

Why Are Bees Important?

Materials

Worksheet 8, Axel stick puppets, crayons or colored pencils, pictures or flashcards of a bee, a beehive and a group of insects where a bee is included

Preparation

Make photocopies of *Worksheet 8* (1 per student).

Before

Show the picture of the insects and ask *What are these? (They're insects.)* Help students name each one. Then ask *What is your favorite insect?* Let students reply. Then cover the picture of the bee and invite them to guess which insect it is. Give them clues like *This insect works very hard. It can fly. It produces honey. It is yellow and black.* Show the picture of the bee when they guess correctly and say *Yes, it's a bee. Bees work very hard.* Show the picture of the beehive and say *They live in a beehive where they produce honey. Do you like honey?* Let students reply. Then say *I like honey. I eat honey with cereal and fruit. Do you have a jar of honey in your house? What do you do with honey in your house?* Let students answer. Then say *Honey is very important for people. We eat honey with fruit or cereal. We eat honey when we have a sore throat. Mimic having a sore*

throat. People use honey to have healthy skin. Mimic applying cream on your face and arms and have students do the same. Ask Are bees important for us? Let students answer. Add Let's learn more about our little friends, bees.

While

Distribute Axel stick puppets. Play the video and ask students to raise the puppet when he says the word *important*. When the video ends, ask again *Are bees important for us? (Yes, they are.) Yes, they are very important. Let's see.* Play the video again and pause it after Boris moves to the third flower. Say *Bees go from flower to flower collecting pollen. We have food thanks to bees.* Let students see the food collage. Play the video one more time and pause it when Axel is collecting honey. Ask *What do bees produce? (They produce honey.) Where do we put honey?* Help students reply *(We put honey in jars.) Now we can eat it and use it. What do we do with honey? Let's see.* Play the video for the last time and pause it when Boris has a sore throat. Point to the bee and ask *When we have a sore throat, what do we do? (We eat honey.)* Show the rest of the situations and ask *When we want to be strong, what do we do? When we can't sleep, what do we do? When we want a healthy skin, what do we do?* Let students answer *(Eat honey!)* See? *Bees are very important for us. They produce honey and they help plants produce food.*

After

Distribute *Worksheet 8* and crayons or colored pencils. Show the worksheet to the group and ask *Who is this? What's this? (It's Boris. It's a bee. It's a tree. It's a beehive.)* Then say *Bees work very hard all day. They don't rest.* Point to the beehive and follow the dotted line to explain the process of making honey. Have students follow the dotted line with their fingers on their worksheets. Say *Now let's go with Boris.* Have students take a black crayon or colored pencil to trace a line that follows the dotted one. Finally, have them color the scene and say *Bees are very important for us. So, let's take care of them and let them work.*

