

# Oh honey, honey!

<b>1</b>	<p><b>Overall aims:</b></p> <ul style="list-style-type: none"> <li>• Cognitive</li> <li>• To improve the children's knowledge about the natural world and resources</li> <li>• Attitudinal</li> <li>• To induce respect about the natural world and resources</li> <li>• To introduce children to eat healthy food</li> </ul>
<b>2</b>	<p><b>Vocabulary – keywords</b></p> <ul style="list-style-type: none"> <li>• Science: bees, honey, panel, pollination</li> <li>• Mathematics: repeated forms (hexagons)</li> <li>• Art: narration, story</li> </ul>
<b>3</b>	<p><b>Sustainable abilities developed</b></p> <p>Strategic competency Collaboration competency</p>
<b>4</b>	<p><b>Pillars of sustainability included</b></p> <ul style="list-style-type: none"> <li>• Environmental: To take care of nature (the bees that are pollinators and produce honey)</li> <li>• Social: To appreciate honey as healthy food</li> <li>• Economic: To know that many people live from honey production</li> </ul>
<b>5</b>	<p><b>STEAM domains</b></p> <ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Science</li> <li>• Art</li> </ul>
<b>6</b>	<p><b>Teaching methodologies/activity outline</b></p> <ol style="list-style-type: none"> <li>1. The teacher shows a “mini adventure” of the film Winnie the Pooh (Video 1 in Reference)</li> <li>2. The teacher shows a video about bees and honey (Video 2)</li> </ol>



	<ol style="list-style-type: none"> <li>3. The children taste the honey and do a simple recipe with honey. In groups of four children. (Teacher and support teacher and 2 parents)</li> <li>4. With the help of the teacher, the children create a story about bees and honey</li> <li>5. The children draw this story</li> </ol>
<p><b>7</b></p>	<p><b>Expected learning outcomes</b></p> <p><b>The child will be able to:</b></p> <ul style="list-style-type: none"> <li>• understand that the bees make honey</li> <li>• recognize the role of bees in pollination</li> <li>• improve their knowledge and respect for nature</li> <li>• improve the ability to work collaboratively with the companions</li> </ul>
<p><b>8</b></p>	<p><b>Assessment</b></p> <p>Initial assessment: Ask children about what do they know about honey and bees to know their background.</p> <p>Formative assessment: Observation of how the children collaborate to do the recipe. Check if the concepts learned are included in the story the children created.</p> <p>Summative assessment: Ask questions to the children to see what do they understand about the role of bees in pollination and honey making.</p>
<p><b>9</b></p>	<p><b>Equipment and materials to be used in learning unit (tools, ingredients etc.)</b></p> <ol style="list-style-type: none"> <li>1. Whiteboard and film</li> <li>2. Whiteboard and film</li> <li>3. Peanut butter, honey, whole oats, deep fountains</li> <li>4. Pictures of bees, flowers, vegetables, honey, pollen</li> <li>5. Crayons, pencils, big cardboards</li> </ol>
<p><b>10</b></p>	<p><b>Kind of setting - lab, kitchen, outdoor etc.</b></p> <ol style="list-style-type: none"> <li>1. Classroom</li> <li>2. Classroom</li> </ol>



3. Kitchen
4. Classroom
5. Classroom

## 11 References - source:

- 1) [https://www.youtube.com/watch?v=lojUXj\\_2s8](https://www.youtube.com/watch?v=lojUXj_2s8) (Spanish)  
<https://www.youtube.com/watch?v=KlrrbLAHB0M> (English)
- 2) [https://www.youtube.com/watch?v=4D\\_6ugaukIY](https://www.youtube.com/watch?v=4D_6ugaukIY)



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