101 Bulletin Board Ideas
for Seafood Education

By Anita H. Webb

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Extension Division
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FOREWORD

101 Bulletin Board Ideas for Seafood Products Education is the result of two years of work in seafood education made possible through a grant from the Department of Commerce, Sea Grant. The bulletin board ideas are designed to correlate with three additional publications:

- Seafood Manual for School Food Service Personnel
- Seafood Products: An Instructional Guide for Home Economics Programs
- Seafood Products: Food Service Program Guide

All of these materials are available on a cost basis from:

Sea Grant Program
VPI & SU
Extension Division
Blacksburg, VA 24061
WHAT IS A BULLETIN BOARD?

Any place a display is desired or needed -

Small poster
Easel or flannel board mounting
Table or shelf display
Cork board or chalk board
Entire wall in a classroom or hall
  going up a stairway
  wrapping around a corner
  moving from one room to another through a doorway
  hanging from the ceiling

WHY USE A BULLETIN BOARD?

Present new concepts
Explain or illustrate parts of a lesson
Display new materials available
Bring together related topics
Arouse interest
Aid in development of attitudes
Display for students' work
PRACTICAL TIPS FOR BULLETIN BOARDS

1. Stress a single idea. Be clear and concise.

2. Apply art principles.

3. Make it meaningful - related to classroom or school experience.

4. Thumb tacks and pins may draw attention and detract from the theme of the bulletin board so when possible use tape or staples.

5. Choose colors carefully. Cool colors and pastel shades are better for backgrounds rather than points of interest or captions.

6. Designs that involve dimension and use textured material are usually more effective than flat surface designs.

7. Use varied backgrounds: felt, burlap, newspaper, construction paper, wall paper, printed cloth, tie-dye material, leaves, wire, rope, table cloth, foil, tissue, gift-wrap paper, linoleum, place mats, carpet scraps, toweling, fishnet, cellophane, paper toweling, corrugated paper.

8. Vary the style of letters used - (Gothic, Roman, Old English, Script, Italics): pipe cleaners, yarn, leaves, cloth, wire, buttons, cans, wood, newspaper, magazines, pamphlets, ribbon, twine, noodles, cords, bottle caps, boxes, tongue depressors, rolls of paper, sand paper, aluminum foil, cotton balls, shoe-laces.

9. When possible, use real objects for they seem to be better attractors than representations. When drawings are necessary, cartoon type designs draw more attention and usually are as effective as accurate representations of the same object.

10. The overhead projector can be a useful tool in preparing your bulletin board. Make a transparency of a desired picture. Move the projector various distances from the bulletin board until the picture is of the desired size. Trace onto poster board, construction paper, etc.

11. Allow students to participate in planning and arranging the bulletin board.

12. CHANGE FREQUENTLY!
- Use a drawing of a current figure of strength such as Popeye or the Hulk
- Place drawings of seafood inside an actual fishnet
FISH IS A BRAINFOOD

- Explain that "brainfood" refers to a wise choice

ECONOMICAL

SHORT COOKING TIME

VERSATILE

READILY AVAILABLE

NUTRITIOUS

SALMON
The sections of the rainbow should be of different colors.
Make a Splash at Mealtime
1 SERVING =

3/4 pound of whole fish
1/2 pound of dressed fish
1/3 pound of fish fillets
1/3 pound of fish portions
1/4 pound of fish sticks
1/6 pound of canned fish
MAGICAL MEANS

for
CREATIVE MEALS

Mackerel
Catfish
Sole
Halibut
Bass
Perch
Red Snapper
Salmon
Tuna
Trout
Sardines
- Change the seafood species each day for a week to indicate the variety of this food resource
- Emphasize the nutritive contribution of seafood to our diets
- Emphasize the economy of seafood. Collect recipes which are economical
POEMS of the WATER

"Paddle Your Own Canoe" - S. Bolton
"Ballad of the Oysterman" - Oliver W. Holmes
"Lake Isle of Innisfree" - William B. Yeats
"The Tide Rises, the Tide Falls" - H. W. Longfellow
"Rime of the Ancient Mariner" - Samuel Coleridge
"Old Swimmers' Hole" - James W. Riley
"The Chambered Nautilus" - Oliver W. Holmes
"When My Ship Comes In" - R. Burdett
"Sailing to Byzantium" - William B. Yeats
"Lady of the Lake" - Walter Scott
"Old Ironsides" - Oliver W. Holmes

"Leak in the Dike" - Phoebe Cary
"Dover Beach" - Matthew Arnold
"Boats in a Fog" - Robinson Jeffers
"Seashore" - Ralph Waldo Emerson
"The Fish" - Marianne Moore
"Like as the Waves" - William Shakespeare
"The Seafarer" - Ezra Pound
"Red River Valley" - Old Folk Song
"The Yachts" - W. C. Williams
"Seaweed" - H. W. Longfellow
"The Sea Gull" - Ogden Nash

- Add the titles of other poems related to water
- Use a few titles each day and change frequently
CHART YOUR FUTURE WITH THE WAVES

- Change the job titles each day
- Have students research the careers available which relate to or involve the water
Fishing for Lunch Ideas?

- Make a lunch box out of construction paper
- Use actual wrappers and packages positioned as if they are in the lunch box
- Have students distinguish between finfish and shellfish
- Use actual packages and wrappers from various market forms of seafood
Use labels from canned or frozen seafood to form the letters.

- Emphasize the inspection stamp and grade label.
HEADLINES

FRESH FINFISH ARE FIRM AND ELASTIC TO THE TOUCH

Seafood is the richest natural source of iodine.

All essential amino acids are present in fish muscle

The muscle of finfish contains 18-22 grams of protein per 100 gram edible portion.

Don't let a fish flop around in the bottom of a boat or on a pier.
- Make replica of a stop sign
- Use magazine pictures of fish dishes

broiled fillet

And Consider

tooicheb fish

poached fish

baked stuffed fish

STOP
STEPS in smoking FISH

1. Clean the Fish
2. Brine the Fish
3. Dry the Fish
4. Build the Smoker
5. Smoke the Fish

- This same format might be used for other topics such as drying fish, filleting fish, etc.
1. Most fish cook quickly. Cook fish only until it is opaque and flakes easily with a fork.

2. Cook at a low to moderate temperature (fish is a protein food and will become tough when overcooked). When cooking at a high temperature, as in frying, fish should be coated with crumbs or batter.

3. Choose the cut appropriate for your recipe (whole - drawn - dressed - fillets - steaks).

- Change the specific items to fit the lesson for the day
- Stress safety and sanitation when handling fish
- Use also for frozen fish by changing the footprint directions and one word (Fresh) in the title
- Use bright colors for the race cars
- Make lettering from a road map
- Use various species of seafood to make up the "parade"
LESS-OFTEN UTILIZED SPECIES of SEAFOOD

- Use magazine pictures or drawings of these species and others such as squid and octopus
- Type riddles from the following page on 3 x 5 cards. Write the correct answer on the back of the card.

- Change cards frequently to maintain student interest.
- Change the pictures frequently. Other species to be included might be: shark, turtle, snails, etc.
CAST FOR NUTRITION

- Use an actual fishing pole and line
- Use a brown paper bag with a variety of seafood products coming from it
- Use magazine pictures or drawings of a number of different species of seafood
Use rope to form the letters for "Fishing".

Cover the background with a fish net.
- Tear out the letters for the words "Junkfood Bug" from a brown paper bag

- Use actual chips bag, candy wrapper, etc. around the trash can
Magazine pictures or construction paper cutouts both work well for this bulletin board.
WOW! What's that Fish Dish?

BROILED...
FRIED...
BAKED...
STEAMED...
POACHED...

- Emphasize the variety of cooking methods for fish

- After this overview, each method name may be used separately along with pictures of dishes prepared in that manner
- Have one or more students research the tools used in obtaining seafood from the water
An actual faucet may be hung from the ceiling or attached with wire to the bulletin board.
EVERYTHING'S COMING UP SEAFOOD

- Use pictures or construction paper cutouts of a variety of species
Stress the protein contribution to the diet when seafood is eaten.
Use construction paper pictures of fish and old costume jewelry to hang out of a paper or cardboard chest.
FISH ARE HIGH in protein
LOW in cholesterol
- Change the table setting picture frequently to feature a variety of seafood dishes
ANIMALS OF THE SEA GIVE US ~

Research uses and/or applications of animals from the water
THINK NUTRITION

THINK PROTEIN

THINK
Three colors on this board are eye-catching—a light or pastel background, bright streamers to the fish and a contrasting color for the lettering.
FORMULA for STORING and USING FROZEN SEAFOOD

Keep in Original Wrapper + Store at Zero Degrees + Thaw in Refrigerator =

OR

Cook from Frozen State OR Use Immediately After Thawing + NEVER Refreeze =

TASTY PRODUCT
FISH THROUGHOUT THE U.S.

- Insert seafood dishes popular in the individual area in each box
- Add other boxes appropriate for your geographical area or to your unit of study
Wise Selection leads to Good Health.

- Use an actual menu from a local restaurant
WHOOOOOOOOOOOOOOO
REMEMBERED?

1. TO EAT A BALANCED DIET
2. TO INCLUDE FISH WHEN PLANNING PROTEIN
3. TO OMIT CHOLESTEROL

- Stress the role fish can play in a nutritious daily diet
- Distinguish between finfish and shellfish by using construction paper cutouts of a variety of species
CATCH of the Day!

- Emphasize with color: use a light-colored background with bright colors for the lettering
- Emphasize the variety of uses for fish
- Change the pictured dishes frequently
- Cut out the words "Tune in to" from sheet music

- Use the clam species most appropriate for your geographical area
Choose Your Calories

WISELY

85-gram portions; 21-24 grams of protein

CHUCK ROAST  278
CORNED BEEF  183
VEAL  199
CHEDDAR CHEESE  338
HALIBUT  145
COD  144
TUNA (WATER PACKED)  108
PEANUTS  497
CHICKEN (DARK MEAT)  150

- Have students research caloric information and use the foods most appropriate for their needs and experiences
- Stress the nutritional benefits of seafood
- Use pictures of foods which would be categorized in the meat food group
- Add other dishes which may be appropriate for your geographic area or unit of study.
SEAFOOD RIDDLES

I am a broad-bodied crustacean.
I have four pairs of legs.
I am a giant in the Pacific Ocean.
My best name is Blue.
(Crab)

I have two claws; one for crushing, one for eating.
I am a primary product of Maine.
When cooked I turn red.
I am very expensive.
(Lobster)

I have stalked eyes.
I have a hinged exoskeleton.
I am found in large numbers in Georgia.
I turn pink when cooked.
(Shrimp)

I am a cold-blooded animal.
I live in the water.
I breathe through my gills.
(Fish)

I am a market form of finfish.
I have no bones.
I broil quickly.
I can be made from a flat or round fish.
(Fillet)

I am high in digestible protein.
I am low in fat.
I contain many vitamins and minerals.
I am an excellent choice for special diets.
(Seafood)

I am a bivalve mollusk.
I am produced commercially by sea farming.
I am often sold in restaurants "on the half shell."
I am less plentiful in the summer months.
(Oyster)

I am a large saltwater fish.
I am sold in cans and as steaks.
I am used for sandwiches and salads.
I want to belong to Starkist.
(Tuna)

I am a flat saltwater fish.
Both eyes are on top of my body.
I am often stuffed with crabmeat.
I am an easy fish to fillet.
(Flounder)
The RIGHT NOTES

For THIN FOLKS

- Use a different species of fish or a different prepared fish dish in each note
- Stress low calorie/low fat dishes
ARE YOU
FISHIN' for
GOOD HEALTH

- An actual fishing pole and line add interest to this bulletin board
WHICH ANIMALS GROW IN THE WATER?

- Use magazine pictures or construction paper cutouts
- Change pictures frequently to retain interest
This is no Fish Tale....

Don't let the big ones Get Away!

- Use a fish line (hang from the ceiling if possible) and a rubber worm or lure
Buyer Beware

- Color: faded or bleached
- Eyes: dull and sunken
- Gills: brownish or grey
- Odor: medium to strong
- Flesh: soft and flabby
- Have students brainstorm how both man and animals travel in/on water
Equipment

Makes a Difference

- Use oyster, clam, fillet knives, attached to the board with pipe cleaners or wire and staples
- Label knives as appropriate
Happiness is Eating Seafood
- Emphasize low calorie - low fat characteristic of seafood
ONGS OF THE WATER

WATER BOY                  MOON RIVER
GENTLE RAIN                  WAVE
STILL WATERS RUN DEEP       SHRIMP BOATS
RED SAILS IN THE SUNSET
SITTIN' ON THE DOCK OF THE BAY
BRIDGE OVER TROUBLED WATER
RAINDROPS KEEP FALLING ON MY HEAD
THREE LITTLE FISHIES IN AN ITTY BITTY POOL
YOU CAN TUNE A PIANO, BUT YOU CAN'T TUN A FISH

- Have students suggest other song titles which relate to the water
Water People

Marco Polo
Norseman
Columbus
Ted Turner
Diana Nyad
Esther Williams
Mark Spitz
Florence Chadwick
Jacques Cousteau

Add the names of other people who are identified with water.
- Have students develop the endings for Hear, See, and Tell
  Example:  Hear Ye - Frozen fish should be kept at a temperature of 0°F or lower
            See - The eyes of fresh fish are clear and rounded
            Tell - Fish are an excellent source of protein
- Vary the listing of species to suit the locality and interest of students
- Change the species to emphasize other seafoods such as clams, oysters, flounder, turbot, etc.
- Change information to reflect current class emphasis
- Use pipe stems for the bee's antennae and legs—tissue paper over a molded pipe stem for wings
Plan picnic menus using seafood.

Back menus with construction paper, thus forming a colorful border, and add to the bulletin board.
REMEMBER:

FRESH FISH

Have FIRM, ELASTIC
Flesh (when touched the
finger imprint does NOT
remain)

Have BRIGHT,
CLEAR, TRANSPARENT
Eyes

Gills are BRIGHT RED
or PINKISH RED

-Stress the characteristics of fresh fish
- Identify the uses of seafood in gourmet meals
- Use magazine pictures or cutouts of various seafoods
Stress the importance of keeping seafood refrigerated to prevent the growth of micro-organisms.
Wrappers and packages may be used to fill the basket.
Use play money to form the letters "CASH"

- Use magazine pictures of fish or construction paper cutouts
- A basket may be stapled or tacked to the board

- The human figure may be made by rolling newspaper tightly, dipping in liquid starch, forming the position on a flat surface and allowing it to dry thoroughly
HARVESTING SEAFOOD

- Use magazine pictures
- Research the technological development of harvesting equipment
- Use cutouts of a dull, listless figure and a happy, alert figure
- Magazine pictures may be used in place of the cutout figures
- Use many species to emphasize the variety of items which fall into the category of seafood
- Research vitamin content of seafood and add to bulletin board as appropriate
Each item on the right-hand side may be used to "balance" 3 ounces of tuna or shrimp.

- Change the food listing every day to add interest.
WHICH SEAFOOD WOULD YOU EAT IF YOU LIVED IN:

LITTLE ROCK
NEW ORLEANS
MINNEAPOLIS
SEATTLE

- Identify the seafood available in your locality
- Emphasize that market form availability in various locations is related to climate, storage, transportation, etc.
 HAVE YOU T a "eese dishes? 

- MANHATTAN FISH CHOWDER
- SEAFOOD SALAD
- SKEWERED SHRIMP
- BROILED FILLETS

- Use magazine pictures of seafood dishes
- Emphasize the various cooking methods appropriate for seafood
- Label the cars with advantages of using and eating seafood
ADD NUTRITION TO YOUR DIET!
KEEP A FIRM GRIP ON NUTRITION

- Emphasize the nutritive value of fish
- Tie an actual string around the finger on the cutout hand
- Use the "+", the "fish" and 2 alone, after class discussion add the words "add," "fish" and "to."
HOW DO WE USE SEAFOOD?

- Cut out magazine pictures of the uses of seafood
- This bulletin board could easily become a collage
- Research the various methods of catching fish
- Depict the processes involved to bring fish to the dinner table
- Drawings of fish as well as magazine pictures may be used

- Students might research the cholesterol levels in varying species of fish and compare to other foods
- Cover the bulletin board with white paper, make the lion tan and then use colorful letters. The simplicity plus emphasis on color will create an eye-catching bulletin board.
SHELLFISH BUYING GUIDE
(per serving)

Shrimp
  headless  1/2 lb.
  cooked meat  3-6 oz.

Hard-shelled crabs
  live  1-2 lbs. (3-12 crabs)
  cooked meat  3-6 oz.

Dungeness crabs  3/4-1 lb. (1/2-1 crab)

Lobster
  live  1 lb.
  cooked meat  3-6 oz.

Oysters and clams
  in shell or shucked  6 each

Scallops  3-6 oz.
Season Your Menus

With SEAFOOD

- Change the menu—and picture—each day for a week
- Use food models or magazine pictures

asparagus with crab sauce
steak
stuffed tomato
fish snacks
KNOW your FISH CUTS

- Steaks
- Dressed
- Fillets
FREEZER WRAPS SHOULD BE:

- a) moisture proof
- b) have low permeability
- c) tight-fitting
- d) strong
- e) economical
<table>
<thead>
<tr>
<th>The Water Offers Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pack</td>
</tr>
<tr>
<td>Cook</td>
</tr>
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- Research these careers
- Have students add other job titles which relate to the water
- Draw puzzle pieces on a large piece of paper, cut out and label with names of seafood species.

- The species selected might be all mollusks, or all crustaceans, or all found in your geographic area, etc.
PURCHASE ONLY HIGH QUALITY PRODUCTS – whether fresh, frozen or canned
STORE PROPERLY – refrigerate fresh and frozen seafood immediately
COOK WITH CARE for a short time. Remember: seafood may be easily ruined by overcooking!
Seafood Myths

Raw oysters are an aphrodisiac.

Frozen seafood is not as good as fresh seafood.

Dead shellfish are toxic and should not be eaten.

Eating seafood with milk will make you sick.

Shellfish should be eaten only during months with an "R" in them.

- Read or brainstorm to identify seafood myths