

## How can you take polar marine science to the world?

Lourenço, S.<sup>1</sup>, Seco, J.<sup>2</sup>, Azinhaga, P.<sup>2</sup>, Guerreiro, P.M.<sup>3</sup>, Magalhães, C.<sup>4</sup>, Canário, J.<sup>5</sup> & Xavier, J.C.<sup>2,6</sup>

<sup>1</sup> Departamento do Mar e Recursos Marinhos, Instituto Português do Mar e da Atmosfera

<sup>2</sup> IMAR, University of Coimbra

<sup>3</sup> Centre of Marine Sciences, CCMAR, University of Algarve

<sup>4</sup> Interdisciplinary Centre of Marine and Environmental Research, CIIMAR

<sup>5</sup> Centro de Química Estrutural - Instituto Superior Técnico - Universidade de Lisboa

<sup>6</sup> British Antarctic Survey, High Cross Madingley Road, Cambridge, UK

Polar Regions are key to address major scientific issues related to Marine Science, such as climate change, ocean acidification and sea level rising. Within the last years, worldwide scientific and public communities highly benefited from all the research and educational programs associated to the International Polar Year 2007-09 (IPY). Today there is some IPY, Polar Weeks are an international education & outreach initiative still in full swing. Polar Weeks is a twice a year initiative promoted by the international Association of Polar Earlier Career Scientists (APECS) and the Polar Educators International (PEI). This initiative aims to stimulate the knowledge about the poles through the science that is conducted there, engaging polar scientists, educators, policy makers, the media and the public in general,

Standing out from the more than 60 countries involved in the IPY, Portugal was considered a success story. Education PRO-POLAR and Profession-Polar Scientist are our most recent educational polar projects, endorsed by the Portuguese Polar Program. These programs aim to take polar scientists (including marine biologists) to schools, produce educational films (sharing mainly national scientific missions to polar regions), polar exhibitions, among others.

Together, all these initiatives carried out at the national level, and coordinated internationally, have gathered 23 scientists. In two years of work we visited more than 88 schools, from the basic to the secondary levels, and reached more than 16000 students of all ages in Portugal alone.

In this presentation we will show on the value of polar science to address world marine science issues, and focus on some examples of national and international successful activities carried out since 2007. Finally, we will provide guidance on how to convey simple marine science concepts to wider audiences.

## Peeling shrimp and oral history

Fockedeij N.<sup>1</sup>, Vervaele, K.<sup>2</sup> & Bisschop, C.<sup>3</sup>

<sup>1</sup> Flanders Marine Institute (VLIZ), InnovOcean site, Wandelaarkaai 7, 8400 Oostende, Belgium. <sup>2</sup> Groenestraat 22, 8377 Zuienkerke, Belgium.

<sup>3</sup> Centre for Agricultural History (CAG), Atrechtcollege, Naamsestraat 63, 3000 Leuven, Belgium.

The Flanders Marine Institute (VLIZ), maritime author Katrien Vervaele and the Centre for Agrarian History (CAG) set up a project on oral history and the transmission of intangible marine cultural heritage about brown shrimp (*Crangon crangon*), a local seafood product with a long gastronomic heritage in Belgium.

The project fits in with the book «Garnalen – Verhalen en recepten van vroeger en nu» (Shrimp - previous and recent stories and recipes), published in 2012 ([www.lannoo.be/garnalen](http://www.lannoo.be/garnalen)). The authors - Katrien Vervaele and Nancy Fockedeij (VLIZ) - discovered that young people barely know the taste of freshly peeled brown shrimp and lack the skills of peeling.

Some hundred children (9-10 year old) and elderly people (living in four senior care centres at the Belgian coast) met each other in November 2013. The seniors learned the children how to peel the shrimp and meanwhile they told about the shrimp fishing, processing and gastronomy in their old days. Next to learning to know the skill, the youngsters (re)discovered the taste of freshly peeled shrimp. Meanwhile the seniors told about their old days: oral history stories of how fishing and processing of, and cooking with brown shrimp evolved over the period of some generations. Within the same activity, the children learned about oral history and oral knowledge transfer. They were confronted with their recent history.

The children were prepared in class with an educational kit with information about the biology, context and history of the shrimp. CAG, specialised in oral history and intangible cultural heritage of agriculture and food, gave expert advice and basic tips on oral history interviews ([www.katrienvervaele.be/garnalenverhalen.html](http://www.katrienvervaele.be/garnalenverhalen.html)).

During the activity in the senior day centres, the organizers noticed that the role of the supervisor at each table was crucial, since the children of this age experienced some difficulties to get the conversation going. The reactions of both sides, children and seniors, were heart warming positive. The success of the activity prompted the organizers to share their experiences and to inspire other schools and senior care centres to organize this activity.

For more information, see: [www.vliz.be/en/peeling-shrimp-and-oral-history](http://www.vliz.be/en/peeling-shrimp-and-oral-history).

## References

Bisschop et al. (2014). Peeling shrimp and oral history. Journal of the Oral History Society.

Vervaele K. en Fockedeij N. (2012). Garnalen: Verhalen en recepten van vroeger en nu. Lannoo uitgeverij: Tielt. ISBN 978-94-014-0148-7. 198 pp.

Pel grijze garnalen en proef de verhalen. Het Virtuele Land - CAG ([www.hetvirtueleland.be](http://www.hetvirtueleland.be))