

Date	Class level Third Class and Fourth Class	Subject Geography
Strand Human Environments	Strand Unit People living and working in the local area and people living and working in a contrasting part of Ireland.	
Title Exploring the Fishing Industry in Ireland.		
Objective(s) The aim of the lesson plan is for children to explore and investigate, especially through practical studies of a small number of the common marine related economic activities of people in the locality and in a contrasting part of Ireland.		
Skills Required A sense of place and space; Use of maps; Questioning; Investigating; Analysing; Recording and Communication.		
Learning objectives	Learning activities	
<p>The child will be enabled to:</p> <p>Identify important industries in Ireland.</p> <p>Identify those dependent on the fishing industry.</p> <p>Locate key fishing ports on a map Ireland.</p> <p>Discriminate between sustainable and unsustainable fish species.</p> <p>Consider the problems associated with over fishing.</p> <p>Consider a solution to this problem.</p> <p>Engage in a letter writing activity in groups.</p>	<p>Talk and Discussion: Classroom discussion about the local economic activities which the community is dependent on. Elicit from the children the industries which are important in the locality for example a coastal region may depend on marine tourism, farming and fishing. Teacher writes the word fishing in a circle in the middle of the board and the pupil brainstorm about who depends on the prosperity of the fishing industry. Elicit from the children that there is a lot more stakeholders in the fishing industry than just the fishermen e.g. factory workers, restaurant owners, exporting companies, marketing companies etc.</p> <p>Talk and Discussion: Do the pupils know which types of commercial fish are caught around Ireland? The main fishing ports in Ireland are Dingle, Killybegs, Castletownbere, Dunmore East and Kilmore Quay. Commercial fishing also occurs at numerous small ports.</p>	

Fishing vessels from other European countries are also allowed to fish in Irish waters. The following is the breakdown of fishing vessels in Irish waters

Ireland	36%
United Kingdom	11%
France	20%
Spain	30%
Belgium	1%
Other	3%

For more information and maps about fishing activities and fisheries resources in Ireland - see "Atlas of Commercial Fisheries around Ireland – 2nd edition, 2014, Marine Institute.

Collaborative Work/ Maps, Globes and Atlases:

In pairs, the children locate the main fishing ports in the country on a map of Ireland. Explain to the children that these main fishing ports are often accompanied by huge fish processing facilities where many types of fish including white fish, pelagic fish and shellfish are processed. It is a huge industry generating a massive income of over one billion euro for our economy per year.

Talk and Discussion:

Explain to the children the problems of sustainable versus unsustainable fishing. The aquaculture or fish farming industry includes growing finfish such as salmon and trout as well as shellfish including mussels, oysters and scallops.

Discuss with the class the growth of the farm fish/seafood industry which now accounts for up to 50% of all fish consumed.

Overfishing in Irish waters has affected the quantities of numerous popular species such as cod, sole and whiting around Ireland.

Brainstorm with the class the problems associated with overfishing around Ireland. These could include the facts that overfishing can result in reduced quotas (quantities of fish allowed to be caught), threaten livelihoods, and affect food chains. As a result it could spell danger for the future of our oceans. Also, some fishing methods can cause huge damage to the seabed and marine environment e.g. (ghost nets).

Problem solving:

What can we do to help? The children work in small groups to consider a solution to the issues. The solution could be written as a letter to a key decision maker in their community such as a local politician.

Favourable responses may be the eating of sustainable fish species, adherence to quotas and creating protected areas in our oceans.

The groups can use ICT to research their arguments and then present their solutions to the class.

Extension / Project work:

Compare the fishing industry in Ireland to another industry in Ireland e.g. agriculture, tourism, high tech industries (e.g. knowledge economy).

Compare Ireland's fishing industry to another fishing industry in another European country (e.g. Norway who fish for whales can be an interesting topic to discuss re: cultural differences).

Compare Ireland's fishing industry to another country in the world (e.g. China, Newfoundland and Labrador – Canada etc).

	<p>Resources</p> <p>Maps of Ireland for each pair</p> <p>“Atlas of Commercial Fisheries around Ireland – 2nd edition, 2014, Marine Institute” - see www.marine.ie</p> <p>Atlas of the World</p> <p>Laptops</p> <p>Letter template</p> <p>List of sustainable and unsustainable fish Species. This can be obtained by searching online for the Marine Conservation Societies “Good Fish Guide”.</p>
<p>Differentiation Higher and Lower order questioning. Differentiate group activities and roles to account of individual needs, by support, task. Mixed ability pairing.</p>	
<p>Assessment Teacher Observation and questioning</p>	
<p>Linkage and Integration History: Students research the history of fishing around Ireland. Oral Language: walking debate on the topic of sustainable fishing in Ireland. English Writing: Students produce a newspaper article about fishing in Ireland. Maths: Students can use number, measure and data skills to create graphs to represent information they have learned about Ireland’s fishing industry.</p>	