

# SEAFOOD INDUSTRY JOBS

## OVERVIEW

In Aotearoa New Zealand there are currently 2,500 people working in commercial fishing and aquaculture operations at sea. The New Zealand seafood industry employs over 13,000 full time workers.

Activities in this sub topic look at what it's like to work on a fishing boat as well as what other jobs contribute to delivering fish to the dinner table!

See also the slide set called [Seafood industry jobs](#).

## 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

## FOCUS QUESTIONS

- *Who are some of the people who work in the seafood industry and what do they do?*
- *What new words and concepts have we learnt?*

## LEARNING OBJECTIVES

- Describe some of the jobs that people do who work in the fishing and seafood industry
- Use seafood industry related vocabulary

## NEXT STEPS

- Seafood supply chain
- Slavery at sea
- Fishing history, technology and innovation

## PRIOR LEARNING

- Sustainable Fishing & Overfishing



## MATERIALS

- Slide set [Seafood industry jobs](#)
- This [Teacher Outline](#)
- Access to internet (for film clips and extra learning on worksheet)
- Access to [CareerQuest](#)
- Something to write with

## PROCEDURE

1. CONSIDER who you know that works in the seafood or fishing industry? What qualities do they have that make their job a good fit for them? What qualities do they have that make them good at what they do? What would it be like to work on a fishing boat at sea? [slide 9]
2. BRAINSTORM and complete the Prior Knowledge Chart [slide 9]
3. INVITE a local commercial fisher to come and talk about what it's like to work at sea.
4. DISCUSS some key facts about the number of people employed by Aotearoa's seafood industry [slide 10]
5. EXPLORE what it would be like to work on a fishing boat and WATCH the film clips about the job of a [rock lobster fisherman](#), an [inshore skipper](#), and a [deep water skipper](#) [slides 11 - 13]
6. INVESTIGATE job opportunities aboard a [deep sea factory ship](#) (includes working with machines, deckhand and working in the processing factory) and the opportunities opening up for [young Māori and those who attend the deep-sea fishing school](#) [slide 14]
7. Have learners pick a seafood related job from the list provided (page 5) (or you could allocate one per group). Visit the [Careers New Zealand website](#) and search for the job title. Complete the [Fishing Jobs Worksheet](#) [slide 15]
8. You could also give learners the opportunity to use the Careers New Zealand [CareerQuest](#) tool – see if any of them are directed to jobs related to seafood!
9. Watch the short film about the [fishing community](#) and make a list of jobs you see people doing that are involved in the supply of seafood from ocean to plate.
10. DISCUSS which job you would most and least like to do and why [slide 16]



## KEY WORDS

Employment

Seafood industry

Fishing industry

Ocean to plate

Supply chain

## CURRICULUM LINKS

### **Nature of Science (Level 3-5) (Level 6+)**

- Participating and contributing

### **Social Science (Level 3-5)**

- 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)


### **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

### **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+)

## LIST OF JOBS

Fishery Officer  
Aquaculture Farmer  
Fishing Skipper  
Meat/Seafood Process Worker  
Forklift Operator  
Store person  
Delivery Driver  
Marine Biologist  
Food Technologist  
Biotechnologist