TEACHER OUTLINE:

SEAFOOD SUPPLY CHAIN (6.2) & TRACEABLE SUPPLY CHAIN (6.3)

OVERVIEW

The seafood supply chain is the chain of steps that happens to supply seafood from the ocean to your plate. Traceability in the supply chain helps prevent seafood fraud and the sale of illegal or mislabelled seafood.

Activities in this sub topic investigate the nature of the seafood supply chain. The reasons for traceability in the supply chain and some examples of how this can happen are also provided.

See slide sets Seafood Supply Chain and Traceable Supply Chain.

FOCUS QUESTIONS

- *What are the key steps in the chain that delivers seafood from the ocean to our plates*
- *How does traceability in the supply chain contribute to sustainable seafood?*
- *What new words and concepts have we learnt?*

LEARNING OBJECTIVES

- Identify the key steps in the seafood supply chain (from ocean to plate)
- Explain how traceability in the seafood supply chain can help achieve sustainable fishing and prevent illegal fishing
- Use scientific and fishery management related vocabulary

LOCATION

Indoors

DURATION

50 mins +

LEVEL

Level 3 - 5+

CURRICULUM

Science, Social Science, Tikanga-ā-iwi, Geography, Pūtaiao, Hauora

Key competencies: Thinking; Managing Self; Relating to others

NEXT STEPS

In this topic:

- Illegal fishing 6.4)
- Slavery at sea (6.5)

Other topics:

- Topic 7 - Fishing history, technology and innovation

Prior learning:

- Topic 1 - Overfishing, Marine Stewardship Council & sustainable fishing

MATERIALS

- Slide set **Seafood supply chain (6.2)**
- Slide set **Traceable seafood supply chain (6.3)**
- **Teacher Outline** (this)
- Access to internet (for film clips)
- Copies of **FishWise Seafood Supply Chain Diagram**
- Something to write with

PROCEDURE

Seafood Supply Chain

1. DISCUSS briefly the idea of a supply chain – that this is simply the steps in the chain of events that has to happen in order to bring a fish to your plate [slide 17]
2. BRAINSTORM what we already know about the seafood supply chain using the prior knowledge chart [slide 17]
3. WATCH the short Mountain Film Festival film called Ocean to Plate [7:02]. While watching this film list the different steps in the journey of a fish from ocean to plate [slide 18]. DISCUSS what you saw in the Ocean to Plate film. What improvements would you make to the ocean to plate seafood supply chain as shown in the film? [slide 18]
4. In small groups, use the list made whilst watching the film and CREATE your own flow diagram of all the steps that the fish journeys through from the moment the fish is caught to the point the fish is eaten (or discarded) [slide 19]
5. READ and discuss the example from Lee Fisheries. What are the advantages of a quick turn around from point of capture to the delivery of the fish to market? [slide 19]
6. COMPARE your flow chart with the FishWise Seafood Supply Chain Diagram [slide 19]

Traceable Seafood Supply Chain

7. EXPLORE the idea of a 'traceable' seafood supply chain and the role of the Marine Stewardship Council [slides 20 - 22].

8. WATCH the short Marine Stewardship Council film clip about traceability in the seafood supply chain [0:47] [slide 20]
9. WATCH the more detailed Marine Stewardship Council film on traceability in the supply chain [3:56] [slide 23]
10. INVESTIGATE more deeply (suitable for older learners) the concept of traceability from ocean to plate by reading the Marine Stewardship Council story From Ocean to Plate and complete the ocean to plate worksheet [slide 24]

KEY WORDS

Supply Chain

Traceability

Seafood industry

CURRICULUM LINKS

Nature of Science (Level 3-5)

- Participating and contributing

Science (Level 6+)

- Participating and Contributing

Social Science (Level 5)

- Understand how people seek and have sought economic growth through business, enterprise and innovation (Level 5)
- Understand how people's management of resources impacts on environmental and social sustainability (Level 5)

Geography (Level 6, 7, 8)

Geographic research

Contemporary New Zealand geographic issue

Geographic topic at a global scale

Application of geographic concepts

Tikanga-ā-iwi (Level 3-5)

- *Kotahi tonu te matua o te tangata Māori, ko Ranginui e tū nei, ko Papa-tū-ā-nuku e takoto nei.* Place and Environment
- *E tama, e hine, tangata i ākona ki te whare, tū ana ki te marae, tau ana.* The Changing World
- *E kore e ngaoko te rākau ki te tīkina i te pūtake whakangaoko ai engari, me tiki ki te matamata.* The Economic World

Pūtaiao

- Uses of Science: Learn about the people and the work they do to produce science knowledge. Apply knowledge of science to community decisions and actions, in order to think about iwi and wider issues impacting on the individual, society and the environment (Level 4+)