

# World Bee Day

## Topic

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

## Aims

- 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 (9–12 years)  
CEFR level A2 and above

## Time

100 minutes over two lessons

## Materials

The teacher will need:

- Presentation – this includes embedded video
- YouTube video <https://www.youtube.com/watch?v=cQr1NPwBTFQ> - transcript available from <https://www.abc.net.au/btn/classroom/world-bee-day/13343076>

The learners will need:

- a pen or pencil and a notebook
- access to a design tool like Canva <https://www.canva.com/>, or coloured pens/pencils.

## 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.

## Checklist for online teaching

### Make sure you are familiar with the online platform you are using

- Have you tested your microphone and camera in the platform to make sure they work with it? A headset with a mic is usually better than a device's in-built speakers and mic.
- Do the learners need a URL or code to join the class? Do they all have this?
- Do you know how to share what is on your computer screen so that the learners can see it?
- Do you know how to mute the learners' microphones if you need to?
- Do you know how to use the 'breakout rooms' if the platform has this facility? Is this enabled?
- Does the platform have a 'raise hand' button that the learners can use to indicate they want to speak? You can also use this function to get them to indicate if they can hear you or see what you're showing on the screen, or to hold a quick vote!
- Do you know what the platform looks like from a learner's perspective? It may look different or have slightly different functions compared to the teacher's view. If you use screenshots to explain to learners where to click on something, make sure they're taken from a learner's perspective.
- Do you know how to troubleshoot some of the technical issues that you or your learners might experience with the platform? Does it make a difference if they are accessing the platform from a mobile device or a certain browser?
- Do you know if your learners' parents or another adult will be available during lessons to help them resolve technical issues?
- Have you considered safeguarding and child protection issues? For example, you may wish to insist that learners do not record the lessons.
- Most online platforms have support videos or tutorials available online. Have you looked at these?

### General tips

- Make sure you have explained to your learners (and ideally a parent or another adult if they can be around during lessons) about how to use the basic functions of the platform, how to troubleshoot issues and how to check their settings. This could be done in an initial lesson where you practise using the different buttons and teach them the things to try if there are technical or connection issues. This is also a good opportunity to teach them the language connected with the platform, such as 'mute', 'breakout room', 'refresh', etc., which they will need each lesson in order to follow your instructions.
- Make sure you have explained to your learners the rules and the behaviour you expect during lessons, such as patience, respect for each other, writing only relevant things in the chat, etc.
- Always check your microphone and camera before each lesson and check with each learner at the start that you can hear and see each other, and that they can see what you share on the screen.
- Make sure all the learners know they must arrive on time and what they must bring, such as their notebook and pencil case. Many online learning platforms have a virtual waiting room. It's a good idea to tell your learners to join the class at least five minutes before it begins to avoid disruption.

## Procedure

Lesson one (50 minutes)

### Before the lesson

- Before you start the lesson:
  - Test your microphone and camera to make sure they work.
  - Make sure that you have the accompanying PowerPoint open and shared.

### At the start of the lesson

- Welcome the learners as they arrive:
  - Check that you can all hear and see each other.
  - Check that they can see the first slide.
  - If they can't, ask them (or ideally an adult they have present) to check their settings or troubleshoot in the way you have shown them previously. You may need to write this in the chat facility if they cannot hear you.

	<p><b>Tips:</b></p> <ul style="list-style-type: none"> <li>• Consider having a short task for the learners to do until they have all arrived. For example, you could have a poll set up or a simple activity where they write in the chat, such as to say what they've done that week.</li> <li>• Consider muting learners' microphones after greeting them to avoid having too much background noise when you get started. Tell them if you do this and explain why. You could also suggest that, if possible, they use a headset with a mic rather than their device's in-built speakers and mic.</li> </ul>
<p><b>1. Introducing the topic (10 minutes)</b></p>	<ul style="list-style-type: none"> <li>• Display <b>slide 2</b> with the picture of a bee and ask learners what it is.</li> <li>• Tell the learners they have three 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. They should write the words in their notebooks.</li> <li>• Learners share their words with the class. Ask the learners with the fewest words to start. You could annotate the slide with the words or type in the chat. Clarify any language questions and check meaning and pronunciation of the words.</li> </ul>
<p><b>2. Pre-teaching vocabulary (10 minutes)</b></p>	<ul style="list-style-type: none"> <li>• Using slide 3, explain 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) and a 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.</li> <li>• Make sure learners understand the stages of pollination:             <ol style="list-style-type: none"> <li>1. A bee lands on a flower and pollen sticks to its body.</li> <li>2. The bee flies to another flower with the pollen stuck to it.</li> <li>3. The pollen sticks to the new flower.</li> <li>4. A fruit (e.g. an apple) grows from the new flower.</li> </ol> </li> </ul>
<p><b>3. Listening comprehension (15 minutes)</b></p>	<ul style="list-style-type: none"> <li>• Display <b>slide 4</b>. Tell learners to watch the video without writing anything. Tell them they will find out some interesting facts.</li> </ul>

- Watch the video <https://www.youtube.com/watch?v=cQr1NPwBTFQ> once, all the way through.
- Show **slide 5**. Read sentence a). Make a beep noise when you get to the missing word.
- Tell learners to look at the numbers on the right-hand side. Ask them if they remember the number from the video to write it in the chat
- Write the correct number using annotate if possible (20,000)
- Ask learners to write sentence a) in their notebooks. Nominate a few learners to hold their notebooks up to the camera. Comment on their accuracy/ writing, so the learners are aware that you're monitoring them.
- Tell learners to write sentences b) to h) in their notebooks leaving gaps. Tell them not to write anything in the gaps.
- Watch the video again up to 1:48 and ask them to check the gaps as they watch but not to write.
- After watching the video ask learners to fill in any answers they know.
- Nominate learners to give you answers or ask them to write answers in the chat.
- Annotate each answer and allow time for learners to check their sentences and write in any missing information.
- Ask a few learners to share their notebooks and give feedback on their accuracy and writing.
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**Answers**

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

**5. Critical thinking (15 minutes)**

- This task can be done using break out rooms or the main space.
- Display **slide 6**. Ask learners to copy the table into their notebooks.
- Again, ask a few learners to hold their notebooks up to the camera to show you.
- Try to elicit an idea for each column from learners and annotate it on to the table. Tell them they can use ideas from the video or their own ideas.

**Using breakout rooms**

- Tell learners they are going to share ideas in groups. Remind learners of the rules for breakout rooms. E.g. Only use English, give everyone a chance to speak, etc.
- Divide learners into 2 or more groups
- Tell learners they have five to ten minutes to think of and write as many ideas as they can. While you monitor, make notes of any language questions and clarify once back as a whole class.

#### **As a whole group**

- If working as a whole class, invite learners to use the 'raise hand' button if they have an idea to share. Give support with any language questions.
- Talk through their ideas as a class and accept all possible answers. You could annotate slide 5 with their answers or type in the chat. Learners should copy the ideas into their notebooks. Some possible answers:

#### **Reasons why bees are in danger:**

- 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, global warming, changes to the weather, intensive farming practices

#### **Things we can do to help bees:**

- 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.
- not mentioned in the video – 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.

**Note:** You could play the video from 1:48 to the end if learners need more support

Lesson two (50 minutes)

<b>Review (10 minutes)</b>	<ul style="list-style-type: none"> <li>Elicit from learners what they remember about bees.</li> <li>Check with them why there is an international bee day.</li> </ul>
<b>Analysing a logo (10 minutes)</b>	<ul style="list-style-type: none"> <li>If possible, show learners something you have around the house with a logo. Eg. A sports shoe with the Nike tick logo. Explain that a logo should be simple and easy to remember. Try to elicit other logos they know.</li> <li>Tell learners they're going to look at a logo designed to help save bees. Display <b>slide 7</b>.</li> <li>Elicit from learners what they can see:             <ol style="list-style-type: none"> <li>a slogan (a short phrase that's easy to remember) – Save the Bees</li> <li>the date– 20 May</li> <li>pictures – a bee; a symbol of the world; leaves or petals going round the world symbol to look like a flower</li> <li>The name of the day- World Bee Day</li> </ol> </li> </ul> <p><b>Plus:</b> colours – brown, green, blue (colours from nature); shapes – circles and petal/leaf shapes.</p> <p><b>Note:</b> Gloss and drill the word 'slogan'.</p>
<b>4. Designing a logo (25 minutes)</b>	<ul style="list-style-type: none"> <li>Tell learners they are going to design a new logo for World Bee Day. Show them the example new logo on <b>slide 8</b> and ask them to suggest reasons why the logo designer made the choices they did, e.g.             <ol style="list-style-type: none"> <li>They used this slogan because they don't want a world without bees – bees are very important.</li> <li>They put 'World Bee Day' and '20 May' so that people know what and when the special day is.</li> <li>They chose a picture of a bee on its own so that the topic is very clear.</li> <li>They used yellow and black because they are the colours of bees.</li> <li>They chose a hexagon shape as it's the shape you see in a hive.</li> </ol> </li> <li>Check if they like the logo and ask 'Why?' or 'Why not'</li> </ul>

- Now show **slide 9** and 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.
- The next activity works best in pairs or small groups in breakout rooms, but it can also be done as an individual activity. Tell learners to think about what to use for their own logo in terms of the different aspects.
  - If working in breakout rooms, ask learners to decide each aspect together.
  - If working individually, ask them to write their ideas in their notebooks.
- When they are ready, learners design their logo.
  - If working in breakout rooms, learners could use an online tool such as Canva <https://www.canva.com/>. One learner can have the tool open and share their screen with their partner(s). They then discuss what to do together.
  - If working individually, learners can either use an online tool or design their logo by hand.
- At the end of the lesson, show **slide 10**. Ask learners to show their logo to the class and explain why they chose what they did for the different aspects.

**Note:** If feasible, you could ask the learners to send you a link to or a photo of their logos after the lesson and make an online display of them. If possible, this could be shared with the school or the learners' families and friends to raise awareness of World Bee Day.

### 5. Setting homework (5 minutes)

- 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,



	<p>etc. in their notebooks. If possible, they could take some photos. They could tell the class about it in the next lesson.</p> <ul style="list-style-type: none"> <li>• 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?</li> </ul>
<b>At the end of the lesson</b>	<ul style="list-style-type: none"> <li>• Praise the learners for their participation and work and tell them you're looking forward to seeing them again in the next lesson.</li> <li>• Make sure they know how to exit the platform, and wait until they all leave before leaving yourself.</li> </ul>
<b>Further ideas and resources</b>	<ul style="list-style-type: none"> <li>• Watch some short videos showing bees in a hive, bees pollinating, etc.: <a href="https://www.worldbeeday.org/en/toolkit.html">https://www.worldbeeday.org/en/toolkit.html</a></li> <li>• Watch this video about bees on LearnEnglish Kids: <a href="https://learnenglishkids.britishcouncil.org/video-zone/facts-about-bumblebees">https://learnenglishkids.britishcouncil.org/video-zone/facts-about-bumblebees</a></li> <li>• Find more World Bee Day videos and resources from Behind The News: <a href="https://www.abc.net.au/btn/classroom/world-bee-day/13343076">https://www.abc.net.au/btn/classroom/world-bee-day/13343076</a></li> <li>• Video about annotations in zoom: <a href="https://youtu.be/JmwUhwzDg?si=OEHzAeugrp4-kUEW">https://youtu.be/JmwUhwzDg?si=OEHzAeugrp4-kUEW</a></li> </ul>

### Contributed by

Jo Blackmore; Edited by Suzanne Mordue