



Teacher Resource

World Bee Day

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. Working in pairs, record what you know about bees. Share your work with other students.
2. What role do bees play in food production?
3. What threats are bees facing?
4. Why is it important to protect bees?
5. Find 3 interesting facts about bees. Share with the class.

Activity: Class Discussion

Students will discuss the BTN World Bee Day story in pairs and then share their thoughts with the class.

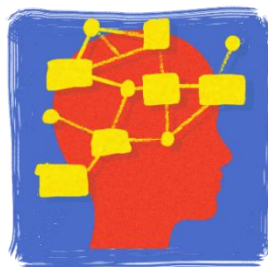
- What do you THINK about what you saw in this video?
- What does this video make you WONDER?
- What did you LEARN watching the the story?
- Think of three questions you have about the BTN story.



Activity: Class Discussion

Discuss the BTN story as a class. Create a class mind map with BEES in the middle. Ask students to record what they know about bees. In small groups, ask students to brainstorm responses to the following questions and then share with the class:

- What do you know about bees?
- Why do bees pollinate flowers?
- How do bees make honey?
- What jobs do different bees have in the colony?
- Why are bees important?
- Why is it important to protect bees?



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KEY LEARNING

Students will learn more about species of bees and the important role they play in ecosystems.

CURRICULUM

Science – Year 4

Living things have life cycles. Living things depend on each other and the environment to survive

Science – Year 5

Examine how particular structural features and behaviours of living things enable their survival in specific habitats.

Science – Year 6

Investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions.

Activity: Key Words

Students will brainstorm a list of key words that relate to the BTN World Bee Day story. Here are some words to get them started.

POLLEN	COLONY	POLLINATOR
ECOSYSTEM	QUEEN BEE	NECTAR

Ask students to write what they think is the meaning of each word (including unfamiliar words). They will swap definitions with a partner and ask them to add to or change the definition. Check these against the dictionary definition.

Activity: Bee profile

Students will research and write a profile featuring a bee species. Encourage students to use a range of sources to find their information.

Research

Students will research and create a profile of a bumblebee, honeybee or native bee.

Students can use the Animal Profile at the end of this activity.

- Illustration or photo
- Scientific and common name
- Appearance
- Habitat
- Where is it found in Australia?
- Native or introduced species
- Feeding and diet
- Behaviours and adaptations
- Predators
- Interesting facts



Further Investigation

Students will respond to one or more of the following questions.

- Why are bees important? Investigate the role bees play in food security, biodiversity and ecosystem health.
- If native bees don't produce honey, do we need them?
- What is the role of the queen bee, drone bee and worker bee? How do they interact? What is a robber bee?

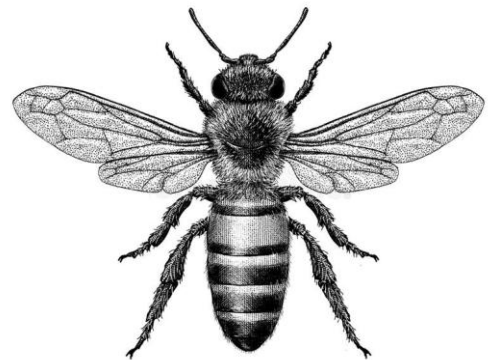
Activity: Biological illustration

Students will create their own biological illustration of a bee species. This activity encourages students to develop their observation skills and reinforce their understanding of biological concepts.

Explain to students that in their illustration they need to draw what they see (using photographs/videos that they find in books and on the internet). Students will need to think about size, shape, texture and patterns; and include as much detail as possible.

Students can use the following as a guide as they create their scientific drawing:

- Find photographs and/or videos of the animal to observe. What key structures and anatomy will you focus on in your drawings?
- Draw the animal to scale (include a ratio on the drawing).
- Include its scientific and common name.
- Add labels – to show size, colour and texture. Include labels to show the bee's head, thorax and abdomen.



For more information about scientific drawing in the classroom, visit this website [Sketching for observation](#).

Useful Websites

- [World Bee Day](#) – BTN
- [Junior Beekeepers](#) – BTN
- [Bee Heroes](#) – ABC Education
- [Curious Kids: How do bees make honey?](#) – The Conversation
- [Honey Bee](#) – Australian Museum