

Go Fish!

Objectives:

- The student will be able to:
- List three resources that may be shared.
 - Identify three ways to promote sharing.

Grade Level:

Pre-K–2

Standards:

- Math I
- Science F
- Social Studies IX-b, e

Skills:

- Sharing
- Describing
- Number-sense and counting
- Critical thinking
- Cause and effect
- Dividing
- Observing
- Prioritizing

Duration:

Preparation—30 minutes

Activity—30 minutes

Vocabulary:

Resource—A resource is a supply or source of support.

Share—To share is to divide and distribute something among others.

Materials:

- Goldfish (shaped) crackers—Enough to pass a bowl of crackers around to all the students and enough to fill a small plastic baggie (or other standardized measure) with equal numbers of crackers for each student. (About 300 total crackers per 15 students; e.g., a bowl of 150 crackers and 10 crackers in a pre-portioned baggie for each of 15 students.)
- Napkins—one per student
- Plastic baggies (snack size)—one per student
- Serving bowl
- Chalkboard or other writing surface

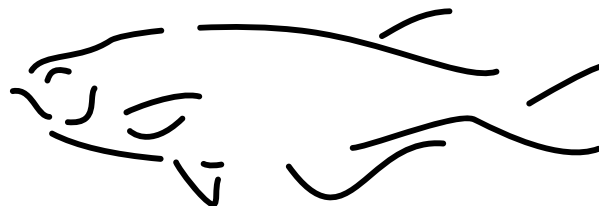
NOTE: Instead of crackers you could use other objects that the students would want and which could be manipulated in a similar way.

Overview:

The world's natural resources are limited. Future survival in an interconnected, global society will require sharing and compromise between individuals and among nations. In this activity, students share a bowl of goldfish crackers to simulate even and uneven consumption of limited resources. Since sharing and cooperation are already common themes in the early elementary classroom, this activity can reinforce positive interpersonal behaviors and demonstrate the need to think of others when consuming limited resources.

Procedure:

1. Be sure you and the students wash your hands before the start of this activity.
2. Seat the students at tables, with a napkin placed in front of each child. Tell the students that you will be passing a bowl of goldfish crackers around and that they each may take as many goldfish as they want when the bowl comes to them. They should place them on their napkin, but they *may not eat* these particular crackers in this round. Hand the bowl to the first student and let the students pass it around, or facilitate passing it as necessary. Ask the students to count how many crackers they took. Keep a list of each child's cracker total on the board and note whether the crackers make it all the way around, or if the first few students take large handfuls, leaving little or nothing for the rest of the class.
3. Remind the students that they are not to eat these goldfish. Pass the bowl around again and ask them to put the crackers back in the bowl (save these for snack time or use in craft projects later).
4. Assure the students that they are all about to get an *equal share* of goldfish (this reassurance will be important for those who didn't get very many crackers in the first round).
5. Distribute equal size portions of crackers (that you have already divided into the plastic bags) to each child. How do these portions compare to the ones the students took for themselves in the first round? Point out that the total number of crackers in each round was the same—what differed was how many crackers each child took in the first round. Ask them to count the goldfish in the bag and record these numbers on the chalkboard below each child's total from the first round. Compare the two numbers for each child.
6. Tell the students that now they can eat the crackers.
7. Wrap up the activity by noting that:



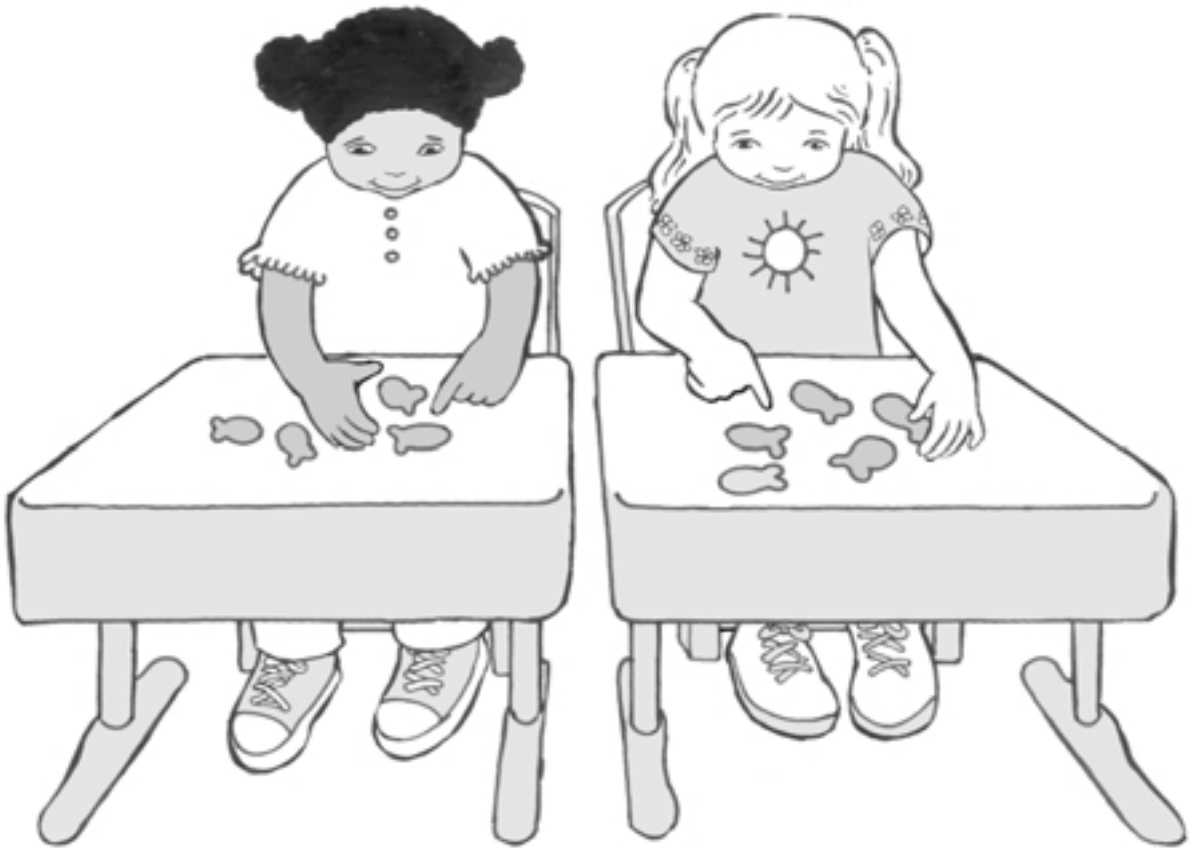
“We used crackers shaped like fish to play this game.

People all over the world depend on real fish for food. Food is a resource that we all share. The oceans of the world are like a giant goldfish bowl and we all need to share so everyone gets some. Sharing fish is an example of sharing a natural resource.”

Discussion Questions:

1. Who was happy with the amount of crackers she/he received in the first round? Who was happy with what she/he received in the second round? How did it feel to be one of the students in the first round who got a small amount of crackers or who didn't get any crackers at all?

2. If you did take a large amount in the first round, how did it feel to get a smaller amount from the teacher in the second round?
3. In this activity we discovered that in order to share fairly, we might have to take a specific amount so that everyone else gets some too. We shared the crackers. What are some other things that you like to share? What are some things that you don't like to share? (*Answers will vary.*)
4. Are there items in the classroom that everyone needs to share? What are some things you and your classmates could do to make sure everyone gets a fair share of those resources in your classroom? (**Possible answers:** *share often, rotate use of certain materials, use a sign-in system for borrowing resources*)
5. What are some things you share at home? (**Possible answers:** *room, food, toys, time with parents or other caretakers*)
6. What are some things we share within our community? [You can refer to the activity "Our Town" if the students have trouble thinking of a reply.] (**Possible answers:** *streets, parks, libraries, water supply, hospital, fire department, schools*)



Bonus Questions:

1. What would happen if there were *twice as many* students in your class and you did this activity again with the *same number of crackers* divided evenly among the bags? (**Answer:** *The amount in each bag would be half as large.*)
2. What if there were only *half as many* students in your class when you did this activity again? (**Answer:** *The amount in each bag would be twice as big.*)

Exploration and Extension

1. Help students keep a list for the rest of the week of things that may be shared in the classroom or at home: How did it work out? How did it feel?
2. Ask the students to develop a list of rules for sharing resources in the classroom. Would these rules work at home? Would they work for a whole town? How might the rules need to change depending on the number of people involved?