
EDUCATIONAL KIT

Mr. Goodfish Campaign



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“EDUCATIONAL KIT MR. GOODFISH CAMPAIGN”

PRELIMINARY REMARKS

Introduction

Mr. Goodfish is a campaign on the sustainable consumption of seafood products, launched under the umbrella of the **World Ocean Network**, by three aquariums: **Nausicaa - Centre National de la Mer**, in France, **the Acquario di Genova** in Italy and **the Aquarium Finisterrae** in Spain.

Among the different activities and undertakings at various levels (more info on www.mrgoodfish.com), the campaign aims to sensitize the young generation too.

For this purpose the **“Mr. Goodfish Educational Kit”** has been made in order to involve schools in the Mr. Goodfish campaign educational project.

This educational kit faces the need to inform and educate new generations, the adults of tomorrow, to a **sustainable seafood consumption** in order to mitigate environmental impacts resulting from today's consumption habits and fishing practices.

The distortion of the market, which increasingly requires only a few species due to the simplification of supply chains and consumer's simplistic orientation, does not take into account the wide variety of seafood resources that the marine environment daily offers to the fishing nets. This is creating an

unbearable pressure on a number of species of high commercial interest, with a direct impact on fished stocks.

This way a potential source of food and profit becomes a huge waste of resources and an unnecessary impact on fish stocks. The crisis, occurred in rapid succession, of the stocks of tuna, turbot, eel, redfish, prawns, sole, rays, hake, swordfish, sailfish, flounder, monkfish and Atlantic salmon, and the decrease in the average sizes of the specimens as well, are clear and alarming warnings that require a change in seafood consumption habits.

To avoid fishery wastes and the depletion of fish stocks, beside an improvement on the selectivity of fishery techniques, each of us should then learn to discover, appreciate and buy species whose stocks are in good health, such as those suggested by Mr. Goodfish campaign.

Mr. Goodfish has got a very unique **positive approach**. He does not forbid us, but he rather recommends the seafood products whose stocks are not in danger and that consumers can buy or eat “without moderation”, without putting stocks at risk.

These species are chosen, four times a year on a **local and seasonal** basis by a Committee of experts including a representative from the



fishing industry, a scientist, a representative from the retail sector and a scientist from the World Ocean Network.

The various species recommended by Mr.Goodfish are an example of the wide variety of "alternative" seafood resources and aim to raise the consumer's curiosity in discovering those delicious treasures hidden in the fish markets' stalls.

The discovery will surely be amazing!

The virtuous circle wished for the near future will necessarily show consumers asking the market a wide variety of seafood resources, sellers providing more species knowing that they will find consumers interested in buying such seafood resources, wholesalers asking the fishermen to capture more species as well, knowing that fishmongers will have no troubles to sell that seafood and, at the end, fishermen will thus be able to avoid to discard some species, knowing that, finally, the wholesalers will buy and resell them to fishmongers since the consumers will appreciate them.

Only then, the pressure on the major commercial species will decline and, at the same time, our seafood consumption habits certainly will be enriched with new and delicious tastes and flavours.

Mr.Goodfish educational kit use suggestions

The Environmental Education projects include a very complex articulation of themes and activities, which cross over and complement each other during the whole school term.

It is for this reason that we have chosen to structure the "Mr.Goodfish Educational Kit" per **Modules** facing general topics, in order to help the teacher to plan the development

of the whole project in its whole complex, giving him/her the opportunity to choose each year the activities that better suit the students' learning capabilities.

Every single topic can also be expanded on different levels and in different years; this allows the students to acquire new elements with each following step, as well as data processing and considerations increasingly more complex and articulated. Therefore, by increasing the information complexity in parallel with the different themes tackled, the links among them become more "natural" and of immediate comprehension.

The teacher, by having a clear picture of the project overall plan since the beginning, can then schedule all the activities within one or more school years, bearing in mind the need to adapt such programme according to the class and individual students' feedback during the learning process.

Lastly, the educational challenge (undoubtedly not easy) consists in monitoring not only knowledge improvement, but also values, behaviours and attitudes which contribute to shape the youngsters of today or, better, tomorrow's adults.

Instruction for use

The educational Kit "Mr Goodfish" is arranged in **MODULES**, each one organized as per the following scheme:

MODULE		
TEACHER'S GUIDE		STUDENTS' FACT SHEETS
Module map & Didactic instructions	Inserts	

The **"TEACHER'S GUIDE"**, to be used by the teacher, provides all tools to develop the various didactic paths and activities with the students, to whom the didactic fact sheets are dedicated.

More specifically:

- In the **"Module map & Didactic instructions"** purposes, aims, objectives, contents and strategies which more specifically make up the didactic part of the path are shown.

As it is customary to do in didactic, the crucial and problematic aspects of each theme on hand are also highlighted: for example, reference is made to what was previously carried out, or to the student's every day life.

- In the **"Inserts"**, some technical or scientific aspects linked to the reference module are introduced. In any case, the insert does not mean to exhaust the subject on hand; the aim is to give the teacher the opportunity to gather some useful information and cues to better develop the activities.

Should you wish to expand further on the subject, you can use specific text books and references cited in the **"Bibliography"**.

The **"FACT SHEETS"**, for the student's use, can be photocopied and used by the pupils during the various activities. More precisely, for each module the following types of fact sheets are included, distinguished as follows:

- **S (Survey)**, verification fact sheets of the knowledge/pre-knowledge, through students' interviews.
- **R (Research)**, data gathering fact sheets, through different research activities (on the Internet/in the library or during on field

excursions), illustrated each time by the teacher's guide.

- **E (Experience/processing)**, experience/data processing fact sheets through different activities illustrated each time by the teacher's guide.

- **T (Test)**, learning check fact sheets.

Educational method, aims and approach

The method used has a fundamental importance in reaching the educational goals of this project. The basic philosophy of the whole project consists of the **knowledge build-up achieved at first hand** by the student **through direct experimentation and data processing**: one often learns more by reasoning than studying!

These principles, on the other hand, are the foundations for the **development of sustainable and aware behaviours** towards the environment; they represent the essential aim of the Environmental Education. It is clear how, in order to understand the effects of human activities on the environment, in this case fishing and aquaculture, it is first of all required to develop the ability to "read" the complex systems: at first by telling apart the ecosystem single elements and then by identifying their mutual relationships.

The **constructivist approach** given to the whole work is then realized with concepts "stratification", through gradual steps, starting from the terminology sharing, information research, hypothesis formulation and identification of correlations by each student.



In order to enable the knowledge build-up, various activities are introduced (to which the fact sheets refer to), which allow the teacher to evaluate the “pre-knowledge” first and then the students’ learning and, on the other hand, it enables the pupils to learn through many different direct and field activities.

More specifically, the activities included in this project, which the fact sheets refer to, are as follows, to be done in the order reported here below.

Pre-knowledge assessment

At the start of each module, children are asked to answer some general questions; the answers will give the teachers an idea of the children past knowledge and preconceptions, with regard to the different tackled subjects, with the aim of bringing up the subjects again.

Research

The children are asked to search for information in an active way, through different tools or experiences, aimed at finding in a direct way data on which to build their knowledge.

Experience/processing

Through various experiences, the pupils are asked to revise the data previously gathered and to formulate questions and hypothesis with a subsequent development of the deductive capabilities.

Test

Various types of check activities are proposed at the end of each module, in order to evaluate the children learning.

For the activities performance, we suggest

inviting (and supporting) your pupils to use as well as the traditional methods, the **more modern information and communication tools**. At the end of each activity, we also ask you to leave a gap for **comparison and dialogue among the students**; we think that this a fundamentally important aspect as a growth element and an opportunity of further learning for the children.

This project has an **interdisciplinary** approach, entailing links among the numerous topics, such as biology, zoology, ecology, geography, history, arts, law, dietary education, maths etc...

Lastly, may we remind you not to overlook pupils’ behaviours, attitudes and approach towards the species or the environment they are working on. Keep on checking what worth, importance and respect your students give to the species and to the topics, as they are encountered and tackled.

We think that these elements are fundamental for the educational process purposes and that it is important to keep monitoring such aspects: beginning to understand which human interventions, positive or negative, affect the environment means, first of all, starting from ourselves and our relationship with what is around us.

The pupils must understand that anyone of their actions has an impact on the environment and it can have unforeseeable consequences. The awareness of being an integrating part of the environment is vital to start a correct approach towards an Environmental Education process.

Educational kit contents



overview

More detailed and specific information about methods, educational aims and didactic experiences are shown at the beginning of each module, in the teacher's guide, marked as "Module map".

Hereunder are briefly listed the subjects dealt within the various Modules and the relevant didactic goals:

Module 1

The sea as an ecosystem.

Aim: Understanding the meaning of a balanced ecosystem, relationships among species and between the environment.

Module 2

The sea as a food resource for Humans.

Aim: understanding of the nutritional importance of fish resources and the necessary changes of the consumption habits of these resources.

Module 3

The exploitation of the seafood resources: fishery and aquaculture.

Aim: understanding of the different exploitation methods, production and management of the seafood resources and the environmental impacts of such activities.

Module 4

Seafood as an economic product.

Aim: understanding the importance and the state of the fishery economy at the world level.

Module 5

The sustainable consumption: Mr.Goodfish

campaign.

Aim: discover the mission, the contents and criteria of Mr.Goodfish campaign, for a sustainable consumption of the fish resources.

...HAVE FUN AND ENJOY THE EXPERIENCE!