



the quest to find Nemo

student activity sheets

Disney · PIXAR
FINDING NEMO

WALT DISNEY PICTURES PRESENTS
A PIXAR ANIMATION STUDIOS FILM

Sea it in Cinemas.

F I L M
EDUCATION



GREAT BARRIER REEF
MARINE PARK AUTHORITY

let's keep it great

Finding Nemo activity book for schools

The activity pages in this resource are intended as starting points for a cross-curricular approach to learning, based on the film **Finding Nemo**. This study guide is divided into a series of worksheets with stimulating activities aimed at students between the ages of 5 and 11 (Key Stages 1 and 2). The activities seek to complement and enhance the enjoyment students will experience from seeing the film, at the same time meeting some of the requirements of curriculum achievements.

The table below can be used as an aid in planning and record keeping. It provides a broad overview of the coverage of the activity sheets, showing how each activity sheet is linked to curriculum subject areas. Learning outcomes are also given for each activity.

Teachers may reproduce these activity sheets for teaching purposes.

Learning objectives for each activity sheet

Activity Sheet	Key Learning Area (KLA)	Outcomes
1	Literacy Text Level characterisation	Students communicate ideas and explore what they know about characters featured in the film.
2	Literacy Text Level reading comprehension	Students communicate personal responses to familiar media texts.
3	Literacy Text Level story structure	Students construct and reconstruct meaning from a media text.
4	Literacy Text Level non-fiction reading comprehension	Students select newspapers for specific reading purposes, identify main ideas and make connections with the film.
5	Literacy Text Level reading comprehension	Students select relevant subject matter, elaborating some aspects, and consider audience interests when writing.
6	Literacy Text Level characterisation	Students identify aspects of subject matter and attributes used to construct representations of characters.
7	Literacy Text Level characterisation	Students identify aspects of subject matter, processes and attributes used to construct representations of characters.
8	Literacy Text Level time and chronology	Students describe different periods of time in the film.
9	Science, Art, Design and Technology, Geography, Literacy Text Level non-fiction reading, comprehension and writing	Students investigate a natural environment through media and visual art.
10	Geography knowledge and understanding of places	Students describe places according to their location and natural or built features.
11	Science life and living processes	Students group living things based on observable features.



Activity Sheet	Key Learning Area (KLA)	Outcomes
12	Personal, Social and Health Education Literacy Text Level characterisation	Students describe values underlying personal and other people's actions regarding familiar places.
13	Science life and living processes	Students draw conclusions about the features of living and non-living things.
14	Literacy Text Level non-fiction reading comprehension Science life and living processes	Students identify ways in which representations are created in media forms. Students draw conclusions about the features of living things and their abilities.
15	Science life and living processes	Students group things in different ways based on observable features.
16	Literacy Text Level writing composition	Students select relevant subject matter, elaborating some aspects, and consider audience interests when writing.
17	Science life and living processes	Students look for patterns and relationships between the features of different living things, and how those living things meet their needs.
18	Literacy Text Level characterisation	Students observe and describe components of familiar characters.
19	General evaluation	Students reflect on their learning, include supporting details and write a personal recount.



activity sheet 2

story frame: Finding Nemo

Complete the boxes below to develop a story frame about the film.

You will:
✦ identify the setting, characters and resolutions in the film

Setting	Characters
Problems	Resolution



PLOT

What happens at the start?

How did the characters feel?

What did the characters do?

How did it work out?

Consequence: How were things at the end of the story?

What is the moral of the story?



activity sheet 4

media watch

Look through local and national newspapers and magazines for articles and advertisements about the film **Finding Nemo**.

Describe the articles and advertisements in the boxes below.

You will:
✦ read newspapers and extract information about the film

1. Title of Newspaper/Magazine 2. Date and page number	1. Description of the article or advertisement – size, colour and location 2. How does it describe the film?

activity sheet 5

postcards from the fish tank

Read the following letter from a curious member of the Tank Gang.

You will:

- * write a postcard explaining how fish tanks are kept clean

Dear Friends,

We have lived in this aquarium for quite some time now. Our tank has always had some strange things in and attached to it that seem to keep our water clean and give us air to breathe. Could you please tell us what these things are and why they are important? We are very eager to know more about them. If we get out of our aquarium and back into the ocean one day, what will keep our water clean then?

Yours sincerely,

Gill
Leader of the Tank Gang

Answer Gill's letter on the postcard below.

AFFIX
STAMP
HERE

TO:

Gill

Leader of the Tank Gang

The Dentist's Office

Sydney Harbour

Australia



activity sheet 6

characters galore

The lives of the key characters in Finding Nemo are very different.

In the table below, use words to describe each character's personality. A few words have been added as examples.

You will:
 ✨ explore the characters and personalities in the film **Finding Nemo** to identify what makes each one unique

Character	Personality/Attributes
Nemo 	Spirited
Marlin 	
Dory 	
Bruce 	Genuine
Gurgle 	
Peach 	
Bloat 	
Deb 	
Bubbles 	
Nigel 	Daring
Gill 	
Crush 	A cool dude



activity sheet 7

character analysis

When you analyse something, you find information about it so that you can describe it in more detail.

A character analysis provides information about a character's role in the film by describing its appearance, adventures, challenges and achievements.

Use the table below to analyse your favourite **Finding Nemo** character.

You will:

- * examine aspects of a character's identity and write about its role in the film

Name	
Appearance	
Adventures	
Challenges	
Achievements	



activity sheet 8

identity timeline

An identity timeline is a list of things that happened during the film that affect the decisions that a character makes and changes them in some way.

Draw an identity timeline for three characters from the film along the lines below.

Character: _____

Character: _____

Character: _____

You will:
✦ explore how one film character develops through different stages of the film



activity sheet 9

the great barrier reef

The film **Finding Nemo** captures the beauty and colour of the Great Barrier Reef. Before the film was made, the filmmakers visited the Great Barrier Reef to photograph and sketch the reefs, reef animals and their habitats.

Think about the huge variety of colours that are used in the film to create the splendour of the Great Barrier Reef.

In the space below, make a list of particular scenes in the film where the colours and images of the Great Barrier Reef were particularly striking and memorable.

Draw a picture of your favourite scene of the Great Barrier Reef.

You will:

- * obtain information from the film



activity sheet 10

different environments

Natural environments are places in nature such as forests, reefs, oceans, rivers and deserts.

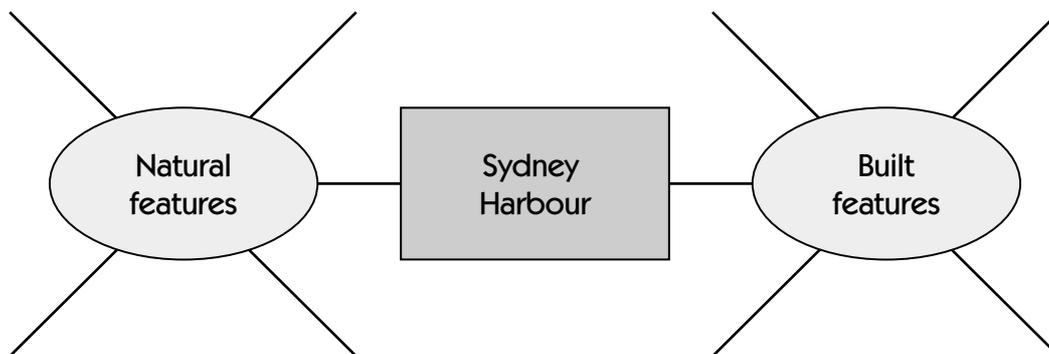
Built or human environments have been made or changed by people and include cities, towns and farms.

Do you remember the three contrasting worlds depicted in Finding Nemo? Think about the different environments of the tropical reef, Sydney Harbour and the aquarium.

What types of environment are they? Describe each one below, explaining whether it is a natural or built environment.

Location	Natural or built environment?
Great Barrier Reef	
Sydney Harbour	
Aquarium	

Sydney Harbour is a beautiful natural environment, however parts of the Harbour have been built. The area attracts many people to it everyday. Complete the mind map below to show as many of the natural and built features of Sydney Harbour that you can identify and remember from the film.



activity sheet 11

.....
animals on the great barrier reef – can you identify what you saw?

You will:
 ✨ discover some of the fish species in the film

There are many types of fish in the film **Finding Nemo**. The Great Barrier Reef has one of the largest numbers of different species of reef fish in the world.

Can you identify these fish from the cast of **Finding Nemo**?

Reef Fish	Was it featured in the film? Name the character/s.
<p>Anemone Fish/Clownfish These bright orange fish live among the tentacles of sea anemones. They can live in one anemone for many years. While the anemone stings other fish, anemone fish protect themselves by staying coated with the anemone’s mucus. This is why they are always rubbing against the tentacles.</p>	
<p>Cleaner Shrimp In the coral reefs of the tropical oceans, tiny, vividly coloured cleaner shrimps perform a cleaning service for many kinds of reef fish. Several species of shrimps are known to act this way, sitting at their cleaning-stations waving their antennae about as an invitation to cruising fish. A fish troubled with skin damage or parasites arrives at a cleaning station and hovers there patiently while the shrimps work their way over the customer’s body, sometimes pushing into the gill cavities and even the gaping mouth of reef fish. Nipping and snipping, these crustaceans clean the fish, enjoying a meal of skin debris and parasites as their rewards.</p>	
<p>Blue Tang (Surgeonfish) The brilliantly coloured blue tang is one of 75 or so species of surgeonfish. They are usually disk-shaped with small down-turned mouths. They have specially designed comb-like teeth for scraping algae off the Reef. Another common feature is a set of spines located at the base of the tail. These spines are very sharp, and can extend from the body to lash out in defence.</p>	
<p>Humbug (Damselfish) Damselfish are very common Reef fish. They are small, deep-bodied fish that remain close to the substrate. At any hint of danger, they dart back into the protection of the coral.</p>	
<p>Moorish Idol The moorish idol is an unmistakable fish, with its extremely bold colouration and projecting snout. Its body is deep and compressed, and its dorsal fins are pointed and swept back.</p>	
<p>Royal Gramma Royal grammas are a very colourful and distinctive fish in which half of the body is a deep purple and the back half is a bright yellow. A black line streaks through the eye.</p>	

Visit www.reefed.edu.au/explorer to discover more about Reef fish.

Select two other Reef fish and complete the table below to describe their characteristics.

Name		
Appearance		
Characteristic		
Habitat		
Food		
Threats		
Protection		



activity sheet 12

keeping the great barrier reef great

The Great Barrier Reef is under pressure and what we do on the Reef, along the shore and even on land affects the health of the Reef. The plants and animals that make up the Great Barrier Reef need to be protected to maintain this diverse and fragile ecosystem for future generations.

the great barrier reef

Imagine a place so large, it can be seen from a spacecraft orbiting the earth!

The Great Barrier Reef stretches for more than 2300km along the northeast coast of Australia. Comprising more than 2900 reefs, 600 continental islands and 300 coral cays, the Great Barrier Reef is the largest natural feature on earth.

pressure on the great barrier reef

The Great Barrier Reef we see today is about 12,000 years old, and for most of that time, there has been minimal human presence. Around 1850, European settlers began populating and developing the Queensland coast, next to the inner boundary of the Great Barrier Reef. Since then, human settlement has had a great impact on the Great Barrier Reef. Nowadays, the water is not as clean, the coral is not as healthy, there are fewer fish and some animals and birds are not as common as they once were.

Design a poster to alert people about the need to look after the Great Barrier Reef.

You will:
✦ create and design a poster that tells people why the Great Barrier Reef needs protecting



activity sheet 13

counterparts

In **Finding Nemo**, the tank in the dentist's surgery is home to an amazing variety of animals, some of which come from the Great Barrier Reef. Research what real-life marine creatures look like using the 'GBR Explorer' at www.reefed.edu.au/explorer

Study the similarities between the real-life images of these animals and the characters in the film. Write down all the common features you can think of in the table below. Next, write down on a separate sheet what you think the differences are between the characters in the film and their real-life counterparts?

You will:

- * discover some of the Reef's animals
- * interpret pictures and information

Real-Life Reef Animals	Movie Characters
Clownfish	Nemo 
Moorish Idol	Gill 
Yellow Tang	Bubbles 
Blowfish	Bloat 



Real-Life Reef Animals	Movie Characters
<p>Black & White Humbug</p>	<p>Deb</p> 
<p>Sea Star</p>	<p>Peach</p> 
<p>Cleaner Shrimp</p>	<p>Jacques</p> 
<p>Blue Tang</p>	<p>Dory</p> 
<p>Shark</p>	<p>Bruce</p> 

activity sheet 14

science fact or science fiction?

When animals are animated in movies, their appearance often changes. In **Finding Nemo**, the film's artists made the marine animals look more human by changing the shapes of their faces and bodies.

Try drawing detailed pictures of the following film creatures showing what they look like in real life.

You will:

- * research information about reef fish
- * draw and interpret images

Nemo (Clownfish)	Dory (Blue Tang)
Gill (Moorish Idol)	Bubbles (Yellow Tang)
Bloat (Blowfish)	Deb & Flo (Black & White Humbug)
Peach (Sea Star)	Jacques (Cleaner Shrimp)
Gurgle (Royal Gramma)	Bruce (Shark)



activity sheet 15

classification quiz

The animals in this list are all in the film **Finding Nemo** and they all turn out to be Nemo's friends in one way or another.

Sort them into the categories in the table below. If you're stuck, use www.reefed.edu.au to help you.

- * Clownfish * Blue Tang * Moorish Idol * Yellow Tang * Blowfish * Royal Gramma
- * Black & White Humbug * Sea Star * Cleaner Shrimp * Shark * Pelican

(The animals fit into more than one of the categories – try to use each animal as many times as you can.)

Animals with fins and gills	
Animals with two legs	
Animals that are fast swimming fish with 'forked-tails'	
Animals that are slow swimming fish with C-shaped 'paddle tails'	
Animals that are medium swimming fish with T-shaped tails	
Animals that have spines located at the base of their tails	
Animals with vertical stripes	
Animals with a star-shaped body	
Animals that only eat plants	
Animals that have feathers	
Animals that can 'puff-up' when alarmed	
Animals that are predators	
Animals with a projecting snout	

You will:

- * sort and classify animals
- * learn about some of the animals on the Great Barrier Reef

Which classification title has the most animals?

Which has the least?

Now make up your own classification quiz by putting headings of animal habitats (where they live) in the left column and matching them with your own selection of animals.

Habitat	Animals



activity sheet 16

.....
read all about it!

Imagine that Nemo has made headline news by doing something wonderful, courageous and wise. It can be anything you like, as long as it shows how spirited, adventurous and sensitive Nemo is. The adventure can take place anywhere in the world, in a made-up place or your hometown, as long as it is in a watery environment.

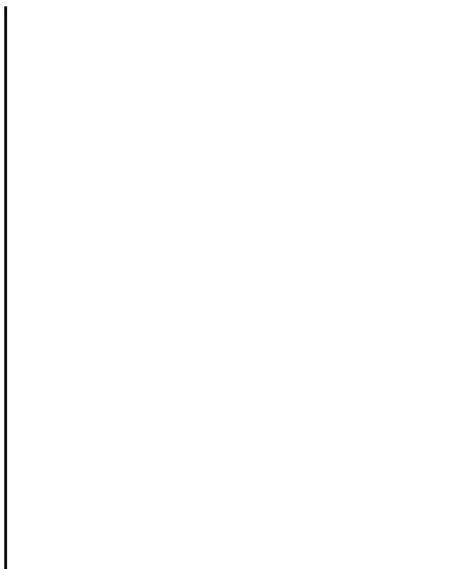
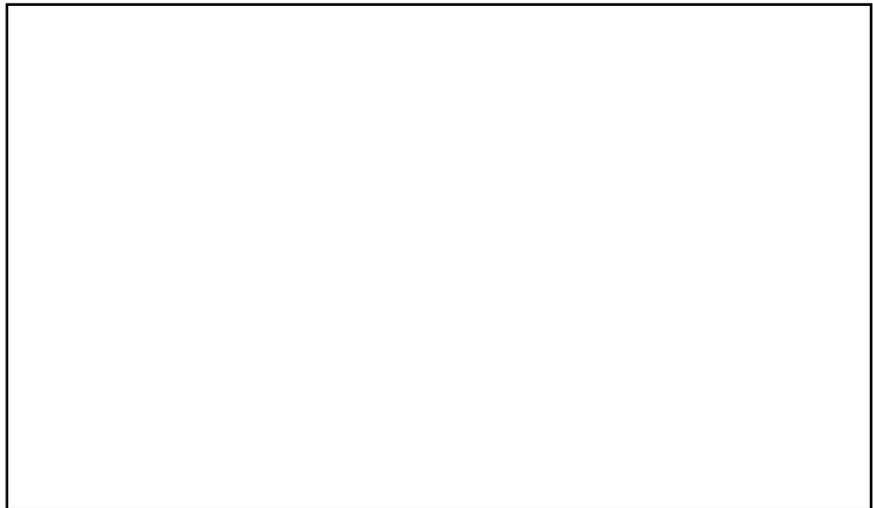
Write his story on the front page of the newspaper below and make sure you draw a picture of Nemo's adventure in the box provided.

You will:
✳ write and illustrate a newspaper article on Nemo

CITY GAZETTE

THE WORLD NEWS TODAY

READ ALL ABOUT IT!



activity sheet 17

.....
Speak easy

If you think about it carefully, the way the humans and animals speak in the film **Finding Nemo** tells us what their characters and personalities are like. Nemo's voice is determined and curious, just like his personality. Peach's voice is relaxed and direct and so is she! Dory's voice is thoughtful, genuine and fun - and she enjoys having lots of fun.

Think back to the voices in the film and describe the similarities in the personalities and voices of these characters.

Characters	Description
Marlin 	
Bruce 	
Gurgle 	
Jacques 	
Bloat 	
Deb 	
Bubbles 	
Nigel 	
Gill 	



activity sheet 18

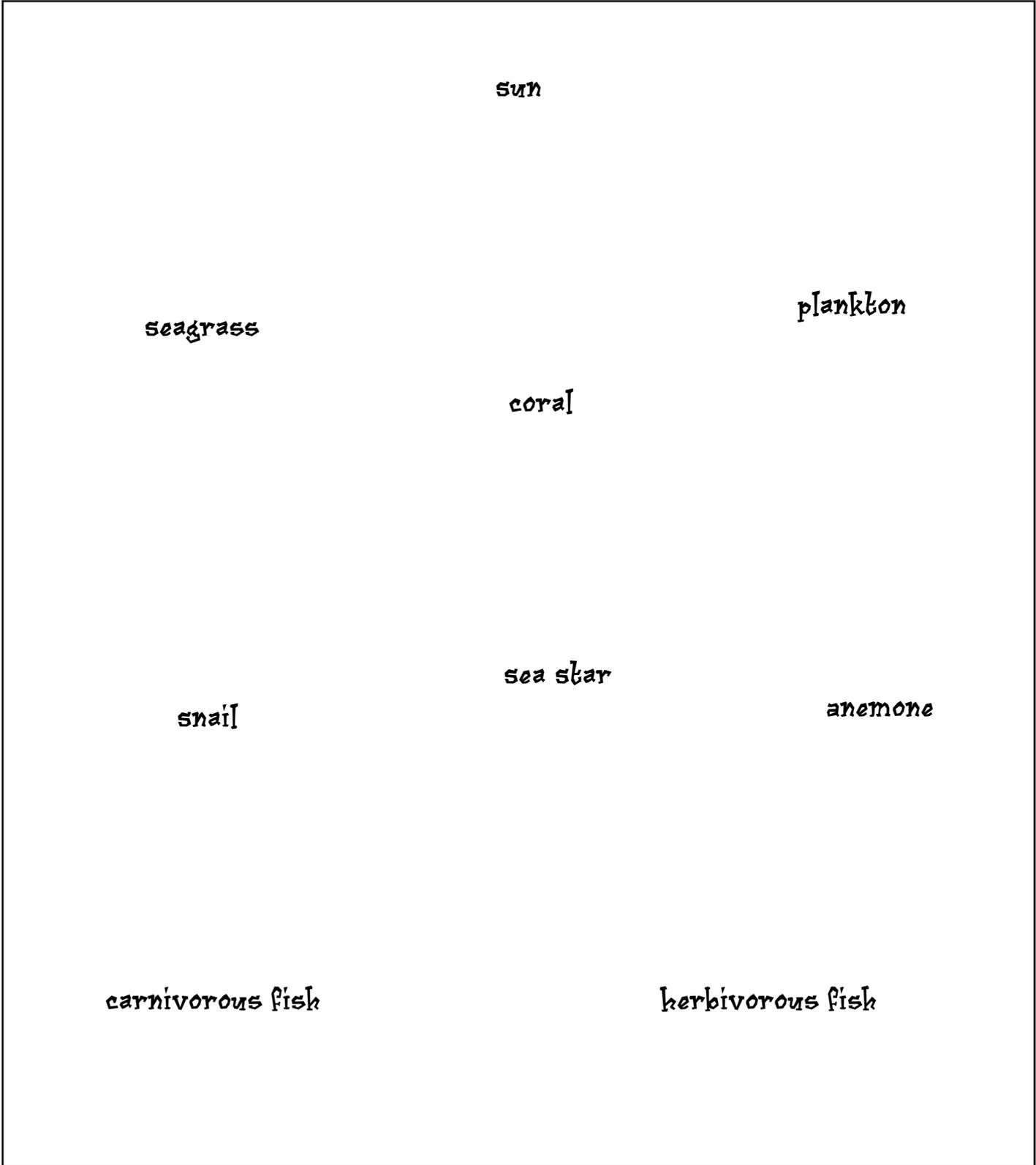
dinner time

All animals have to eat in order to survive. Some eat only one type of food, whereas other animals eat a variety of different foods. Most reef fish are omnivores – which means they eat both plants and animals.

Construct a food web using these sea life names. Write the names down on a page, spacing them out so that you can draw arrows between them to show who eats who! Use the information on www.reefed.edu.au to help you.

You will:

- * construct a food web



activity sheet 19

the tank gang's diversity

We all see the world differently, just like many of the Tank Gang characters. Usually, we only take notice of what is important to us, or what affects the way we live.

Give each Tank Gang member a 'label' from the list below:

- | | | | | |
|---------------|---------------|----------|---------------|------------|
| loving | caring | angry | disadvantaged | strong |
| bitter | knowledgeable | nervous | forgetful | reliable |
| highly-strung | supportive | daring | gossiper | determined |
| planner | worker | involved | loathing | |

Note: You do not have to use all of the labels if you think that some do not match the characters. You can use a label more than once.

Characters	Label
Nemo 	
Gurgle 	
Peach 	
Jacques 	
Bloat 	
Deb 	
Bubbles 	
Gill 	
Crush 	



You will:

- * explore and question your own attitudes and ideas
- * describe the characters

activity sheet 20

thinking about learning

You will:

- * think about what you have learnt and present your ideas in writing

One important thing I have learned from viewing **Finding Nemo** is...

because...

The thing I enjoyed most about the film was...

because...

I think I am the sort of friend who...

because...

One thing I need to work on as a friend is...

because...

Rate yourself on the following, using a scale from 1 to 10.

- * I work cooperatively with others _____
- * I work independently _____
- * I contribute ideas _____
- * I am a good friend _____

