



NEW ZEALAND KAIMOANA



New Zealand Seafood.
The greatest meal on Earth.

A Health, English, Social Sciences Based Web Research Project

Curriculum Areas: Levels 3-4+

Health & Phys Ed: Personal Health and Physical Development

- Investigating and identifying the factors we should take into account to ensure that the seafood we choose is in good condition for eating.
- Through investigation, identify the health benefits of seafood in our diet and how the properties it contains can help maintain and improve health.

Social Sciences: Place & Environment/Economic World

- Understanding the importance of seafood in our daily lives and in our economy and the measures we take to ensure we 'fish to fish another day'.

English: Listening, Reading, Writing, Speaking, Viewing, Presenting.

- Using New Zealand seafood as a context for students to use language features to create meaning, interest, and communicate ideas

Links to Visual Arts, Technology.

Note: The following can be treated as individual or group research projects. All projects can be completed by all students or assign one project per group and report findings back to the class.

CHOOSING AND SHOPPING FOR SEAFOOD

Teacher Preparation: www.greatestmeal.co.nz > select **Choosing New Zealand Seafood** (print out printer friendly version).

- From the list, have students select their favourite seafoods. Look at the methods used for cooking. Which method does their family use? Are they surprised at the large variety of seafood? What seafood were they not aware of before?
- Introduce the idea that most families don't have the time to fish for their own food (or live too far from the sea) and that we mostly buy it. Do students have any ideas about what to look for when choosing seafood to eat? List responses for later comparison.

Select: Shopping for seafood Answer and discuss the following:

- what good reasons are given for not having a fixed idea of the seafood we want to buy before we go shopping?
- how smell, touch and 'brightness' help us choose the freshest.
- view the pdf and write down the seafoods that are readily available at this time of the year.
- how do you keep seafood fresh while you finish your shopping?
- what reasons are given for treating headless fish with caution?
- identify what you look for in the eyes, skin, gills and flesh that tells you that a fish is fresh.
- if you are shopping for fish fillets or steaks, what should you look for and how does similar size and thickness help?
- what is flash-frozen fish and shellfish and why are they arguably the freshest fish/shellfish of all?
- list the things to look for when buying flash-frozen fish to ensure high quality.
- what do you look for and do when buying shellfish and crayfish?

Homework Assignment

- Have each student select one or more of their favourite seafoods. Revisit the **Choosing NZ seafood** section of the site and have them list the ways that their seafood/s can be cooked.
- At home, with the cook/s of the house, visit this website section and ask which are the preferred cooking methods for their household cooks.
- Find out any special ingredients or cooking methods the household cook uses. If possible, bring the recipe to school to share with others.

TEACHER BACKGROUND

Seafood is one of New Zealand's favourite meals. Be it lightly pan-seared scallops or deliciously baked hoki, our taste buds water at the very thought. In this unit we explore the fascinating world of seafood – including how to select and handle fresh seafood, prepare it, sustainability issues, the very real health benefits and of course, sharing and trying delicious seafood recipes. Students can also be made aware of the huge economic benefits our seafood industry brings to the country with export earnings of \$2 billion expected by 2010. For answers to questions posed and to complete research activities, students will use: www.greatestmeal.co.nz

TUNING IN TO FISHING – A POPULAR PASTIME

- Ask students how many are regular fishers, occasional fishers or have fished at least once? Have students share their fishing experiences with the class, **eg**
 - where they fish or gather seafood?
 - do they have any favourite spots?
 - what is their favourite fish to catch?
 - what is their favourite fish to eat? . . .
- Introduce the Māori word *kaimoana* meaning food from the sea – not just fish but all the delicious food we get from the sea including shellfish and crabs. Tell students that the sea provides an amazing diversity of food. Have each student compile a list of all the kaimoana they know. Present to the class and summarise as a wall chart.
- What seafoods rate as the top ten seafood favourites of the class?





COOKING OUR SEAFOOD

- Introduce the idea that there are many ways we can cook our seafood. Have students brainstorm as many cooking methods as possible. Select the [Shopping for seafood](#) link of the [eat more](#) section of the site and download the bookmark pdf at the bottom of the page. How many of these cooking suggestions were on their list? Have students locate their favourite seafood. What suggestions for cooking are given? Can students suggest why this bookmark would be handy for the cook of the house to have? Email: info@seafood.co.nz for a high quality [free](#) class set for their fridges (*include class numbers*).
- Can the students explain the differences between each method of cooking on the list?
- Arrange for a local chef (or parent cook) to visit the classroom to:
 - explain the differences between the methods of cooking seafood and how different methods affect the different seafoods.
 - in what special ways would they prepare the seafood for cooking?
 - suitable garnishes and presentation tips.
 - what vegetables or salads would complement a seafood dish?
 - what is the chef's favourite seafood dish/es and why?
 - what food safety practices are taken to avoid foodborne illnesses?
- If possible, arrange for the chef to demonstrate preparing and cooking a seafood meal in the classroom or staffroom kitchen. Have each observe closely and carefully write down everything the chef did from preparation to plate. Present as a recipe.
- Allow time for groups to explore the [Cooking](#) links on the [eat more](#) section of the website. Make a list of important tips for each method of cooking seafood to find out, **eg**
 - why grilling and barbequing are more suitable for cooking raw shellfish such as oysters, scallops and prawns.
 - why is shallow poaching a good method for cooking shellfish?
- Write these tips on cards and add to a growing 'All About Seafood' wall chart.

Homework Assignment

- Have each student work with the cook/s of their household in the creation of the favourite seafood dish. Take careful note of any special garnishes used, methods and time of cooking, accompanying vegetables or salads used to enhance the dish.
- Some students may now like to invent, and prepare a unique seafood dish.
- Each student becomes a 'food writer' and critiques the meal. Look for positives such as taste, texture, health value and aroma.
- Present all recipes and critiques to the class and add to the wall chart.



THE NUTRITIONAL VALUE OF SEAFOOD

- Tell students that it is highly recommended that we have two servings of seafood every week – that is about 200g – 400g.
- Tell students that proteins, vitamins, minerals and Omega-3 fatty acids are found in seafood. Do they know what part these essential parts of a diet play in human health? Allow time for individual and group research at: <http://kidshealth.org/kid/> (Type each element in turn into the search box) Report back on how these elements contribute to the health of our body.
- [www.greatestmeal.co.nz](#) > select [the goodness](#) > select [Health and nutrition](#). Have students study the health benefits of seafood – human body reference diagram (download pdf or view in browser). Work through the chart to find out how seafood helps to keep our body healthy, what it reduces and what it may prevent.
- Work through the vitamin and mineral content chart of the baked tarakihi example and list all the vitamins, minerals, found in a 100g serving. Design a poster to promote regular intake of these elements to help keep our bodies healthy.

CONCLUDING ACTIVITIES AND FURTHER RESEARCH

- Have each student design an eye-catching poster and/or an A5 pamphlet that details the personal discoveries they have made about choosing, shopping for, cooking, and the nutritional value of seafood. Display around the classroom and school.
- Have each group brainstorm and compile a vocabulary list of seafood words to add to the wall display.
- Introduce the idea that slogans and bylines help us remember information. Have students create short and interesting seafood slogans that relate to choosing, cooking and nutritional value.
- Introduce the concept of managing our resources for the future

by discussing the meaning of 'fish to fish another day'. Have groups/individuals conduct further research on the [About NZ Seafood](#) section of the website. Report back to explain how we:

- harvest in a sustainable way.
- minimise environmental impacts.
- minimise impact on sea mammals and seabirds.

- Students choose several seafoods from: [www.seafood.co.nz/species](#) and write thumbnail sketches which include:

- visual description and flavour.
- scientific name.
- availability and where it is caught or harvested.
- how to cook (use links).