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# The Anchovy travels

Travelling through history, geography, economy, enogastronomy, art



**Image caption:** Image by Elena di Capita, an Italian artist that takes inspiration for her work by the Japanese Gyotaku. The Gyotaku (from the Japanese gyo "fish" and taku "stone imprint") consists of a natural print of fish and sea creatures on paper.



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# Index

<b>General overview</b>	<b>2</b>
<b>The Beethoven's fish</b>	<b>4</b>
Activity overview	4
Descriptive activity sheet	5
Stage 1	5
Stage 2	6
Stage 3	7
Stage 4	7
Stage 5	8
Stage 6	9
<b>MigrACTION</b>	<b>11</b>
Activity overview	11
<b>Resources</b>	<b>12</b>
The Beethoven's fish	12
MigrACTION	13



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## General overview

The exercise we present you is a travel proposal, to discover a small traveling fish that has, since ancient times, crossed Europe, both at sea and on land routes. Known and used since ancient times, the anchovy has always united countries and people, in a communion of traditions, recipes and stories. Anchovy is a fish that lives where the sea is bluer and that, like a small queen with a blue mantle, has been able to conquer us with its ease and ability to move, its transformism, its ability to make precious the simplest recipes of the countries she visited in her long history.

Expanding the perspective, the exercise also outlines, as an additional resource, a chain of thoughts that suggests a transversal reflection on the theme of migration: the migration of fishes and that of people where biology, past and contemporary history, social studies reveal extra-ordinary elements of connections.

The exercise presents in detail one activity and design one more that teachers and trainers will be able to finalise following the model.

In order to better understand the connection between anchovy, cultural heritage and learning subjects we could have also presented the activity in the words of Nadia Repetto: italian marine biologist, scientific researcher and author of numerous scientific texts and popular books on the sea and fishing.

“L'acciuga mi piace perché è un migrante, si sposta continuamente alla ricerca di cibo e di luoghi adattati alla riproduzione. L'acciuga mi piace perché non è un animale solitario, vive in branco, in una comunità composta da migliaia di individui. L'acciuga mi piace perché ha una vita breve, ma intensa. L'acciuga mi piace perché sostiene la vita e quindi la sopravvivenza di molte altre specie. L'acciuga mi piace perché racchiude nella sua livrea tutti i colori del mare. L'acciuga mi piace perché è un pesce consumato anche in zone lontane dal mare. L'acciuga mi piace perché si può conservare con tecniche semplici e antiche. L'acciuga mi piace perché ha sempre nutrito l'uomo. L'acciuga mi piace perché fritta è la morte sua.

**Nadia Repetto**, Acciuga, 2019

Translation

I like the anchovy because it is a migrant, it moves constantly in search of food and places adapted to reproduction. I like the anchovy because it is not a solitary animal, it



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lives in a herd, in a community composed of thousands of individuals. I like the anchovy because it has a short but intense life. I like anchovies because they support life and therefore the survival of many other species. I like the anchovy because it has all the colours of the sea in its livery. I like the anchovy because it is a fish consumed even in areas far from the sea. I like the anchovy because it can be preserved with simple and ancient techniques. I like the anchovy because it has always fed man. I like anchovies because fried is out of this world!"



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# The Beethoven's fish

## Activity overview

"To better listen to Beethoven's Ninth Symphony it is preferable to eat dates stuffed with anchovies."

The "Futurist Kitchen" by Marinetti and Fillia

The work of this activity is connected, as understandable by the above mentioned maxim, to the anchovy, a fish of which there are several species that inhabit the seas, from the Pacific to the Mediterranean, from the Atlantic to the Black Sea.

The activity wants to be a travel into three topics

1. Countries of production of anchovies in Europe and outside Europe
2. Product conservation and marketing methods of anchovies in Europe and outside Europe
3. Recipes using anchovies in EU countries in Europe and outside Europe

The activity requires the analysis and selection of the information within the Internet and the ability to synthesize different concepts in a graphic representation: the final product is an infographics, to be presented, first within the class and then to other students, not familiar with the topic.

The activity has been designed for VET students and in particular for the HORECA sector.

### Final product

- Three infographics on the selected topics

### Specific knowledge

- Basic knowledge of anchovy production, storage and conditions within and outside the European Union
- Basic knowledge for the preparation of recipes using anchovy
- Basic knowledge on the use of a tool for the creation of infographics.



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## Level of difficulty

The exercise, as a whole, has a medium-low level of difficulty as it presupposes a basic level of entry into the skills on which it works:

- Literacy
- Digital competence
- Cultural awareness and expression

## Descriptive activity sheet

### Stage 1

#### Description

This phase is for the whole class.

Present your class the topic of the activity exploring it through its protagonist, the anchovy. The activity suggests the exploration of the topic through the small traveling fish present, since ancient times, in different seas, but also in different subjects: literature, cooking, art...(See “Resources” section).

#### Objectives

- Increasing knowledge of local, national, regional, European and global cultures and expressions, including their languages, heritage and traditions, and cultural products, and an understanding of how these expressions can influence each other as well as the ideas of the individual.

#### Key competences

- Cultural awareness and expression

#### Resources

- This phase of the activity should be done under the supervision of the reference teacher.
- Equipment: Internet connection, a laptop, a video projector

#### Duration

- 30 minutes



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## Stage 2

### **Description**

This phase is for groups.

Divide the class into three groups. Ask your students to surf the Internet to find info on three different subjects. The topics we suggest are:

1. Countries of production of anchovies in Europe and outside Europe (as an example: Italy, Spain, Portugal, France or Turkey) and their production data
2. Product conservation and marketing methods of anchovies in Europe and outside Europe
3. Recipes using anchovies in EU countries in Europe and outside Europe

The activity requires the analysis and selection of the information on the Internet. The number of the topics suggested are three but of course they can be more. Just remember that the number of topics should be equivalent to the numbers of groups. The information on the internet allows your students to understand the general framework of the activity.

In this activity teachers of other subjects can be interviewed to support the research.

### **Objectives**

- Improving the abilities to distinguish and use different types of sources, to search for, collect and process information, to use aids, and to formulate and express one's oral and written arguments in a convincing way appropriate to the context.
- Increasing critical thinking and ability to assess and work with information.
- Improving the knowledge of reading and writing and a sound understanding of written information and thus requires an individual to have knowledge of vocabulary, functional grammar and the functions of language.

### **Key competences**

- Literacy

### **Resources**

- This phase of the activity should be done under the supervision of the reference teacher.
- According to the suggested topic, can be involved teachers of the scientific and technological axis, a business teacher, an Horeca teacher.



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- Equipment: internet connection, laptops

### **Duration**

- 80 minutes

## Stage 3

### **Description**

This phase is for groups. Ask your students to select information collected within the stage 2.

### **Objectives**

- Increasing students' abilities to distinguish and use different types of sources, to search for, collect and process information.

### **Key competences**

- Literacy

### **Resources**

- This phase of the activity should be done under the supervision of the reference teacher.
- Equipment: pens and pencils

### **Duration**

- 40 minutes

## Stage 4

### **Description**

This phase is for groups.

Support your students to design and implement an infographic on the data collected and selected in the previous stages of the activity .

This activity requires a reflection on management of the information and graphical aspects considering that the reference target group of the infographic are other students of other classes not familiar with the topic.

To realize an infographic you can use as a tool: [Canva](#), [Picktochart](#) or even [Powerpoint](#).

To take inspiration, see below an example.



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Remember that the basic steps are the following:

1. Identify your aims and the audience for your infographic.
2. Collect your content and relevant data.
3. Choose your desired infographic template according to your aim (a timeline infographic to show a change, graphics to compare data...)
4. Download your template, if necessary
5. Customize your infographic.
6. Include a footer with your source

### **Objectives**

- Increase students' ability to create digital contents.
- Increase students' understanding of how digital technologies can support communication and creativity.

### **Key competences**

- Digital competence

### **Resources**

- This phase of the activity should be done under the supervision of the activity reference teacher and with the support of a teacher able to use Canva or similar.
- Equipment: internet connection, laptops.

### **Duration**

- 4 hours

### **Stage 5**

This phase is for the whole class.

Ask your students to present their own infographics to the class. The other students will be allowed to formulate questions to better understand the work.

### **Objectives**

- Improving students' skills to communicate both orally and in writing in a variety of situations and to monitor and adapt their own communication to the requirements of the situation.



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### **Key competences**

- Literacy

### **Resources**

- This phase of the activity should be done under the supervision of the activity reference teacher.

### **Duration**

- 20 minutes per group

## Stage 6

### **Description**

Ask your student to present their own infographics to other students of other classes not familiar with the topic. The other students will be allowed to formulate questions to better understand the work presented.

### **Objectives**

- Improving students' skills to communicate both orally and in writing in a variety of situations and to monitor and adapt their own communication to the requirements of the situation.
- Increasing students' awareness of the impact of language on others and a need to understand and use language in a positive and socially responsible manner.

### **Key competences**

- Literacy

### **Resources**

- This phase of the activity should be done under the supervision of the activity reference teacher.
- Equipment: a laptop

### **Duration**

- 20 minutes per group



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# Example

A graphical example





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# MigrACTION

## Activity overview

Starting from a brainstorming on the protagonist of the previous activity, the anchovy, and reflecting on its travels within the seas and oceans, the second activity proposed focuses on the topic “migration”.

The activity proposes, as a starting point, to surf the Internet in order to explore the migration concept within the animal world and to investigate, in particular, the fish migration. It also proposes to explore the connections and similarities between the human and animal world, and finally to represent, in graphic form elaborated with the "Datawrapper" tool, human migrations: numerically, geographically and historically.

The suggested steps of the activity are the following:

1. Guide your student in surfing the website of [Britannica](#) -the online platform of the Encyclopedia Britannica, one of the main encyclopedias in English where they can explore the topic [migration of animals](#) in general and [migration of fish](#) in particular.
2. Then after the comprehension of the meaning within these contexts ask your students to reflect on the topic as regards the human beings and the migration as a process common to the human and animal beings.
3. The topic can be deepened then facing the human migration under two aspects
  - the human migration in numbers;
  - the human migration in history and geography.
4. Support your students in elaborating a chart on migration data through [Datawrapper](#).



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## Resources

### The Beethoven's fish

In order to surf the topic connected to the production and distribution of anchovies in Europe and outside Europe we suggest to explore:

- [Tridge](#) is a global sourcing hub that puts together people, data, and network to make cross-border trades happen.
- The Fisheries and Aquaculture Department of [FAO](#)

As regarding the product conservation and marketing methods of anchovies in Europe and outside Europe

We suggest to explore, as a starting point:

- the case study "[Processed anchovy in Italy](#)"
- And a [catalogue](#) of an Italian company dealing with Blue Fish. The catalogue, even not graphically appealing, is a good example of different anchovy products. The catalogue is both in Italian and English

In order to explore some [recipes](#) using anchovies in EU countries in Europe and outside Europe, we suggest some cooking websites. Of course it is just one of the examples easily available online.

1. As a starting point source we invite you to explore the "[The Futurist Cookbook](#)" by Filippo Tommaso Marinetti. First published in 1932, a collection of essays, exhortations, scenarios, and recipes for food of the future relates the artistic movement of Futurism to food and challenges typical nineteenth-century Italian fare.
2. To explore the Anchovy in art here a suggestion to start from by them [Five Colleges and Historic Deerfield Museum Consortium](#), a consortium composed by Amherst College, Hampshire College, Historic Deerfield, Mount Holyoke College, Smith College and UMASS Amherst
3. To explore the Anchovy in literature here a suggestion to start from Charles Dickens: from *Bleak House* (1853) Chapter 19:  
*. . . All the furniture is shaken and dusted, the portraits of Mr. and Mrs. Snagsby are touched up with a wet cloth, the best tea-service is set forth, and there is excellent provision made of dainty new bread, crusty twists, cool fresh butter, thin*



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*slices of ham, tongue, and German sausage, and delicate little rows of anchovies nestling in parsley, not to mention new-laid eggs, to be brought up warm in a napkin, and hot buttered toast...*

4. Here some tool to implement the infographics:

<https://www.canva.com>

<https://piktochart.com>

<https://templates.office.com/en-us/process-infographic-retrospect-theme,-widescreen-tm00001070>

## MigrACTION

1. The website [www.britannica.com](http://www.britannica.com) is the online platform of Encyclopedia Britannica inc. where the topics suggested can be explored and additional one investigated.
2. Here to deepen the topic “animal migration”  
<https://www.britannica.com/science/migration-animal> and migration of fish  
<https://www.britannica.com/science/migration-animal>
3. A [map of human migration](#) of National Geographic: a picture of when and where ancient humans moved around the world
4. The interactive Human Odyssey by the California Academy of Science: Scientists have pieced together an outline of the [Human Odyssey](#), using evidence gathered from archeological sites, climate conditions, and genetic material from human fossils.
5. Migration and [migrant population statistics](#) by Eurostat.
6. Asylum and Migration by [UNHCR](#)- The UN Refugee Agency. The article presents European Union statistics on international migration, number of national and non-national citizens in population and data relating to the acquisition of citizenship.