



Teacher Resource

Eating Insects

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. What are some types of insects that can be eaten? Give at least two examples.
2. How many people worldwide already eat insects?
3. What nutrients can you get from eating insects?
4. Farming insects produces more greenhouse gases than farming cows. True or false?
5. Name three facts you learnt watching the BTN story.

Activity: See, Think and Wonder

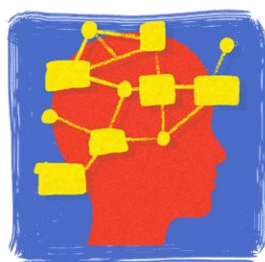
After watching the BTN Eating Insects story, students will respond to the following questions:

- What did you SEE in this video?
- What did you LEARN from this story?
- What do you WONDER about this story?
- What QUESTIONS do you have about this story?

Activity: Class Discussion

Discuss the BTN Eating Insects story as a class and record the main points on a mind map with INSECTS in the centre. Students will respond to one or more the following:

- Brainstorm a list of words that you associate with the word 'insect'.
- What are some common edible bugs?
- Would you eat insects? Why or why not?
- What are the benefits of eating insects?
- What are insects a good source of?
- What is entomophagy?
- In which countries is entomophagy common? Locate on a world map.



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KEY LEARNING

Students will investigate the benefits of eating insects and develop a persuasive text.

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.

Science – Year 7

Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available.

Activity: Persuasive Text

Students will imagine they are scientists and have explored all the benefits of eating insects. They will need to think about how they can encourage more people to consider eating insects - particularly young people - so they become a part of our diet.

Begin with a short discussion or quiz to get students interested in the topic, asking them about sustainable eating habits. Things for students to think about during their investigation.

1. Insects are good for the environment – Insects require fewer resources to raise than livestock, making them a prime green alternative. Insects don't take up much land, water or feed, as opposed to producing meat. Insect farming also produces fewer greenhouse gases than cattle.
2. Insects are good for you – Insects are filled with lots of good nutrients, including vitamins, minerals and protein.
3. Eating insects could help to fight world hunger. The world's population is growing, so we need to produce more food to feed everyone - and there are lots of insects to go around. Insects can be produced quickly and have shorter life spans, and they can be farmed in large quantities.
4. Insects are good for the economy – Insect farming can provide jobs and income for people, particularly those in developing countries. They produce minimal waste, as 80 to 100% of the animal is eaten.
5. Cultural perspectives – In many cultures eating insects is common practice. In some societies insects are considered a delicacy while in other societies insects are a staple food source.

Students will explore the issues raised in the BTN Eating Insects story and conduct their own research into the benefits of eating insects. Students will then write a persuasive text to convince others to eat insects using the following as a guide. Students can use this [graphic organiser](#) made by Read Write Think to help organise their ideas.

Tips

- Who is your audience? For example, are you directing your argument at kids, teachers, or politicians?
- Explore how language choices can have a big impact on persuading your audience.
- Which language devices give the report credibility and authority?
- Which are designed to create an emotional response in the listener?
- Provide facts and evidence to support your argument.
- Write in the present tense.
- Check your spelling and punctuation.

Introduction

- What is the point you are trying to argue? Construct an introductory paragraph which states the issue or topic.
- Introduce the arguments that will be developed in the body of the text.

Body

- Construct arguments that support your point of view.
- Each paragraph starts with a topic sentence which introduces each point.
- The rest of the paragraph gives more reasons.
- Arguments can be ordered from strongest to weakest.

Conclusion

- Restate your position on the argument.
- Construct a concluding paragraph that provides a summary of your arguments and a call to action.

Activity – Choose an Activity

Working individually or in pairs, students can choose one or more of the following activities to try. Ask students what they learnt doing the activity.

Recipe

Design your own recipe that includes edible insects. Include ingredients, measurements, a procedure, cooking time and equipment required.

Bush Tucker

Explore insect species used as a traditional food source for Indigenous Australians, including witjuti grubs, bogong moths and honey pot ants. Explore how they are harvested.

Opinion Poll

Would you eat insects?
Conduct a class opinion poll on the topic of eating insects.

Before and After

What is your attitude towards edible insects? Record your thoughts before and after watching this TED video [Should we eat bugs?](#) Share your feelings with the class.

Useful Websites

- [Insects on the Menu](#) – BTN Newsbreak
- [Eating Insects](#) 2020 – BTN
- [Should we eat bugs?](#) – Ted Talks
- [Eating insects: Should we be eating more? Why are they so good?](#) – Newsround
- [Four reasons insects could be a staple in Aussie diets, from zesty tree ants to peanut-buttery bogong moths](#) – CSIRO