

Pollination: The super bee!

1 Overall aims:

Cognitive

- To improve the distinction of geometric figures: hexagons
- To improve the knowledge and respect about the natural world and resources

Affective

- To experience the feeling of success
- To express their emotions through artistic activities
- To improve body and hand control

2 Vocabulary - keywords

Mathematics: repeated forms, hexagons

Science: bees, seeds, plant growth, spring, pollinators

Sustainability: eating local food, plants biodiversity

Art: plastic expression, creativity

3 Sustainable abilities developed

Systems thinking

Critical thinking competency

4 Pillars of sustainability included

- Environmental:

-Know that the flowers and vegetables need pollination by the bees to reproduce

-Respect, to take care of the bees

- Social:

- Economic:

-Know many people live from bees' products: wax, honey

-Know many people live from cultivating flowers

5 STEAM domains

- Mathematical skills
- Science skills
- Sustainable skills



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- Artistic skills

6 Teaching methodologies/activity outline

1. The teacher shows one or two videos about pollination. Video 1: 6' and Video 2: 10' All the group. Teacher and children speak about the video.
2. The children see and listen to the tale "Bees" (Video 3) 5' All the group
3. Visit to a bees' farm to see bees' panels and taste the honey (Teacher and support teacher and/or parents) 3 hours. All the group
4. The children do a collage, cutting the paper into hexagons to draw the panel and the bees (Teacher and support teacher) Groups of 4 children that share materials. 30'
5. Prepare a brief play representing the "work" of the bees and the flowers to be performed for parents (Teacher and support teacher) 1 hour (each day half an hour) All the class split in two subgroups

7 Expected learning outcomes

The child will be able to:

recognise the role of bees in pollination

recognise the role of bees in maintaining the biodiversity

improve their knowledge and respect for nature.

8 Assessment

Initial assessment: Ask children about what do they know about bees to know their background

Formative assessment: Observation of how the children play the bees' work.

Summative assessment: Ask the children to draw what the bees do to pollinate the plants.

Speak with the children about the important role of pollinators in nature.

9 Equipment and materials to be used in learning unit (tools, ingredients etc.)

- 1. Whiteboard and two videos
- 2. Whiteboard and video-tale
- 4. magazine clippings and colored paper, glue, aprons, scissors
- 5. Costumes of vegetables, flowers and bees done from old clothes



10 Kind of setting - lab, kitchen, outdoor etc.

1. Classroom
2. Classroom
3. Outdoor
4. Classroom
5. Assembly Hall (Theatre)

11 References - source:

- 1) <https://www.youtube.com/watch?v=CUPzbTuJlgc>
- 2) <https://www.youtube.com/watch?v=8TreF11iuLc>
- 3) <https://www.youtube.com/watch?v=ps0mL31kN1M>



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