

# SHOULD WE INCLUDE BUGS IN AMERICAN CUISINE?

***THIS ACTIVITY SHOULD TAKE ABOUT 90 MINUTES. IF STUDENTS ARE ABLE TO REVIEW MEDIA FOR HOMEWORK, IN-CLASS TIME SHOULD BE 45 TO 60 MINUTES.***

## INVESTIGATE

Read, watch, and listen to the three media resources on the Thinkalong module. Students can use the Investigate graphic organizer to summarize each piece of media and record new information. Below are summaries of the three pieces of media curated in the Thinkalong module.

### THE CASE FOR EATING BUGS

PBS Digital Studios | August 18, 2015 | Video  
3:59 minutes

A short video on Gross Science, hosted by a presenter named Ann, which gives further information on the consumption of bugs and highlights the advantages to incorporating them into our diet.

- According to a 2013 UN study, insects are included in the diets of at least 2 billion people. However, Westerners often find it disgusting.
- Ann states that Westerners' notion of disgust towards insects is culturally created.
- It takes twelve times less feed to raise crickets than to raise cows.
- Bugs' diets are a lot more sustainable, as they can healthily live off of organic waste.
- The act of farming cows produces a lot of methane, but insects hardly produce any.
- Ann notes that bugs can be a great source of protein and healthy fats.

### BUGS: NOT WHAT'S FOR DINNER, UNTIL THEY'RE TASTIER, MAYBE

NPR | May 27, 2015 | Article

A conversation with Ophelia Deroy and Robert Nathan Allen, who contemplate the presentation of insect consumption and state that the focus should be more directed to taste than the environment.

- Deroy argues "We should think less about combating disgust and more about appealing to taste."
- Making insects appealing to the consumer can take part through making it look beautiful, or blending it with other enjoyable ingredients.
- Robert Nathan Allen argues that celebrity chefs will have to take part in making insects look desirable for the general public to catch on.
- Renaming insects could potentially generate appeal.
- Allen notes that insects will have to be both desirable and affordable to be appealing to the average American.

*Using public media — video, audio and digital reports — about newsworthy topics, these classroom-based exercises help students to think critically about media messages, develop informed opinions, and practice how to take a stand.*

## YOUR ANCESTORS PROBABLY ATE INSECTS. SO WHAT'S BUGGING YOU?

Indiana Public Media | July 17, 2018 | Article

An interview on Earth Eats with Julie Lesnik: an Anthropology professor who studies how people have gathered, farmed, and cooked insects for food. Lesnik reflects on society's recent disgust towards insects as food, and why they should be revived as a cuisine.

- 1.7 million year old bone tools from South Africa serve as evidence that pre-modern humans ate insects.
- Insect consumption stopped when edible insects weren't readily available in Europe. Shortly after, insect consumption became strongly stigmatized due to Eurocentrism.
- Lesnik states that the psychology of disgust regarding insects could be attributed to their potential to transmit disease and lack of presence within supermarkets.
- There is no federal ruling for insect sales within supermarkets, and state regulation is varied. Insects are also not legally defined as a crop or livestock, and would require their own category within farm regulation.
- There is higher demand than supply for cricket protein and cricket-based products.
- Bugs can serve as an alternative source of protein should other food groups be faced with shortage.

### KEY WORDS

Look out for these important keywords in the news stories. Discuss the definitions with your classroom and see how they affect the understanding of the story.

- Environment
- Taste
- Sustainability
- Disgust

### CONTEMPLATE

Students will use media literacy questions to critically engage with news by thinking about its purpose, searching for bias and discussing missing perspectives. They will answer the 5 Key Questions of Media Literacy created by the Center for Media Literacy, which are:

1. Who created this message?
2. What creative techniques are used to attract my attention?
3. How might different people understand this message differently than me?
4. What values, lifestyles and points of view are represented in, or omitted from, this message?
5. Why is this message being sent?

A graphic organizer is included in this guide and the Thinkalong website to help students answer these five questions about each piece of media.

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## DEBATE

Students will engage their peers in an evidence-based debate using the media they just analyzed. Use the debate tool on the module webpage to help form an evidence-based response to the debate question.

In addition to rich in-class discussions, teachers can also connect with other classrooms through the Thinkalong website.