

## Food safety from the sea

### Unit 1: "I Eat Healthily, I Eat Environmentally!"

#### **Did you know that...**

Fish contain a high biological protein equal to that of meat, but with a lower percentage of saturated fat. They contain omega-3 fats, which are protective for our body, vitamins (A, D, B, B6) phosphorus, calcium, magnesium and zinc. Fish consumption has been strongly linked to good eye health and vision protection. Unfortunately, the consumption of fish in countries such as Greece with such a large coastline is quite low. Worldwide recommendations for healthy eating recommend eating fish and seafood at least 2-3 times a week.



Language, social  
science

Visual arts



2 teaching hours

#### **Objectives**

- Understand the nutritional value of fish and sea food
- Understand the contribution of the sea to global health

#### **Materials:**

Computer, printer, fish and seafood food images, cooking materials

#### **Suggested Activities Δραστηριότητες**

Dr. 1st: "Fishing" ... healthy

#### **1a: Preparing for school-activating student participation**

Proposed for the emotional mobilization of students, the construction of a marine setting in the classroom, with the creation of a "periodic" exhibition on fish and seafood nutrition (creators: classroom teacher, visual arts teacher, student groups, parents with relevant professional activity: fishermen, cooks, experts: dieticians, etc.) or a setting that represents a meal invitation for fish lovers, with a related menu, prepared with parental involvement.

#### **1b: Student welcome-introductory activity**



To enable student participation, it is advisable to utilize new technologies when students are welcomed into the classroom (eg projection: videos with island tunes, short films referring to the profession of fisherman or broadcast episodes dedicated to cooking. etc). This aims to create a fruitful environment for discussion on the contribution of seafood to healthy human nutrition.

### **1c: Discussion - Working in groups - Discussion**

Utilizing the 'material' of past activities, we discuss with children the nutritional value of fish and seafood. We also research their eating habits and note the frequency of fish and seafood consumed per week. We divide students into groups to search online for information on omega-3 fats, calcium, magnesium and phosphorus. They record the information and present it to the whole class according to their subject. Each group will try to present these nutrients and their beneficial benefits to the human body

### **Dr. 2nd: Seafood-cooking..if different!**

**2a:** We ask students to submit recipes from their country of origin or place of origin. The aim is to promote many different recipes to understand that people in all parts of the world and their country consume fish in a variety of ways. We collect the recipes and make a seafood recipe booklet, which we can post it in the classroom or school blog. We encourage our students to make a recipe of their preference with their family, photograph the seafood dish and then upload their photographic material to a selected bulletin board or classroom themes blog, creating relevant thematic themes. tag. Alternatively, if the school has a kitchen, we can cook seafood and fish with the children, always promoting the healthiest ways of cooking (baking, baking). In this context, volunteer parents could be asked to assist in this activity, especially if originate from seaside places.

## Unit 2: "Good Appetite!"

### ***Did you know that...***

The little fish go crazy about eating pieces of plastic (microplastics) in the same way that kids and teens prefer unhealthy fast food. This finding came after research by the University of Uppsala, where they discovered that fish eat enthusiastically the polystyrene (styrofoam), preferring it to natural foods. Experiments have shown that although fishermen initially ate the usual zooplankton once they discovered the plastic, they could not get rid of it.



Language

Visual arts



1 teaching hour



Microplastics, fish,  
seafood

### **Objectives**

- Understand the value of the sea food chain in relation to human health
- Understand that all organizations are interdependent and significantly influenced by each other
- To approach the global dimension of environmental issues
- To realize that marine pollution from plastics is of worldwide origin and has devastating effects on the entire planet

### **Materials**

Computer, printer, various plastics, scissors

### **Suggested Activities**

We cut images of different species and sizes of fish, people of different ages, sexes and breeds but also of phytoplankton. We ask the children to put the pictures in such a way that it shows which fish eats what and whom. At the end of the series, there are people who are more and more and end up eating fish. We are talking about eating fish and seafood of all sizes, which are caught from different parts of the globe. What did these fish eat before they got to our plate? Do we know? Ever wondered?



## Report - Evaluation

### Reflection Questions :

- How do we believe the safety of our food coming from the sea is affected?
- Do we know people who don't consume fish?
- Consider the potential impact of plastics on the marine and coastal ecosystems and on the food chain

### Alternative activities:

- We record recipes from different parts of the world with seafood and fish. We are trying to make our own recipe book.
- We visit our neighborhood fish farm and ask the fish farmer to show us how to choose fresh fish and what parts of the fish we should remove and not consume.
- Student representatives are interviewed by the fishmonger, with questions written in groups, with the aim of highlighting the particular characteristics of his profession, the profile of his clients, etc.
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### Possible Extensions ... or Persistent Seafood ...

- We try to describe and express the journey of food from the sea. Where could the fish that were in the fish farm today be located? Alternatively, we make our own maps.
- On a second level and differentiating the above activity, we invite our interested students to describe in the form of a diary, in the first person, the "journey" of a fish of their choice from the fish farm, after collecting it from the fish farmer and from the internet, required information. The following is an indicative log format:

*"I, Xifias, before we met you sailed in blue oceans. But a great adventure, my friend's life .....*

## Links - Bibliography

<https://www.iefimerida.gr/news/270358/plastiko-molynei-tis-thalasses-alla-tapsaria-agapoyn-trone-maniodos>



Enhancing critical thinking in schools for marine  
pollution using innovative ICT technologies (Sea4All)



Erasmus+

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