

FUTURE OPPORTUNITIES & CHALLENGES (7.3)

OVERVIEW

Global seafood production and consumption are higher than ever before. More than one third of fish stocks are still being overfished and a recent study found that about 35% of the global harvest is wasted every year!

This scenario presents both challenges and opportunities for our Aotearoa New Zealand seafood industry.

Here we look more closely at the global production and consumption patterns and explore whether the current scenario is sustainable?

See also slide set [Future opportunities and challenges](#).

FOCUS QUESTIONS

- *What future challenges and opportunities face Aotearoa's seafood industry?*
- *What new words and concepts have we learnt?*

LEARNING OBJECTIVES

- Identify future challenges and opportunities for the Aotearoa New Zealand seafood industry
- Use scientific and fishery management related vocabulary

LOCATION

Indoors

DURATION

45 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

- Exploration, innovation and enterprise (7.4)

Other topics

- Topic 8 & 9

Prior learning:

- Business of fishing today (7.2)



MATERIALS

- Slide set **Future opportunities and challenges (7.3)**
- This **Teacher Outline**
- Access to graphing tools or software
- Something to write with

PROCEDURE

1. CONSIDER opportunities & challenges brought about by global growth of seafood production & consumption [slides 21 & 22] as well as global trends in over & under fishing [slide 23]
2. INVESTIGATE whether we actually use all the fish we catch [slide 24] and create a bar GRAPH using data for global food loss and waste. COMPARE the effectiveness visually, of the bar graph v pie charts presented [slide 24]
3. In groups DISCUSS the sustainability of global fishing [slide 25]
4. CONSIDER if the global fishing industry meets the needs of the present without compromising the ability of future generations to meet their own needs? [slide 26]
5. Extend thinking by DISCUSSING whether lab grown fish are the answer to meeting global demand? What other solutions might there be? [slide 27]

KEY WORDS

Growth

Consumption

Sustainable development

Production



CURRICULUM LINKS

Nature of Science (Level 3-5, 6+)

- Participating and contributing

Social Science (Level 3-5)

- Understand how the ideas and actions of people in the past have had a significant impact on peoples lives (level 5)
- Understand how people have sought economic growth through business enterprise and innovation (Level 5)
- Understand how exploration and innovation create opportunities and challenges for people, places and environments (Level 4)

Geography (Level 6, 7, 8)

- Geographic research
- Contemporary New Zealand geographic issue
- Geographic topic at a global scale
- Application of geographic concepts

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+)

Tikanga ā iwi

- Explain how exploration presents opportunities and challenges for people, places, and environments
- Explain how and why people use resources differently, and the consequences of this.