

Fish SD: Fish Cookbook

Background information: Review Chapter 7: *Fish Cooking and Cleaning* in [Going Fishing](#).

Duration: 30 - 60 minutes and a take home activity

Objectives: Student will learn about fish as a protein resource, and the cultural, health and environmental implications of using fish as food.

Preparation: Fish are an important protein resource worldwide. Many cultures depend on fish protein as a primary food source. Fish as a food resource is a hot media topic as natural fish stocks, particularly marine species, are being depleted or eliminated from the wild. In the United States, fish as food is important in many cultural contexts and is apparent in many regional cuisines. An example is the Blackened Redfish from Cajun culture of Southern Louisiana and Mississippi. Does the Midwest have culturally derived fish recipes?

Warm up: Ask the student if fish is a regular part of their diets. If it is, ask them to think about the context in which they consume fish. Is it part of their religious culture to eat fish on Friday? Do their families go fishing and have a fish fry as part of a fishing activity? What are the side dishes that are classically served with a fish meal; hush-puppies, coleslaw, French fries? Ask the students to consider if there are differences in the varieties of fish available for food. For example, is tuna different from catfish? What are some different ways to prepare fish (grill, bake, fry, make a chowder)? What common products or dishes is fish used in? Examples: What fish is an ingredient in Worcestershire, Teriyaki sauce and Caesar salad?

Activity: As a class, create a fish themed cookbook. Ask students to collect several recipes using fish as an ingredient. Recipes can be collected from cookbooks at home or online and can be based upon their family's cultural heritage, favorite meals, or favorite ingredients. Share collected recipes as a class and discuss cultural heritage of the meals or fish facts in relation to the species of fish used.

Combine the collected recipes into a class cookbook, and ask the students to determine a structure for the book. For example, are recipes grouped based on culture, types of fish utilized, or type of dish (main, side, hors d'oeuvres). Have a contest for the cover design.

Wrap Up: Ask each student to investigate positive and negative health and environmental issues of eating fish.