

# Bees and their decrease



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ENVI-MOBILE: Integration of mobile learning into environmental education fostering local communities' development

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## Activity No. 1

### Part of the lesson: EVOCATION

**The aim of the activity:** Attract the attention of children on bees.

#### Step 1

Brief description of the activity:

Introducing the topic through the “life poem” method.

The teacher starts the lesson by reading a text and tells the children to raise their hands as soon as they guess what the text is about. They answer, but if their answer is wrong, the teacher goes on reading. The proposed text is:

My body consists of my head, chest and belly. On my head I have two compound eyes on the sides and three just at the top. On my head there are also two antennas. On my chest there are my wings. My belly is divided into black and yellow rings from which the candle comes out. And I have been living on Earth for more than 15 million years until now. What am I?

Instruction (what you need to tell the students):

Listen to the story about one animal. Raise your hand as soon as you think you know what the story is about.

#### Step 2

Brief description of the activity:

Assess knowledge and interest about bees, through the KWL method.

Using the K-W-L method, the children draw the table with three columns on a piece of paper.

What I Know	What I Want to know	What I Learned
....	....	....

The teacher asks the children to fill the first column by suggesting the following questions: What comes to your mind when you hear the expression “bee”? What do you know about their characteristics, their life and their social organization? Do you have any curiosity you want to satisfy?

Let students work for max. 3-4 minutes.

Instruction (what you need to tell the students):

Draw the table with 3 columns as shown on blackboard.

What I Know	What I Want to know	What I Learned
....	....	....

Suggest following questions:

What comes to your mind when you hear the expression “bee”?

What do you know about their characteristics, their life and their social organization?

Do you have any curiosity you want to satisfy?

Fill in the first column of the table.

## Activity No. 1

### Part of the lesson: EVOCATION

#### Step 3

Brief description of the activity:

The children wrote what they know on the K column. Now they should formulate their question in the W column – What they want to know. Let children work for max. 3-4 minutes.

Instruction (what you need to tell the students):

Now consider what you want to know about the bees and put your questions into second column – What I want to know.

#### Step 4

Brief description of the activity:

Then, they voluntarily read in class what they have written on both columns and the teacher fills a KWL form (drawn on the blackboard) with the most relevant points for both K and W.

If needed, teacher could add some questions regarding the important information in the second column.

Instruction (what you need to tell the students):

What did you write in your first and second column?

**Tools for the activity (everything you need to take to the classroom):** Black board or interactive whiteboard, pen and papers, KWL form, a paper with the life poem for teacher

**Estimated time (max. 40 min.):** 15 minutes

**Notes:** During the STEP 2 teacher could quickly draw the table on blackboard for later usage. It will be easier to explain students what to do.

## Activity No. 2

**The aim of the activity:** Important facts about the bees.

### Step 1

Brief description of the activity:

The teacher uses the text from ANNEX 1 or prepares his/her own text on the subject. A copy of the text is given to each child, who then reads it and studies the information.

They could also add other information in their columns K and W. Finally after finding the answers to their questions they are filling the last column of the table.

Instruction (what you need to tell the students):

Read the text from ANNEX 1 and try to find the answers for your questions from W column. Underline the relevant information in ANNEX 1, or write it into the last column L.

If you find any information you knew before, but you forgot it to write down, you can add it into the table, in the first column. If you find the information you didn't know before, but you want to learn it, add the question about it into W column.

### Step 2

Brief description of the activity:

The teacher asks children to voluntarily read the part they don't know or were wrong about and discuss it with the class. New concepts can be explained searching through the internet if it is available. Children and teacher can also add more suggestions.

Instruction (what you need to tell the students):

Read what you learned about the bees. You can make the notes into your table while listening to your classmates – into K, W and also L part of table.

### Step 3

Brief description of the activity:

Each child summarizes and writes in the L column what he/she has learned.

Instruction (what you need to tell the students):

Now briefly summarize what you have learned today about the bees and you want to remember into L column.

**Tools for the activity (everything you need to take to the classroom):** Pen, proposed text from ANNEX 1 for each child, Internet connection is recommended

**Estimated time (max. 40 min.):** 10 minutes

**Notes:** Teacher should have more information about the bees to answer the questions on which children didn't find the answer in the text. Or let them do it for homework.

If your children are good in English, you can use the video instead of the text for getting more information, or other relevant links on YouTube:

<https://www.youtube.com/watch?v=J1IPHie8GLo>

[https://www.youtube.com/watch?v=sSk\\_ev1eZec](https://www.youtube.com/watch?v=sSk_ev1eZec)

## Part of the lesson: APPRECIATION

## Activity No. 3

### Part of the lesson: REFLECTION

**The aim of the activity:** Think about the acquired knowledge and create a report.

#### Step 1

Brief description of the activity:

Create a slogan, brief info for newspapers with information and pictures about the meaning of bees' existence.

Children work in groups. Each group works on creating a slogan, brief information for newspapers or a report to describe the meaning of bees' existence for each of us. They can draw the pictures, make posters, etc. Teacher could help to inspire them by following questions:

What will happen if there are no bees?

What bees mean for you?

What will happen with the trees if there are no bees?

Instruction (what you need to tell the students):

Work in groups. Create a slogan, make posters, brief information for newspapers or a report to describe the meaning of bees' existence for each of us. Draw the pictures to make posters, just be creative. Your point is to explain very briefly (on huge billboard next to the motorway) the meaning of the bees' existence for us and what do they mean for us.

Try to consider some of these questions:

What will happen if there are no bees?

What bees mean for you?

What will happen with the trees if there are no bees?

#### Step 2

Instruction (what you need to tell the students):

Present your work.

**Tools for the activity (everything you need to take to the classroom):** Paper, pen, paper for posters (e.g. paper for flipchart), computer and the Internet are recommended.

**Estimated time (max. 40 min.):** 15 minutes

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## Annex 1

Bees are flying insects, known for their role in flower pollination. There are nearly 20,000 known species of bees which are present everywhere except for Antarctica. The most famous is the European honey bee that lives in colonies and produces honey, beeswax and propolis. They collect pollen to feed the younger bees in their group too. Colonies are typically small, with a dozen or fewer workers, on average. Queens and workers basically differ only in size. Honey bee workers can navigate, indicating the range and direction to food to other workers with a waggle dance. Predators of bees are birds and insect predators like bee wolves and dragonflies.

Bee pollination is of ecological and commercial importance; the decline in the number of wild bees has increased the practise of pollination by commercially managed hives of honey bees. Human beekeeping or apiculture has been practised for millennia, since at least the times of Ancient Egypt and Ancient Greece. In the Greek tradition honey was called “the food of gods”. An English popular saying is “telling the bees” that means that important events in the household should be told to the bees.

# NOTES

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