**Part 1 - Stinky Fish**

**Step 1:** Tell students: “For each of us, there are things in class that keep us from feeling safe or respected, enjoying our time here and learning.”

**Step 2:** Take out the Stinky Fish sheet.

**Step 3:** Ask students to identify the things that get in the way of learning or feeling safe. Write these on the lines of the fish bone. Add some of your own thoughts.

**Step 4:** Once you’ve filled out your Stinky Fish, now it’s time to get agreement and commitment. For older students, ask: “Can we all agree we don’t want these behaviors in class? Can we agree we will all do our best not to do these things?” If everyone agrees, ask each student to sign the Stinky Fish sheet.

For younger students, you can be more dramatic and ask: “How does a dead fish smell? (Stinky! Smelly!) Do we want these behaviors in our class? Can we agree we will all do our best not to do these things?”

**Part 2 - Fresh Fish**

**Step 1:** Take out your Fresh Fish—Behaviors that Work for Everyone sheet. Say: “Now that we’ve identified what doesn’t work for us, let’s identify behaviors that do work.”

**Step 2:** Ask students to list positive behaviors that are the opposite of the behaviors written on the bones of your Stinky Fish diagram. Write these on the lines of your Fresh Fish sheet.

Stinky Fish example: Interrupting
Fresh Fish example: Waiting for people to complete their thoughts.

**Step 3:** Once you’ve found a positive alternative for all or most of the Stinky Fish behaviors, say: “Thank you for your help. We’ve worked together to figure out the kind of behaviors that will make our classroom a great place for all of us.”

**Step 4:** Ask: “Can we all agree that we will do our best to practice these behaviors?” Ask everyone to sign the list as part of their commitment.

**Step 5:** Keep the Stinky Fish and Fresh Fish lists. Refer to them when necessary to remind students of behaviors that the class (and individual student) agreed did not work, pointing them to the positive choice.
STINKY FISH!