

Global Response to COVID-19

1. Discuss the BTN story as a class and record the main points of the discussion.
2. Why did the World Health Organisation declare the coronavirus COVID-19 a pandemic?
3. How has COVID-19 affected big events?
4. Where did COVID-19 originate?
5. The number of new cases is dropping for the first time since the outbreak started. True or false?
6. How are robots helping people? Give an example.
7. What country, after China, has been worst hit by the disease?
8. What does it mean for a country to be in lockdown?
9. What questions do you have after watching the BTN story?
10. How did you feel watching the BTN story?

Stockpiling Psychology

1. Before viewing, make a prediction about what the BTN *Stockpiling Psychology* story will be about.
2. In pairs, discuss the *Stockpiling Psychology* story and record the main points of the discussion.
3. What household item is selling out in many supermarkets?
4. Why are people stocking up on household essential items?
5. What does herd mentality mean? Describe using your own words.
6. Why was there a financial disaster in the US in 1929?
7. Why are authorities telling people to be calm in regard to stockpiling?
8. Some supermarkets have limited how much toilet paper people can buy. True or false?
9. What did the BTN *Stockpiling Psychology* story explain?
10. What did you learn from the BTN *Stockpiling Psychology* story?

Reef Bleaching

1. Briefly summarise the BTN *Reef Bleaching* story.
2. What is a ghost reef?
3. What are some threats to the survival of coral reefs? Give 2 examples.
4. Where is the Great Barrier Reef? Find using Google Maps.
5. What is coral bleaching?
6. What colour does coral go when it is bleached?
7. Coral gets most of its energy from algae. True or false?
8. What happens to the algae if ocean water heats up too much?
9. What happens if coral stays bleached for too long?
10. Scientists say that over the last hundred years, the average ocean temperature has increased by about:
 - a. 1 degree
 - b. 2 degrees
 - c. 5 degrees

Check out the [Reef Bleaching Resource](#) on the Teachers page.

Eating Insects

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?

Check out the [Eating Insects resource](#) on the Teachers page.

Astronaut Training

1. Briefly summarise the BTN *Astronaut Training* story.
2. Complete the following sentence. NASA's first astronauts came from the _____ or were _____.
3. What are NASA's requirements for astronauts?
4. To work at NASA, you have to have a master's degree in a STEM field. True or false?
5. How long is the basic training to become an astronaut?
6. What type of training do NASA's astronauts do?
7. How do astronauts practise space walks?
8. What is project Artemis?
9. What did you like about the *Astronaut Training* story?

Teacher Resource

Reef Bleaching

Focus Questions

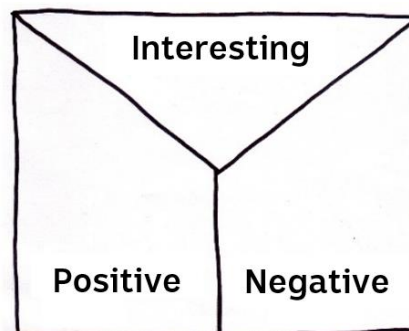
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Activity

Note taking

Students will practise their note-taking skills while watching the BTN *Reef Bleaching* story. After watching the story, ask students to reflect on and organise the information into three categories. What information in the story was...?

- Positive
- Negative or
- Interesting



Students may want to watch the story again or download a copy of the BTN *Reef Bleaching* transcript to assist them with this activity.

Activity

Class Discussion

Hold a class discussion about the issues raised in the BTN story. Use the following questions to help guide discussion:

- What do you know about coral?
- What words would you use to describe coral?
- Why are coral reefs important?
- What are some threats to coral?
- What can be done to protect coral reefs?

Key Learning

Students will develop a deeper understanding of the threats to coral reefs.

Curriculum

Science – Year 4

Living things have life cycles.

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

Science knowledge helps people to understand the effect of their actions.

Science – Year 5

Living things have structural features and adaptations that help them to survive in their environment.

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

Science – Year 6

The growth and survival of living things are affected by physical conditions of their environment.

Science – Year 7

Interactions between organisms, including the effects of human activities can be represented by food chains and food webs.

Activity

KWLH

Hold a class discussion after watching the BTN *Reef Bleaching* story. What questions were raised in the discussion (what are the gaps in their knowledge)? The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

<i>What do I <u>k</u>now?</i>	<i>What do I <u>w</u>ant to know?</i>	<i>What have I <u>l</u>earnt?</i>	<i><u>H</u>ow will I find out?</i>

Research questions for inquiry

Students will determine a focus for their inquiry and develop a key question to guide their inquiry (below are some examples). Students will collect and record information from a wide variety of sources (internet, books, newspaper and magazines). Students will respond to one or more of the following questions/topics.

- What is coral bleaching? What impact is it having on the Great Barrier Reef?
- What are some of the main threats to the survival of coral reefs? What are some natural threats to coral reefs? What is the human impact on coral reefs?
- Why are coral reefs important? Think of creative ways to raise awareness about the issues raised in the BTN *Reef Bleaching* story.
- What might happen if we don't look after coral reefs? What would the coral reefs look like in 30 years' time? Make some predictions.

Activity

Haiku poetry

Write a haiku poem focusing on one or more of the themes explored in the BTN *Reef Bleaching* story. Use [Read Write Think's Haiku Starter graphic organiser](#) which allows students to brainstorm a list of words about their chosen theme. Students will use the poems they have created to teach other students at their school about coral bleaching.

Name: _____ Date: _____

.....
Haiku Starter

Haiku is a form of Japanese poetry. Typically, haikus are written about nature, but they can be about any topic. Haikus have a very specific syllable structure. The first line of every haiku has 5 syllables, the second line has 7 syllables, and the last line has 5 syllables.

Use the space below to brainstorm, plan, and write your own haiku.

Choose Your Topic:

Brainstorm Words

Brainstorm a list of words about your topic. Next to each word, write the number of syllables in the circle.

_____ ○ _____ ○ _____ ○
 _____ ○ _____ ○ _____ ○
 _____ ○ _____ ○ _____ ○
 _____ ○ _____ ○ _____ ○
 _____ ○ _____ ○ _____ ○

(continued)

.....
Haiku Starter (Continued)

Write Your Draft

Now that you have brainstormed some words about your topic, you can draft your haiku below. You do not have to use only the words from your brainstormed list, but each line will need to form either 5 or 7 syllables. Be creative!

Title: _____

Line 1 (5 syllables)

Line 2 (7 syllables)

Line 3 (5 syllables)

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Source: [Read Write Think](#)

Activity

Creature feature – Coral

Students will imagine they are an ecologist and study the world of coral. Students will create a creature feature about coral polyps and use the following template to record the information they find.

Appearance – what are some of their physical characteristics?	Creature feature – Coral polyps	
	Common name Scientific name	How do they survive in their environment?
	Interesting facts and features	
Threats – How can they be protected?	What is their conservation status?	
	Illustration of coral	

Useful Websites

Coral Spawning – BTN

<https://www.abc.net.au/btn/classroom/coral-spawning/10522092>

Coral Bleaching – BTN

<https://www.abc.net.au/btn/classroom/coral-bleaching/10524996>

Corals – GBRMPA

<http://www.gbrmpa.gov.au/the-reef/corals>

Great Barrier Reef Problems – BTN

<https://www.abc.net.au/btn/classroom/great-barrier-reef-problems/10488602>

Coral Reefs – National Geographic

<https://www.nationalgeographic.com/animals/invertebrates/group/corals/>

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?

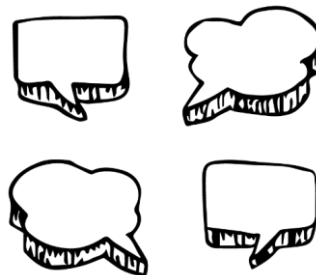
After watching the BTN *Eating Insects* story, students will respond to the following questions:

- 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.

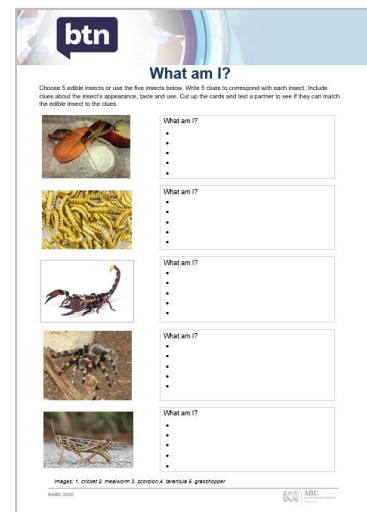


Activity

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



BTN Transcript: Episode 7 – 17/3/20

Hey. I'm Amelia Moseley and you're watching BTN. Here's what's coming up. Jack looks at our toilet paper hoarding habits and why humans like to follow the herd, why some people are worried the Great Barrier Reef will become a ghost reef and find out how eating bugs could save the planet.

Global Response to COVID-19

Reporter: Amelia Moseley

INTRO: We'll have all that and more soon. But of course, the top story right now is the coronavirus COVID-19. Last week the World Health Organisation officially declared it a pandemic. That's when a disease spreads around the world. So, we thought we'd take a trip around the globe to find out how it's affecting people and what's being done to keep us all safe. Check it out.

Hop aboard. Because our first stop on this journey is China where the coronavirus COVID-19 originated. Last week, there was some good news. Authorities say the number of cases is dropping for the first time since the outbreak started. They say it's partly because they've managed to lockdown and quarantine so many people. They've also had some high-tech help from robots. This one will help doctors treat patients safely from afar, while these ones are busy reading temperatures, disinfecting things and delivering meals. Way to go, robots.

Back on that plane 'cause we're heading to Italy. After China, it's the country worst hit by the disease. Famous tourist destinations have been turned into ghost towns. The whole of Italy is now in lockdown until the 3rd of April to stop the spread of the disease, which means no public gatherings like going to the movies, weddings or soccer games. For the first time, the Pope even livestreamed his Sunday prayers. And travel is definitely out unless people have a really good work or family reason.

Over to the UK now. Here doctors are saying they might have to stop seeing people for general check-ups to leave space for the sickest patients. While school is still on, some students have swapped out handshakes which can spread germs for more sanitary greetings like this. And the UK's most famous fictional spy says it's no time to go to the movies. The release of the new James Bond film, No Time to Die, has been delayed until November.

Over in the US, there's been a lot happening. One of the world's most famous music festivals, Coachella, has been postponed. Things haven't been looking good on Wall Street either; it saw the biggest one-day stock market crash since 2008. Meanwhile, the US government's added Europe to its travel ban list. And some of the country's politicians have quarantined themselves after coming into contact with a person with coronavirus. But at least that's got some other politicians working on creative ways to say hey. And finally, we've arrived back home.

Australia's government has announced a bunch of changes to how we travel and get together. The PM wants public gatherings of more than 500 people to be cancelled. He's also asked Aussies to be extra careful and not travel unless they absolutely have to and anyone arriving here from anywhere overseas will now have to quarantine themselves for 14 days. The government has released its plans to tackle the outbreak. It includes a boost to the economy, which is sure to take a hit. Plus, an extra 2.4 billion dollars towards healthcare. That'll pay for things like video doctors, that is, real doctors diagnosing via video and 100 new pop-up testing clinics. Although not all of them will be cool drive-through ones like this one that popped up in Adelaide last week.

So, I guess my imaginary plane is staying where it is while we wait and see what happens next.

And remember, while coronavirus might seem scary there's no need to panic. And if you are worried please make sure you talk to someone about it. You can also check out our website for tips on how to deal with upsetting news.

News Quiz

Right, time to test your news knowledge now with our weekly News Quiz. Which Hollywood movie star has been struck down with coronavirus in Australia? Is it Brad Pitt, Tom Hanks or Leonardo DiCaprio? It's Tom Hanks. Tom and his wife Rita Wilson have tested positive to the virus while visiting Australia to film a new movie.

This big orange icebreaker left Hobart on its final Antarctic voyage. What's its name? It's Aurora Australis, also affectionately known as 'Orange Roughy'. The Australian Antarctic Division has used it since 1989, but it's time for an upgrade. A new and bigger 529-million-dollar icebreaker is being built in Romania.

Do you know who this person is? His name is Vladimir Putin and he's Russia's President. He'd like to keep being president. He's put forward a plan to change the country's constitution, so he could be voted in for two more six-year terms.

What has Adelaide decided to phase out from its New Year's celebrations? Fireworks, balloons or glow sticks? It's fireworks. Some councillors are worried about this happening again, so they're going to try different types of non-flammable light shows.

And what do you think is stuck inside this piece of amber? It's actually a fossil of the world's smallest dinosaur. Palaeontologists say this dinosaur was about the size of a hummingbird that lived 99 million years ago in Myanmar.

Stockpiling Psychology

Reporter: Jack Evans

INTRO: Next up, you've probably heard stories about, or even seen, some people acting a little strangely over toilet paper lately. Authorities had to tell people to calm down and stop hoarding the stuff and it got Jack wondering why people sometimes behave like that.

JACK: Ooh a line. I wonder where it goes? There's a lot of people in it, so it must be important, and I hate missing out on things. I better join it.

NAT: Hey, what's this line for?

JACK: I don't know. But look how long it is, it must be good.

It might seem a little strange to join a line without knowing where it leads. But when you think about it, so is fighting over toilet paper and buying as much as you can get your hands on just because everyone else is. Yep you've probably noticed that Australia's going through a bit of a toilet paper crisis at the moment and we're not the only ones. Over in the UK shelves are emptying as people stock up on the T.P. Many are worried about running out if they have to stay home because of COVID-19. And while experts say it isn't a bad idea to be prepared and have a few extra essentials in the cupboard. The way people were going about it got a little out of hand.

JACK: Hey can you mind my spot? I gotta go talk to an expert.

NAT: OK, sure.

JACK: Hello Dr Connal Lee. Sorry to keep you waiting.

DR CONNAL LEE: Hi Jack, how are you?

JACK: Good. So, can you tell me what's been going on? Why are people getting weird about toilet paper?

DR CONNAL LEE: I'm not sure why toilet paper in particular as opposed to other things you might stockpile. I think early on in an emergency like this there's a lot of fear and a lot of uncertainty about what's going to happen next and I think people like to try and wrestle back a little bit of control over their world when they don't know what's going to happen, and for some reason it's been toilet roll. Which I think is also driven by a further issue of other people doing it. So, when you see other people doing something, sometimes you go a long way with doing it as well.

Think of it as the cattle follow the herd or sheep follow the flock no matter where they go, they just do what the others are doing. Herd mentality can help to explain why we tend to get a bit obsessed with things that might seem a little silly. Remember these? Or this?

But it can also have some serious consequences. Back in the 1930's there was a financial disaster in the US because some people got worried about losing their money and took it out of the bank. Others saw that happening and followed until some banks eventually had to close because they had no more money.

NEWSCASTER: You've got to wonder what's going on in these peoples mind.

Herd mentality has also been used to explain large groups acting violently or destructively.

DR CONNAL LEE: You might have heard your mother say to you - if everyone was jumping off the cliff would you jump off the cliff as well? And what she's getting at there is the appeal to popularity and it's a lack of rationality, if you will.

JACK: So, in cases like this, is this rational behaviour?

DR CONNAL LEE: On some level it is. Because it makes sense to try and control your world a little bit. So, if you're at the supermarket you might pick up a couple of extra things. When we see it on the level of entire shelves being cleared out then we get red flags around whether or not people are thinking straight and thinking in their best mind.

While the whole toilet paper thing might have made for some funny videos, Dr Connal says it can be problematic.

DR CONNAL LEE: It does create alarm if we see people behaving in this way because it suggests a certain level of panic.

Authorities are telling people they need to calm down and to go about their business as normal. Meanwhile toilet paper makers are working around the clock to keep up with demand. Some supermarkets have limited how much paper people can buy to hopefully make sure there's enough for everyone's bottoms.

JACK: Well thank you for that, but I better get going. I've actually got a line that I'm waiting in...

DR CONNAL LEE: What are you lining up for?

JACK: You know what I don't actually know. But everyone else was doing it so I just joined. Oh, herd mentality. Not going to be fooled by that one although I do wonder what was at the end of that line.

TOILET PAPER PERSON: Free toilet paper. Here you go take some toilet paper. Aw yeah you look like you could use some.

Reef Bleaching

Reporter: Nat Kelly

INTRO: Next up, to the Great Barrier Reef. Last week a US scientific agency warned that the reef is experiencing another major bleaching event and some are worried it's on its way to becoming a ghost reef. Let's find out what that is.

JONES McBONES: G'day, G'day, G'day my name's Jones McBones and welcome to my Aussie Ghost Tours. You want ghosts, we've got ghosts. Plenty of 'em. Here we have the old Melbourne Gaol. Ohhh, spooky. What about an old mine shaft in Western Australia? You bet it's got ghosts. And last but not least, the biggest Ghost Reef in the entire world. Ooh. The spooky remains of the Great Barrier Reef. Looks like it's time to swim with the fishies if you know what I mean.

Let's hope it never quite gets to this. But you know ghost reefs are a thing. They're what you call the dead remains of once thriving coral reefs that can be found around the world. And there are worries that soon, the Great Barrier Reef will be one of them. As you probably know, this natural wonder is in trouble, facing problems like pollution, predators, and rising ocean temperatures. Now, scientists say the reef is about to face a major bleaching event. Bleaching is when coral loses its colour

and turns it bone white. You see, the colours in coral actually comes from the algae that lives inside it. It also helps feed the coral, giving it most of the energy it needs to survive. But if the water heats up too much, the algae says 'see ya later, it's too warm in here'. This doesn't necessarily kill the coral; if the water temperature cools down in time the algae can attach itself again. But if coral stays bleached for too long, then sadly, it'll die. And that's been happening to reefs around the world.

While ocean temperatures naturally go up and down from time to time, scientists say that over the last hundred years, the average temperature has increased by about 1 degree. And it's expected to continue getting even warmer. In the past few years, the Great Barrier Reef has seen some pretty big bleaching events and scientists are worried that because of climate change, they're coming too frequently for the coral to recover. This current ocean heat wave is particularly worrying because it's not following the normal weather patterns that we expect to warm the ocean. And it could kill a lot of coral.

That would be really sad for the world, and a lot of people who rely on the reef, including tourism operators. Because while spooky ghost reefs might be alright for this guy, most of us would much rather have a living reef.

Did You Know?

Did you know that corals are considered animals and not plants? While they might look like an underwater plant, they're actually made up of colonies of tiny animals called polyps. They also don't make their own food like plants do.

Eating Insects

Reporter: Nat Kelly

INTRO: Now, when I say "bugs" I'm betting your first thought probably isn't "delicious". But, you know, there are a lot of people who reckon we should be eating more insects because they're good for us and good for the planet. Here's Nat.

NAT: Hey, hey, hey happy birthday. I brought cake.

DANIEL: Yes.

TASH: Yummy.

SAM: Cake time.

CALE: Whose birthday is it?

NAT: Uhhhh. It's cake.

LEELA: Cake.

NAT: Now what if I told you that this cake was made with bugs?

CALE: Are you serious?

NAT: Happy birthday.

Food Scientists in the Netherlands have been working on a new type of butter, made from the fat of lots and lots of wriggly larvae. It's blended up, then put in a big spinning machine which separates the fat from all the other stuff. And you're left with this - butter. Well, sort of. Turns out it didn't taste exactly like regular cows' butter, so they mixed in some of the good old-fashioned stuff to keep it tasting tasty and no one could tell the difference. In fact, there are heaps of people all around the world making lots of stuff from insects. And while it might not sound that appealing at first, experts reckon there's a lot of reasons why bugs could be the food of the future.

KRIS MESSENGER: Well Nat, I think there's a lot of reasons why bugs could be the food of the future.

This is Kris. She knows a lot about bugs.

KRIS MESSENGER: Bugs are really nutritious, they're good for you, don't use a lot of water, in fact hardly any water. You can feed them waste product food like the offcuts from fruit and vegetable peelings from kitchens, stuff like that. They can also be farmed in a really small space, so you can have layers of bugs and farm them inside and produce huge amounts of protein in a really short space of time.

Okay, so bugs are pretty nifty little critters. Traditional livestock, like cows or chickens, take a long time to grow. And in the process, they eat a lot of food and water. In parts of Australia that don't have much of either, insect farming might be the answer.

NAT: In fact, scientists think that as the population grows, we might need to start thinking about different sources of food, and these guys are pretty tasty.

KRIS MESSENGER: Well, obviously you can just cook a bug and eat it. You can't do that at home though, you have to do it in a way that is appropriate for human consumption. You can't collect them from your garden and do it. I think the way we'll eat bugs in the future, they won't look like bugs.

ZACHERY SCHUBERT: There's definitely a bit of a stigma around eating crickets... so I found when I was holding that cricket up at my mouth looking at it trying to eat it, I was like, "what is this?". But once you break that stigma of actually getting it in your mouth, you're like, it's just normal food.

So how can we make bugs more appetising?

KRIS MESSENGER: Well Nat, I think the best way to make them appealing to people is to make them not look like bugs. So, most of the way that we'll eat bugs in the future will be as a protein powder that is a food additive. You might be able to have a corn chip that has got bug protein powder in it, and you won't taste the bugs, you won't see the bugs.

Well that sounds pretty delicious to me. So, what about you guys? Would you eat bugs?

JACK: Yes, I would eat bugs, but I would only eat a real one for some money. 2 dollars.

ELLA: If it was the last thing in the world I might, but not an optional thing.

MICHAELA: If I had to, I would do it. I would actually like to do that some time to try something new.

MIRAD: If it was the last thing on Earth, I'd eat it. Who knows, it might be tasty.

Oh well, it seems like we've still got a little way to go before we'll all be having bugs for breakfast.

Ask A Reporter

If you want to know more about eating bugs you can ask me live on Friday's Ask A Reporter. Check the website for details.

Did You Know?

Did you know there are more than 2,000 species of edible insects in the world? Some of those insects include crickets, grasshoppers, grubs, ants, caterpillars and scorpions.

Sport

Things have been crazy in the sporting world over the past week but mostly because of games that haven't been played. A bunch of competitions have been postponed or cancelled, including Australia's One Day International series against New Zealand.

The NBA season is on hold after a player contracted COVID-19, just a day after he'd joked about the risks by touching every microphone in the room. Yikes. The Australian Grand Prix was cancelled on the day it was meant to start. But mostly, here in Australia, the games have gone on.

Over the weekend, NRL fans soaked up what could be the last game they get to attend for a while as the league announced upcoming games will be played in empty stadiums. Everyone was being extra careful at

the Manly vs Melbourne match. Crowdless games are planned for A League & W League as well. The AFL season will start on schedule but will be fanless, too. As will the rest of the AFLW season. Two teams already playing to empty stadiums are the Sydney Kings and Perth Wildcats in the NBL Grand Final series but without any pressure from cheering home supporters in both games over the weekend the away team won leaving Perth just 1 win away from back-to-back NBL titles.

Astronaut Training

Reporter: Jack Evans

INTRO: Finally, today, have you ever dreamed of becoming an astronaut? Well right now NASA is looking for its next generation of space explorers. Jack found out what it takes to get a job that's out of this world.

JAKE: Oh, hi there, I'm Jake Evens and this is why I should be NASA's next top astronaut. As a space enthusiast I've covered all the basics for space exploration. How to greet Aliens. Hello, I'm from planet Earth or as you might say... How to moonwalk. And of course, zero gravity, hold onto your wigs.

OK, so if you're dreaming of becoming an astronaut, this is probably not how you go about it. But NASA is on the lookout for the next generation of space explorers. So, what does it take to become an astronaut?

In the past NASA's astronauts looked like this, literally. These guys were the space administration's first ever recruits. They all came from the military and were pilots. About 20 years later NASA hired its first female astronaut, Sally Ride.

These days you don't have to be a fighter pilot. NASA hires people with all sorts of qualifications including doctors, vets and of course scientists. In fact, these days to work at NASA you have to have a master's degree in a STEM field and lots of work experience. You also have to be able to pass NASA's physical test and you have to be a US Citizen. If you tick those boxes, you have until the end of March to sign up. But it's pretty competitive. Last time NASA only chose 12 people from the more than 18,000 who applied. So, try to make your application stand out. I'd suggest using jazz hands as much as possible.

If you do happen to be one of the lucky chosen few, you'll spend the next 2 and a half years doing basic training. That includes learning how to operate and maintain the International Space Station. Learning robotics and how to conduct experiments in space. As well as practising space walks in this massive pool, apparently being underwater is pretty similar to what it's like in zero gravity. If you successfully complete all of that you could take part in project Artemis. What is project Artemis I hear you ask? Well.

In 2024 NASA is planning to head back to the Moon with a fresh batch of astronauts. Which should include the first woman to walk on its surface. While up there they'll use some new technologies to explore and learn more about our moon and all things going well they'll take the next giant leap and head to Mars.

JAKE: So, NASA when you're considering who should be your next astronaut superstar. Remember that when it comes to Jake Evens, Houston we have no problem. Well except for the fact that I'm not a US citizen and I don't have a master's degree in a STEM subject. But hey, who needs that when you've got a wig like this.

Closer

And that's it for this week, but we'll be back before you know it to update you on all of the latest news. In the meantime, you can keep up to date by watching BTN Newsbreak every weeknight on ABC ME or online. And, don't forget if you're 13 or over you can check out our YouTube channel. I'll catch you soon. Bye for now.