

BLUE FISH TICK

OVERVIEW

The Marine Stewardship Council sees if fisheries are sustainable. When a fishery has been found to be sustainable then fish from that fishery can be sold with the Marine Stewardship Council [blue fish tick label](#). In order to receive the Marine Stewardship Council blue fish tick label, fisheries are assessed based on [three main principles](#): the stock is fished sustainably; environmental impacts are minimised; and, the fishery is well managed.

Activities provided here develop understanding of the blue fish tick label and what the Marine Stewardship Council do!

See accompanying slide set [Blue Fish Tick Label](#).

FOCUS QUESTIONS

- *Who are the Marine Stewardship Council and what do they promote?*
- *What does the Marine Stewardship Council's blue fish tick label mean?*
- *What new words and concepts have we learnt?*

LEARNING OBJECTIVES

- Describe who the Marine Stewardship Council are, and what they promote
- Explain the meaning of the Marine Stewardship Council's blue fish tick label
- Use scientific and fisheries related vocabulary

LOCATION

Indoors + Field trip

DURATION

45 mins +

LEVEL

Level 3 - 5

CURRICULUM

Science

Social Science

Tikanga-ā-iwi

Pūtaiao

Hauora

NEXT STEPS

- Sustainable fishing
- Review
- Science & the sustainable catch
- Protecting the marine environment
- Ko āu te moana.
Ko moana te āu




MATERIALS

- Slide set [Blue fish tick label](#)
- This [Teacher Outline](#)
- Something to write with
- Copies of [Oceans at Risk Worksheet](#)
- Access to the internet (film clips)
- Supermarket survey sheets & clipboard (for field trip / homework activity)

PROCEDURE

1. INVESTIGATE who are the Marine Stewardship Council are and what does the blue fish tick label mean? [slides 18 & 19]
2. WATCH the short film about the [blue fish tick label](#) [0:48] [slide 18]
3. WATCH the short film about the [Marine Stewardship Council and sustainable fishing](#) [1:30] [slide 19]
4. Learn more about why we need the Marine Stewardship Council and the blue fish tick label using the [Oceans at Risk worksheet](#) and complete the [Kahoot Quiz](#) [slide 19]
5. VISIT a supermarket and conduct the supermarket SURVEY [slide 20]
 - a. With a buddy or with family as a homework activity, take a clipboard and the supermarket survey sheet (see page 6) and visit a local supermarket! Use the explanation card (see page 7) to help explain your task if anyone asks [NOTE: If a visit to the supermarket isn't feasible for your class then have them do a pantry and freezer survey at home!]
 - b. Complete the top part of the survey sheet with name(s), the date and time and the name of the supermarket (see the example below).
 - c. Look around for fish and fish products (including tinned fish, frozen fish products and fresh fish). There is a column for flavour varieties to avoid spending hours recording many different flavour varieties of the same product!
 - d. Record findings on the table (see the example on page 6).

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6. Use the supermarket survey data to conduct the following DATA analysis and GRAPHING activities:
 - a. Bring the survey sheet to school for analysis, comparison and graphing.
 - b. Create a simple graph to compare the number of Marine Stewardship Council Blue Label products that were found with the number of products that came from non-certified sources.

KEY WORDS

Marine Stewardship Council
Sustainable fishing

Blue fish tick label

CURRICULUM LINKS

Nature of Science (Level 3-5)

- Investigating in science
- Communicating in science
- Participating and contributing

Living World (Level 3-5)

- Ecology

Social Science (Level 3-5)

- Understand how people make decisions about access to and use of resources (Level 3)
- Understand how formal and informal groups make decisions that impact on communities (Level 4)
- Understand how people's management of resources impacts on environmental and social sustainability (Level 5)



Tikanga-ā-iwi

- *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 ākōna 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

- The Natural World: The Biological Environment: Investigate the effect of human actions, and natural processes, on an Aotearoa ecosystem (Level 6+)

Hauora

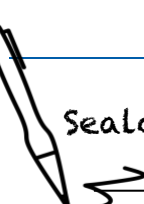
- Relationships to earth and sky (natural environments) (Level 4+)

SUPER MARKET SURVEY EXAMPLE:

SUPERMARKET SURVEY SHEET



Your name(s): Aroha Jones & Finn Taniwha	Date & time: Monday 13 th May 2020 @ 6pm	Name of supermarket: Tangaroa Road New World
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Company or brand	Product name & description e.g. flaked tuna	Fish species	Product category 1:tin 2:frozen 3:fresh 4:other	# of different flavour varieties	MSC blue fish tick label ✓
 Sealord	Hoki fillets	Hoki	2	X6	✓
Sealord	Chunky style tuna	Tuna	1	X2	✓

SUPERMARKET SURVEY SHEET



Your name(s):	Date & time:	Name of supermarket:
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Company or brand	Product name & description e.g. flaked tuna	Fish species	Product category 1:tin 2:frozen 3:fresh 4:other	# of different flavour varieties	MSC blue fish tick label ✓



EXPLANATION CARD

Hello! We are from _____ School and are currently studying sustainable fisheries. We have been learning about overfishing and work of the MSC (Marine Stewardship Council who certify fisheries as sustainable. We are doing a supermarket survey to look at how many fish products have the MSC (Marine Stewardship Council) Blue Label. This label shows that the fish product comes from a sustainable fishery.