

World Bee Day

Topic

World Bee Day – the importance of bees and why they are in danger

Learning outcomes

- Identify environmental issues connected with bees
- Practise vocabulary for bees, pollination and environmental issues
- Develop listening comprehension skills
- Use creativity and design skills

Age group and level

Primary (8–12 years)
CEFR level A2+

Time

85-95 minutes. This plan can be done over two lessons.

Materials

- YouTube video <https://www.youtube.com/watch?v=cQr1NPwBTFQ> – transcript available from <https://www.abc.net.au/btn/classroom/world-bee-day/13343076>
- Worksheet - 1 per learner
- original World Bee Day logo for the teacher to show (see useful links)
- Example new logo for the teacher to show
- coloured pens/pencils and paper, or access to a design tool like Canva <https://www.canva.com/>

Introduction

This lesson plan helps raise awareness of the importance of bees as pollinators. It is based on the United Nations' World Bee Day, which takes place on 20 May annually, but it can be used at any time of year. World Bee Day aims to show how important bees are as pollinators for ensuring the survival of wild plants and farm crops. It draws attention to the environmental problems that threaten bees.

The first part of this lesson is based on a video which provides facts about bees, outlines the dangers they face and suggests what we can do to help. The second part focuses on the logo for World Bee Day. Learners think of new slogans and design a new logo to promote this special day.

Procedure

Lesson one (40-50 minutes)

Before the lesson	<ul style="list-style-type: none"> • Check the transcript and highlight any vocabulary your learners will find difficult that you should pre-teach. E.g. pesticide; pollinate; hive, continent, perk, nectar.
1. Introducing the topic (10 minutes)	<ul style="list-style-type: none"> • Draw a simple picture of a bee on the board and ask learners what it is. • Elicit one word that learners associate with bees. Then put them into small groups. • Inform groups they have five minutes to think of as many words as they can that are connected with bees, e.g. yellow, black, insect, honey, fly, flowers, hive, pollen, nectar, queen ... • Groups share their words with the class. Ask the group with the fewest words to start. Check meaning and pronunciation of the words.
2. Pre-teaching vocabulary (10 minutes)	<ul style="list-style-type: none"> • Elicit or pre-teach the learners important vocabulary, especially: <ul style="list-style-type: none"> — pollen (a usually yellow powder you find on flowers), — to pollinate (to take pollen from one flower to another flower, so that the new flower makes a fruit) — pollinator (something like an insect that carries pollen from one flower to another flower). • Note: the focus is on the pollination of flowering plants, between different flowers, although there are other ways for it to occur. • You could draw a simple diagram on the board to illustrate: <ol style="list-style-type: none"> 1. A bee on a flower with bits of powder sticking to its body. 2. The bee flying to another flower with the pollen stuck to it. 3. The bee on the new flower and the pollen sticking to the inside of it. 4. A fruit (e.g. an apple) growing from the new flower.
3. Listening comprehension (20–30 minutes)	<ul style="list-style-type: none"> • Watch the video https://www.youtube.com/watch?v=cQr1NPwBTFQ once, all the way through. If you can't show the video in class:

- ask learners to watch it before the lesson and make notes
- ask them to watch it in the lesson on their phones
- read aloud the relevant parts of the transcript:

<https://www.abc.net.au/btn/classroom/world-bee-day/13343076>

- Give out the worksheet and read the questions in **Task 1** as a class. Check any problems learners may have understanding the questions and ask the learners if they already know any of the answers. They can work with a partner to share the information they remember and circle the answers on the worksheet.
- Watch the video again up to 1:48 and ask them to check their answers and fill in any answers which are missing. Go through the correct answers as a class.

Answers

a) 20,000; b) Antarctica; c) do a dance; d) a hive; e) pollinate; f) honey; g) fruit; h) important

- Read the headings and examples in Task 2. Tell learners that they are going to add more ideas under each heading. They can use ideas from the video or their own ideas. Play the video from 1:48 to the end.
- Give them five to ten minutes to think of their answers, first individually, then ask them to share with a partner. While you monitor, make notes of any language questions and clarify once back as a whole class.
- Alternatively, you could provide the relevant section of the transcript and ask the learners to read and underline in different colours the reasons why bees are in danger and what we can do to help.
- Talk through their ideas as a class and accept all possible answers.

Possible answers

Bees are in danger due to:

- environment loss
- fewer trees

- bees must find other places to live, like in houses, and then people destroy their hives
- diseases and parasites, such as a mite that kills bees
- chemicals (pesticides, insecticides) used in farming hurt bees
- not mentioned in the video: air pollution, climate change, intensive farming

Things we can do to help bees (in video):

- Have lots of (native) plants in your garden.
- Don't destroy a hive – move (relocate) it instead.
- Have a bee hotel.
- Don't use chemicals (pesticides, insecticides).
- Get a hive.

Other ideas: Don't cut all the grass in your garden, leave some long and 'wild'.
 Make a bee bath for thirsty bees. Buy local honey to support local beekeepers.

Lesson two (45 minutes)

Review (10 minutes)

- Elicit from learners what they remember about bees. Why do they need help?
 What can we do?

4. Designing a logo (30 minutes)

- Show the original logo from <https://www.worldbeeday.org/en/toolkit.html#logo> and elicit from learners what they can see:
 1. a slogan (a short phrase that's easy to remember) – Save the Bees
 2. the name and date of the day – World Bee Day, 20 May
 3. pictures – a bee; a symbol of the world; leaves or petals going round the world symbol to look like a flower
 4. colours – brown, green, blue (colours from nature)
 5. shapes – circles and petal/leaf shapes.

- Tell learners they are going to design a new logo for World Bee Day. Show them the example new logo and ask them to suggest reasons why the logo designer made the choices they did, e.g.
 1. They used this slogan because they don't want a world without bees – bees are very important.
 2. They put 'World Bee Day' and '20 May' so that people know what and when the special day is.
 3. They chose a picture of a bee on its own so that the topic is very clear.
 4. They used yellow and black because they are the colours of bees.
 5. They chose a hexagon shape as it's the shape you see in a hive.
- Now brainstorm some ideas as a class for each aspect of their logo, particularly the slogan. Remind them that the slogan needs to be short and easy to remember. Encourage them to think back to the vocabulary from the beginning of the class. Possible ideas for each aspect:
 1. slogan: Be kind to bees! Happy bees, happy world! etc. [If you think it appropriate for your learners, you could give them an example of a slogan that's a bee pun, such as Bee kind to bees or Save our bee-utiful bees, checking they understand the substitution that's taken place.]
 2. name and date of the day: World Bee Day, 20 May
 3. pictures: bees, flowers, fruit, honey, a hive, etc.
 4. colours: green, brown, yellow, black, etc.
 5. shapes: circles, hexagons, a hive shape, etc.
- In pairs or small groups, learners discuss what to use for their own logo in terms of the different aspects and make a list of what they decide in their notebooks.
- When they are ready, learners design their logo by hand or by using an online tool such as Canva: <https://www.canva.com/>

	<ul style="list-style-type: none"> • At the end of the lesson, learners show their logo to the class and explain why they chose what they did for the different aspects.
5. Setting homework (5 minutes)	<ul style="list-style-type: none"> • For homework you could ask learners to look out for bees and other insects during the next week and to write down where they saw the insects, how many they saw, etc. in their notebooks. If possible, they could take some photos. They could tell the class about it in the next lesson. • Alternatively, learners can ask their family members what they know about bees. Can they remember some of the bee facts and explain why they are so important?
Follow up ideas and resources	<ul style="list-style-type: none"> • Make a 'pollination wheel'. This works best if using card or thick paper. <ul style="list-style-type: none"> – Draw two circles by drawing round a small plate or similar object. – Fold the circles into quarters, then unfold them again. – Attach the two circles together using a paper fastener in the centre, to allow the top circle to be rotated while you hold the bottom circle in place. – Cut a quarter section out of the top circle. – On the bottom circle, write text in each quarter (going in order, clockwise) and draw a picture to illustrate it: <ol style="list-style-type: none"> 1. The bee lands on a flower. Some pollen sticks to its body. 2. The bee flies to another flower. Some of the pollen sticks to it. 3. A fruit grows from the flower. 4. Seeds from the fruit make new plants, which grow flowers.
Useful links	<ul style="list-style-type: none"> • Info about International bee day: https://www.un.org/en/observances/bee-day • Short videos showing bees pollinating, etc: https://www.worldbeeday.org/en/toolkit.html. Site includes logo. • Video about bees on LearnEnglish Kids: https://learnenglishkids.britishcouncil.org/video-zone/facts-about-bumblebees

- Find more World Bee Day videos and resources from Behind The News:
<https://www.abc.net.au/btn/classroom/world-bee-day/13343076>

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