


Disney • PIXAR

# FINDING NEMO



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# JR.



Educational  
Teaching Guide

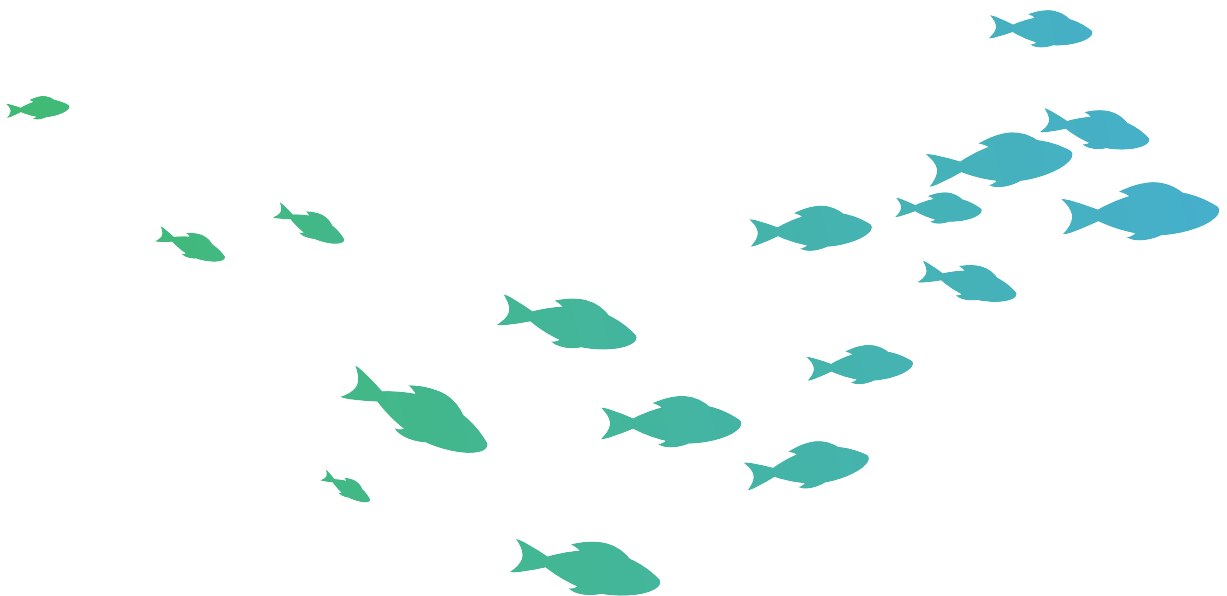
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# Introduction

Disney and Pixar's *Finding Nemo JR.* is a 60-minute adaptation of the beloved 2003 Pixar movie, with new music by award-winning songwriting team Kristen Anderson-Lopez and Robert Lopez.

Marlin, an anxious and over-protective clownfish, lives in the Great Barrier Reef with his kid Nemo, who longs to explore the world beyond their anemone home. But when Nemo is captured and taken to Sydney, Marlin faces his fears and sets off on an epic adventure across the ocean. With the help of lovable characters such as optimistic Dory, laid-back sea turtle Crush, and the supportive Tank Gang, Marlin and Nemo both overcome challenges on their journey to find each other and themselves. Featuring memorable songs such as "Just Keep Swimming," "Fish Are Friends Not Food," and "Go With the Flow," *Finding Nemo JR.* brings a vibrant underwater world to life on stage in a story full of family, friendship, and adventure.



# Theatre Etiquette

One aspect of theatre that makes it so unique is that it is a community event involving not only the actors on stage, but everyone watching the play as well. As a part of this experience, it is essential to be a respectful part of the crowd. There are many ways to be a good audience member!

Turn off all electronics before the performance starts. Phone calls or notification sounds can be distracting not only for those around you watching the show, but also for the actors who are performing. Bright screens can be a distraction, too. It is best to shut off any phones, tablets, or cameras so that there is no risk of them turning on, making noise, or causing any other kind of distraction.

Pay attention to when the lights dim. Before the play begins, the lights in the house will slowly dim for a moment. Don't be alarmed! This is perfectly normal, and is actually a signal to the audience members. By dimming the lights, they are letting you know that the performance is about to begin. So, try to bring any conversations with your neighbors to a close and prepare to enjoy the show!

Do not talk with your neighbors during the show. It is alright for you to react when the performance draws out emotions from you. The actors love to hear your reactions, so feel free to laugh, cry, sigh, or gasp. However, do not talk with your neighbors during the play. It is incredibly distracting and will cause those around you to get distracted.

Remain in your seat during the show. When the show is occurring, the audience is expected to stay seated. Getting up suddenly can become a distraction, as can opening any doors to enter or exit the theater. Try to use the restroom before or after the show.

# Activities

## You Think That You Can Do These Things

**TIME:** 45 minutes

**MATERIALS:** Copies of script excerpts, paper, and pencils

By analyzing scenes of *Finding Nemo Jr.*, students will explore the learn how to break down a scene, explore the parent-child relationship of Marlin and Nemo, and create tableaux to embody character relationships.

**READ ALOUD:** (1 minute)

In *Finding Nemo JR.*, we meet a father and child pair named Marlin and Nemo. For much of the musical, they cannot see eye to eye. It's only after they are separated and each have their own underwater adventure that they understand each other a bit better. Today, we'll conduct script analysis to foster a greater understanding of how their relationship evolves.

**WARM-UP:** (9 minutes)

1. To introduce your students to the themes present in *Finding Nemo JR.* and begin developing a movement vocabulary, lead your students through the following "personal statues" game.
2. Share with students that you are going to call out a word or phrase and they should strike a pose that embodies that word or the feeling they associate with it. Your facilitation could sound like this:
  - When you think of the word "love," how does it make you feel?
  - Strike a pose that embodies "love" in 3...2...1...

3. Repeat the above prompt using the following words:

- Home
- Friendship
- Independence
- Trust
- Fear
- Disagreement
- Understanding

4. As you complete the warm-up, observe what you see (e.g., “I see a lot of smiles”, “I notice everyone’s posture turned inward”).

5. Invite students to keep these ideas and associated poses in mind throughout the lesson.

**HOOK:** (15 minutes)

1. Distribute copies of the Script Excerpts.

2. Begin by reading aloud the character descriptions for Marlin and Nemo and facilitating a brief discussion:

- What do we know about Marlin?
- What do we know about Nemo?
- What do we know about their relationship?
- Based on what we know, what conflicts do you think may come up in this parent-child relationship?

3. Next, explain that you’ll be reading two scenes from *Finding Nemo JR.* and conducting script analysis. Explain that one scene is near the beginning of the story and the other is near the end of the story. You’ll need readers for the following characters/roles:

- **First scene – “You Can’t!”:** Marlin, Nemo, stage directions (these are notes from the author to the actors, written in italics)
- **Second scene – “You Can!”:** Moonfish, Dory, Marlin, Nemo

4. Explain that the text written in all caps is lyrics to a song but that students can simply read it like dialogue for this activity.

5. After reading the first scene, guide students through the prompts in the callout box at the top of the scene:

- **WHO:** (who is in the scene?) You can share that while we only see dialogue between Marlin and Nemo, Nemo's classmates and teacher are also in the scene observing the interaction between Marlin and Nemo.
- **WHAT:** (what is going on in the scene?)
- **WHERE:** (where do we think this scene is happening?)
- **WHEN:** (when do we think this scene is happening?) After hearing some guesses, you can share that this scene is happening at the beginning of Nemo's first day of school.
- **WHY:** (why do we think this scene is happening?) You can encourage students to think more deeply by asking what the conflict between Marlin and Nemo is and why this might be important to the story.

6. Next, read the second scene and then guide students through the prompts in the callout box at the top of the scene:

- For the **WHY** prompt, encourage students to dig even deeper by asking what changes students notice between Marlin and Nemo.

**MAIN ACTIVITY:** (15 minutes)

1. Divide the class into groups of 5 and explain that now students will have the opportunity to bring their script analysis to life.

2. Remind students of the warm-up and how they used their bodies to communicate a feeling. Share that now students are going to build on their work of creating personal statues to create tableaux, which are frozen group pictures that tell a story.

3. Invite the groups to select who from their group will portray Marlin and Nemo. The remaining students will make up the other characters present within the scenes. For the first scene, that's Nemo's classmates. For the second scene, that's Dory and the Moonfish.

4. Explain that the groups will create two tableaux, one for each scene. The goal of the tableau is to communicate what's happening in the scenes and, specifically, the relationship between Marlin and Nemo. Encourage groups to consider how they can make it clear to an audience who each of the characters in the tableau is and how they feel about what's happening.

5. Once groups have developed their tableaux, pause the group and add one additional challenge. Ask students to consider once more what changed in Marlin and Nemo's relationship between the two scenes. Invite the groups to develop a transition from the first tableau to the second tableau that illustrates that change. Students can use sound and movement to communicate this change as they move from the first tableau to the second.

6. Invite each group to share their tableaux with the transition with the class. Always encourage the rest of the class to support their classmates with applause and praise after they share their work.

### **Access Check**

While your students are creating their tableaux together, be sure to encourage respect and consent in any physical touch between students.

### **REFLECTION:** (5 minutes)

Facilitate a brief discussion using the following prompts:

- What are some differences you noticed between each group's performances?
- What might this tell us about theatrical interpretation?
- What did you learn about script analysis today?
- Does anyone relate to the scenes or themes we explored? How and why?



# Go With the Flow

**TIME:** 45 minutes

**MATERIALS:** Video or other resources to learn about ocean currents

Students will learn about oceanic currents and how they stitch together all the oceans of the world, translate the concepts of the connective currents into movement, and work as a team to achieve a goal.

**READ ALOUD:** (1 minute)

*Finding Nemo JR.* takes place in the ocean, and the characters rely on oceanic currents to travel great distances throughout the show. Today, we'll explore currents and translate them into movement.

**WARM-UP:** (5 minutes)

1. Find or clear an open space in the room and invite students to join you in the open space. Facilitate a very brief discussion using these prompts:

- What do you know about oceans?
- How does the water in the ocean move?
- What words would you use to describe those movements?

2. Ask students to find a partner and then determine who will be Person A and who will be Person B. Explain that in pairs, they will now do a mirroring exercise. Person A will lead first and initiate movement that Person B will mirror. Remind students of the words they used to describe ocean movement and encourage students to embody those oceanic qualities in their movement.

3. After about a minute, encourage students to switch so that Person B is leading.

4. Allow the pairs to switch a couple of times and then encourage the pair to try moving as one without either of the pair leading.

**HOOK:** (9 minutes)

1. Invite students to return to their seats as you transition into learning about ocean currents.
2. Ask students to share anything they may know about currents. If necessary, you can describe currents as the motion of the ocean.
3. Share a short video (approximately 4 minutes) on ocean currents with your class. You may use a preferred video that you research on your own, or you can use this video that was available to the public at the time of this publication:  
<https://education.nationalgeographic.org/resource/ocean-currents-and-climate>
4. Reiterate a few main points about currents for your students:
  - Currents are driven by three global forces: 1. Tides, 2. Wind, 3. Heat and salinity (sea salt).
  - Changes in heat and salt content change the density of ocean water, which then shifts the movement of the water.
  - Some examples of major currents in our oceans: The Gulf Stream (south of Florida) and the Kuroshio Current (east coast of Japan).
5. Invite students back into the open space and share that you're now going to explore those changes in ocean density through movement. Explain that to do this, you will play a call-and-response game using the following prompts:
  - When I say "cold," you say "low" and move your body low toward the ground.
  - When I say "warm," you say "high" and move your body high into the air.
6. Practice the prompts a few times until students have mastered the prompts. Encourage them to incorporate the oceanic movement qualities they explored before.
7. Now, ask students to raise their hands if they were Person A in the warm-up. Do the same for Person B. Explain that when you say "go," the As will sink low to the ground and then rise high while the Bs will rise high first then sink low to the ground. Say "go" and watch as the group begins to embody the rise and fall of ocean water. Encourage them to keep those waterlike movement qualities and even add oceans sounds if they'd like.

## Access Check

In the warm-up and hook, encourage students to participate in the way that is most comfortable to them. If needed, encourage them to have conversations with their partner about any necessary boundaries.

### MAIN ACTIVITY: (20 minutes)

1. As your students rest from the previous activity, share a few more facts about currents:
  - Ocean currents are pathways in the sea that help move migrating species from habitat to habitat. Many larger sea creatures, like sharks, whales, and sea turtles, travel the ocean currents in order to feed and reproduce.
  - Smaller creatures sometimes follow these bigger creatures to hitch a ride on these sea highways. They do this for protection and for food! Smaller animals cling to the skin of larger creatures in order to gobble up food scraps and dead skin. This is a symbiotic relationship from which both animals benefit.
2. Share that in *Finding Nemo JR.*, some of the characters travel along the East Australian Current (EAC):
  - The EAC is a real ocean current on the east side of the Australian coast that flows in a southward direction from the Great Barrier Reef.
  - The EAC is used to transport turtles between habitats.
  - In *Finding Nemo JR.*, the characters of Marlin and Dory hitch a ride along the EAC with the sea turtle Crush's family.
3. Next, invite your students back into the open space and explain that as a group, they are going to create a moving current.
4. Invite or select 10 students to participate in the activity first. The remain can watch until it is their turn. Gather the 10 students into a clump, all facing one direction, within the open space.

5. Invite the group of students to imagine they are an ocean current, ebbing and flowing together. The goal of the current is to move together as one, just as we did in the warm-up mirroring activity. This group activity is called flocking:

- Identify one member of the group, or yourself, as the leader.
- The leader should move slowly, experimenting with all of the movements previously explored, including rising high and sinking low. The rest of the group should mimic the leader's movements exactly.
- When the leader is ready, they should change the direction of the group to face a different side of the room. Whoever is at the front of the clump is now the leader of the "flock."
- Encourage the group to imagine these changes in direction as the moving pathways of the current.

### Access Check

Always remind your students that the goal of flocking is to move as one. Not one student should be left behind, which means that the leader should not intentionally perform movements that would discomfort others.

6. Once the group has successfully changed directions multiple times, share that it's now time for a challenge. Ask for three volunteers who are comfortable moving separately from the flock. Once identified, assign the volunteers the characters of Marlin, Dory, and Crush. Crush should be moving within the flock, "riding" the current. Marlin and Dory should start outside the flock and join Crush in "riding" the current. Encourage them to be creative and keep in mind that there is no wrong answer.

7. Repeat the activity a few times until everyone in the class has a turn being a part of the current or one of the solo characters.

### REFLECTION: (5 minutes)

Facilitate a brief discussion using the following prompts:

- What have you learned about ocean currents today?
- How might a choreographer use currents to create the dances for a show?
- How did it feel to move together as a team?

# Learning Standards

## You Think That You Can Do These Things

### **Reading Literature**

RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.

RL.3.3 - Describe how characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

### **Comprehension and Collaboration**

SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.2 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

## Go With the Flow

### **Earth and Space Science**

E.3.9 - Students will demonstrate an understanding of how the Earth's systems interact in multiple ways to affect Earth's surface materials and processes.

E.3.9.3 - Use graphical representations to communication the distribution of freshwater and saltwater on Earth (e.g., oceans, lakes, or rivers).

### **Theatre**

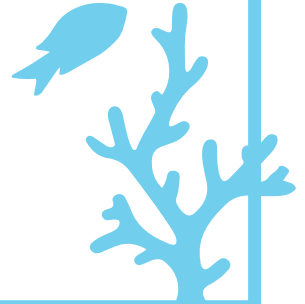
TH:Cn10.1.PK - Students will synthesize and relate knowledge and personal experiences to make art.

# You Think That You Can Do These Things

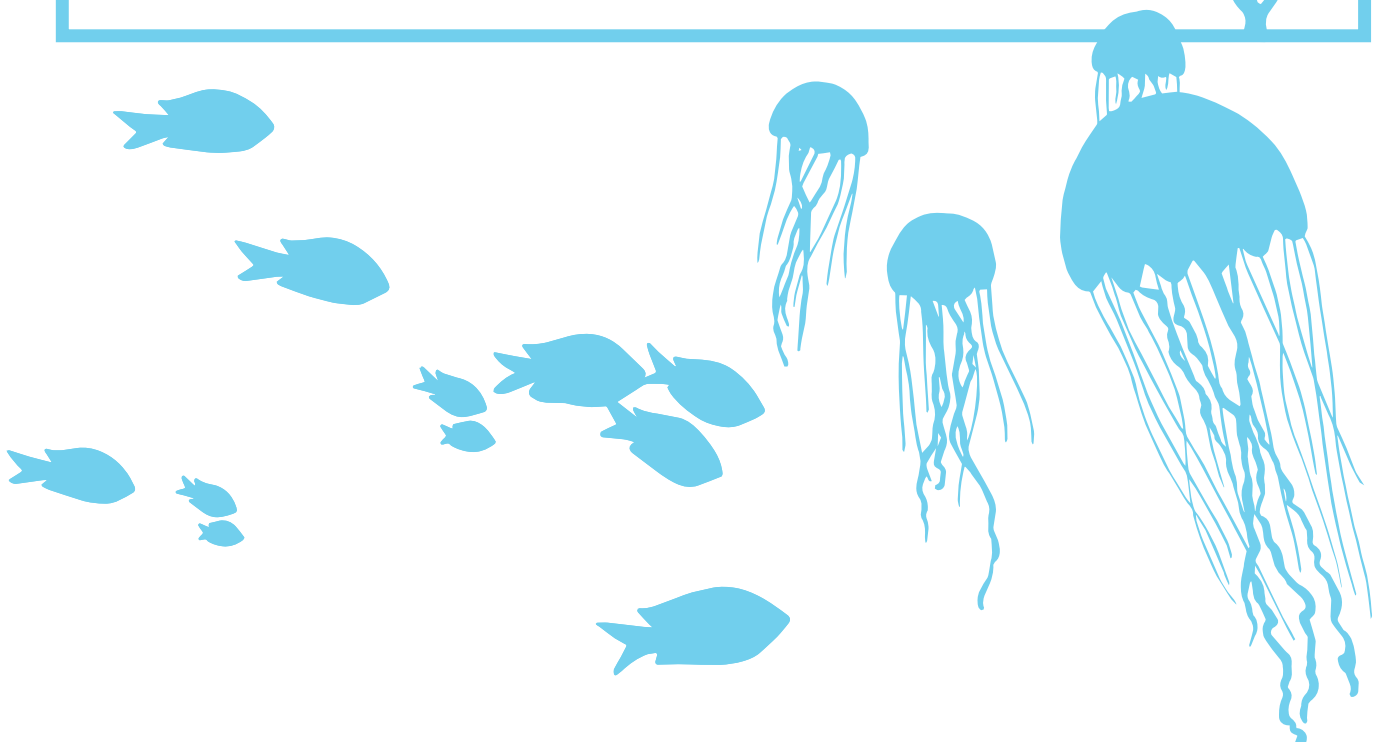
Script Excerpts

## CHARACTER DESCRIPTIONS

**MARLIN:** an anxious clownfish and Nemo's overprotective father, who, after the tragic death of his wife Coral, prefers the safety of his anemone to the frightening unknowns of the open ocean. Forced to travel across the sea in search of Nemo, Marlin develops the courage to face the unpredictable ocean and the wisdom to trust others – including his own kid.



**NEMO:** a curious young clownfish who brims with 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 – Nemo quickly learns that the world possesses incredible dangers in addition to the promise of big adventures. By making new friends, finding strength within, and practicing teamwork, Nemo transforms into a capable and brave leader, able to self-advocate and take on challenges big and small.



# “YOU CAN’T!” SCENE

(excerpted from Finding Nemo JR.)

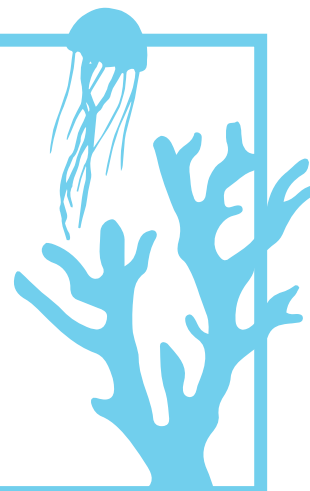
**WHO:**

**WHAT:**

**WHERE:**

**WHEN:**

**WHY:**



*(MARLIN enters, distressed and frantic, and begins scolding NEMO. TAD, SHELDON, and PEARL quickly swim back to safety.)*

**MARLIN**

NEMO! NO! YOU CAN'T BE ANYWHERE NEAR HERE!

**NEMO**

I wasn't gonna—

**MARLIN**

YOU'RE TOO LITTLE! I WAS RIGHT!  
WE'LL TRY SCHOOL AGAIN NEXT YEAR.

**NEMO**

But Dad!

**MARLIN**

YOU KNOW THAT YOU CAN'T SWIM WELL

**NEMO**

I can!

**MARLIN**

NO, YOU CAN'T! NOW, COME ALONG!  
YOU THINK THAT YOU CAN DO THESE THINGS  
BUT YOU ARE WRONG!

**NEMO**

I hate you.

# “YOU CAN!” SCENE

(excerpted from Finding Nemo JR.)

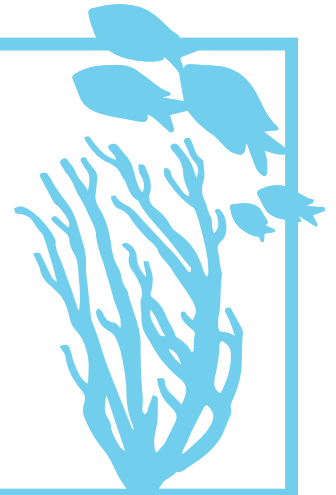
**WHO:**

**WHAT:**

**WHERE:**

**WHEN:**

**WHY:**



**MOONFISH**

Watch out! There's a net! Swim away! Swim away!

*(DORY and the MOONFISH are caught in a giant fishing net.)*

**DORY**

Help! Help! Get us out!

*(NEMO studies the net, swims towards it, and looks for a way in. MARLIN grabs NEMO.)*

**MARLIN**

NEMO, YOU GET BACK HERE!

**NEMO**

I KNOW WHAT TO DO! WE HAVE TO SAVE DORY!

**MARLIN**

I HAVE TO THINK OF YOU!

**NEMO**

BUT I'M SMALL ENOUGH TO GET IN THERE!  
DAD, I HAVE A PLAN!

**MARLIN**

YOU THINK THAT YOU CAN DO THESE THINGS BUT...

*(catches himself)*

I know you can.

**NEMO**

We have to break the net! Tell everybody to swim down!  
TOGETHER, SWIM DOWN TOGETHER

*(NEMO swims into the net.)*

**MARLIN**

You heard my kid!



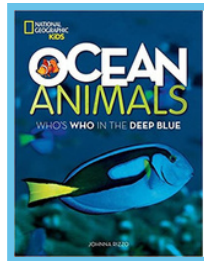
# Oceans: Further Reading



Dive deeper into the big blue world! Below is a list of resources to help you and your cast explore the vast underwater environment of *Finding Nemo JR.* From sharks and sea turtles to currents and conservation, this collection from National Geographic Kids encourages you to discover more about the extraordinary ocean ecosystem that Nemo, Marlin, and Dory call home.

## [Ocean Animals: Who's Who in the Deep Blue](#)

Meet the real underwater critters from *Finding Nemo JR.*, including the blue tang fish and clownfish. (Ages 8–12)



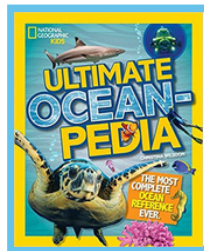
## [Weird But True! Ocean](#)

Glimpse the ocean's weirdest wildlife, uncover shocking shipwrecks, and meet sensational seafarers in this book filled with 300 wacky facts and pictures. (Ages 8–12)



## [Ultimate Oceanpedia: The Most Complete Ocean Reference Ever](#)

From tsunamis and sea turtles to riptides and reefs, learn all about the creatures, science, and ecology of our oceans. (Ages 7–10)



## [Captain Aquatica's Awesome Ocean](#)

Take to the seas with marine conservationist and shark researcher Captain Aquatica and her hammerhead shark sidekick, Fin, to explore the ocean's wettest and wildest depths! (Ages 8–12)



## [Can't Get Enough Shark Stuff: Fun Facts, Awesome Info, Cool Games, Silly Jokes, and More!](#)

The perfect combination of facts, stories, and photos all about the ocean's most fascinating predator. (Ages 7–10)



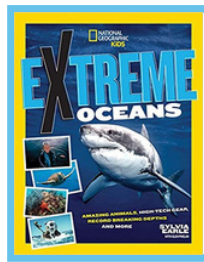
## [The Ultimate Book of Sharks](#)

Join this amazing underwater adventure to track the sharks of the world, from the teeniest dogfish to the feared great white. (Ages 8–12)



## [Extreme Oceans: Amazing Animals, High-Tech Gear, Record-Breaking Depths, and More](#)

Discover the most outrageous aspects of the deep blue in this action-packed combination of science and adventure. (Ages 8–12)



## [Mission: Shark Rescue: All About Sharks and How to Save Them](#)

Meet real-life sharks and learn about their habitats, challenges, and successes, plus ways you can help save these amazing endangered creatures. (Ages 10–14)

