughout the lessons. **DISCUSSION QUESTIONS:** At what point do we stop being “immigrants”? When do we become Canadian?

DID YOU KNOW? Over 98 percent of Canadians are either immigrants or descended from immigrants.

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ACTION:

1. Hand out the Venn diagram to record information (see APPENDIX B for Venn diagram). Using the glossary below, discuss the definition of “immigrant” and “refugee” and record it on the Venn diagram: ccrweb.ca/en/glossary
2. For additional support, use a video such as the one below to support student learning: smh.com.au/world/explainer-difference-between-migrants-refugees-and-asylum-seekers-20150907-gjgqph.html
3. In small groups, use the Venn diagrams to organize answers to why immigrants and refugees would come to Canada. What are they leaving? What are they coming for? What are their hopes/fears? (Guiding answers include freedom, opportunity, family, political issues, weather, social conditions.)

4. Hand out a K/W/L chart (see APPENDIX C for K/W/L chart) to find out what students already know about the recent Syrian refugee crisis. Have students fill in the **KNOW** and **WANT TO KNOW** sections of the chart individually. On chart paper, record the responses presented by the class.

5. Project or hand out the following infographic: visual.ly/syrian-refugees-not-so-fun-facts

Use resources such as the government website cic.gc.ca/english/refugees/welcome and worldvision.ca/ourwork/Our-Stories/Pages/Syria%27s-Refugee-Children.aspx to help students understand how the Syrian crisis is affecting children their own age.

6. **POSSIBLE EXTENSION IDEA:** How does this information compare with high school graduation rates in your province? the10and3.com/the-vast-disparity-in-canadas-high-school-graduation-rates-00016

CONSOLIDATION:

Now that students have background on the topic, they can reflect on new knowledge and new questions. See APPENDIX A for “exit card” to be used at the end of the lesson; once the cards have been completed, the ideas can be added to both the student and class K/W/L charts.



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LESSON TWO – NO FISH WHERE TO GO

blog.nfb.ca/blog/2015/11/24/symbols-of-war

MINDS-ON:

Think/Pair/Share: “If you had to leave your house and could only bring one thing to remind you of your past life, what would it be and why?” Record the answers on the board and, as a class, find any common themes that appear.

ACTION:

1. Watch *No Fish Where to Go*: nfb.ca/film/no_fish_where_to_go
2. Some ideas can seem difficult to articulate in words, but symbols have a way of highlighting ideas so that we can intuitively understand them better. A common symbolic image throughout the history of man has been “the weight,” as seen in the myth of Atlas holding up the world. Expressions like “the old ball and chain” also conjure vivid images. We can all relate to the feelings of struggle these images evoke. In the film, the fishbowl could be seen to represent both the weight of the world and the individual challenges of refugees. **CLASS ACTIVITY:** Use a brainstorm chart to think about what the fishbowl symbolizes.
3. In the film, we learn that the citizens with red shoes are beginning to segregate those without. When we organize ourselves by uniform, there is no debate as to what side we are on. The consequences of this decision are felt in stadiums, on the battlefield, and in society at large. **CLASS ACTIVITY:** In small groups, have students list any groups of people who wear “uniforms” (sports teams, soldiers, boy scouts, doctors). Then, chart them on a line graph ranging from the positive to the negative influences they have on society. Have the students justify their positions.
4. *No Fish Where to Go* also uses visual techniques to serve symbolic purposes. As the little girl’s family is rounded up, cracks appear in the frame of the screen. Because of our POV (point of view), it is as if our perception of the situation is being cracked. Later, we see cracks in the earth and an old watch. Also, the colouring technique used in the film means that the birdmen appear to “fuzz,” which helps to reveal their true character by symbolizing the unsettled feeling they have about their task at hand. As the refugees give up hope, they exhibit the same fuzziness. **DISCUSSION QUESTIONS:** Birds are shown throughout the film for different purposes. What is the symbolic meaning of the black birds and the red and blue birds? What do you think will happen to the main character after the film is over?

5. **DIAGNOSTIC/FORMATIVE ASSESSMENT:** In small groups, students draw or create a movie poster that represents the film. These posters should be used as a diagnostic or formative assessment in order to prepare students for the final summative assessment. They can also be displayed for the remainder of the unit.

CONSOLIDATION:

Think/Pair/Share: How has watching *No Fish Where to Go* changed or reinforced your perspective on the Syrian refugee crisis?



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LESSON THREE – TAKE ACTION

MINDS-ON:

Think/Pair/Share: “What would be the most important items/information/needs, etc. for immigrants and refugees who have just entered the country?” (e.g., food, shelter, health card, driver’s licence, schooling, language training).

ACTION:

1. Remind students about their own family history. People have been immigrating to Canada for over 400 years.
cic.gc.ca/english/refugees/timeline.asp
2. Display and discuss the CBC news article about refugees in the Canadian system, including the tables that highlight the main countries of origin. cbc.ca/news/canada/canada-refugees-1.3239460
3. In groups, have students research a variety of aid agencies responding to crisis. What is their main focus? How is their aid helping the refugees? Do you feel that it is effective? How do you know? Students should present their findings to the class.

SYRIA-FOCUSED:

lifelinesyria.ca
syriankids.ca

GENERAL AGENCIES:

unicef.ca
oxfam.ca
plan-international.org
ifrc.org

CONSOLIDATION:

Students complete their K/W/L chart to explain what they have learned about the crisis.

SUMMATIVE ASSESSMENT:

Using a rubric similar to the movie poster assignment, students create a flyer to distribute in their school that informs others about a refugee issue, and what they can do to help. See APPENDIX E.

POSSIBLE EXTENSION ACTIVITY:

As a class, students fundraise or take action to support a refugee family in their area or across the country.



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APPENDIX A - EXIT CARDS



EXIT CARD: FAMILY BACKGROUNDS

Fill out the responses below

List any countries (other than Canada) that are connected to your family background:

When did previous generations of your family arrive in Canada?

What was the reason for their arrival?

EXIT CARD: WHAT I'VE LEARNED AND WHAT I WANT TO KNOW

Fill out the responses below

What is the most important piece of information you learned today?

Write one question about something you didn't understand or are interested in:

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APPENDIX B - VENN DIAGRAM



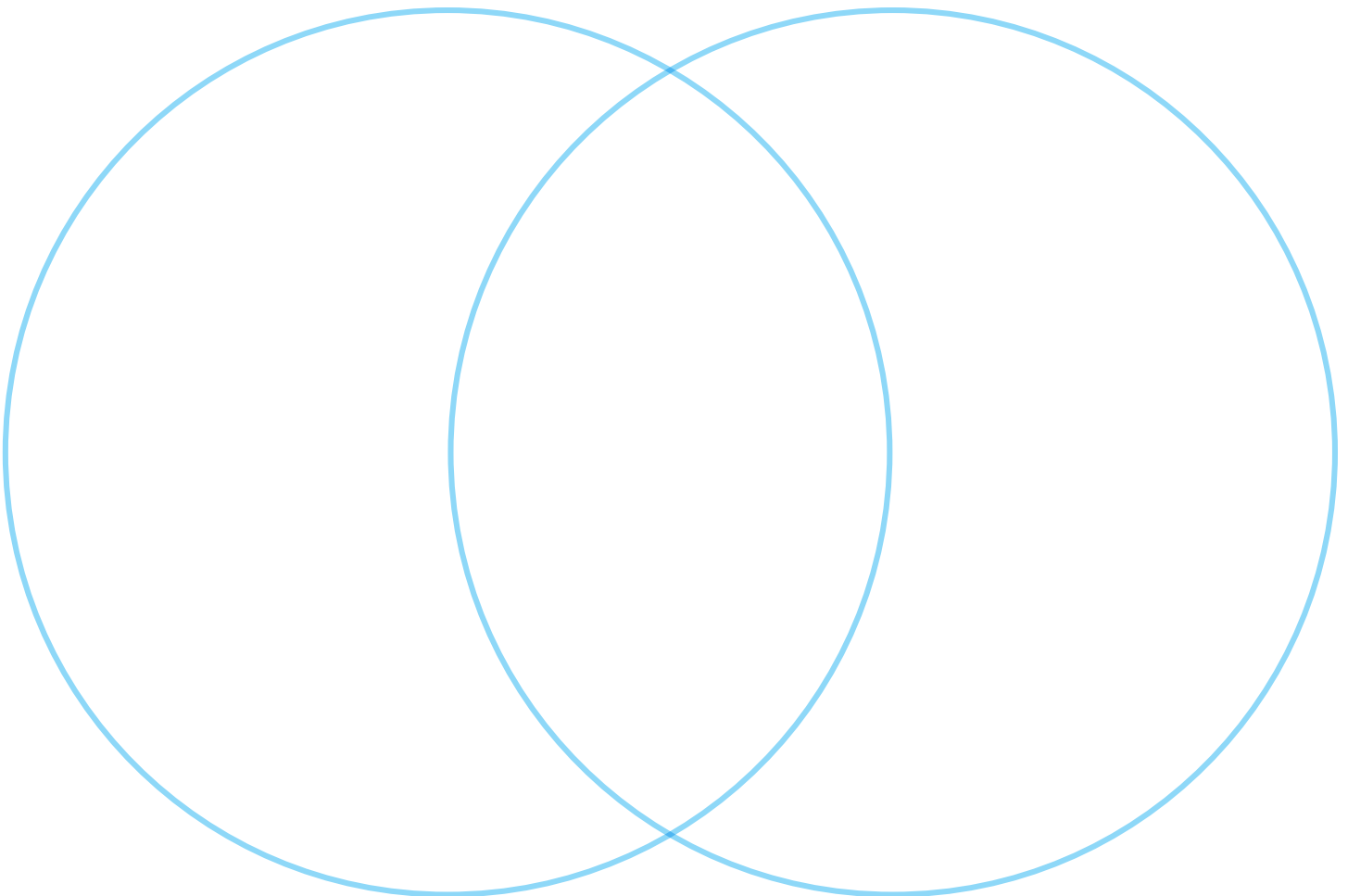
DEFINITION OF IMMIGRANT:

DEFINITION OF REFUGEE:

WHY WOULD IMMIGRANTS AND REFUGEES COME TO CANADA?

IMMIGRANTS

REFUGEES



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APPENDIX C - K/W/L CHART



K/W/L chart about refugees and the Syrian refugee crisis

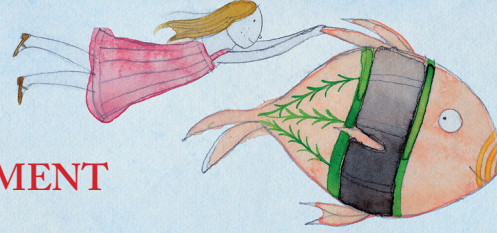
What I **KNOW**

What I **WANT** to know

What I **LEARNED**

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APPENDIX D - MOVIE POSTER ASSIGNMENT



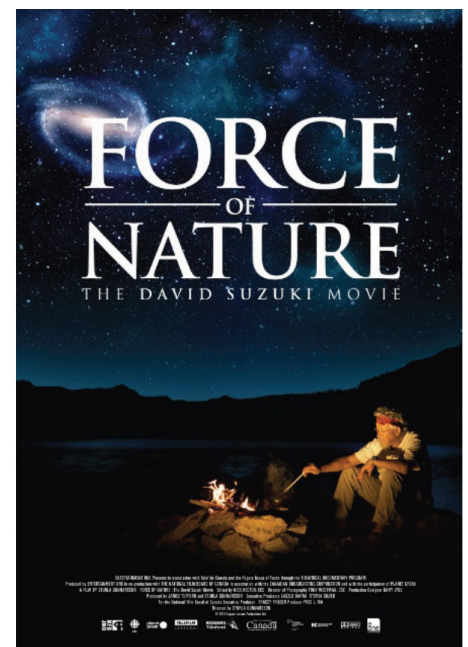
In this assignment, you will create an Original Movie Poster for *No Fish Where to Go* in order to show your understanding of the main themes in the film.

REQUIREMENTS:

1. Your poster must contain original art to represent the main idea of the film. You need at least one main graphic, but may choose to include more.
2. Must be in **full colour**. No pencil!
3. Title of film must be clearly visible.
4. At least one “review” quote from a critic about the story. This should be made up and is intended to draw the viewer’s interest. **No more than two sentences.**
5. Include a “tagline” for the story. This should act as a “teaser”—make it short and catchy.
6. You must have a **three-sentence summary** of the film attached to your poster (can be written on the back or typed and pasted).
7. Be creative and have fun with this!

DO NOT:

- submit a poster smaller than 8½ x 11 (standard printer paper) or larger than 22 x 28 (no trifold boards);
- copy existing art for *No Fish Where to Go*. **This is your original work!**
- use a tagline from an existing movie or book;
- leave white/blank space on your poster. It should be completely filled and neat.





GRADING RUBRIC: MOVIE POSTER PROJECT

CATEGORY	4	3	2	1
Graphics - Originality	Several of the graphics used on the poster reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Required Elements	The poster includes all required elements as well as additional information.	All but one of the required elements are included on the poster.	All but two of the required elements are included on the poster.	Several required elements are missing.
Summary	The poster includes a three-sentence summary that is comprehensive and contains all parts of the plot.	The poster includes a three-sentence summary that includes most parts of the plot.	The poster includes a summary that is shorter than three sentences or does not effectively describe key events.	The summary is inaccurate or shorter than two sentences in length.
Attractiveness	The poster is exceptionally attractive in terms of design, layout and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive, though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.

TOTAL: _____ /20

TEACHER NOTES:

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APPENDIX E - INFORMATIONAL POSTER ASSIGNMENT

In this assignment, you will create an Original Information Poster that highlights a refugee issue or provides information about how people can help.

REQUIREMENTS:

1. Your poster must contain an image that draws the viewer's attention. You need at least one main graphic, but may choose to include more.
2. Must be appropriate in colour OR black and white.
3. Must include a "tagline" for the poster. This should act as a "teaser"—make it short and catchy.
4. At least **two** facts or pieces of data that show the importance of the issue. Feel free to use some of the online resources that have been looked at in class to support this section.
5. You must have a **three- to five-sentence summary** attached to your poster that explains your reasoning for your design (can be written on the back or typed and pasted).
6. Be creative and have fun with this!

DO NOT:

- submit a poster smaller than 8½ x 11 (standard printer paper) or larger than 22 x 28 (no trifold boards);
- copy existing informational posters. You may look for suggestions, **but this is your original work!**
- leave white/blank space on your poster. It should be completely filled and neat.



SPOT THE REFUGEE

There he is, fourth row, second from the left. The one with the mustache. Obvious really. Maybe not. The unsavoury-looking character you're looking at is more likely to be your average neighbourhood slob with a grubby vest and a weekend's stubble on his chin. And the real refugee could just as easily be the clean-cut fellow on his left. You see, refugees are just like you and me. Except for one thing. Everything they once had has been left behind. Home, family,

possessions, all gone. They have nothing. And nothing is all they'll ever have unless we all extend a helping hand. We know you can't give them back the things that others have taken away. We're not even asking for

money (though every penny certainly helps). But we are asking that you keep an open mind. And a smile of welcome. It may not seem much. But to a refugee it can mean everything. UNHCR is a strictly humanitarian organization funded only by voluntary contributions. Currently it is responsible for more than 26 million people around the world.



UNHCR

United Nations High Commissioner for Refugees

UNHCR Public Information
P.O. Box 2500
1211 Geneva 2, Switzerland



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GRADING RUBRIC: REFUGEE POSTER PROJECT

CATEGORY	4	3	2	1
Graphics - Originality	Several of the graphics used on the poster reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Required Elements	The poster includes all required elements as well as additional information.	All but one of the required elements are included on the poster.	All but two of the required elements are included on the poster.	Several required elements are missing.
Summary	The poster includes a three- to five-sentence summary that explains your reasoning for the design.	The poster includes a three- to five-sentence summary that explains most of your reasoning for the design.	The poster includes a summary that is shorter than three sentences or does not effectively describe your reasoning.	The summary is inaccurate or shorter than two sentences in length.
Attractiveness	The poster is exceptionally attractive in terms of design, layout and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive, though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.

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TEACHER NOTES:
