

## Beekeeper Activity 1

### Bee-haviour

**Age range:**

**7-11**

**Duration:**

**Approx 90 mins**

#### Aim

For pupils to learn about the lives of bees.

#### Learning Objectives

**Pupils should learn:**

- Where and how bees collect food
- What honeycombs look like
- About the life-cycles of bees

#### Curriculum for Excellence (Experiences and Outcomes)

SCIENCES – Planet Earth: Biodiversity and Interdependence *SCN 2-01a/SCN 2-02a*

#### Materials and Equipment

- Jotters, pens/pencils
- A4 sheets of thin card, one per pupil
- Scissors, glue, rulers
- Computers
- Encyclopaedias of various types, plus dictionaries
- Copies of Worksheet Be1 (one per pupil if required – see below)



#### Preparation

Pupils will need to be able to use the design elements of a programme which enables them to create text boxes, shapes, lines and add graphics.



#### Key Vocabulary

bee, flower, pollen, nectar, feed, honey, honeycomb, hexagon, prism, larva, larvae



## Running the Activity

### a) Introduction:

Go to Woodland > Beekeeper and show pupils the Beekeeper video to introduce them to the topic of bees and beekeeping. Ask the pupils some basic questions about honeybees to reinforce their understanding: what types of animals are bees? (insects); Where do honeybees live? (in nests or hives); What do they eat? (pollen and nectar from flowers). Explain that nests are made from wax produced by the bees and that honey is produced as a food source for cold weather when flowers are scarce.

### b) Investigate:

Carry out a simple science investigation or survey to discover which plants in the school grounds are most often visited by bees. This activity is suitable for the early autumn, late spring or summer terms when there are flowers or tree blossoms around. Remember that bees visit flowers in grass such as clover and dandelions too. For the survey, pupils can count all kinds of bee.

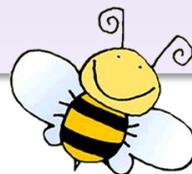
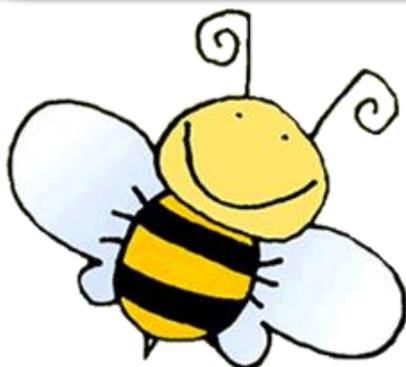
Give pupils in pairs one type of flower to watch for a period of 15 minutes; they should simply count the bees visiting. Back in the classroom, make a tally chart for all of the flowers and compare the data. Data can also be typed into a spreadsheet or graph.

Explain that bees visit flowers to collect nectar and pollen and are attracted by bright colours – so large bright flowers producing a lot of nectar and pollen are likely to be visited most often, as well as plants that have many flowers.

### c) Research:

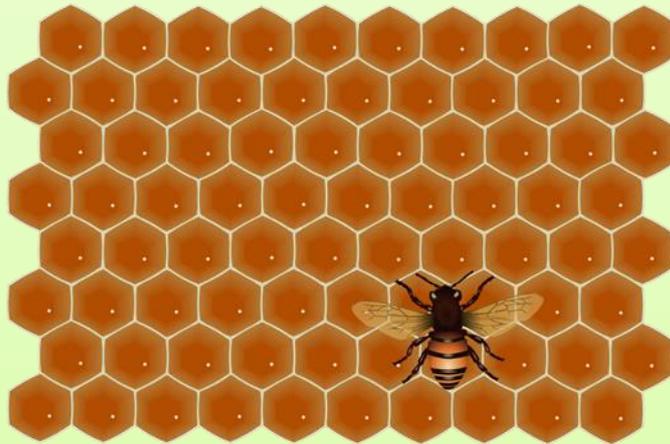
Pupils can carry out some research to find out more facts about honeybees and honey. Ways to enhance a display include:

- Models of bees and larvae
- Jars of different kinds of honey
- Photos, e.g. of a queen and a hive with a real honeycomb



## Extension Activities

1. Pupils can present an assembly for the school about bees and bee-keeping, showing their honeycomb model and explaining how honey is made. The results of the bee flower survey can also be presented if this was carried out.
2. Invite a beekeeper to school to give a talk and perhaps bring in some interesting objects. More information about beekeeping can be found on the British Beekeepers Association website at [www.bbka.org.uk](http://www.bbka.org.uk)
3. There are several video clips online that show the inside of a hive and the behaviour of bees. Have a look at some of these and use them to inspire ideas for composing poems about bees.



## Background Information for Teachers

Go to Teachers > Useful links to find out more about beekeepers and their work.

