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**greenchurches.ca**

**Sustainable Fishing**

*Reflecting on our fish consumption*

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| **Goal** | This activity focuses mainly on the axis of education. At the end of this activity, the faith community will understand some impacts of overfishing and how to adapt our fish consumption to avoid overfishing of certain species. |
| **duration** | 1 hour and 30 minutes   : 10 minutes for reception and introduction, 25 minutes for intergenerational activity, 5 minutes for travel time , 40 minutes for activities by age group  and 10 minutes for the returnon activity. |
| **Equipment** | General   :Intergenerational activity   : tokens of the same color and different colors,6 years and under   :7 to 12 years   :Teenagers and adults   : animators for sharing groups, |
| **Place** **x** **suggested** **s** | The church gatherings and community rooms available for group activities s age. Give priority to outdoor activities, weather permitting. |

**Time of the year**  **:** It would be appropriate to do this activity near June 8, World Oceans Day.

**Welcome and introduction** **(10** **minutes)**

The facilitator can say something like   :

"   Hello dear brothers and sisters! Today , we will talk about fish ! Some of you have they ever had a chance to go fishing? Did you like your experience?   "

Listen to their answers.

" If we have the chance to fish, it's because there are still fish in our lakes and in our rivers. To be able to continue to fish, we must take care of our fish populations. Today, we will explore together a major problem   : overfishing. Four apostles were fishermen before becoming followers of Jesus. It will be interesting to see what is the Christian view of this issue. But first, let's start by playing a game together! "

**Intergenerational activity** **(2** **5** **minutes)**

Ask community members to place chairs in a circle.

Have a bag of tokens ready.

In the description below, when there are quotation marks, this will correspond to the text that the activity leader will have to say.

" In the different examples, the fish will be represented by the red tokens. Suppose a species of fish is able to double its population in the sea each year when there is enough food. We will make a first example where we would fish in the sea less fish than its renewal rate. For the first fishing season, there are 20 fish in the sea (leave 20 red tokens on the ground) . I need a child to play the role of fisherman-A (choose a child to come in the circle). You are a fisherman with a small net. You go fishing for 5 fish (the child removes 5 tokens). Tell me, how many fish do you have left in the sea? » Let the participants say loudly 15   ! " If we know that they double after one year, How many fish will there will be   ? » Let the participants say loudly 30   !

"Let’s do another example. We are in the fishing season 2. So we now have 30 fish in the sea (30 red tokens put on the floor). Fisherman-A returns and fishes 5 fish (the child removes 5 tokens). Tell me, how many fish do you have? » Let the participants say loudly! " There are two other boats that come to fish in the same waters and are like fisherman A   : during the season, he catches 5 fish. I need one or two children to be fishermen B and C (choose two children who will go in the middle of the circle). If Fisherman B and C do like Fisherman A, this means that they will each catch for 5 fish (kids B and C will take 5 tokens each). Tell me, how many fish do you have?   ? "Let the participants say loudly 15   !

"So how many fish are there? in the sea at the beginning of season 3   ? »Let the participants say loudly 30! " So in season 3, the three fishermen come back. Fishermen A, B and C therefore take 5 fish each (the 3 children take 5 tokens each). Tell me, how many fish do you have?   ? » Let the participants say loudly 15   ! " This season, a fisherman with a bigger net is coming. I need a child to do Fisherman D (choose a child and have him come in the middle of the circle) . The fisherman D catches 10 fish (the child removes 10 tokens). Tell me, how many fish do you have?   ? "Let the participants say loudly 5   !

"One year goes by   ; we are now in season 4. So how many are there of fish in the sea at the beginning of season 4   ? »Let the participants say loudly 10! " In season 4, the four fishermen come back (The four children come in the middle of the circle ). What are you waiting for? Quick go catch them  ! (The four children then rush on the 10 tokens to get as much as they can.) How much fish do you have left?   ? » Let the participants say loudly none! "So that's overfishing   ! Overfishing is when fishing more fish than the renewal rate. "

*Note*  *It would be important to mention to the participants that we must recognize the good work of the fishermen . If there is overfishing, it is not because of them personnaly. They are caught in a system that causes them to overexploit.*

**Changing rooms (5 minutes)**

Present the locations where participants will need to go based on their age. Also introduce volunteers who will be with the youth. Then everyone moves to the right place.

**Activities by age group** **(** **40 minutes** **)**

6 years and under

1. Skit

The facilitator takes a fish puppet and makes it talk. The aim of the skit is to make children understand the importance of the sustainable fishing, to recognize the logo and to avoid buying endangered fish species.

Here is a proposed skit   :

Hello friends, my name is Polo. I am an Atlantic cod. We almost disappeared and there are very few fish like us left. I am one of the few present in the Atlantic. If I come to talk to you today, it's to tell you that you can make a difference for my family members and me. Would you like to help us? One of the ways to help us is to avoid buying and eating our kind of fish   we will be able to reproduce and in a few years we will be more numerous. If you go to groceries, please do not buy Atlantic cod. There are other families like mine who are in danger and for whom you should do the same thing. There are, for example, haddock, swordfish and bluefin tuna. Also, to help us, I suggest you help your parents find the following logo on the fish packaging (show the sustainable fishing logo in appendix 1 or bring a fish package with the logo ). By purchasing fish with the sustainable fishing logo, this ensures that sustainable, well-managed fishing is encouraged.

2. Memory game

Give a memory game for 2 or 4 children. It includes endangered fish (fish from the red list).

Here are the rules of the game. All cards are turned so that one can not see the images of fish s s. Each child turns two cards at a time. The goal is to rotate two identical fish. When this happens, the child who has returned the two identical cards keeps them. Whoever has the most cards wins.

While the children are playing, give them a small snack   : crackers in the shape of fish .

You can print and laminate Schedule 2 to perform memory games.

3 . Pray

Light a lantern.

The facilitator makes a spontaneous prayer. for example   : Thank you Lord for the fish you give us to eat. Help us protect endangered species by inspiring us with appropriate actions.Amen.

4. Singing *The fish are fidgeting*

1.The fish are fidgeting

The fish are bubbling

Fish live in the water

2.In the bottom of the lake make fliques puddles

On the belly and on the back

3. At the bottom of the river is no light

Fish see clear in the water

4. In the immense river all the fish dance

And go under the boats

5. In the green sea make a dip

Oh, how beautiful it is

6. The fish are fidgeting

The fish are bubbling

Fish live in the water

To learn the air, you can listen to the version of the show *Passe-Partout* .

[https://www.youtube.com/watch?v=n3rBenUiXKY](https://translate.google.com/translate?hl=fr&prev=_t&sl=fr&tl=en&u=https://www.youtube.com/watch%3Fv%3Dn3rBenUiXKY)

5. The reinvented musical chair

The children sit in a circle. The presenter puts on some music. While the music is playing, the children are playing a doggie fish. When the presenter stops the music, the child with the fish must stand up and imitate the fish. He then leaves the circle. The last child sitting with no fish in his hands wins the game.

7 to 12 years

1. Return to the staging

Ask the young people the following question   :

What did you understand about the situation in the church? In other words, what did you understand about overfishing?

2. Short video

Present to the youth the short video entitled *Overfishing* of Alexandra Schmidt which lasts 2 minutes and 9 seconds.

Website   : [https://www.youtube.com/watch?v=9UlK2biQ5pY](https://translate.google.com/translate?hl=fr&prev=_t&sl=fr&tl=en&u=https://www.youtube.com/watch%3Fv%3D9UlK2biQ5pY)

Ask the young people the following question   :

-What are the individual ways I can do on a daily basis to encourage sustainable fishing? (To buy sustainable peach certified fish, learn about the fish I can buy and the ones I have to avoid and enjoy other less well-known and equally good and less exploited species . )

3. Bingo of endangered fish species

Present the youth with a game card. On each card , there is the sustainable fishing logo. Tell young people to look for this logo on fish packages   By buying a package bearing this logo, we are sure to encourage sustainable and well-managed fishing.

Then tell the youth that on the Bingo cards, there are 15 of the 17 endangered species on the red list. This list includes endangered fish due to overfishing.

Explain the rules of the game to young people. The animator picks a fish. He names him. Young people put a cracker shaped like a fish on a square . To shout "   bingo   ", Create a vertical coin line, horizontally or diagonally.

Note   : It would be interesting to have little surprises to give to young people who win Bingo.

Bingo cards for printing and laminating can be found in Appendix 3.

4. Prayer   : Song *At the beginning* of Robert Lebel

What God has created is beautiful and it is good and that is why we must take care of it. The fish are part of this beautiful creation   : we must be the guardians!

*At the beginning* of Robert Lebel ( *Passeport* album ) 6 minutes 30 seconds

Initially ,
It was a big void.
God says , now ,
Instead of the abyss,
That everywhere the light breaks,
Separating the day and the darkness!
That there is a sky and clouds,
May there be mists and thunderstorms!

**It's beautiful!**
**Its good!**
**Said God**
**Heart** **happy.**

2. What in the ocean
The waters are gathering ,
That the continents
Also take their place.
That there is plenty of grass ,
May there be plants and their seed.
That there are flowers, fruits, trees!
That in water are also formed algae!

3. To mark the time ,
Months, years,
That the firmament
Rhythm the days!
That there are lights up there:
A sun that dances with the earth,
Blue stars, moonlight,
Auroras on fire, twilit!

4. And over the years
Emerging beings
Both in the ocean
That in heaven and on earth:
That the bottom of the waters swarms and abounds
Fish that are already taking shape!
And on earth, beasts and critters ,
Birds singing and flying!

5. It is missing, however ,
Throughout this book,
A child's look ...
Just in my image:
That there is a man and a woman ,
May my heart slip into their souls!
That through them the earth is fruitful
And that they love each other to the end of the world!

Teenagers and adults

Note   : The same course is offered for teenagers and adults. On the other hand, we suggest separating the two age groups.

1. Return to the situation

The facilitator asks the participants what could have been the solutions in the situation in the church. In other words, what would it have been possible to do so that in season 4 this type of fish does not disappear from the sea?

Take the time to let people express themselves on the subject.

Then the facilitator can mention the 3 possible solutions   :

A. A moratorium (prohibition)

In season 4, fishing is banned to prevent any more fishing. What will fishermen do during the moratorium? They will be on unemployment. An ecological problem has been solved, but there has been an unemployment problem.

B. Quotas

A certificate is given to one of the fishermen   he has the right to fish four . Then there is at least one working fisherman and the rest are unemployed.

C. Diversify the fishery

Instead of just fish a kind of fish they can catch other ... In our example, the tokens were red. To illustrate the diversification of fishing, we would put tokens of different colors (put blue, green, purple tokens... to illustrate the point).

2. An example of overfishing with us ...

In July 1992, the Canadian government imposed a moratorium on fishing for northern cod, which affects the coasts of Labrador and Newfoundland. In 1993, the moratorium also extends to the Gulf of St. Lawrence.

Present the graph in Appendix 4 to demonstrate the decline in the Atlantic cod presence.

Watch the video *The prosperity of fishing*  *: From cod to crab* from the program *La semaine verte* (8 minutes and 36 seconds)

[http://ici.radio-canada.ca/tele/la-semaine-verte/2015-2016/segments/reportage/2857/peches-terre-neuve-economie-catherine-mercier](https://translate.google.com/translate?hl=fr&prev=_t&sl=fr&tl=en&u=http://ici.radio-canada.ca/tele/la-semaine-verte/2015-2016/segments/reportage/2857/peches-terre-neuve-economie-catherine-mercier)

Here are some questions to ask the participants. Depending on your preference, we could separate the participants into small sharing groups or invite those who wish to share their answers in front of everyone.

-What strikes me in this video?

- How did the fishermen adapt to the situation of the moratorium? (crab fishing)

-Has the moratorium worked? (yes, there is an increase in the cod population)

3. What to do everyday as a consumer?

Here are ideas of what we can do on a daily basis to encourage sustainable fishing.

A. Buy products with the sustainable fishing logo

At the store or poison, purchase *Marine Stewardship Council* certified fish (refer to Appendix 1 logo ).

" The MSC certification program provides an opportunity for fisheries to prove the sustainability of their business. It gives them a competitive advantage and guarantees buyers that the fish comes from a sustainable and well-managed source.

Source   : [https://www.msc.org/certification-msc](https://translate.google.com/translate?hl=fr&prev=_t&sl=fr&tl=en&u=https://www.msc.org/certification-msc)

B. To know which species of fish are threatened and which ones to favor

It would be interesting to go to the Government of Canada site to see which aquatic species are at risk in your province or territory. You could make the list and give it to the participants.

[http://www.dfo-mpo.gc.ca/species-especes/sara-lep/identify-fra.html](https://translate.google.com/translate?hl=fr&prev=_t&sl=fr&tl=en&u=http://www.dfo-mpo.gc.ca/species-especes/sara-lep/identify-fra.html)

Print the Greenpeace PDF document with the " Red List "   : list of fish to avoid buying. Give it to the community members.

[http://www.greenpeace.org/canada/Global/canada/report/2010/6/Poissons%20-%20Faites%20le%20bon%20choix.pdf](https://translate.google.com/translate?hl=fr&prev=_t&sl=fr&tl=en&u=http://www.greenpeace.org/canada/Global/canada/report/2010/6/Poissons%2520-%2520Faites%2520le%2520bon%2520choix.pdf)

You can mention the top 10 seafood choices of David Suzuki :

Mackerel, Rainbow Trout (reared in total containment), Knight Shade (kept in full containment), shrimp (trawl), mussels (farmed), oysters (farmed), scallops (rearing), clams (breeding), lobster and salmon (reared in total containment).

Source   : [http://davidsuzuki.org/en/what-you-can-do-how-to-read-with-the-flower/the-10-best-choice-of-product-of-the-mer-of-david -suzuki /](https://translate.google.com/translate?hl=fr&prev=_t&sl=fr&tl=en&u=http://davidsuzuki.org/fr/ce-que-vous-pouvez-faire/renouez-avec-le-fleuve/les-10-meilleurs-choix-de-produit-de-la-mer-de-david-suzuki/)

You can print the David Suzuki Foundation Aide-Mémoire document and give it to the participants   :

[http://www.davidsuzuki.org/fr/publications/fiche\_poissons\_2014.pdf](https://translate.google.com/translate?hl=fr&prev=_t&sl=fr&tl=en&u=http://www.davidsuzuki.org/fr/publications/fiche_poissons_2014.pdf)

C. Encourage members of the *Blue Fork* Certification

" Since the summer of 2009, *Exploramer has been* offering the" Blue Fork, for a sound management of marine resources "certification, which encourages restaurants and fishmongers to offer unknown flavors among the many edible species of the St. Lawrence, from a development perspective. sustainable and protection of biodiversity.

By integrating new marine species into restaurant menus or fish counter counters, *Fourchette bleue* wants   : 1) to encourage the population to diversify their consumption of marine products from Quebec and thus 2) to allow fishermen to diversify their catches, thus at the same time 3) contribute to reducing the fishing pressure on species in difficulty.

Monkfish, American pontoons, green sea urchins, laminaria, blue mariculture mussels and succulent alarms ... In total, 40 marine species including 13 species of algae are valued by the program in 2017. "

Source   : [http://www.exploramer.qc.ca/fourchette-bleue](https://translate.google.com/translate?hl=fr&prev=_t&sl=fr&tl=en&u=http://www.exploramer.qc.ca/fourchette-bleue)

4. Biblical Commentary on Miraculous Fishing

Read the text of the miraculous sin in Luke 5: 2-9 .

*He saw two boats standing on the lake*  *;* *the fishermen who had come down washed their nets.* *He climbed into one of the boats, which belonged to Simon, and asked him to leave the shore and advance a little*  *;* *then he sat down and from the boat he taught the crowds.* *When he had finished speaking, he told Simon*  *: "*  *Advance in deep water, and throw your nets to catch fish.*  *Simon answered*  *: "*  *Master, we have toiled all night without taking anything*  *;* *but, on your word, I will throw the nets.*  *They did it and captured a lot of fish*  *;* *their nets were torn apart.* *They signaled to their comrades from the other boat to come help them*  *;* *these came and filled the two boats to the point where they sank.* *At this sight, Simon Peter fell on Jesus' lap, saying*  *: "*  *Lord, depart from me, for I am guilty.*  *It was because terror had seized him and all those who were with him in front of the quantity of fish they had taken.*

The facilitator then makes a short biblical commentary.

Here are some ideas   :

Simon fished at night to be able to sell the fish at the market in the morning (it must be remembered that there were no preservation methods) . Jesus comes the morning after Simonreturns from his unsuccessful night fishing. Jesus tells him that they will go back, that they will go fishing again . Simon is incredulous ( being a fisherman is his job for years). Jesus, a carpenter, a preacher who does not know it to fishing, told him to fish and he promises that he will not return empty-handed again. Simon makes an act of faith. And now the nets tear and that more than one boat is filled   : the fish is abundant! Simon is impressed. The text does not say whether or not it is usual that Simon does not manage to catch fish. At that time, there were many fishermen in the villages around the Sea of ​​Galilee   : it's possible that there was overfishing. What Jesus came to propose to Simon is to do otherwise   to go fishing the day rather than the night. There are some e s fish species that have ment light and others are not. At night, it is possible to fishing r some types of fish and when the sun comes,they will hide and let nt instead to other types of fish that love light. There are restaurants in Israel (Palestine) that offer St. Peter's Fish which is caught during the day!

**Back to the activity** **(10** **min)**

Family members sit down together and share learned solutions to encourage sustainable fishing. Families wishing to do so will be able to write, in the fish cases (see Appendix 5 ), the concrete commitments they can make. They are then invited to color their fish and bring it home. Distribute magnets to families so they can stick them behind their fish. Thus, by sticking the fish on the refrigerator of the house, it will be a reminder of their commitment.

**Go further**

It would be interesting to do a tasting of smoked fish , from sustainable fisheries.

It might be interesting to plan a community activity related to the theme of the day   : visit an aquarium, organize a fishing activity, etc.

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