



Tuesday February 19, 2019

Read the feature topic about unusual foods in today's ED! Magazine and complete some of the activities below.



- Class discussion: What is the most unusual food you have tried?
 - Describe the taste and texture.
 - Why did you try it?
 - Where were you?
 - Who were you with?
 - Did you like it?
 - Would you choose eat it again?
- What do the following words mean?
 - Entomophagy
 - Heliciculture
 - Escargot



- Find the meaning of the French phrase 'C'est si bon'.
- Do a 'think, pair, share' about our perceptions of food. Consider:
 - Why does the idea of some foods gross us out, even though we know other people eat it?
 - Is there anything you eat that might seem unusual to someone from another culture?



- Research to find out more about Australian bush food. Find out what foods Aboriginal people in your part of WA commonly ate and how these foods were prepared.
- Do a class survey to find out if people have tried or would try the following foods: kangaroo, frog, insects, snail, horse. Were the results as you expected or did they surprise you?



- Do any of the unusual foods mentioned in today's ED! feature spark your interest? If you had to try one of these unusual foods, which would you choose? Why?
- Are there any of these foods that you absolutely would not try? Why?



- Write a poem or song about eating unusual foods.
- In groups or pairs, search online to find recipes which use some unusual food items. Then make a cookbook using these recipes. Think of a clever title and an eye catching cover image. If you don't have access to the internet, you could invent some recipes.



- Look through your copy of *The West Australian* for recipes. Do any of them use ingredients that are unusual to you? Are there any you would like to try?

Join *The West's* Media Education team in our aim to create a media-savvy generation.

Online Media Education activities are designed to enable students to become critical consumers of news. Through completing the activities, students will develop the skills to consider, question, inquire and challenge reported news stories. Media Education encourages students to be informed citizens of global issues considering multiple perspectives before generating their own ideas and opinions.



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Read the stories in ED! Magazine's *NEWS FLASH* column and complete some of the activities below.

Asylum seeker care



- What is an asylum seeker?
- What is a referendum?



- Search online to find out what the laws are regarding people seeking asylum in Australia.



- What do you think it means to treat people humanely?
- Brainstorm some issues a government is responsible for. How important do you think border security is compared to other issues on this list?



- Look through your copy of *The West Australian* to see if there are articles about immigration, asylum seekers or border security.

Safety for sea fans



- How will the new shark alarms work?



- In pairs, brainstorm what steps individuals can take to reduce their risk of having a negative encounter with a shark.
- Search online to see if there are any personal shark deterrent products available.
- Consider the debate topic:



'Alarm systems that notify beach goers of a shark's presence are not good enough. We need to prevent sharks from entering our beaches.'
Write three points supporting this statement and three points against it, then form an opinion on whether you agree or disagree.

Vegans vs meat man



- What does 'vegan' mean?
- Activists work to change people's opinions and behaviour. Brainstorm some peaceful ways activists could try to educate others about their point of view and possibly convert them to their way of thinking.



- In pairs, discuss what you think Mr Parravicini meant when he said "If you want to be vegan by all means go for it. Just let us be."



- Based just on this article, what is your opinion of both Mr Parravicini and the two vegan activists? Who is in the right? Is there more you would need to know before you can form an opinion? Discuss your answer with a partner.