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## **FISHING FOR PUT-UPS**

**Grade Levels: 1, 2, 4, 5**  
**Subjects: Language, Social Studies**

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### **OBJECTIVE**

Students will learn the difference between “put-ups” and put-downs; how to think positively about self and increase positive self-talk; how thinking positively relates to respecting others; and that who we are – our identity – is related to how we think of ourselves.

### **SPECIFIC CURRICULUM EXPECTATIONS**

Grade 1 Social Studies: Heritage & Citizenship

- » identify important relationships in their lives and name some responsibilities that are part of those relationships

Grade 1/2 Language: Oral Communications

- » use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions

Grade 4/5 Language: Oral Communications

- » demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details
- » make inferences about oral texts using stated and implied ideas in the texts as evidence

### **MATERIALS & RESOURCES**

- » *I Like Who I Am*, by Tara White (Theytus Books)
- » Construction paper
- » Pipe cleaners
- » Markers/pencil crayons
- » One-hole punch

### **ASSESSMENT & EVALUATION STRATEGIES**

- » Observation
- » Anecdotal Notes



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### READ-ALoud & LARGE-GROUP DISCUSSION

**Prompt:** Is Celina Mohawk? How do we know this?

**Background Information:** As Celina's great-grandmother says, "Being Mohawk is not about how you look. It's about the way you live your life, your knowledge and beliefs in your culture. It's about what's in your heart."

**Prompt:** Why does Celina decide not to dance in the powwow?

**Background Information:** Girls often bully others through exclusion. Becky tells Celina that she isn't Mohawk, and does not allow her to become part of the group at school. As a result, Celina feels as though she isn't worthy of being included in the community activity (powwow).

**Prompt:** What does it mean to "hear" what's in your heart?

**Background Information:** Aboriginal cultures value balance, wholeness, and unity. For an individual, being "whole" means balancing mind, body, spirit, and emotion. Self-reflection is an important part of understanding oneself and one's interactions with others.

**Prompt:** When the boys at the powwow taunt Becky, Celina is the one who checks to see if she's okay. Why does she do this?

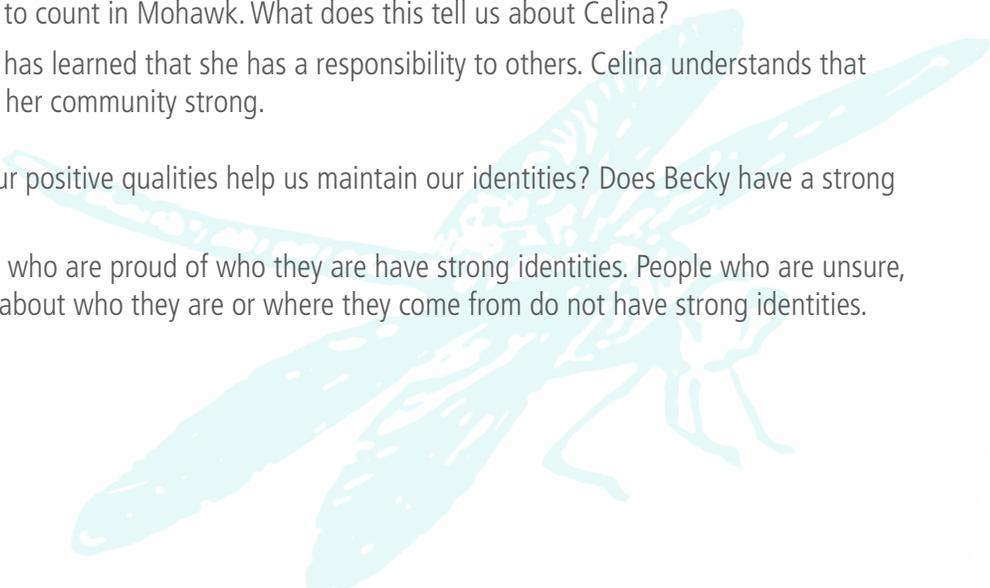
**Background Information:** The Mohawk people are one of the six nations of the Haudenosaunee Confederacy. The Haudenosaunee believe that the key to healthy lives and healthy communities is to live according to the Great Law of Peace, which promotes peace, power, and righteousness. Celina has learned that she has a responsibility to maintain peace and goodwill within her community.

**Prompt:** Celina teaches Becky how to count in Mohawk. What does this tell us about Celina?

**Background Information:** Celina has learned that she has a responsibility to others. Celina understands that sharing is an important way to keep her community strong.

**Prompt:** How does remembering our positive qualities help us maintain our identities? Does Becky have a strong identity?

**Background Information:** People who are proud of who they are have strong identities. People who are unsure, ashamed, or have negative feelings about who they are or where they come from do not have strong identities.



## ACTIVITY

1. Provide younger students with a cutout fish; have older students draw their own simple fish. The fish cutouts need to have enough room inside for students to write a few words or lines. Each student should create between three to six fish.
2. In the large group, and keeping in mind what the characters do within the story, brainstorm what kind of comments Becky and Celina might make to one another if they are making peace, keeping themselves strong, keeping their community strong, and listening to their hearts.
3. Choose one of two strategies:
  - a. Have students travel in small groups around to each desk or group of desks in the classroom, and have them write down supportive comments about each person inside that person's fish; or
  - b. Have students write down supportive things people have said to them or about them inside their own fish.
4. Using a one-hole punch, make holes in the area of the fish's mouth. Have students attach a pipe cleaner "hook" through the holes to create a book of their own fish.
5. Have students write a banner ("I Choose to Remember This 'Put-Up'...") and help attach it to a bulletin board. Attach the students' fish books underneath, dangling the books by the pipe cleaners/hooks.

## REFLECTION

To close the activity, sit with students in a circle. Ask students to describe how they feel after this activity:

- » How does it feel when someone says something unkind about you?
- » How does it feel to say something good about someone else?
- » How does it feel to say something good about yourself?

Tell students that whenever they engage in negative self-talk or put down another student, they will be asked to "go fishing" – that means they must stop what they're saying and "fish" for positive comments about themselves or their fellow students.

