Disney · PIXAR

FINDING NEMO

A 60-MINUTE
FAMILY MUSICAL

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Education Guide

Wheelock Family Theatre

November 13 – December 13, 2026



Prepared by Emerson College's Theatre for Young Audiences course in partnership with Wheelock Family Theatre

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 = for educators and adults  = for learners


BEFORE
THE
PLAY
Emma Lavenson | 3

Characters



Nemo

A curious young clownfish who is full of excitement to explore the wonders that lie beyond the Great Barrier Reef. Born with a "lucky fin" or what humans would call a limb difference.





Marlin

An anxious clownfish and Nemo's overprotective father. Marlin develops the courage to face the unpredictable ocean and the wisdom to trust others – including his own kid.





Dory

An optimistic and bubbly blue tang, who experiences frequent short-term memory loss and finds herself wandering through the ocean with no place to call home. Dory's kindness and Marlin's fears create an unlikely duo.





Bruce

The ringleader of the shark friends. Bruce is a great white shark who tries his best to adopt a vegetarian diet. An unlikely friend who is able to assist Dory and Marlin on their journey.



Characters



Chum

One of Bruce's shark friends who is trying to live vegetarian lifestyles but is eventually forced to restrain an out-of-control Bruce from eating innocent fish. Chum is a mako shark.





Anchor

One of Bruce's shark friends who is trying to live vegetarian lifestyles but is eventually forced to restrain an out-of-control Bruce from eating innocent fish. Achor is a hammerhead shark.





Crush and Sea Turtles

Crush, a 150-year-old green sea turtle who knows how to hang loose, teaches Marlin a thing or two about being a good parent by showing how he parents his son Squirt.





Nigel

A sharp-eyed pelican, Nigel is the Tank Gang's feathered friend and only connection to the outside world. This bird is someone you can count on to know all the latest news on the happenings of Sydney Harbour.



Characters



Gill

A relentless and inspiring leader who will stop at nothing to return to the freedom of the ocean. This Moorish idol fish believes in the Tank Gang and makes plans to bust them out of the aquarium.





Bloat

A porcupine puffer fish and member of the "Tank Gang" who helps Nemo escape the Sydney Harbor Aquarium and return to the ocean.





Gurgle

A royal gramma fish and member of the "Tank Gang" who helps Nemo escape the Sydney Harbor Aquarium and return to the ocean.





Peach

A starfish and member of the "Tank Gang" who helps Nemo escape the Sydney Harbor Aquarium and return to the ocean.



Plus many more friends along the way!

Summary

BARRACUDA ATTACK

NEMO IS CAPTURED

MARLIN MEETS DORY

THE PAIR MEET THE SHARKS

MEANWHILE, NEMO WAKES UP IN A FISH TANK

DORY DISCOVERS ADDRESS

NEMO CANNOT ESCAPE

SEA TURTLES SAVE THEM

NEMO ESCAPES

NEMO AND MARLIN REUNITE

With faith in Nemo to take on all the adventures that await in the ocean, Marlin and Dory send Nemo off to school to explore the big blue world

Let's Talk Themes

Disability Justice

What is something that makes you special?

Parenting + Intergenerational Relationships

Who is a grown-up that you care a lot about?

Grief + Loss

Where do you feel sadness in your body?

Being Lost → Finding Yourself

What does "home" feel like? What or who reminds you of home?

Moving with Fear + Taking Risks

Have you ever done something that scared you?

Interdependence

Think about what makes you special! How can you use that to help your friends or classmates?

Disability Justice:

Starting Conversations with Students about Disabiility

Finding Nemo demonstrates the importance of disability visibility and awareness, both for students who have disabilities and for students who don't have disabilities.

“I can’t” → “I can try” → “I can contribute”

To start a conversation about disability with your students, try pointing out the following:

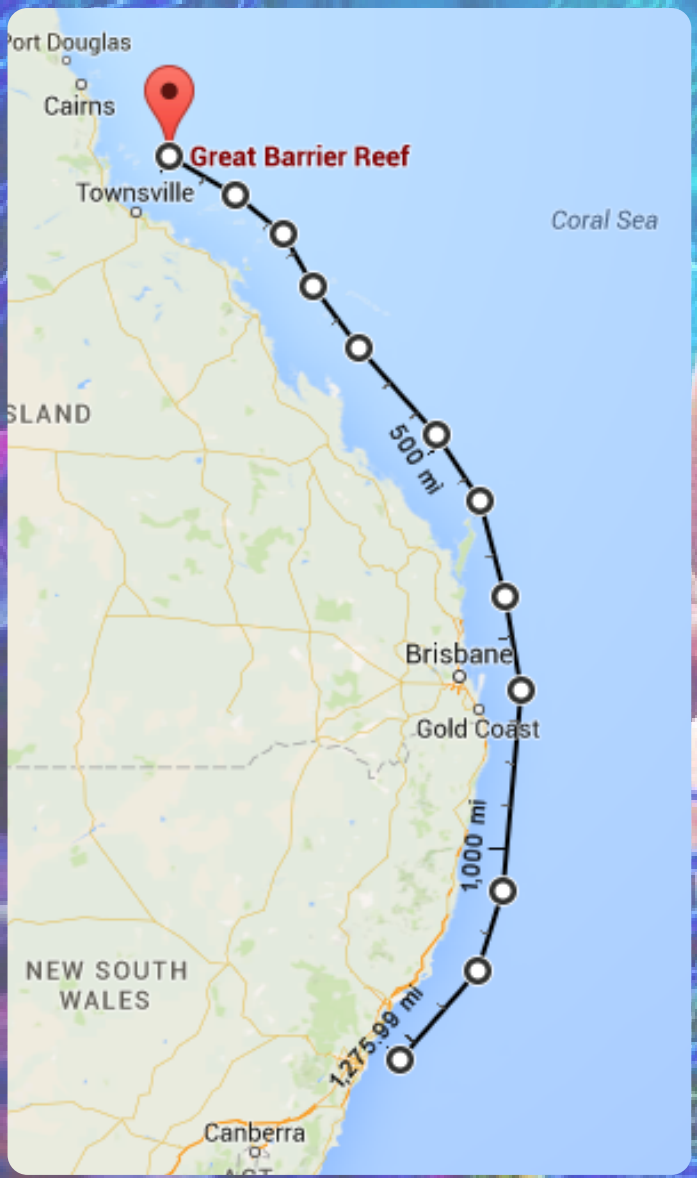
"When Nemo meets Gill, a grown up fish who also has a lucky fin, he realizes that having a lucky fin means he can contribute in special ways!"

You might then talk about the individuals on our "Disability Spotlight" on pages 28-29. Ask your students: "What makes this person special?” “What strengths and talents does this person bring to their work or community?” “How do they use their special skills to help their community?" “

Locations



Marlin travels approximately 1,275 to 1,568 miles (roughly 2,040 to 2,520 kilometers) from the Great Barrier Reef to Sydney, Australia in just 5-7 days!



Locations in the Show

1. Great Barrier Reef
    a. Home to over 1,500 fish species, 400 types of coral
    b. Where Marlin meets Dory
2. Open Ocean
    a. Sharks' Lair
    b. Moonfish
    c. Jellyfish
    d. East Australian Current (swimming with Crush!)
3. Sydney Harbour
    a. Where Nemo escapes

Lesson Plan:
Exploring the Big Blue Sea



- Approx. 20-25 Minutes
- Grades K-2 (With extensions for older students)

Pre-Text: Laying Down the Sand

Ask students to share what they already know about the Great Barrier Reef.

If you or the students are unfamiliar with it, feel free to explore this National Geographic link!

Opening: Discovering the Sea

- Invite students to move around the room freely with the intention of filling up all of the open spots in the room. Remind them that safety is key; though we want to fill the space, we don't want to run around the space.
- While students have started moving, prompt them to think of their favorite sea animal.
- Then, have the students move around the space as if room were the ocean and they were that sea animal.
- As the students discover the ocean around them, prompt them to tap into their animal:
  - Examples:
    - "How does your animal feel about the coral/seaweed around it?"
    - Have students interact with one another as their sea animal
      - "How would a fish interact with a shark?"

Body: New Fish in Town:

Keep the students in their sea animal form and welcome them to their home, the Great Barrier Reef! You have now also joined their underwater world as a Teacher Fish (species is up to you)!

It's a good idea to add something like a scarf, hat, or something visual so the students know you are no longer your teacher self; you are the Teacher Fish of your choice - feel free to give this new teacher a name!

Lesson Plan: continued

We've also provided some basic lines that you can say; feel free to adjust them for your students or to match the Teacher Fish character you've created.

Throughout this activity, you will invite the students to create 3 tableaux (or frozen images), giving 1-2 minutes for the creation of each.

Environmental Tableau: "What does the Great Barrier Reef look like?" Invite your students to establish the environment.

Teacher (In-Role as a Teacher Fish): "Class, I just learned that we're going to have a new fish move to the Great Barrier Reef! Could you use shapes and levels with your bodies to show me what the reef looks like so I can share it with our new friend?"

Emotional Tableau: What is your sea creature feeling? What are the friendships from one animal to another like? Now can you add facial expressions to show how your fish characters feel in their reef home?

Teacher (In-Role): "Thank you for sharing the many feelings our home has. Now, how can we welcome our new fish friend to the GBR?

Welcoming Tableau: Let's show how we can welcome the new fish to our home. Let's make sure we leave a good impression on them, so they can move here and still feel at home!

Reflection Questions

- Describe: What do you notice about each frozen picture?
- Analyze: What story did each picture tell?
- Relate: How do you think the newcomer will feel when entering?

Lesson Plan: continued

After all of the Share Outs tell the class that you got word that this new fish has decided to move to GBR and has already bought a spot of coral to live! They cannot wait to join the class.

End by having students give a round of applause for being very helpful and working together to create a wonderful home!

If there's time, feel free to have a one-minute reef dance party!



Extensions for Older Students:

1- You can encourage them to add specific character choices to their sea animals. Perhaps even adding lines to their tableaux or making them infomercials for the Great Barrier Reef.

2- If there's additional time, you can add an additional step to the lesson such as:

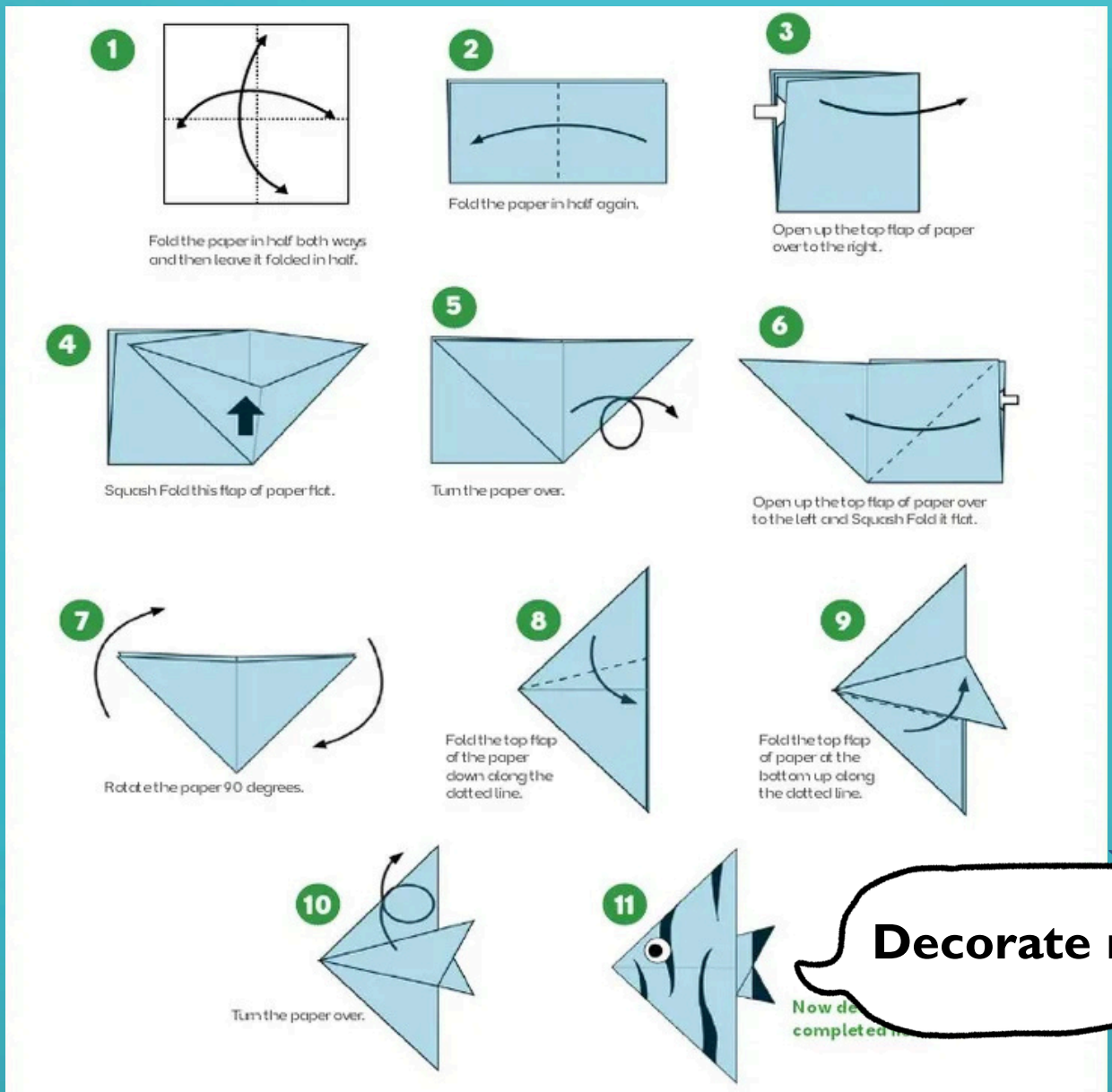
- Letter writing
- More tableaux
- One-word descriptions
- Create a movement piece or scene about the GBR

3- After doing the in-role: Expanding on Empathy

- Describe: How did it feel to create a positive environment for the newcomer?
- Analyze: How do you think the newcomer's understanding of the Great Barrier Reef changed after seeing your tableaux? Why?
- Relate: Think-Pair-Share: How can we create a positive environment for our friends in class, whether they are new or not?

Make Your Fishsona!

Help Nemo make some new friends in the big blue ocean. Grab a piece of paper, cut it into a square, and follow the instructions below to find your fishsona!



Finding Your Way Home

What is an address?

The place where someone lives or a business is located. The address has the street name and number, city, state, and zip code

Never be afraid to ask for help! Knowing this information on the letter will help you find your way home.

In Finding Nemo, the address we see is…

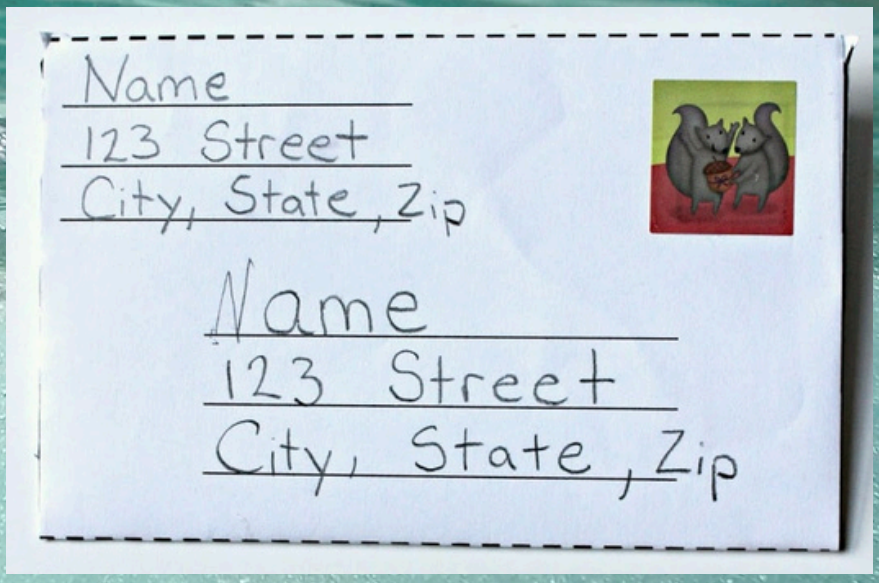
- **P.Sherman - Name**
- **42 Wallaby Way - Street Name and Number**
- **Sydney - City**
- **NSW (New South Wales) - State/Providence**

Finding Your Way Home

With this new information, we will write a letter to the Wheelock Family Theatre to tell them what we loved about *Finding Nemo*!

Do you remember the scuba mask that Dory finds? On it is writing that says "P.Sherman 42 Wallaby Way." This is the address that led them to find Nemo!





To send your letter to Wheelock Family Theatre, use this address:
180 Riverway Boston, MA 02215

Ecosystems: How Does Our Big Blue World Work?

Ocean Ecosystems

Ocean **ecosystems** are areas in the ocean where plants, animals, and other sea creatures work together to form a bubble of life. Ecosystems are also made by temperature, light, depth, and us humans. Ocean ecosystems help Nemo and his friends live their fish lives.

Biodiversity

Ocean **biodiversity** includes the different types of fish and other sea creatures that live in an ecosystem. Biodiversity is important because it keeps the ecosystems healthy and safe. The more different types of fish and sea creatures, the happier the ecosystem!

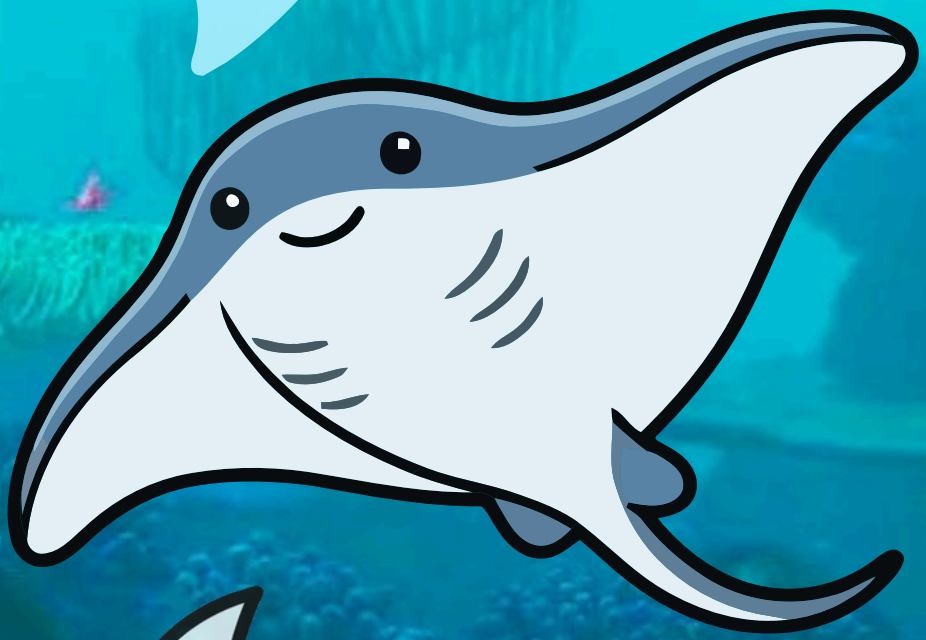
Ocean and Climate

One thing that is changing biodiversity in the ocean is the **climate**. Ocean temperatures are becoming hotter because of climate change which is hurting the ecosystems that fish like Nemo live in. It is important to keep the temperatures of the Big Blue cooler so the fish can live safely.

Words of the Big Blue
with Professor Ray

Nemo lives in a **Sea Anemone** which are cold blooded animals and predators, not marine plants. They are close relatives to corals and jellyfish, and can sting!





Marlin and Dory swim alongside Crush in the **East Australian Current (EAC)**, a massive marine superhighway that carries water down the east coast of Australia toward Tasmania.

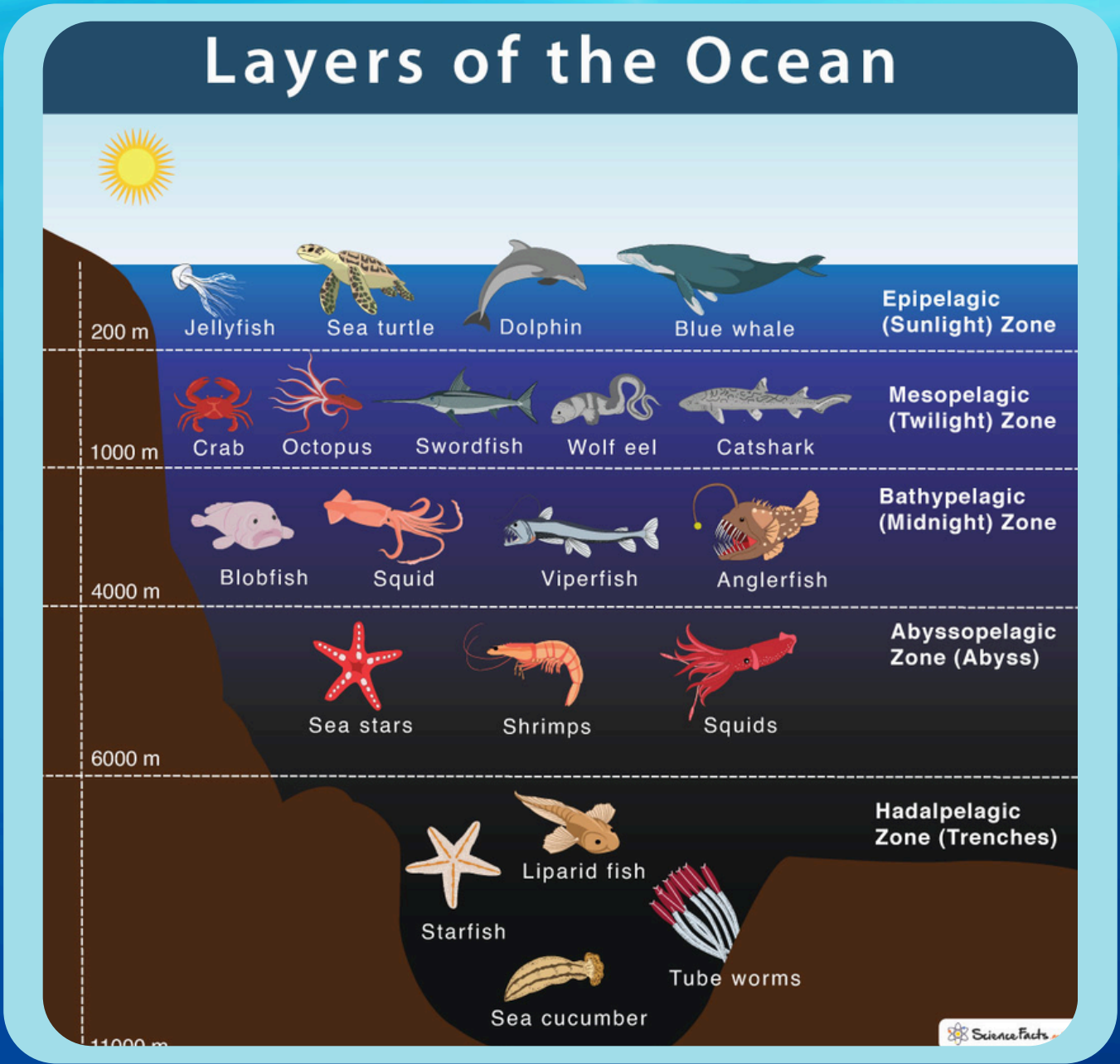
Professor Ray asks us to keep our **Supraesophageal Ganglion** to ourselves, but what is that? Well, it's where the brain is located in some types of animals with exoskeletons.

Words of the Big Blue
with Professor Ray

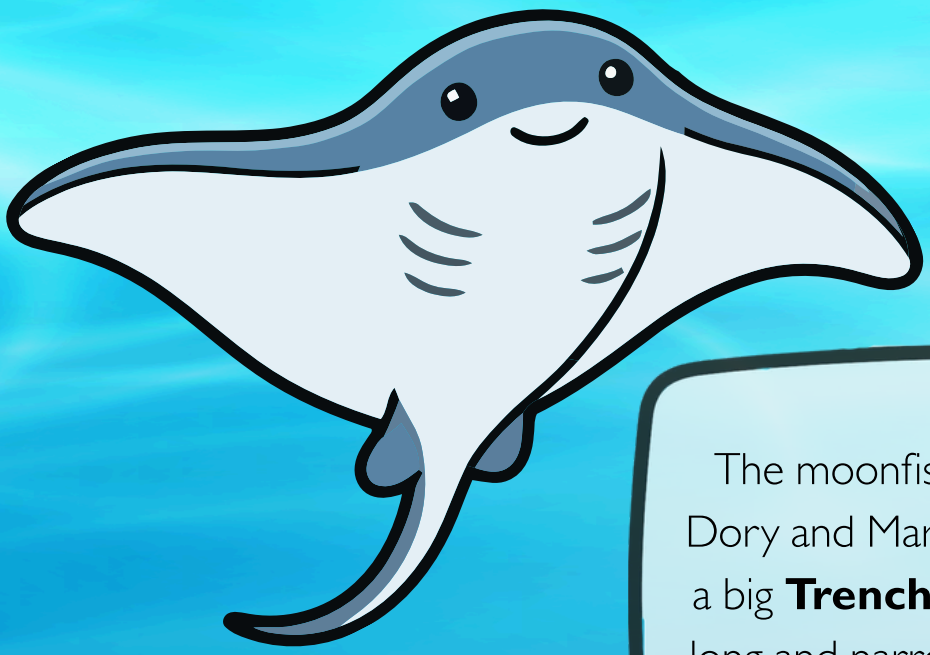


Zones of The Sea

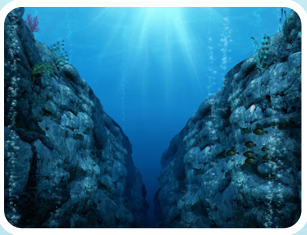
Let's name the zones! There are five zones and each zone is home to different marine life.



Words of the Big Blue
with Professor Ray



The moonfish warn Dory and Marlin about a big **Trench** which is long and narrow cut in the ground.



Different Species

Species are a group of similar living things, such as plants and animals. I sing a song about all the different sea species in the movie! Here are some:

Porifera: A group of simple water animals, called sponges, that have no true tissue or organs and take in water to get their food.

Coelenterata: A group of water animals with soft bodies and one opening used to take in food and get rid of waste.

Hydrozoa: A group of mostly water-dwelling animals, like some jellyfish, that have soft bodies and tentacles to catch food.

Scyphozoa: A group of ocean animals called "true jellyfish", with soft, umbrella-shaped bodies and tentacles to catch food.

Anthozoa: a group of ocean animals, including corals and sea anemones, that stay attached to a surface as adults.

Protecting Our Big Blue World

Oh No!

Nemo and Dory both get caught in fishing nets, but why does this happen?



Bycatch

When fishermen catch fish with nets, there is often bycatch in the process. Bycatch are fish and other sea creatures that are not intended to be caught when fishing. This is a type of harmful fishing because taking more animals out of the ocean ecosystem disrupts the balance and harms the fish and creatures that are not being caught for food.

Bottom Trawling

Another type of harmful fishing is bottom trawling. Fishermen will drag their nets along the bottom of the ocean which can damage the ocean floor and sea creature habitats. This type of fishing also has high levels of bycatch.

What You Can Do:

If you want to help keep Nemo and his ocean friends safe, here are a few things you can do:

- Use reusable bags when shopping
- Use public transportation
- Use reef-safe sunscreen when swimming in the ocean
- Choose sustainable seafood when having a meal
- Visit the New England Aquarium's Blue Planet Action Center to learn more!

New England Aquarium

Address:
1 Central Wharf
Boston, MA 02110

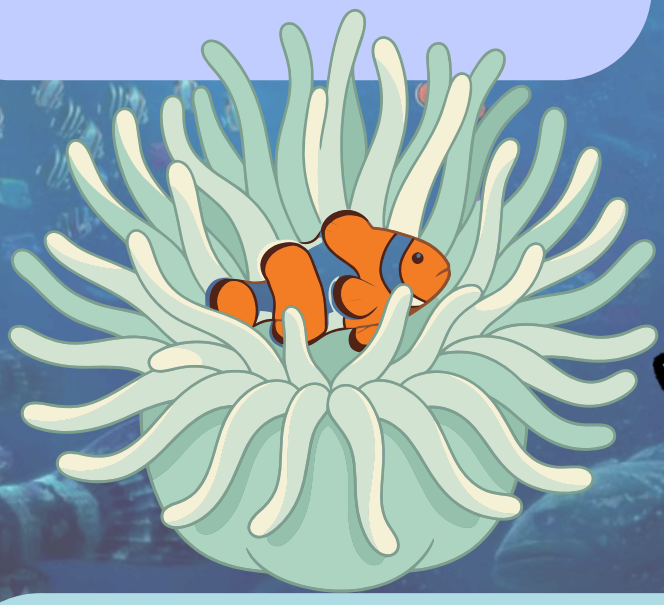
Operating Hours:
Monday – Friday, 9:00am – 5:00pm
Weekends, 9:00am – 6:00pm

Notable Ticket Offers & Discounts

Interdependence

Interdependence in *Finding Nemo* is displayed well through the personal relationships. Marlin and Nemo learn to be individuals without losing their relationship with each other. Marlin has to learn that independence does not mean Nemo being alone.

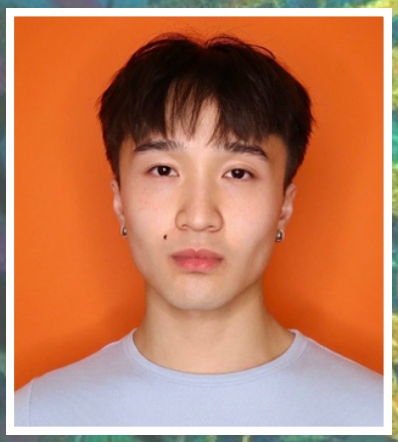
The Tank Gang also demonstrate this through their teamwork to collectively help Nemo escape, especially when Gill recognizes Nemo's potential regardless of his fin's limitations. These relationships teach audiences that people can also need one another without one person being helpless.



We rely on the anemone to protect us from predators!

No one fish can solve every problem alone. In this way, the ocean itself can be presented as a network of relationships where everyone must work together to achieve common goals.

Costumes



The actors on stage are wearing some very specific **costumes** designed **by Mr. Eric Tran!**

A lot of these costumes are **inspired by the 1950s**, and that's no accident. The 1950s was a time of **The Great American Roadtrip**, so lots of people were traveling for the first time, a lot like how Nemo and Marlin travel outside the reef for the first time.



Nemo's costume is designed to look like a **sailor boy**. He wears the **scarf** that **his mother used to wear** as a way to remember her, but also has a personality of his own, with some of the elements of his costume being slightly **more modern**.

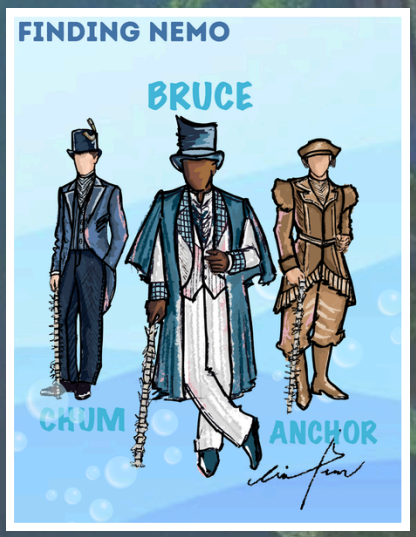
Pay attention to how **Marlin** starts the show. What **changes** happen as the show goes on? Why might those **changes** happen?



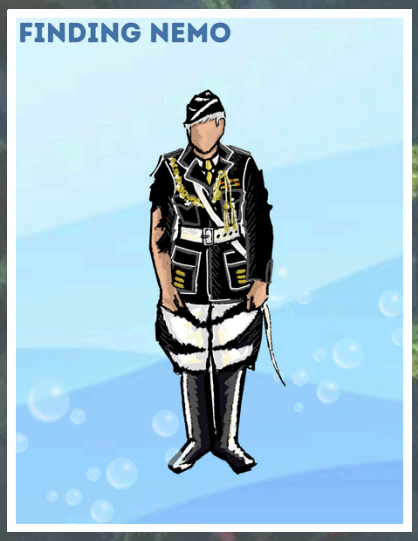
Costumes



Dory is such a **playful** and **child-like** character, so her costume is too! It shows her past, with her **accessories** being things that she could've just **found on the ocean floor**, and gives her the ability to move and be silly because that's who she is.



The Sharks are all characters who are **trying to seem more proper** than they are, so instead of clothes from the 1950s, they are dressed like characters from the **1850s**. They might look **stiff** and **put together**, but as we know, that's far from the truth. Their characters are **out of place**, just like their costumes!



Does **Gill's** costume remind you of anything? It looks a lot like an **army uniform** with **wear and tear** from all of the **hard things that Gill has gone through**. The rest of the **Tank Gang** are different people you'd see in the **1950s**, with Gill being an **army veteran**.



With **Sea Turtles** being some of the **oldest ocean creatures** they are inspired by the oldest ocean **explorers**, so their accessories are a nod to **cork lifejackets**, one of the **original forms of flotation devices**.

AFTER THE PLAY



Emma Lavenson | 27

Disability Spotlight: Who's Making it in the Big Blue?

Ellice Patterson is the founder and executive director of *Abilities Dance Boston*. Patterson has been dancing since she was four, and continues to incorporate her crutches, walker, and motorized wheelchair into her dance performances. She has been highly successful. Her story and determination to fight ableism in dance through inclusion, activism, and science communication have empowered many disabled artists. You can read more about her story here.





Ali Stroker was the first wheelchair user on Broadway (*Spring Awakening*, 2015), and the first wheelchair user to be nominated for (And WIN!) a Tony Award (Best Featured Actress in A Musical for *Oklahoma!* in 2019). Ali is a successful artist, wife, and mother. She has also been a part of numerous film projects over the years, including *Glee*, *Lethal Weapon*, and *Only Murders in the Building*. You can read more about her story on her website.

Amelia Fei is a broadway actress from Taiwan and one of the first actresses openly diagnosed with autism to originate a principal role on Broadway. She has had a highly successful acting career, having performed in *Cinderella*, *The King and I*, *How to Dance in Ohio*, *Waitress*, and *Avenue Q*. Fei continues to advocate for the authenticity of disability representation in the arts, especially when it comes to invisible disabilities. Read more about Amelia Fei here.



Disability Spotlight: Who's Making it in the Big Blue?

Haben Girma is a successful lawyer, New York Times bestselling author, and the first Deafblind student to graduate from Harvard Law School. She has been a part of many successful litigation cases, one of the most notable of which is *NFB vs. Scribd*, which ultimately resulted in Scribd agreeing to make its digital library accessible and setting a precedent for future cases that internet resources are an important a part of people's lives and should not be excluded from ADA laws. Read more about her story here.





Chuck Aoki is a four-time Paralympian rugby medalist. He is the second youngest player to make the USA team and the first wheelchair rugby player to participate in and win a medal at four Paralympics. When he's not competing, he also coaches the wheelchair rugby team at the University of Michigan. Aoki has been playing sports consistently from a very young age, and has been a proud member of Paralympic Team USA since making his debut in 2012. You can read more about his career here.

Wanda Díaz-Merced is a Puerto Rican astronomer who is known for her groundbreaking research that focuses on the sonification of data sets that make up black holes. Her work revealed that this sonification actually made it easier for scientists to observe subtle signals that indicated the presence of a black hole. As a blind woman herself, she was excited that this technology can open the field of astronomy to other blind people. She has done astrophysical work at NASA Spaceflight Center and has also obtained her PhD in computer science at the University of Glasgow. You can read more about her scientific discoveries here.



Lesson Plan:
Creating Fishsonas

Approx. 20 Minutes
For Kindergarten - 5th Graders

TRY THIS!

Have the students name as many types of fish as they can. Point out some differences between the fish they picked. Every fish is unique, just like you! Go to page 15 and have your class make their own origami fish! (for younger ages, premake fish and have the students decorate them)

Fishsona

Have students represent themselves as a unique individual, and highlight the things that make them different and unique. Students are free to represent themselves any way they wish!

If materials allow, use things such as pom poms, stars, glitter, googly eyes, straws, etc. The more material options the better!
Really have the students creating something original and unique to them.

Reflection Questions

- What is your favorite part of your Fishsona?
- How is your Fishsona unique?
- Name one feeling you had when making your fish.

Lesson Plan:
Four Corners

Approx. 15-30 Minutes
For 3rd - 5th Graders
Space Needs: Open space for movement

DIVE DEEPER!

Tell the students they are going to do an activity called four corners. Assign each corner of the room with the label "Agree, Disagree, Somewhat agree, Somewhat disagree". Tell them that you are going to say a statement, and they are responsible for going to the corner that they most resonate with. Start with the example of asking "a hotdog is a sandwich". Have the students stand in their corners.

Note - please reference materials for a digestible description of invisible and visible disabilities, if you would like to reference specific definitions, or need more examples. Then start activity.

- Statements are **bolded**, reflection questions should be said when they appear after a statement or two.
  - **Disabilities look different on every person.**
    - Ask if anyone has a comment on why they chose to stand there
  - **Could you tell what was different about Nemo just by looking at him?**
  - **Could you tell what was different about Dory just by looking at her?**
    - What could you physically see that made you pick your corner?
    - What other ways other than physical appearance made you notice Dory was different from the other fish?
  - **All people have different strengths and abilities.**
    - Hopefully this will open a discussion about your students' personal strengths and challenges.
- Reflection Questions:
  - What are some ways we can support our friends that might have differences like Nemo and Dory?
  - What are some ways we can celebrate our differences in our lives?
  - Can you name one emotion that you felt while doing this activity?
  - How did this activity make you think?

Wanna Keep Swimming?

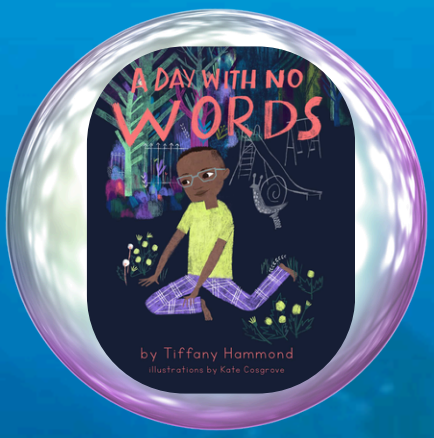
If you're looking for more stories like *Finding Nemo*, take a look at these incredible books and movies!

Children's Books



I am Extraordinary by Stephen Curry

This story is about a young girl with hearing loss who gains confidence and plays on her school's soccer team



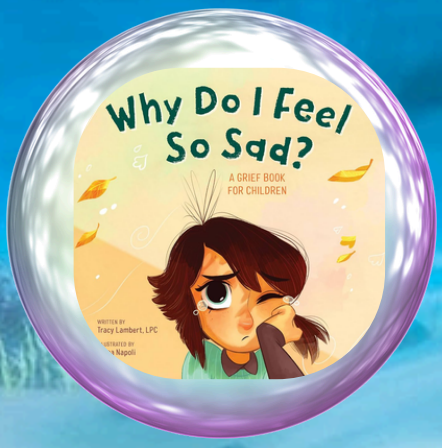


Wonder by R. J. Palacio

This story is about a boy with a facial difference who learns to accept his disability and embrace all aspects of himself, despite what other people might think or say

A Day With No Words by Tiffany Hammond

This story is about an autistic child who communicates nonverbally with a tablet as he goes about a day with his mother



Why Do I Feel So Sad? by Tracy Lambert

This story is about exploring loss that children might experience and providing coping strategies for grief



And They Walk On by Kevin Maillard

This story is about a boy dealing with the loss of his grandmother and he discovers that when someone walks on, their memories stay with us

Wanna Keep Swimming?

If you're looking for more stories like *Finding Nemo*, take a look at these incredible books and movies!

Children's Movies

Disney Pixar's
"Finding Dory"

"Finding Dory"
This story is the sequel to Finding Nemo. It explores Dory's life with short term memory loss and finding ways to remember

Disney's
"Winnie the Pooh"

"Winnie the Pooh"
This story is about stuffed animals with invisible disabilities that help support each other through their daily lives

Dreamwork's
"How to Train Your Dragon"

"How to Train Your Dragon"
This story is about a boy and other characters with prosthetics, which aid their cause instead of holding them back in any way

Disney' Pixar's
"Up"

"Up"
This story is about dealing with grief and moving forward in life after loss, as well as accepting help and friendship from those we love

Using Finding Nemo to Dive into Deeper Conversations with Children

A Few Tips for Talking with Your Child After the Show

Seeing a play together is a wonderful opportunity to share ideas, ask questions, and discover what captured your child's imagination. There's no right or wrong way to talk about the experience—let curiosity lead the way!

Start with what stood out to them. Ask what they remember, what surprised them, or which character they enjoyed. You might discover that something entirely different caught their attention!

Share what you noticed, too! Try beginning with "I noticed..." or "I wonder why..." For example, "I noticed that Dory and Marlin helped each other in different ways. What did you notice?"

Listen with curiosity. Children sometimes share unexpected ideas or observations. Invite them to tell you more with questions like "What makes you think that?" or "Can you tell me more?"

Wonder together. You don't need to have all the answers! It's okay to say, "I'm not sure—what do you think?" or "Let's find out together!"

Let the conversation go where it goes. Some children will want to talk about friendship, courage, or differences. Others may be most excited about the costumes, music, or sea creatures. All of these are wonderful ways to connect with the experience!

Grief & Loss

- Marlin loved Nemo's mom a lot! Is there someone in your life that you love a lot?
  - From here, you might ask, "What can you do to show that person how much you love them?"
- Marlin doesn't talk about Nemo's mom very much. What do you think Nemo might like to know about his mom?
- Since Nemo's mom died before he was born, she missed a lot of big moments. Can you think of something Nemo did that his mom would be proud of?

Disability Justice

- One of Nemo's fins is smaller than the other. Can you think of a time in the show when that difference was helpful?
  - From here, you might start a conversation about the different disabilities some humans have and point out that having a disability doesn't make a person any less capable. Check out the "Disability Spotlight" page for examples!
- Dory sometimes has a hard time remembering things. What did Dory do to help herself remember?
- At first, Marlin says Nemo can't do some things just because one of his fins is smaller than the other. How do you think that made Nemo feel?
  - From here, you might ask, "If you were Marlin, how would you treat Nemo more kindly?" OR "If you were Nemo, how would you want to be treated?"

Using Finding Nemo to Dive into Deeper Conversations with Children

A Post-Show Activity for Parents and Guardians

Kindness / Empathy / Compassion

- Dory and Marlin met a lot of characters on their journey. Who do you think was the most kind to them?
  - From here, you might ask, "What do you think it means to be kind?"
- Marlin and Dory helped each other through some big emotions. How do you think Marlin and Dory could tell when the other was sad, angry, or hurt?
  - You might also ask, "What did they do to help each other?"
- Was there a character in Finding Nemo that you didn't like very much? Let's try to look at the story through their eyes!
  - After you've gone through the story from that character's point of view, you might ask if your child feels differently about them. Get curious about why or why not.

Moving with Fear / Taking Risks

- Nemo went on a big adventure for a little fish! Can you think of one time Nemo had to be brave?
  - From here, you might ask, "Can you think of a time when you were brave?"
- Nemo started to feel more confident after he joined the Tank Gang. Can you think of one thing the Tank Gang did to help Nemo feel confident?
  - From here, you might ask, "What can the grown ups in your life do to help you feel brave and confident?"
- A lot of the characters did some hard and scary things. Which character do you think was the most brave?
  - From here, you might ask, "What made them the most brave?" OR "What do you think it means to be brave?"

Using Finding Nemo to Dive into Deeper Conversations with Children

A Post-Show Activity for Parents and Guardians

Parenting & Intergenerational Relationships

- Nemo sometimes wishes that Marlin would stop being so scared. Is there anything you wish the grown-ups in your life would stop doing?
- At first, Marlin doesn't let Nemo do a lot of things by himself. Is there anything you wish you could try, but grown-ups keep saying "no"?
    - From here, you might ask, "How does that make you feel?" If the answer is something you have been saying "no" to, you might take this opportunity to explain why.
- Marlin learns a lot from Crush, the 150-year-old turtle. Can you think of something you've learned from someone older than you?

Being Lost & Finding Yourself

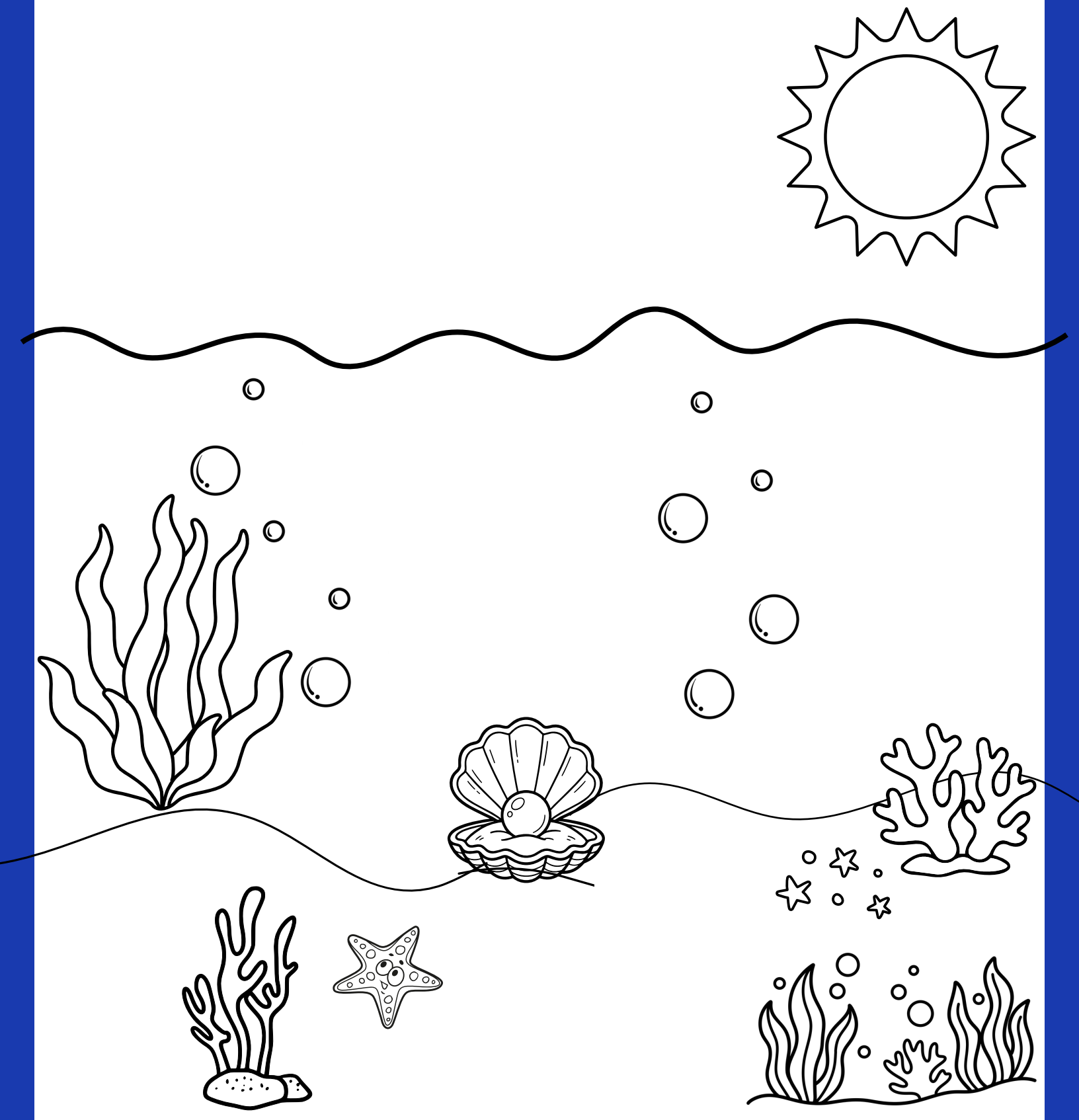
- Nemo ends up really far away from his dad. What do you think you should do if you get lost?
- While he's lost, Nemo learns that he's really good at helping people! What's one special skill that makes you you?
- Marlin and Dory need a lot of help to find Nemo. Who can you ask for help if you get lost?

Interdependence

- There are a lot of different sea creatures in Finding Nemo! Can you think of a time when they used their differences to help each other?
- Even though they're all different fish, the Tank Gang works together to solve a lot of problems. Can you think of a time when you worked together with someone different from you?
- There were so many things happening on that stage! There were actors, and costumes, and puppets, and lights – so much! How do you think the artists worked together to make it all happen?
    - This may be a big question for little minds. If they're struggling to come up with an answer, you might prompt: "How do you think they helped each other?" or "How do you think they treated each other?" or "How many people do you think worked on the show?" or "What do you think each person did?"

Let's dive into the ocean of Finding Nemo!

In the space below, draw your friends and family fishonas who would help you find your way home.



The Courage To Begin

Change can be difficult, and new beginnings can be hard to navigate! How do you brainstorm ways to be brave?

Here is an activity to do with your grownups! The courage tank is for when you want to try something new or hard, and need courage to do it! Grab a slip of paper each day, or when you feel up to it, and see if you want to try it out!

Materials you'll need:

Empty jars, slips of paper, writing utensils, decorative art supplies (optional)

Steps for activity:

1. Sit down with your grown up and answer these questions together! These questions are to help guide the activity below.

    Q: What is one hard thing you've done this week?
    Q: What does it mean to be brave?
    Q: Who in your life supports you?
    Q: What makes you feel confident?

2. Next, you will write something down on the slips of paper that you want to try! (Maybe this is a new food, an obstacle on the playground at school, or something you're nervous about doing.) Write down as many things as you'd like!
3. Fold the slips of paper in half and place them in the jar.

    d. OPTIONAL: Decorate your new courage tank! Add your name with paint markers, draw some fish friends, make it your own!

The Big Blue...and Beyond!
Community Resources for Students and Educators

Abilities Dance Boston

Sometimes swimming beyond the reef can be scary, especially if you don't see many other creatures that look or act like you. But like Nemo, you can find your own school of fish! Abilities Dance Boston is a local Boston Dance company that celebrates inclusion of dancers of all abilities, specifically intending to combat ableism through dance and highlighting disabled dancers performances. Free weekly adaptive dance classes are offered at Brookline High School and Central Boston Elder Services. More information can be found on the website.

Think Outside of the Vox

Want to learn more about establishing an adaptive arts program at your organization? Think Outside of the Vox helps foster disability justice in the arts by providing training classes about inclusion and accessibility in the arts for teachers. They offer consulting and training services, as well as webinars and speaking engagements. Visit their website to learn more!

Massachusetts Center for Adolescent Wellness

Handling grief can be hard, especially at a young age. Sometimes talking to a professional can help. Massachusetts Center for Adolescent Wellness provides family counselling services, educates teens on mental health wellness and strategies, and offers a number of other counselling and therapeutic services. More information is available on their website.

Links

Wheelock Family Theatre

National Geographic- GBR

Blue Planet Action Center

New England Aquarium

Ellice Patterson

Ali Stroker

Felicity House - Amelia Fei

Haben Girma

Chuck Aoki

Wanda Díaz-Merced

Abilities Dance Boston

Think Outside the Vox

Massachusetts Center for Adolescent Wellness

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