

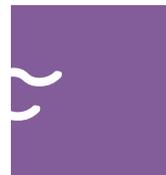
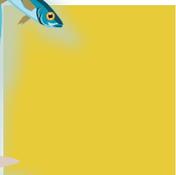
Ti si que es UN ~ BOPEIXE

A ritmo de peixe e mar, PeiX amosa o bo xantar!



TEACHING UNIT

Early Childhood Education





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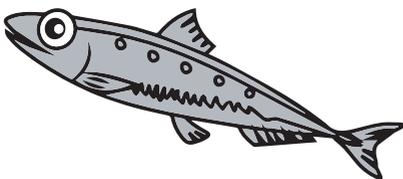
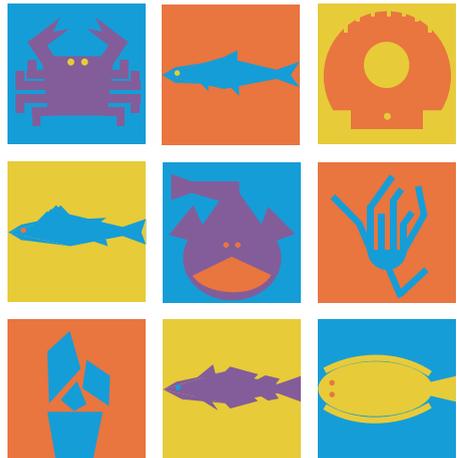


According to the general provisions of the Ministry of Education and University Planning, as set out in Decree 330/2009, of 4 June, which establishes the curriculum of Early Childhood Education in the Autonomous Community of Galicia, this teaching unit is designed to be used after the program school visit.

The main aspects of the educational curriculum that the teacher can address from these notebooks are:

1. OBJECTIVES

The starting objectives of this campaign focus on conveying to schoolchildren the importance of fish and shellfish in the diet, in relation to their nutritional contributions, and encouraging their consumption. In addition, they will delve into the knowledge of the species and the role of consumers in preserving the resources of the sea and in enhancing the professions of the sea.



2. BASIC COMPETENCES

Competence in knowledge of and interaction with the physical world.



Contents related to the world of fishing, transport and preparation of seafood.

Competence in linguistic communication.



Reading comprehension and written expression.

Competence in knowledge of and interaction with the physical world.



Students will acquire new knowledge of the environment and the diversity that the world of the sea entails.

Social and civic competence.

The consumption of fish as a source of health, and as an economic and social resource.



Cultural and artistic competence.

Students will develop their creativity and artistic skills through the proposed activities.



Autonomy and personal initiative.

New knowledge about the value of consuming fish and seafood that will allow them to make decisions regarding their consumption.

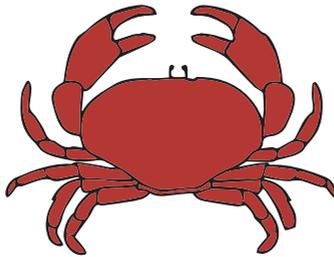




3. CURRICULAR CONTENTS

Early Childhood Education is an educational stage of paramount importance for the integral and harmonious development of the person. Thus, the main purpose of this stage is to contribute to the physical, emotional, social and intellectual development of students.

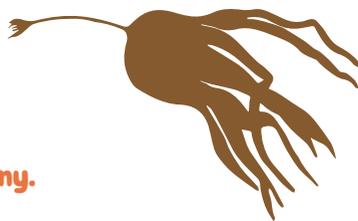
Although the contents of the teaching unit can be treated from a point of view of the different areas of knowledge, we collect below those related to the **area of knowledge of the natural, social and cultural environment** for being the area of greatest involvement and most directly related.



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4. CONTENTS



Area: self-knowledge and personal autonomy.

Block 3. Personal care.

- Gradual incorporation into the diet of new foods and textures in their gradual presentation.
- Progressive discrimination of healthy foods by valuing their consumption.

Area: knowledge of the environment.

Block 2. Approach to nature.

- Identification of characteristics of animals, plants and natural elements.
- Identification of animal and plant habitats.
- Experimentation of actions on the natural environment.
- Curiosity, care and respect for animals and plants and their habitats.
- Interest and respect for the care and conservation of their environment.

Area: languages: communication and representation.

Block 3. Plastic and musical expression.

- Interest and enjoyment in listening to and recognizing different musical works.
- Active participation and enjoyment in the interpretation of songs and musical games.

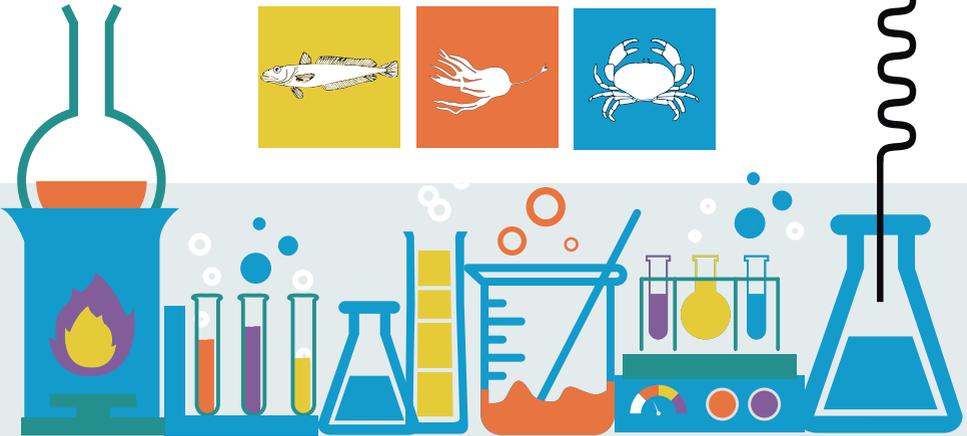
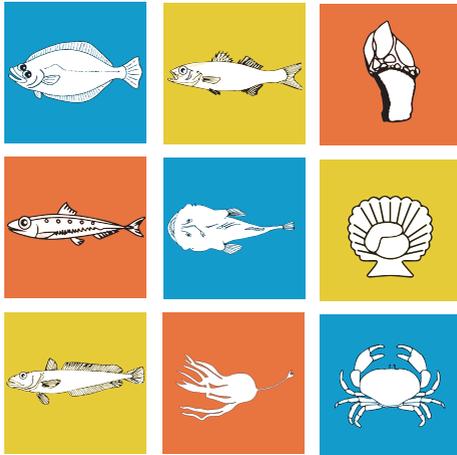
OTHERS:

- Discovery and observation of the manifestations and of the Galician cultural heritage as a sample of diversity and richness.
- Recognition of different professions avoiding sexist stereotypes.

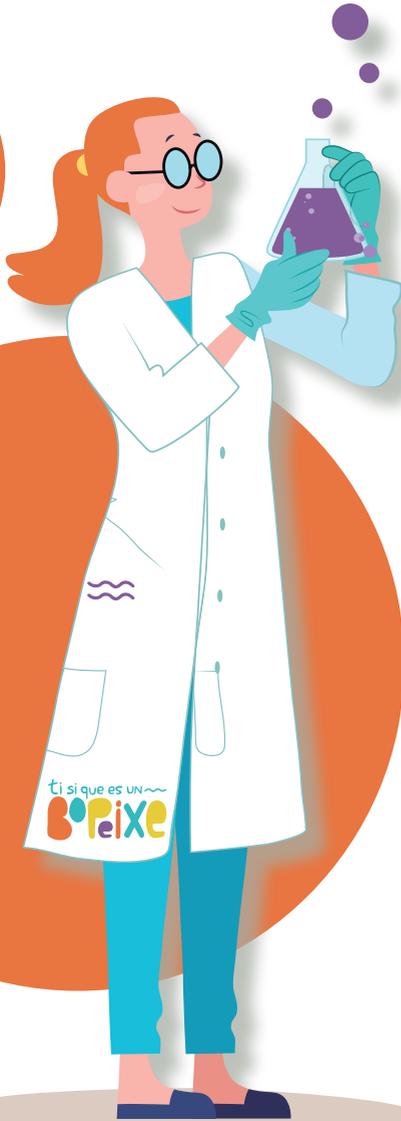




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5. STARTING ACTIVITY - STORY



UXÍA THE BIOLOGIST

From an early age, Uxía was always very clear that when she grew up she wanted to work with sea animals.

Her curiosity led her to study Biology, and to specialize in the marine world.

She is now researching the nutritional properties of seafood, after discovering important improvements in our body through its regular consumption in different dishes.

Investigate these improvements with the help of “Roque The Fishmonger” and its virtual assistant “PeiX”.





ROQUE THE FISHMONGER

A fishmonger by profession, he helps Uxía with her research due to her experience in the sector.

Given its profession as a fishmonger, he is located in the middle of the journey of seafood, from the time it is fished or extracted, until it reaches the final consumer.

For his work he talks both with sailors, shellfish gatherers, workers at the fish market and also with the cooks of restaurants, consumers, etc.

This gives him extensive experience in the environment, and a great knowledge of the species and products of the sea, with which he works daily.





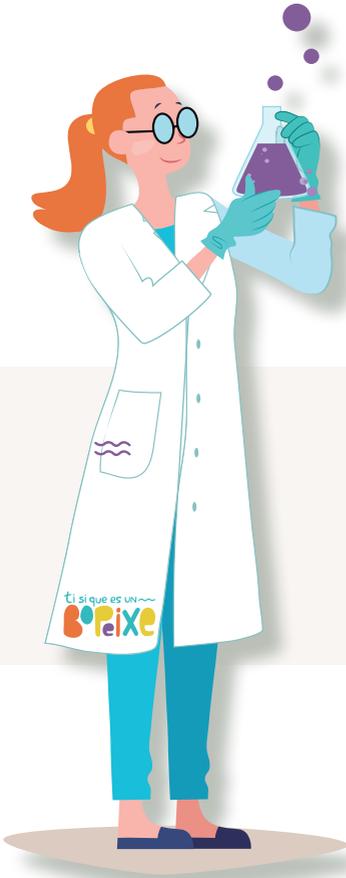
PEIX, THE GOOD FISH!

Uxía's digital assistant and subject of virtual research tests. Delicious test designed by Roque experiencing in the virtual world the improvements of a diet based on seafood. The method of communicating with PeiX is through music and rhythms. **PeiX loves music so much that it only speaks in rhymes!**





To the rhythm of fish and sea, PeiX shows its good delicacy!





Uxía, our Biologist, is doing some final checks on her tablet before turning on PeiX and starting to work, when Roque enters the laboratory door very agitated.

- **Uxíaaaa! UXÍAAAAA!**



- **What's up Roque? Why are you screaming?** - asked Uxía.

- **Because the people from the fish market have just told me that a cyclogenesis is about to enter, which will paralyze the port for several days in a row! And I don't know how that will affect our research!**

- he told her very worried.



Uxía looked at Roque and after thinking for a moment he replied:

- **Calm down Roque, with the data we have so far we can work for a while only with PeiX ... Also, wasn't this week that we were gonna go to the school to show our first results to the kids?**

- **It's true, it's true...** - Roque said scratching his forehead, already calmer – **and by the way, how are the results?**

- **Well look, at this moment I was going to connect to see how PeiX did! Why don't you sit down and print out the fish and seafood chips from the menus we've prepared for you and what's best suited for you, and see what nutrients are the ones that make it possible?**

- **Of course! This way we can make new recipes with those fish and seafood!**





Uxía finishes checking her tablet's battery and turns on the program so she can talk to PeiX.

- **Good morning PeiX, how are you today?** - Uxía asks him.

- **BIP! Good morning Uxia! I'm wonderful! BIP!**

Whenever PeiX talks start with a **BIP!** And it ends with another **BIP!** Plus because he likes music so much he always speaks with musical rhythm and rhymes!

Roque approaches to greet PeiX as well.

- **Very good PeiX! Ready to give us the results of this week's menus?**

- **BIP! Of course Roque, if you want you can print in bulk! BIP!**

- **This PeiX is smarter every day Uxia...**



- **That's because I augmented the Sardines in its diet, Roque** - Uxía replied.

- **BIP! Sardine Sardine... for intelligence is beret! BIP!**

- **Come on!** - says Roque. - **Let's then print the final data of the study!**



SARDINE



Help us keep
good
eyesight!

Common name: Sardine or mackerel.

Scientific name: *Sardina pilchardus*

It has an **elongated body covered with shiny scales** with a blue or green back and a silvery belly.

It lives in the sea with other sardines forming **large shoals** and rises at night to the surface of the water.



“For Saint John the sardine wets the bread” refers to the time of the year when its meat is best (at the beginning of summer).



Source of vitamin A, or Retinol, it helps us to maintain good eyesight.

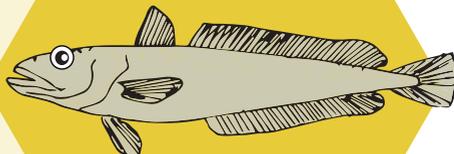
Common name: Hake.

Scientific name: *Merluccius merluccius*

It is a white fish with a dark body on the sides and white on the belly, with a tube shape and a head with many teeth in the mouth.

It has 8 fins and lives more on the bottom of the sea, where it is fished with nets.

HAKE



It keeps our
heart
healthy

It is also found near the coast and then it is fished with the fishing line. As it has **a lot of proteins, vitamins and potassium**, it helps our growth and keeps our heart healthy.





Common name: Sea bass.

Scientific name: *Dicentrarchus labrax*

Fish with an **elongated, light-colored body** that lives in the sea, in shallow waters, in groups when it is new and only when it is older.

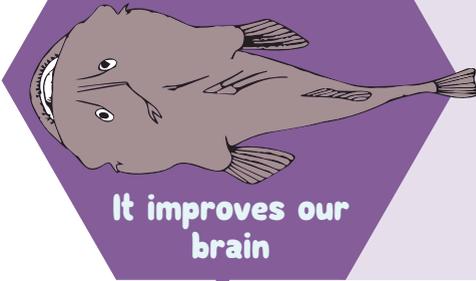
It has **7 fins** and a lateral line along the body.



It is fished during the winter, from November to March by hook, either with reeds in the troll, or with surface longline.

It provides us with very important minerals, proteins and vitamins such as **vitamin B3** that will give us energy and others in group B.

MONKFISH



Common name: Monkfish.

Nome científico: *Lophius piscatorius*

Fish with a **huge head, eyes and mouth**, rather flat as the palm of the hand, dark in color, with 2 fins on the body and a long tail. It has a fin on the head from which hangs a kind of pendant that serves to hunt the fish it eats.



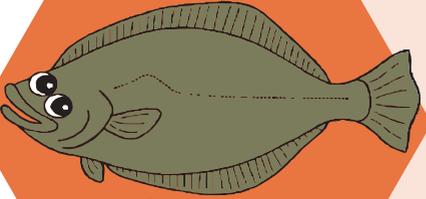
It is fished with nets or reed lines that are placed on the seabed, where it lives throughout the year.

It provides us with vitamin B12, calcium and potassium. This vitamin B12 will make our brain work better.





SOLE



Gives us strength to the body!

Common name: Sole.
Scientific name: *Solea solea*

It is a **dark-colored flat fish** when it is wild and lighter in color if it is farmed. It has small scales, and is born with an eye on each side of the body that then moves to the top, to be able to see when it is on the seabed.



P

It lives near the coast, buried in the day sands, so as not to be hunted. In the evening he goes out to eat small shellfish. It contains vitamins and minerals such as **phosphorus that will give us body strength** by being a component of teeth and bones.

Common name: Barnacle.

Scientific name: *Pollicipes pollicipes*.

It is a **selfish, crustacean** but it lives without moving on the rocks where the sea hits hard, so that it brings a lot of nutrients: its food. It looks like a finger, and at the tip it also has nails, from which they have little hairs that catch the food and take it to the mouth.

BARNACLE



Total recharge of our body

They are collected every month of the year from the rocks by highly prepared shellfish. We damage many **B vitamins, B1, B2, B3, B6 and B12** and **minerals such as iodine, calcium, magnesium, potassium, phosphorus and selenium**, a natural recharge of components of our body.





Common name: Nécora.
Scientific name: *Necora puber*

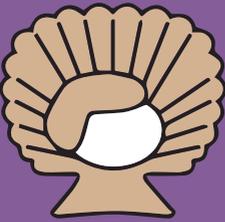
It is a **crustacean shellfish with 10 legs** that emerge from a hard central shell. The first two have pincers that are used to pick up food and bring it to the mouth and are larger in males because they are also used to defend themselves.



They live on rocks and eat algae, fish and other animals. They are collected **at night, in pots** left on the seafloor left on the seabed and during the months from July to December. They provide us with **minerals and vitamin E**, essential to protect our body, and B6.



SCALLOP



Favors growth!

Common name: Scallop.
Scientific name: *Pecten maximus*

It is a **bivalve mollusk** (formed by two shells). They are wavy on the outside and are brown to red in color. It lives in the seabed areas of the coasts with clean water. They feed by filtering the water and collecting nutrients.

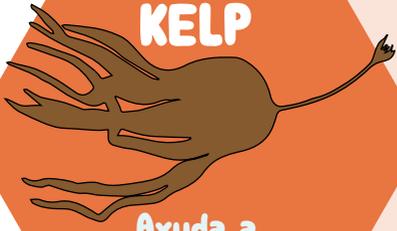


They are collected by boat using the scallop trail, which is like a rake with a net behind to collect them from the seabed. They provide us with **minerals and B vitamins** such as vitamin B9, which promotes growth, and B3 and B12.





GOLDEN KELP



Axuda a defensor o noso corpo!

Common name: Golden Kelp.
Scientific name: *Laminaria ochroleuca*

It is like a **vegetable that lives in the sea**. It is part of the marine “forests”, since these algae grow together near the coast. It has a kind of root and a stem, from which it grows elongated leaves in the form of a flat sheet or ribbon.



There are places where **it is grown, then packaged and sold**.

It has many **mineral nutrients, fiber, vitamins such as vitamin C**, necessary to defend us externally and proteins.

SOME KITCHEN TIPS...



SARDINE: It is cooked in all ways if we take it fresh and also find it canned.

HAKE: From an early age we start eating it boiled and when we grow we take it on the grill or in stews with vegetables.

BASS: Although it was known as a fish for the sick, eating it only boiled it is nowadays cooked more in the oven and is also included in new recipes such as lasagna or musaka.

MONKFISH: Usually we only eat its cooked tail, grilled or baked, as it has more meat and the head is used to make soup.

SOLE: It is eaten grilled or in more sophisticated preparations with seafood or fruit sauces.

BARNACLE: They are eaten cooked, but there are also those who make them into pâté.





VELVET CRAB: They are eaten boiled, in pâtés and in a hodgepodge of seafood.

SCALLOP: They have always been eaten baked with a sauce but now they are also mixed with different seafood and wines.

GOLDEN KELP: It is used in Japanese cuisine in recipes such as dashi, seitan or ramen. Here the majors are also used as a condiment and in salads.



- **BIP!** These are the results of Uxia's research !, and knowing it fills me with energy! **BIP!**

- **BIP!** All these seafood products bring us improvements in our body! I'm flabbergasted! **BIP!**

- It turns out that in addition to fish, seafood also gives work to a huge number of people who strive every day in the sea and estuaries to bring all sorts of very important species for food for adults and children! - Roque comments to PeiX and Uxia.

- If we don't eat fish, - says Uxia - not only do we go against our own health, but we also leave them without work!

- **BIP!** To fully understand all this and sound smart ..., I have prepared some activities! Let's do it! What are you waiting for? - **BIP!**



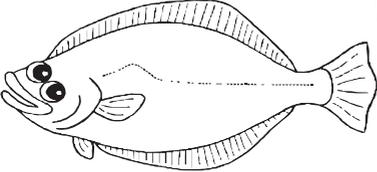
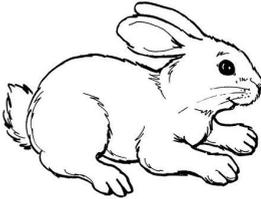
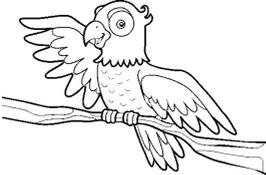
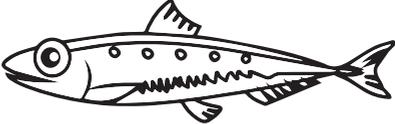
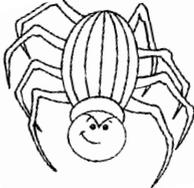


6. TECHNICAL SHEETS

ACTIVITY 1. WHO IS WHO?

The aim of this activity is for girls and boys to distinguish fish and shellfish from other types of animals due to their general morphological characteristics. To do this, they must circle the fish and shellfish on the card and color them, putting the name of the product.

**EXAMPLE
FILE 1**

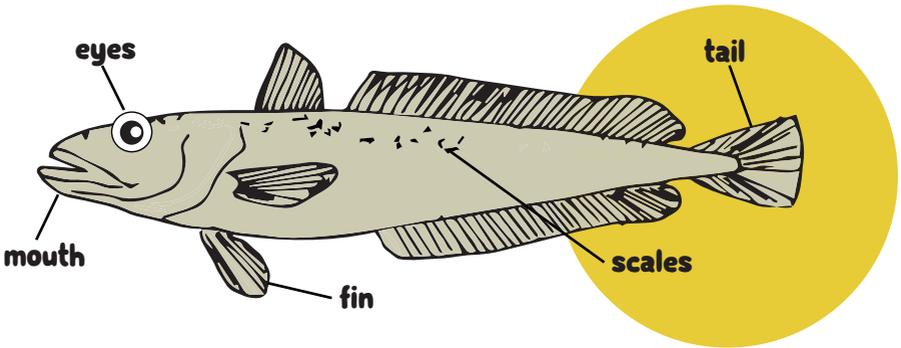
	
	
	





ACTIVITY 2. WHAT DO THEY LOOK LIKE?

The aim of this activity is for children to know the main characteristics of fish (fins, scales and gills). For this, in the first place the teacher will show, in the medium of his / her choice, an image of a fish with these parts and explain them, to later give the boys and girls the card so that they can indicate and put the name of the parts. The younger kids will only color them.



ACTIVITY 3. LET'S FISH!

We start a conversation in which we talk about who the fishermen are, what they do, and how they do it.

The kids are asked if they have ever been fishing, with what they have been, and with what they have fished. The idea is to talk about the tools you need to fish.

Once the topic of fishing rods comes up they will be invited to go fishing.

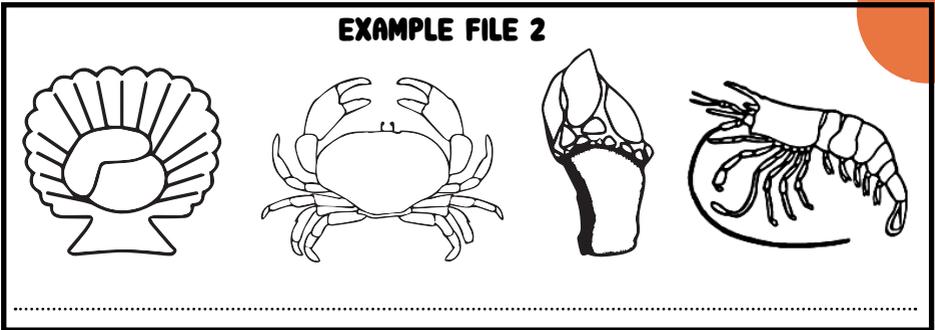
- We placed different colored fish, with different scores.
- Small fishing groups are made, and each group will be a boat.
- They will always have to go hand in hand, and they will have to get the highest score by catching all the fish they can for 5 minutes.

At the end, grouped by "boats" we see who were the ones who achieved the highest score, with the help of the teacher. We do a final assembly to see what techniques they used, how they chose the areas to fish, and so on.



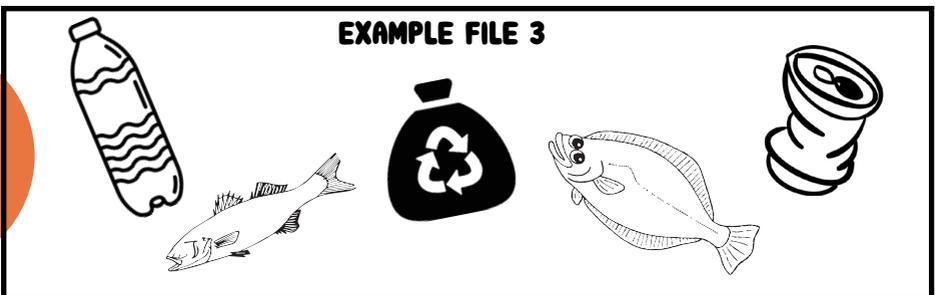
ACTIVITY 4. WHO ELSE LIVES AT SEA!

We start with a talk about who lives in the sea in addition to fish. We guided the conversation to the seafood, to then ask the boys and girls what seafood they know. Then they are given a sheet to paint the different seafood in color and name it, with the help of the teacher.



ACTIVITY 5. WE SING “YOU REALLY ARE A GOOD FISH”

We listen and dance to the single from the “you really are a good fish” campaign and we will use it as motivation to work on the life of the seabed. Afterwards, the teacher will discuss with the children the importance of keeping the sea and its surroundings clean, and will give them a sheet where they will have to cross out everything they consider to be harmful to the environment. And whatever is not harmful, they will color it.



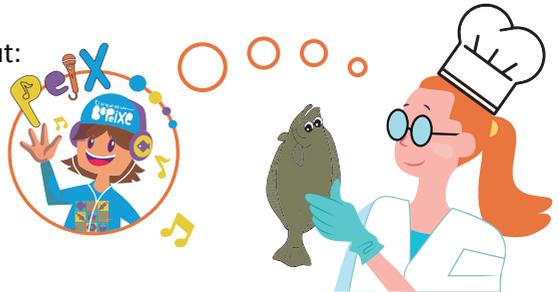


ACTIVITY 6. MARINE RECIPE BOOK

The boys and girls in the class are tasked with asking their families for an easy recipe in which fish occupies a prominent place as an ingredient.

In each recipe they must point out:

- Necessary utensils
- Ingredients
- Quantities
- Preparation instructions



Then, all the recipes are gathered, stored in a bag and each girl or boy takes out one, and takes it home so that, if they feel like it, they can prepare it for family tasting.

ACTIVITY 7. FINAL QUESTIONNAIRE

The teacher will be able to gather the students and answer individually or in groups this brief questionnaire, which will serve to reinforce the fundamental concepts, especially of attitudes of the boys and girls.

“Now you know something more about how important a diet that includes Galician fish and seafood is. In case we have any questions, answer ... ”:

Do you think now that fish and seafood is very good to eat for our body?

Which fish or seafood do you like best?

Can you say 3 species of fish or shellfish from Galicia?

What benefits can eating more fish and seafood have for you?

Have you learned anything new about fish and seafood that you can tell more people to learn?





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