

## Teacher Resource

# Eating Insects

### Focus Questions

1. What did the BTN *Eating Insects* story explain?
2. What type of food are food scientists in the Netherlands making out of larvae?
3. Complete the following sentence. Insects can be fed on waste product like offcuts from \_\_\_\_\_ and \_\_\_\_\_.
4. What nutrients do insects contain?
5. Insects need to be farmed in a large space. True or false?
6. What are the benefits of farming insects over traditional livestock?
7. Insects need to be farmed in places that have lots of water. True or false?
8. Why do scientists say we need to start thinking of different food sources?
9. Would you eat insects? Why or why not?
10. What was surprising about the BTN story?

### Key Learning

Students will learn more about why people eat insects, the benefits of eating insects and create a profile of an edible insect.

### Curriculum

#### Science – Year 4

Living things have life cycles.

Living things depend on each other and the environment to survive.

#### Science – Years 5 & 6

Scientific knowledge is used to solve problems and inform personal and community decisions.

### Activity

#### What do you see, think and wonder?

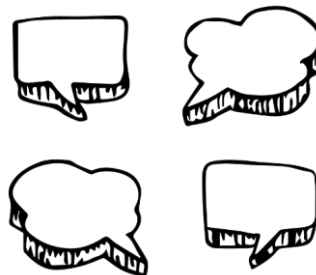
After watching the BTN *Eating Insects* story, students will respond to the following questions:

- What did you SEE in this video?
- What do you THINK about what you saw in this video?
- What did you LEARN from this story?
- What was SURPRISING about this story?
- What QUESTIONS do you have about this story?

#### Class Discussion

As a class discuss the BTN *Eating Insects* story, using the following questions as a guide. Record the main points of the discussion.

- Would you eat insects? Why or why not?
- What are the benefits of eating insects?
- What are insects a good source of?
- Why do you think there are more people in the world who eat insects than people who don't?



#### Further Investigation

What is **entomophagy**? In which countries is entomophagy common? Locate on a world map.

## Activity

### Research Project: Edible Insect

Students will choose an edible insect and create a profile. Here are some possibilities:

- Cricket
- Mealworm
- Scorpion
- Witchetty grub
- Grasshopper

They can use the following structure to help guide their research.

Research project – Edible insect	
Scientific and common name	
Describe its appearance What does it look like (shape, size, colour, special features)?	
Habitat – Where does it live?	
Life Cycle – Describe the stages of the life cycle	
What does it taste like?	
Photograph or illustrate on	

## Activity

### Opinion Poll

*Would you eat insects?* Students will conduct their own opinion poll on the topic of eating insects. Working in groups, students will need to decide who their sample group will be and how many people will be polled. What method will they use to conduct the poll? (Face to face interviews or written responses).

- Ask students to graph the opinion poll results and display in the classroom.
- Students may want to film their interviews and then create a movie to present to other students.
- Students can compare their attitudes to that of their classmates and discuss their findings.

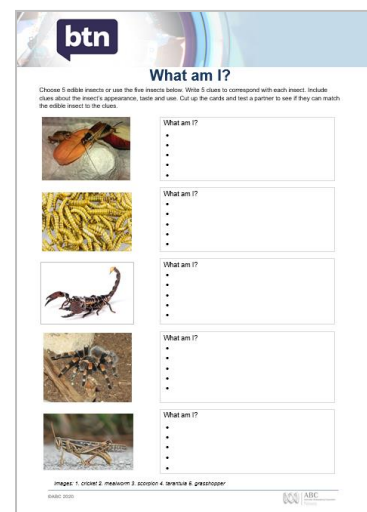


## Activity

### Edible Insects – What am I?

Students will make their own *What am I?* game to learn more about edible insects. To create the game, they will need to do the following:

- Research and write 5 clues to correspond with each edible insect in the *What am I?* worksheet at the end of this activity, with the first clue being the hardest and the last clue being the easiest.
- Include clues about the insect's special features.
- Students will test their game on a partner.



## Activity

### Edible Insect Recipes

The BTN story explained how scientists in Belgium have experimented with insect fat to replace butter in waffles, cakes and biscuits. Ask students to research an edible insect recipe from around the world and find out the following information:

- Where does the recipe come from? Locate using Google Maps.
- What kind of insect is used in the recipe?
- How is the insect cooked?
- Why is this insect eaten in this region of the world?

Students will then design their own recipe that includes edible insects. They will need to think about ingredients, measurements, a procedure, cooking time and equipment required for their recipe. The class might want to collate the recipes to create their own cookbook

## Useful Websites

Bug Meal – BTN

<https://www.abc.net.au/btn/classroom/bug-meal/10530562>

# What am I?

Choose 5 edible insects or use the five insects below. Write 5 clues to correspond with each insect. Include clues about the insect's appearance, taste and use. Cut up the cards and test a partner to see if they can match the edible insect to the clues.



What am I?

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What am I?

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What am I?

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What am I?

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What am I?

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Images: 1. cricket 2. mealworm 3. scorpion 4. tarantula 5. grasshopper