

COMMENTS ON GUIDELINES – 5 KEY PRINCIPLES (group 2)

ECOSYSTEM INTEGRITY
Messages 1 – Smaller organisms are eaten by bigger organisms 2 – Humans are part of the ecosystem 3 – When humans catch fish should: a) make sure they catch them in reasonable quantities b) avoid bad fishing practices to preserve the endangered species 4 – Catch the fish you need! 5 – If no baby fish are caught, the ecosystem can get back into balance
Exercises 1 – Observation of Senegambian ecosystem poster. Related questions: a) Can you name the fishes on the poster? b) Which one would you prefer to eat? c) What happens to animals and plants when a trawler drags a heavy net over the sea bottom? d) How can we reduce the pressure on the ecosystem? 2 – Drama exercise: kids representing big fishes (few), small fishes (many), sea birds (some), fishermen and display interaction among them. 3 – Drawing posters 4 – Drama 5 – Songs 6 – Storytelling
Outside observation 1 – Observation on the beach (with data analysis through graphs, charts, photos, etc) 2 – Visit to the market 3 – Visit to the fish factory 4 – Visit the processors

PRECAUTIONARY APPROACH AND RESPECT FOR RULES
Messages 1 – Don't eat babies! 2 – Avoid destructive and unselective gear and reduce by-catch of dead or dying species thrown away 3 – Abandon shark finning 4 – Promote the establishment and enforcement of marine protected areas as an insurance policy even, if we do not know the exact state of the marine ecosystem and how we have already affected it. 5 – Promote respect for the existing rules.
Exercises 1 – Share information with the children about the minimum size of fishes (internet) 2 – Interviews to fishermen to find out the different types of fishing gears and how they work 3 – What is a shark? Who can tell a story about a shark? (storytelling) 4 – Show a map of marine protected areas 5 – Sharing information in the school newsletter

Outside observation

- 1 – Observation on the beach (with data analysis through graphs, charts, photos, etc):
 - a) Record what type of fish and other marine animals are landed
 - b) Record the number of boxes/buckets per boat
 - c) Measure the length of some fishes and record the data (fish ruler)
 - d) What type of fish is commonly discarded?
 - e) Record the type of fishing gears fishermen use

BROADENING STAKEHOLDERS' PARTICIPATION

Messages

- 1 – Let all stakeholders participate in social life and decision making affecting the community.
- 2 – For us to succeed, we must have mutual respect, willing to listen, contribute experiences and knowledge.
- 3 – It is always good to know who is responsible for what.
- 4 – Together we can achieve more.

Exercises

- 1 – Role play: What would you want to do when you grow up? Display community life
- 2 – Drama
- 3 – Songs
- 4 – Other role plays

Outside observation

- 1 – Visits: find out from all stakeholders (fishermen, fish processors, bana banas, government, etc) their own perspectives. Then compare expected results with the real ones.

PROMOTING SECTORAL INTEGRATION

Messages

- 1 – All sector should have the same respectful approach towards the ecosystem.
- 2 – Small-scale fisheries are connected to neighbouring and far away countries through international trade and migration.
- 3 – Fishermen catch fish for local and international consumption.

Exercises

- 1 – Role play: What would you want to do when you grow up? Fisherman or not? Why?

Outside observation

- 1 – Record different activities performed by different sectors through interviews.
- 2 – How do fishermen see people from other sectors? What are their expectations for future developments?

**IMPROVE RESEARCH AND ACCESS TO RESEARCH FOR CONSERVATION AND MANAGEMENT
DECISIONS BASED ON THE BEST AVAILABLE KNOWLEDGE**

Messages

- 1 – We live in changing world, therefore keep up to date.
- 2 – Use different resources to gain more information.

Exercises

- 1 – Visits to the Fisheries Department
- 2 – TV Documentary
- 3 – Visits to fishing sites
- 4 – Internet
- 5 – Library
- 6 – Games
- 7 – Drama