

## Ocean-to-Plate Assembly Notes

Year group	Years 1-6
Key Words	<i>Sustainable, overfishing, bycatch, stewardship, responsible, impact, ecosystem</i>
Key topics and concepts	<ul style="list-style-type: none"> <li>• Health, wellbeing and personal development</li> <li>• Our responsibilities and how people can help protecting the world's oceans</li> <li>• Making choices and preparing to play an active role as citizens</li> <li>• Knowledge and understanding of communities around the world</li> <li>• Sustainability</li> </ul>
Curriculum links	Science, PSHE, Geography
Assembly length	10-15 mins

### Aims of the Assembly

The purpose of this assembly is to encourage children to think about fish and seafood and where it comes from. The assembly teaches pupils about the origins of seafood, the health benefits and how our seafood is caught. It highlights the journey from ocean to plate with the aid of Murdock the cat - protector of the oceans and fishermen's friend - who takes everyone out for a spot of fishing.

Whilst covering the key learning topics listed in the table above, the assembly aims to highlight the careful balance that fishermen must manage in order to ensure that there will be plenty of fish left to maintain healthy populations as well as to protect the marine environment. Pupils are introduced to the concept of 'sustainability'.

### About the Marine Stewardship Council (MSC) and Fish and Kids

The MSC is an international non-profit organisation. Our vision is for the world's oceans to be teeming with life, and seafood supplies safeguarded for this and future generations. Our ecolabel and certification programme recognises and rewards sustainable fishing practices and is helping create a more sustainable seafood market.

The MSC ecolabel on a seafood product means that:

- It comes from a wild-catch fishery which has been independently certified to the MSC's science-based standard for environmentally sustainable fishing.
- It's fully traceable to a sustainable source.

Fish and Kids is the MSC's education programme, which provides key stage 1 and key stage 2 resources for teachers as well as dining hall learning assets. The Fish and Kids resources aim to teach children about our oceans, habitats and of course where the fish in their food comes from.

## Ocean-to-Plate Assembly Notes

Please note the presentation is photo heavy to help prompt discussion and ensure learning is easy. As a result, there are a total of 19 slides. We have listed optional further discussion points in italics.

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### Slide 1: Introduction

Who likes fish and chips? Who likes going to the seaside? What do we know about the oceans and who lives in them?

*[Invite answers from the children.]*

Today we're going to think about seafood. We will learn where fish and shellfish (*the meaning of seafood*) comes from and how we can protect seafood to make sure that we can all enjoy delicious fish suppers until we 99 years old!

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### Slide 2: Fish around the world

Who likes fish?

What is your favourite fish dish?

Fish is an important source of food for people around the world. For many people it is their main source of protein and they eat it in many different ways. Can you name any of these seafood dishes and the country they come from?

*[Invite children to guess the names of the fish dishes and where around the world people eat them.]*

Picture 1: Fish and Chips from the UK.

Picture 2: Sushi from Japan.

Picture 3: Paella from Spain.

Picture 4: Fish Curry from India.

**Further Discussion:** *Can you think of other examples of how fish is eaten around the world? [Invite students to answer; examples include; Moules et Frites in France; Seafood Gumbo in America; Pickled and fermented herring in Sweden; Salt fish in Jamaica.]*

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### Slide 3: Fish around the world. Continued...

Fish is not only a vital source of food for humans, animals love to eat and rely on fish too. Can you name these animals whose favourite food is fish too?

*[Invite children to answer.]*

- 1) Seal
  - 2) Dolphin
  - 3) Bear
  - 4) Shark
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### Slide 4: Health benefits of eating fish

It's no wonder all these animals love eating fish. Fish is really good for us! *[Use the slide pictures to show why fish is good for humans.]*

- Oily fish like salmon, herring and mussels contain a special fat call **OMEGA 3**. This is good for our brain development and nervous system. It also helps to keep the heart healthy and improves concentration – great for school!
- Eating fish keeps your **heart and circulation system** healthy.
- It is good to fight off diseases. Lots of fish are very good for feeding your **immune system**.
- Special proteins help your **brain** to grow, and help memory and concentration.
- Fish is high in protein, which helps build our **muscles**. This makes your muscles big and strong so you can run faster and keep going for longer.
- Fish also contain **calcium, iron, magnesium and zinc** which are all very good for you too.

**Further Discussion:** *Where is your brain and heart? What do you use your brain for? Show your muscles. Etc.*

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#### Slide 5: Fish and Seafood in the UK: Can you name any of types of seafood?

In the UK we eat many different types of fish and shellfish (known as seafood), many of these *local* to us, which means they are caught in the ocean around the UK. All of the species on the slide are being caught off the British coast. Can you name any of these types of seafood?

*[Invite children to guess the names of the seafood shown on the slide.]*

Answers (left to right): Crab, Pollock, Plaice, Salmon, Haddock, Lobster, Cod

#### **Further Discussion:** *Did you know? – Fishy facts about the different fish species*

- *Crabs outgrow their shells, just like when we outgrow our clothes, and sometimes leave their shell behind to grow a new, bigger one.*
  - *Pollock is a whitefish and has a similar taste to cod, sometimes it can be found in fish fingers or fried in a fish and chip shop.*
  - *Haddock has a very distinctive mark that helps identifying this fish as a haddock, a black spot next to the vertical fin. Every haddock will have such a mark at exactly the same spot.*
  - *There are many different types of wild salmon and they all have strange individual names, such as chum, coho, pink, chinook and sockeye.*
  - *The distinctive feature that helps us identify a cod is its chin barbell. The cod barbell has taste-buds, like our tongues, and is used to help the cod to find food in murky water.*
  - *A plaice can told apart from other flatfish by its distinctive red dots on its skin.*
  - *Most lobsters are around 30cm in length and weigh around 1kg. However, some have been shown to grow to up to 75cm and weigh up to 4km!*
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#### Slide 6-14: From Ocean to Plate

It is important for us to know where our seafood comes from so we can help to look after our oceans. The world's seas and oceans are amazing habitats. They contain many different plants and animals and provide us with a valuable source of food. Seafood is a very important source of protein for millions of people around the world and so it is important that we have enough seafood to eat.

To manage our supplies, we must think about where the food on our plate has come from. Let's go on a fishing trip with Murdock.

*[Ask children to try and spot Murdock in each of the following pictures.]*

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#### Slide 7: Fishermen preparing the boat

In this photo the fishermen are preparing the boat to go out to the ocean. This is a picture of a Hastings Fishery boat, one of the oldest beach-launched fleets in the UK. Instead of landing in a harbour, the fishing boats are being hauled up the on the beach every day.

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#### Slide 8: Fishermen casting their net

Using satellite technology the fishermen find where the fish they would like to catch live in the ocean. The fishermen 'cast' out their net to sea so that they can catch the fish.

**Further Discussion:** *Did you know that fishermen use a lot of different types of fishing equipment to catch fish? Examples include:*

- *Pole and line fishing, gill netting, trawling, lobster pots.*
  - *Some fishing equipment might be more suitable than others when catching certain fish. So here, these fishermen are using gill nets to catch salmon as these fish swim all together in the same direction.*
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#### Slide 9: Fishermen catching a salmon

The fisherman has caught a salmon! This will go straight into the cold storage on the boat so it is kept fresh. (This can be a container filled with ice or perhaps even a very large freezer)

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#### Slide 10: Seabirds following the boat

Look who else is looking for food! The birds follow the boat in case they can catch some.

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#### Slide 11: Murdock hiding in Lobster pot

Can you see Murdock? He's hiding in the lobster pot!

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#### Slide 12: Fishmongers preparing fish

Once the boat reaches land again, the salmon is sorted at a fishmonger who cleans and fillets the fish.

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#### Slide 13: Fish being delivered

The fish is packaged and then delivered to a shop near you or even to a school for your lunch.

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#### Slide 14: Fish finger sandwich

Finally the fish reaches our plate and you might have as fish finger sandwich for lunch!

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### Slide 15: The impact of fishing

Sadly, when fishing and carrying out different activities at sea, humans can harm the life in our oceans. Examples include marine pollution, animals damaged by fishing nets and overfishing.

What do you think will happen if too many fish are taken out of the sea? *[Invite students to answer].*

Answer: There might be none left and other animals that eat fish may become extinct because they won't have enough food. This can lead to loss of species and habitat loss.

This problem is called **overfishing**. It means taking too many fish out of the ocean, i.e. fish are taken out faster than they can replace themselves. Today, many of the world's fish stocks are being overfished and some fish such as blue fin tuna are endangered or depleted (very few left).

Overfishing is a very important issue as millions of people around the world rely on fishing for their jobs and many more rely on fish as their main source of protein.

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### Slide 16: The solution is sustainable fishing

Murdock has the solutions to these negative impacts that fishing can inflict on the marine environment.

Look at this label. It's a fish with a tick and there is a special word in the label - sustainable. The word sustainable in the world of fishing means (in sum):

1. Catching only what we need so that there are plenty more fish in the sea for future generations
2. Reducing damage on the supporting habitat (where fish and other marine life live)

You can tell if a fish has been caught sustainably if it has this blue label on it.

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### Slide 17: Fishermen can help looking after the oceans

The Marine Stewardship Council is a charity, which helps fishermen to look after the oceans and fish **responsibly and sustainably**.

This fisherman fishes sustainably by:

- Catching big fish, leaving the smaller ones to grow into adults and breed new fish
  - Catching only fish they aim for and avoid catching other species as bycatch.
  - Helping to protect the surrounding habitat that they fish in.
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### Slide 18: You can be an Ocean Hero!

So how can we help? One way we can help to reduce the problem of overfishing is by choosing to eat fish that has been caught by responsible fishermen.

Have you seen this blue tick in the supermarket, in a restaurant or on your school menu? This label means that the fish has been caught by fishermen who make sure they don't catch too many fish, so there will always be plenty of fish in the sea and enough for us to eat fish when we are very old! By choosing sustainable fish we support the fishermen who look after our oceans. **We all play a part in helping to protect our oceans!**

**Further Discussion:** Ask the children for further ideas of sustainability.

- Have they seen other certified **ecolabels**? Can they think of any other ecolabels or ethical labels that we see now on products we like to buy?  
*Possible answers: Fairtrade (human welfare), SOIL Association organic, RSPCA Freedom food (animal welfare), and Forest Stewardship Council (FSC) (paper/wood products)*
  - Can they think of **other ways to help protect the oceans**?  
*Possible answers: Learn about the environment and start a debate of why we should look after the sea/oceans and its creatures. Design a poster to show people about how we can protect the oceans. Write a letter to your local supermarket or restaurant to ask them to source sustainable fish.*
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#### Slide 19: Conclusion slide

Now we know where our tasty seafood comes from and how we can protect our oceans so that we can keep enjoying fish for years to come.

Together we can ensure that our oceans are full of fish!

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