

Let's help bees!



Manuel Ortiz i Castelló School
Alba Solà and Irene Vico

Generació Plurilingüe (GEP)

Year 2
2018-2019

PROJECT PLANNING TEMPLATE for CLIL and Content-Rich Environments

Identification of the GEP project:

Title	Let's help bees!
Authorship	Irene Vico and Alba Solà
School	Manuel Ortiz i Castelló
Students' CEFR Level (A1, A2...)	A1/A2
Grade	Primary: Year 6
Content area(s)	Science and Art
Number of sessions (4, 6 or 9)	6 sessions
Teacher(s) involved	Irene Vico and Alba Solà
Key words	beekeeping, bees products, threats to bees, memory game, help bees, honey bees



1. OUR PROJECT

Introduction:

In this project children will learn about honey bees (facts, why they are important, threats and possible solutions). They will create a memory game for their mates from Year 2 to Year 5 about honey bees and how our community can help them. They will do presentations in each class and they will explain what their project is about and the rules of the game.

Driving question: How can we help bees?

Final product: Memory games for children from Year 2 to Year 5 about bees facts, threats to bees, bees products and health benefits, and ideas to help them.

2. GOALS

1. To create a memory game about bees and to write its instructions.

2. To explain children in Primary Education why and how we should help bees.

2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)

1.1. Students must be able to explain the rules of the game to their schoolmates.

2.1. They can give advice to other classes on how we can help bees in our community and why we should do it by using the correct language items (You could..., you shouldn't, you must...)



3. CURRICULUM CONNECTIONS SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum		Foreign language curriculum	
Specific Competences	Key Contents	Specific Competences	Key Contents
<p><u>Àmbit de coneixement del medi</u></p>	<ul style="list-style-type: none"> • Competència 1. Plantejar-se preguntes sobre el medi, utilitzar estratègies de cerca de dades i analitzar resultats per trobar respostes. 	<ul style="list-style-type: none"> • L'elaboració de conclusions i síntesis. • La comunicació dels resultats: oral, escrita, gràfica... • Les qüestions socialment vives, els problemes socials rellevants i els temes controvertits. 	<ul style="list-style-type: none"> • Competència 2. Planificar i produir textos orals breus i senzills adequats a la situació comunicativa. • Tipus de text oral: instruccions, descripcions, exposicions, textos breus relacionats amb continguts curriculars d'altres àrees. • Lèxic: vocabulari freqüent i específic. • Suport imprès i digital. • Organització del text: adequació, coherència i cohesió. • Estratègies per planificar i estructurar l'expressió oral: ús de les fonts, selecció d'informació, elaboració d'esquemes, guions i organitzadors gràfics. • Elements de la situació comunicativa: finalitat, destinatari, context. • Elements prosòdics: entonació, pronúncia i ritme. • Elements no verbals: gestualitat i ús de suport visual complementari. • Fluïdesa.



				<ul style="list-style-type: none"> • Gestió de la informació: organització, síntesi, valoració i comunicació oral dels resultats de la tasca.
	<ul style="list-style-type: none"> • Competència 4. Analitzar paisatges i ecosistemes tenint en compte els factors socials i naturals que els configuren, per valorar les actuacions que els afecten . 	<ul style="list-style-type: none"> • Les polítiques mediambientals i la sostenibilitat. • Els éssers vius: classificació, funcions i adaptació al medi. • La intervenció humana sobre el medi: les activitats econòmiques. • Els fenòmens naturals i els riscos ambientals. 	<ul style="list-style-type: none"> • Competència 3. Emprar estratègies d'interacció oral d'acord amb la situació comunicativa per iniciar, mantenir i acabar el discurs. 	<ul style="list-style-type: none"> • Situacions comunicatives: intercanvi d'informació personal, de resolució de problemes senzills i habituals, de raonament o opinió apropiades per l'edat, conversa oberta guiada pel professor... • Adequació del missatge oral a la situació comunicativa: finalitat, destinatari, context. • Estratègies d'interacció oral pròpies de l'aprenentatge de la llengua estrangera: oferiment i demanda d'aclariments, confirmació de la informació i de la comprensió, episodis de col·laboració lingüística, autocorreccions i correccions per part dels altres...
	<ul style="list-style-type: none"> • Competència 5. Valorar problemes socials rellevants interpretant-ne les causes i les conseqüències per plantejar propostes de futur. 	<ul style="list-style-type: none"> • Les zones bioclimàtiques, activitats econòmiques, impacte medioambiental. 	<ul style="list-style-type: none"> • Competència 4. Aplicar estratègies per obtenir informació bàsica i comprendre textos escrits 	<ul style="list-style-type: none"> • Tipus de text escrit: instruccions, preguntes, missatges i textos de tipologia diversa (descripció, narració, text expositiu, text argumentatiu senzill), incloent-hi els d'ús social. • Lèxic: lèxic d'ús freqüent i quotidià i vocabulari específic bàsic en relació



			senzills o adaptats de la vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar.	amb el tema <ul style="list-style-type: none"> • Estratègies que tenen com a finalitat obtenir informació del text: fer hipòtesis, localitzar paraules clau, fer inferències... • Tema, idea principal i idees secundàries.
	<ul style="list-style-type: none"> • Competència 11. Adoptar hàbits sobre l'adquisició i ús de béns i serveis, amb coneixements científics i socials per esdevenir un consumidor responsable. 	<ul style="list-style-type: none"> • La gestió ambiental: contaminació del medi, sobreexplotació... • La petjada ecològica i la sostenibilitat. • L'adaptació de les persones i les societats a l'entorn: el desenvolupament sostenible. 	<ul style="list-style-type: none"> • Competència 8. Produir textos senzills amb adequació a la situació comunicativa i amb l'ajut de suports. 	<ul style="list-style-type: none"> • Tipus de textos escrits breus comunicatius: notes, postals, pòsters... incloent-hi les formes d'escriptura interactiva. • Ortografia de paraules conegudes i d'ús freqüent. • Lèxic: vocabulari freqüent i específic. • Estructures morfosintàctiques bàsiques. • Ús dels recursos digitals en la producció i edició de textos.
<u>Àmbit artístic</u>	<ul style="list-style-type: none"> • Competència 5. Emprar elements bàsics del llenguatge visual amb tècniques i eines artístiques per expressar-se i comunicar-se. 	<ul style="list-style-type: none"> • Produccions artístiques visuals i plàstiques. • Imaginació i creativitat en l'expressió i comunicació artística. 		
<u>Àmbit digital</u>	<ul style="list-style-type: none"> • Competència 2. Utilitzar les funcions 	<ul style="list-style-type: none"> • Processador de textos: creació, format i 		



	<p>bàsiques de les aplicacions d'edició de textos, tractament de dades numèriques i presentacions multimèdia.</p>	<p>gestió de documents; hipertext; ús del corrector ortogràfic; diccionaris.</p> <ul style="list-style-type: none"> • Presentacions multimèdia: creació, format i publicació de presentacions de diferents tipus, llenguatge audiovisual. 		
	<ul style="list-style-type: none"> • Competència 8. Realitzar activitats en grup utilitzant eines i entorns virtuals de treball col·laboratiu 	<ul style="list-style-type: none"> • Murals digitals, mapes conceptuals... 		



4. 21st CENTURY COMPETENCES

Collaboration	x	Information, media and technology	x
Communication	x	Leadership & Responsibility	x
Critical Thinking and Problem Solving	x	Initiative & Self-direction	x
Creativity & Innovation	x	Social & Cross-cultural	x
Others:			

5. KEY COMPETENCES

Communicative, linguistic and audiovisual competence	x	Digital competence	x
Mathematical competence		Social and civic competence	x
Interaction with the physical world competence		Learning to learn competence	x
Cultural & artistic competence	x	Personal initiative and entrepreneurship competence	x



6. CONTENT (Knowledge and Skills)

CONTENT-RELATED KNOWLEDGE

- Present simple verb tense
- Imperative verb tense
- Giving advice: could, should, must
- Bees facts: types, tasks, characteristics, food,...
- Bees products and health benefits: honey (colds, cough...), pollen (asthma, allergies), propolis (antibiotic), royal jelly (increase appetite and growth), beeswax, bees venom
- Threats to bees: wi-fi, pesticides, predators, illnesses, pests...
- Ideas to help bees: plant bee friendly garden, buy organic food, spread the word,...

CONTENT-RELATED SKILLS

- Analysing and summarising a text about bees through a mindmap.
- Illustrating the main ideas of a text on a memory game.
- Taking team responsibilities.
- Communicating the main ideas about bees to primary students.

7. REFERENCES

Bibliography

- Direcció General d'Educació Infantil i Primària, *Competències Bàsiques en l'àmbit artístic*, Servei de Comunicació i Publicacions, setembre de 2015
- Direcció General d'Educació Infantil i Primària, *Competències bàsiques de l'àmbit de coneixement del medi*, Servei de Comunicació i Publicacions, setembre de 2015
- Direcció General d'Educació Infantil i Primària, *Competències Bàsiques de l'àmbit digital*, Servei de Comunicació i Publicacions, setembre de 2015
- Direcció General d'Educació Infantil i Primària, *Competències bàsiques de l'àmbit lingüístic*, Servei de Comunicació i Publicacions, setembre de 2015



Webgraphy

Ideas to help bees

- The Guardian. (2008). *Ten things to do to save honeybees*. Retrieved January, 2019, from: <https://www.theguardian.com/environment/2008/may/13/wildlife.endangeredspecies>
- Kix Creativity Lab. *Bee kind to Bees*. Retrieved January, 2019, from: <https://www.kixcereal.com/kix-cereal-bee-kind-to-bees-make-a-bee-condo/>
- Brian Clark Howard. *5 ways kids can "Save our Bees."* Retrieved January, 2019, from: <https://web.archive.org/web/20130727145740/http://www.thedailygreen.com/going-green/latest/2836>
- Andrea Fabry. (2015). *Five ways you can bring back the bees*. Retrieved January, 2019, from: <http://it-takes-time.com/2015/08/05/five-ways-you-can-bring-back-the-bees/>
- Earth Science Communications Team. (2019). *A bee is more than a bug*. Retrieved January, 2019, from: <https://climatekids.nasa.gov/bees/>

Threats to bees

- Amazing Bees. *Bees in trouble*. Retrieved January, 2019, from: <http://amazingbees.com.au/bees-in-trouble.html>
- Earth Rangers Centre. (2015). *What's Threatening Bees?*. Retrieved January, 2019, from: <https://www.earthrangers.com/wildwire/my-missions/whats-threatening-bees/>
- Rachael Bale. (2015). *Everything you wanted to know about the bee die-off*. Retrieved January, 2019, from: <https://www.revealnews.org/article/everything-you-wanted-to-know-about-the-bee-die-off/>
- Slow Digital. (2017). *How does mobile radiation affect honey bees?*. Retrieved January, 2019, from: <http://slowdigital.com/2017/11/10/how-does-mobile-radiation-affect-honey-bees/>
- *Major Threats to Pollinators*. (2014). Retrieved January, 2019, from: <http://greatpollinatorproject.org/conservation/major-threats-to-pollinators>
- Cool Kids Facts. (2018). *Bee facts*. Retrieved January, 2019, from: <https://www.coolkidfacts.com/bee-facts/>



Bees facts

- National Geographic Kids. *10 facts about honey bees*. Retrieved January, 2019, from: <https://www.natgeokids.com/au/discover/animals/insects/honey-bees/>
- Kayleigh Jacobs-Rutter. (2018). *Types of bee and other bee facts*. Retrieved January, 2019, from: <https://www.woodlandtrust.org.uk/naturedetectives/blogs/nature-detectives-blog/2018/03/bee-facts-for-kids/>

Bees products

- Health Line Newsletter. (2018). *The Top 6 Raw Honey Benefits*. Retrieved January, 2019, from: <https://www.healthline.com/health/food-nutrition/top-raw-honey-benefits#risks>
- Australian Honey Bee Industry Council (2018). *How bees make honey*. January, 2019, from: <https://honeybee.org.au/education/wonderful-world-of-honey/how-bees-make-honey/>
- Curejoy Editorial. (2018). *7 Amazing Health Benefits Of Bee Pollen*. Retrieved January, 2019, from: <https://www.curejoy.com/content/health-benefits-of-bee-pollen/>
- Health Line Newsletter. (2016). *The Benefits And Uses Of Propolis*. Retrieved January, 2019, from: <https://www.healthline.com/health/propolis-an-ancient-healer#healing-compounds>
- Health Line Newsletter. (2018). *12 Potential Health Benefits of Royal Jelly*. Retrieved January, 2019, from: <https://www.healthline.com/nutrition/royal-jelly#section3>
- Bestbees. (2016). *Health benefits of honey and beeswax*. Retrieved January, 2019, from: <https://bestbees.com/2016/08/09/health-benefits-of-honey-and-beeswax/>
- Health Line Newsletter. (2018). *Apitherapy*. Retrieved January, 2019, from: <https://www.healthline.com/health/apitherapy#bee-venom-honey-and-other-products>

Copyright free pictures and clipart

- https://commons.wikimedia.org/wiki/Main_Page
- <https://www.flickr.com/>
- <https://openclipart.org/>
- www.pexels.com
- <https://pixabay.com/>

Fake news generator online

- <https://breakyourownnews.com/>



Memory game rules

- <https://www.classicgamesandpuzzles.com/Memory.html>
- <https://www.eduplace.com/ss/act/rules.html>
- <http://www.helpmykidlearn.ie/activities/5-7/detail/memory-card-game>
- <http://www.memozor.com/memory-game-online-free/memory-game-rules>
- <https://www.theguardian.com/lifeandstyle/2008/nov/22/rules-card-games-children-memory>

8. COMMENTS (optional)

This project has been made in collaboration with [Les Obagues Ecocentre](#) in Juneda.

9. ACKNOWLEDGEMENTS (optional)

First of all, we would like to extend a word of thanks to our school management team for letting us attend this training course and for their key support to the GEP program.

We would like to thank the class teachers from Year 2 to Year 5 for letting us come into their classrooms, do the presentations and take photos.






We are particularly grateful to the colleagues at school who had to substitute us during this training course. We sincerely appreciate their patience and understanding.

And last but not least, a big thanks to Xavier Vallés Badia and Les Obagues Ecocentre for collaborating in this activity.



Skills: R: reading , S:speaking, L: listening, W: writing, I: Interaction
Interaction: T-S: teacher-student, S-S: student-student, SG: small groups, WG: whole group, S-Expert, S-World
Assessment: PA: Peer assessment, SA: Self-assessment, TA: Teacher assessment, AT: Assessment tools

10. UNIT OVERVIEW

Session	Activities	Timing 	Skills 	Interaction 	ICT 	Assessment 
1	Introductory video	15 min	L I	T-S WG	Windows Media Player	TA: Oral comprehension worksheet
	Check previous knowledge (brainstorming)	15 min	I W R	T-S SG WG	Mentimeter	SA: Wordcloud
	Jigsaw reading I	30 min	R I	SG	PowerPoint Adobe Acrobat Reader	PA & TA: Categories worksheet
2	Jigsaw reading II	60 min	R W I	SG	PowerPoint Mindmeister	SA: Digital mind map + mind map checklist



3	Jigsaw reading III	20 min	S R L	SG	PowerPoint Mindmeister	PA: Peer-assessment rubric
	Quiz about Honey bees	15 min	R I	T-S SG	Kahoot	AT: Quiz
	Start designing the memory game	25 min	W I	SG		
4	Design the memory game + rules	40 min	W I	SG	Microsoft Word	TA: Memory games rules worksheet SA: Memory game checklist + TA: Teacher's feedback
	Prepare the presentation	20 min	R S	SG		TA: Teacher's feedback
5	Present the game to their mates from Year 2 to Year 5	60 min	S I	SG WG	Microsoft Word	TA & PA: Peer assessment Rubric
6	Conclusion/Reflection	60 min	R W I	T-S		TA & SA: Self-assessment Rubric TA: Video recording feedback



11. SESSION PLANNING

SESSION 1: LET'S LEARN ABOUT BEES!

Objectives of the session:

- Identifying the most relevant information from a video and from a set of texts about honey bees.
- Transferring this information to their classmates to become experts about a specific topic.

Content-obligatory language for the session:

- Present simple verb tense
- Bees facts: types, tasks, characteristics, food,...
- Bees products and health benefits: honey (colds, cough...), pollen (asthma, allergies), propolis (antibiotic), royal jelly (increase appetite and growth), beeswax, bees venom
- Threats to bees: wi-fi, pesticides, predators, illnesses, pests...
- Ideas to help bees: plant bee friendly garden, buy organic food, spread the word,...

Activities



1.1

Introductory video

The teacher shows them a [video](#) in order to present the project and the driving question: "How can we help bees?". In the video, a local beekeeper from Les Obagues Ecocentre will ask the students to help him with the bees' problem: they are disappearing! During the video the students must answer an oral comprehension worksheet. They check the activity together.

Material: "Video script and questions worksheet"

15 min

L
I

T-S
WG

Windows
Media
Player

TA: Oral
comprehension
worksheet



	<ul style="list-style-type: none"> Intoductory video: https://youtu.be/z5icuFggO7M 					
1.2	<p><u>Brainstorming</u></p> <p>In order to check the students' previous knowledge about bees, the teacher asks: "What do you know about bees?". In order to give ideas of possible answers, she orally asks some more questions, such as: "What are they? Where do they live? What do they eat? What types are there? What products do they create? How can we help them? What are the bees' threats?..."</p> <p>In small groups, they have to write their ideas in a word cloud using an ICT tool called Mentimeter. When all the groups finish, the whole class comments the results.</p> <p><u>Material:</u></p> <ul style="list-style-type: none"> https://www.mentimeter.com (CODE of the activity: 41417) 	15 min	I W R	T-S SG WG	Mentimeter	SA: Word cloud
1.3	<p><u>Jigsaw reading I - Texts about bees</u></p> <p>The teacher, using a PowerPoint presentation, tells them they are going to read different texts using the jigsaw technique. First, groups of 4 or 5 students have to be made. Next, the teacher presents the 4 texts about bees. Each text has a specific colour and topic:</p> <ul style="list-style-type: none"> YELLOW: Bees facts BLUE: Bees products RED: Threats to bees GREEN: Help bees <p>The teacher cuts each text into 4 or 5 pieces and gives a paper to a student of each group so every person in the groups has a different coloured piece of paper. Now it's time to make the "Experts groups", so the teacher asks them to form groups according to the coloured piece of paper they have.</p>	30 min	R I	SG	PowerPoint Adobe Acrobat Reader	PA & TA: Categories worksheet



<p>Once in the “Experts groups”, the teacher gives each group some headlines and they must discuss and match the headlines to each paragraph of the text. students must read individually their part of the text and then explain the main ideas to the rest of the expert group. Some language support is given to facilitate the interaction during this activity.</p> <p><u>Material:</u></p> <ul style="list-style-type: none"> • “Jigsaw reading PowerPoint presentation + headlines” • “Bees Fact Worksheet + headlines” • “Threats to Bees Worksheet + headlines” • “Bees Products Worksheet + headlines” • “How can you help bees? Worksheet + headlines” • “Language support for experts (x4)” 					
---	--	--	--	--	--



SESSION 2: COLLABORATIVE MIND MAP

Objectives of the session:

- Summarise the main information of a specific text using an online mind map generator.

Content-obligatory language for the session:

- Present simple verb tense
- Bees facts: types, tasks, characteristics, food,...
- Bees products and health benefits: honey (colds, cough...), pollen (asthma, allergies), propolis (antibiotic), royal jelly (increase appetite and growth), beeswax, bees venom
- Threats to bees: wi-fi, pesticides, predators, illnesses, pests...
- Ideas to help bees: plant bee friendly garden, buy organic food, spread the word,...

Activities



Jigsaw reading II - Collaborative mind map

In each "Expert group" students work together to create a collaborative mind map about bees using the online tool called Mindmeister.

1.1

The teacher gives them a mind map checklist.

Material:

- "Mind map checklist worksheet"
- Year 6A: <https://www.mindmeister.com/1207598993?t=HDF4G9I4vM>
- Year 6B: <https://www.mindmeister.com/1210970856?t=BOZ1nH9xoK>

60 min

R
W
I

SG

PowerPoint
Mindmeister

SA: Digital
mind map
+ mind map
checklist



SESSION 3: HOW MUCH DO WE KNOW ABOUT BEES?

Objectives of the session:

- Sharing information related to a specific topic with their classmates.
- Understanding information related to a specific topic.
- Assessing their classmates according to their performance.
- Designing a memory game about bees.

Content-obligatory language for the session:

- Present simple verb tense
- Bees facts: types, tasks, characteristics, food,...
- Bees products and health benefits: honey (colds, cough...), pollen (asthma, allergies), propolis (antibiotic), royal jelly (increase appetite and growth), beeswax, bees venom
- Threats to bees: wi-fi, pesticides, predators, illnesses, pests...
- Ideas to help bees: plant bee friendly garden, buy organic food, spread the word,...

Activities



Jigsaw reading III - Share information

The teacher tells them to return to their original groups. Each student takes turns to present the information worked in the "Expert group" through the mind map. Language support is given to facilitate the explanation during this activity.

1.1 During the presentations, the rest of the group listens carefully and all together assess "the experts" with a rubric.

Materials:

- "Language support for sharing information worksheet"

20
min

S
R
L

SG






PowerPoint
Mindmeister

PA:
Peer-assessment
rubric



	<ul style="list-style-type: none"> “Expert peer-assessment rubric” 					
1.2	<p><u>Quiz about bees</u> In order to check what students can remember about bees, the teacher tells them they are going to play an interactive game called Kahoot. In the same groups, they are going to answer some questions as fast as possible.</p> <p><u>Material:</u></p> <ul style="list-style-type: none"> https://create.kahoot.it/k/30394256-2c0a-4e53-9520-547f93ba1a1d 	15 min	R I	T-S SG	IWB Laptops Kahoot	AT: Quiz
1.3	<p><u>Start designing the memory game</u> Students must organize themselves to create the memory game and decide what to draw and write in each category.</p> <p>The teacher tells them there will be two different levels of difficulty:</p> <ul style="list-style-type: none"> Group 1 (Year 2): Picture and title in the same card, so students find the pairs. Group 2 (Year 3): Picture and title in the same card, so students find the pairs. Group 3 (Year 4): Picture and title in different cards, so students match the pairs. Group 4 (Year 5): Picture and title in different cards, so students match the pairs. <p>The teacher gives each group the templates of the memory game where they will have to make the cards.</p> <p><u>Material:</u></p> <ul style="list-style-type: none"> “Memory game cards template” 	25 min	W I	SG	Microsoft Word	



<h2>SESSION 4: FINAL PRODUCT</h2> <p>Objectives of the session:</p> <ul style="list-style-type: none"> • Designing a memory game about bees. • Illustrating the main ideas of a text on a memory game. • Writing memory game rules. 					
<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> • Present simple verb tense • Imperative verb tense • Bees facts: types, tasks, characteristics, food,... • Bees products and health benefits: honey (colds, cough...), pollen (asthma, allergies), propolis (antibiotic), royal jelly (increase appetite and growth), beeswax, bees venom • Threats to bees: wi-fi, pesticides, predators, illnesses, pests... • Ideas to help bees: plant bee friendly garden, buy organic food, spread the word,... 					
<p>Activities</p>					
<p>1.1 <u>Design the memory game + rules</u></p> <p>The groups finish their memory game cards. Then the teacher gives each group a worksheet about how to write memory game rules.</p> <p>Once the teacher gives each group feedback from their worksheets, they can write the final rules on the computer using Microsoft Word.</p>					
					
	40 min	W I	SG	Microsoft Word	TA: Memory games rules worksheet



	<p>When they finish, each group assesses themselves using a checklist.</p> <p><u>Material:</u></p> <ul style="list-style-type: none"> • “Memory Game Rules worksheet” • “Memory Game checklist” 					<p>SA: Memory game checklist + TA: Teacher's feedback</p>
1.2	<p><u>Prepare the presentation</u></p> <p>Once all groups have finished their memory games, the teachers facilitates some language support so that they can practise their presentations.</p> <p><u>Material:</u></p> <ul style="list-style-type: none"> • “Language support for the presentation” 	20 min	R S	SG		<p>TA: Teacher's feedback</p>



SESSION 5: SPREAD THE WORD

Objectives of the session:

- Giving advice to other classes on how we can help bees in our community and why we should do it by using the correct language items.
- Explaining the rules of a memory game.

Content-obligatory language for the session:

- Giving advice: could, should, must
- Present simple verb tense
- Imperative verb tense
- Bees facts: types, tasks, characteristics, food,...
- Bees products and health benefits: honey (colds, cough...), pollen (asthma, allergies), propolis (antibiotic), royal jelly (increase appetite and growth), beeswax, bees venom
- Threats to bees: wi-fi, pesticides, predators, illnesses, pests...
- Ideas to help bees: plant bee friendly garden, buy organic food, spread the word,...

Activities



Present the game to their mates from Year 2 to Year 5

Each group introduces the topic they have been learning about and present the game they have created to the corresponding class:

- Group 1 (Year 2)
- Group 2 (Year 3)
- Group 3 (Year 4)
- Group 4 (Year 5)

60 min

S
I

SG
WG






Microsoft
Word

TA & PA:
Peer
assessment
Rubric



<p>Then, they invite the class to play the memory game in groups.</p> <p>When the game is over, the teacher gives the audience a peer-assessment rubric in order to check whether they understood the speakers and liked the game or not.</p> <p><u>Material:</u></p> <ul style="list-style-type: none">• "Presentation peer-assessment rubric"					
---	--	--	--	--	--



<h2>SESSION 6: REFLECTIONS</h2> <p>Objectives of the session:</p> <ul style="list-style-type: none"> Reflecting about the work done during the project. 					
Content-obligatory language for the session:					
Activities					
    					
1.1	<p><u>Conclusion/Reflection</u></p> <p>The class watches and comments the videos of the presentation recorded by the teacher. He/She gives each group a self-assessment rubric.</p> <p>Material:</p> <ul style="list-style-type: none"> “Video recordings” “Self-assessment rubric” 	60 min	R W I	T-S	TA & SA: Self-assessment Rubric TA: Video recording feedback



MATERIALS

SESSION 1

VIDEO SCRIPT BY XAVIER VALLÉS BADIA

(Les Obagues Ecocentre in Juneda, Lleida)

Hello children in Manuel Ortiz,

My name's Xavier Vallés and I work in Les Obagues Ecocentre in Juneda as a teacher, a farmer and a beekeeper. Every year you learn about bees at school and you come to our centre to visit the bees in their hives. You also prepare a list of questions for us to find out a little bit more about honey bees. This year we have a proposal for you. Every year the population of honey bees is decreasing and we are very worried about this. They are disappearing and we don't know why. We'd like you to investigate about this fact and when you come to Les Obagues bring your proposals and ideas to help bees. **What can we do in Juneda to help bees?** Good luck in your research, I am sure you'll bring lots of interesting ideas to help these wonderful animals. See you in June!

Name: _____ Class: _____ Date: _____

Watch the video and answer the following questions:

1. **Where** does Xavier Vallés work?

- a) In La Manreana.
- b) In les Obagues Ecocentre.
- c) On a farm in Juneda.



2. **What** is his job?

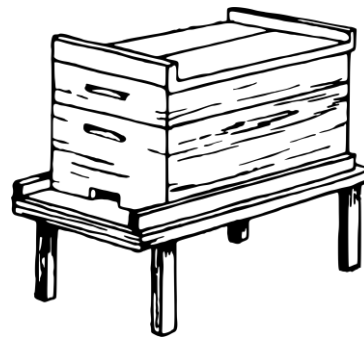
- a) He's a teacher, a farmer and a beekeeper.
- b) He's a school monitor.
- c) He's a biologist.

3. **What** are you going to prepare at school before you visit the centre?

- a) A poster about bees.
- b) A summary of what we have learned about bees at school.
- c) A list of questions to learn more about honey bees.

4. **What** are you going to see there?

- a) Honey bees in their hives.
- b) Honey extraction methods.
- c) A video about bees.



5. **What** problem does Xavier talk about?

- a) There are no bees in their centre.
- b) Honey bees are disappearing.
- c) Their bees don't make honey.

6. **What** is his proposal?

- a) We have to investigate about bees and bring ideas about how we can help them.
- b) We have to explain what we have learned at school about bees.
- c) We have to find some bees and bring them to their centre.



breakyourownnews.com

LIVE

BREAKING NEWS

EUROPEAN BEES ARE IN DANGER!

20:41

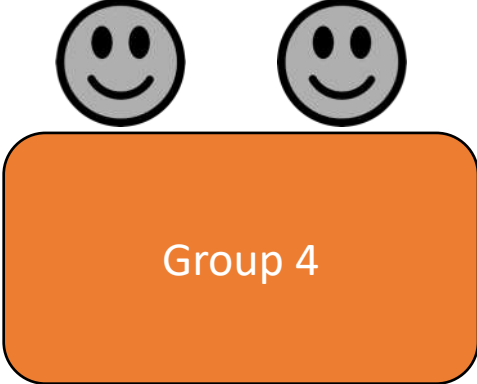
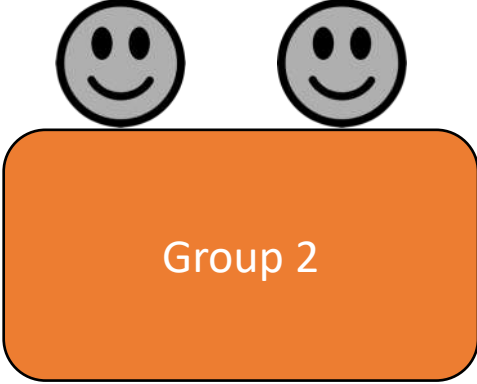
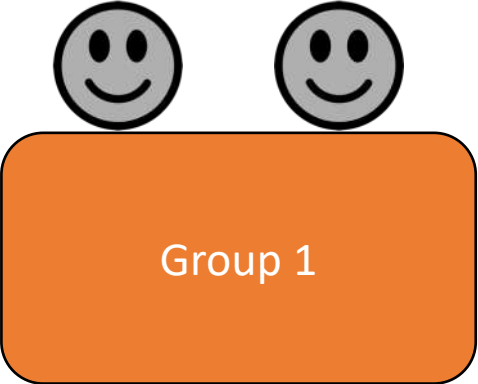
SOME STUDIES HIGHLIGHT BEES ARE DISSAPPEARING DUE TO VARIOUS THREATS

JIGSAW READING

Cooperating Learning



Step 1: Make groups of 4 or 5 students



Step 2: Present the topics and their corresponding colours

BEES FACTS



THREATS TO BEES



BEES PRODUCTS

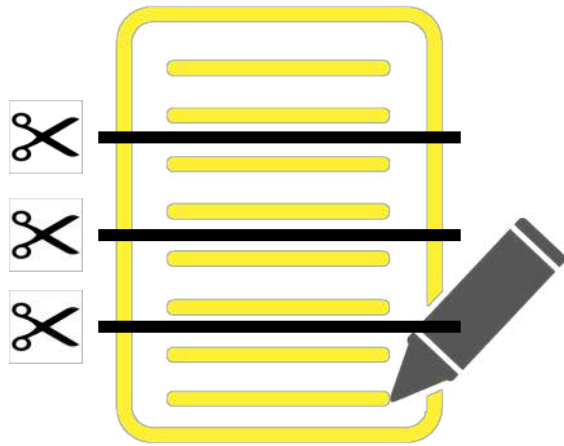


HELP BEES

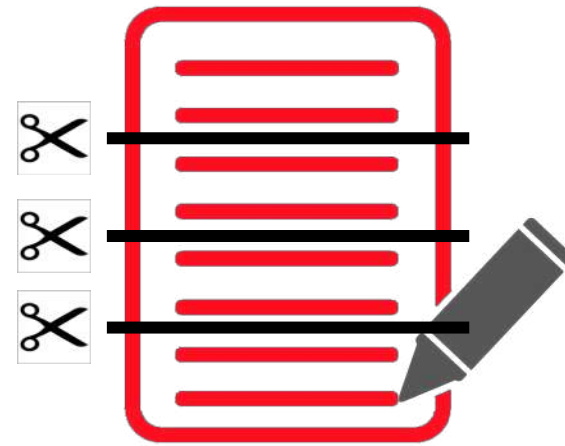


Step 3: Divide the different texts into 4 or 5 pieces of paper

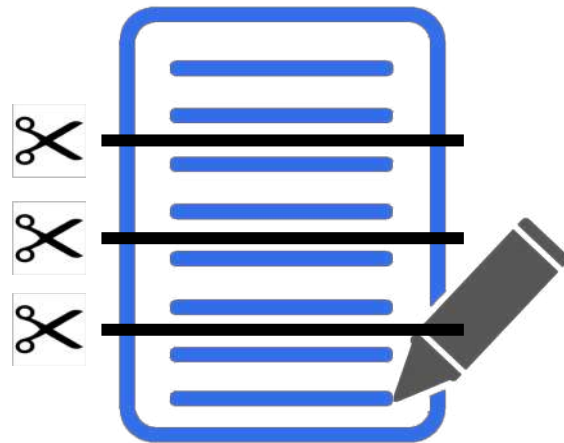
BEES FACTS



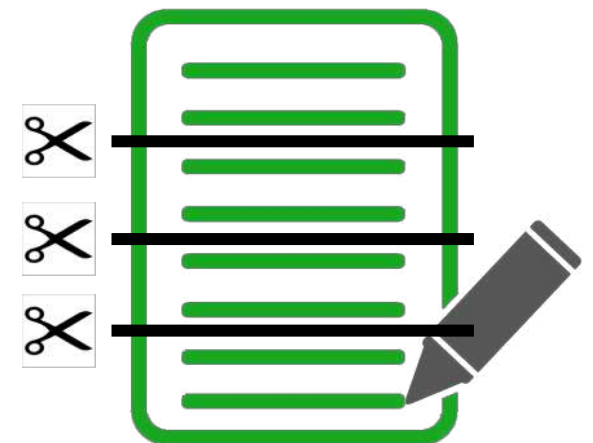
THREATS TO BEES



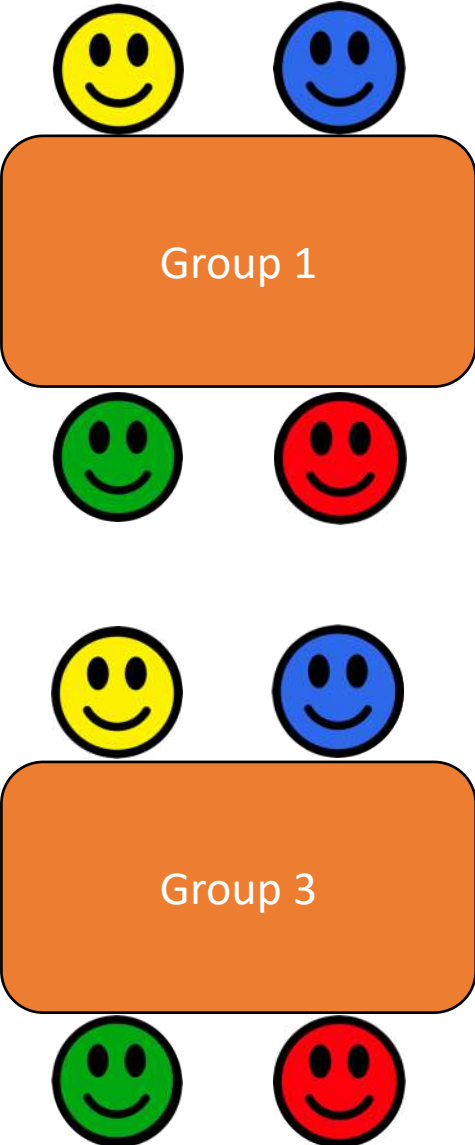
BEES PRODUCTS



HELP BEES



Step 4: Assign one piece of text to each student



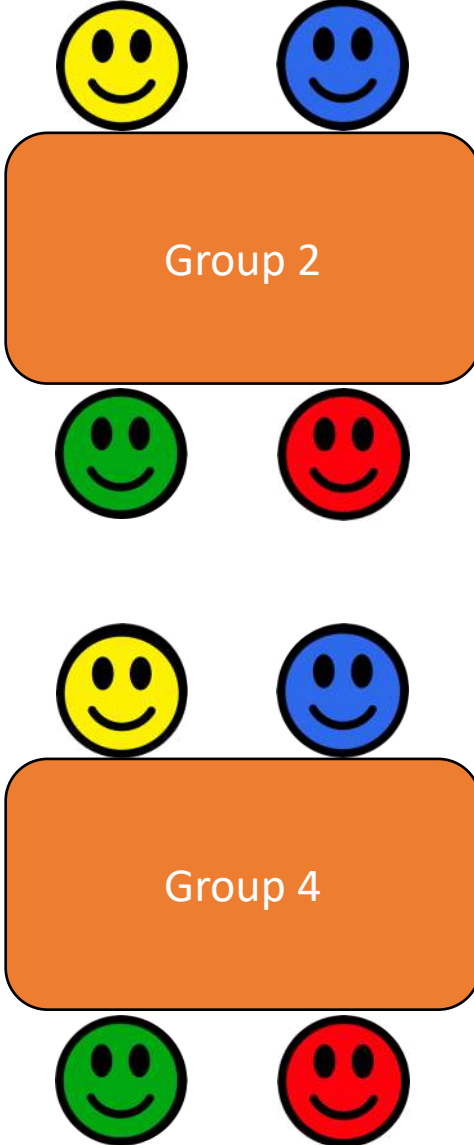
REMEMBER

Yellow
BEES FACTS

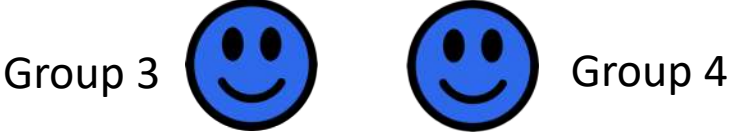
Blue
BEES PRODUCTS

Red
THREATS TO BEES

Green
HELP BEES



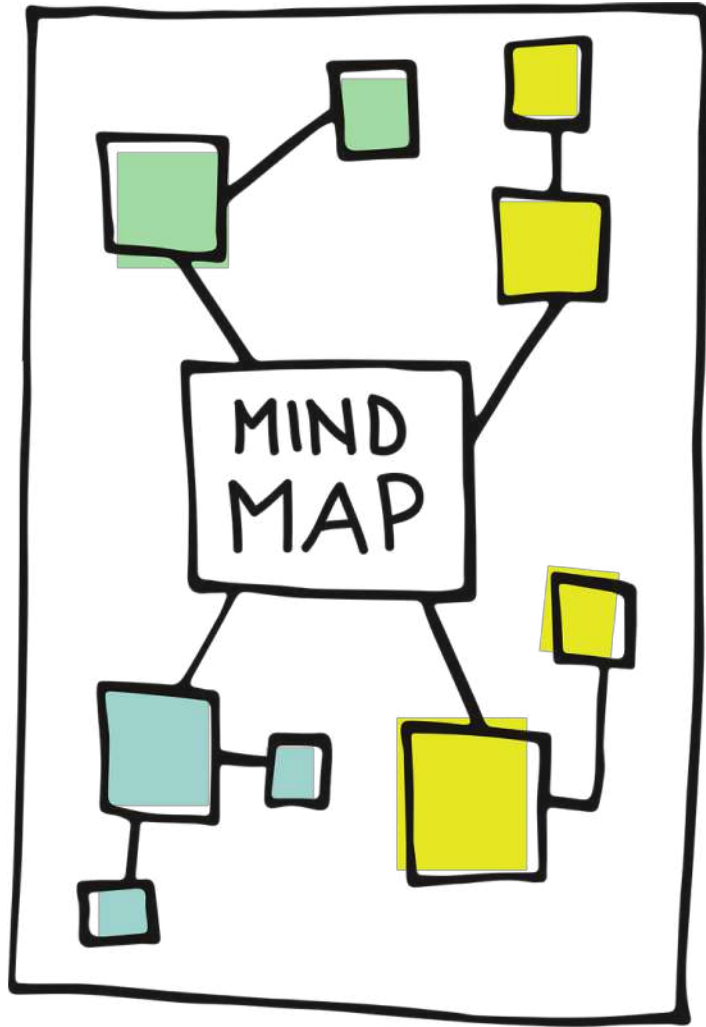
Step 5: Make "Expert Groups" with the same colour



Step 6: Choose and paste the correct title for each part of the text. Discuss with your “Expert Group”



Step 7: Create a mind map with your “Expert Group”



Step 8: Return to your groups and share information



Step 9: Assess all the groups with a quiz

KAHOOT



BEES FACTS

The importance of bees

Bees are essential because they pollinate many flowers, fruits and vegetables. Bees transfer pollen and help other plants grow. Without this process, a lot of food would disappear!



Characteristics of bees

Bees are insects. They have three main parts: a head, a thorax and an abdomen. Females also have a stinger in the abdomen. Bees can fly because they have wings. They have six legs.



Bees homes

Most bees live in hives or nests in many places of the world. They live



in Africa, Australia, Asia, Europe and America. Except Antarctica because it's too cold!



Food for bees

Bees mostly eat pollen and drink nectar from flowers.



Honey bees also eat the honey they have made.



Members in the colony

There are three types of bees:

- **Queen:** There is only one and her job is to lay eggs. She is the biggest. When the queen bee dies, workers create a new queen by feeding a larva with a special food called "royal jelly".
- **Drones:** These are the male bees. Their only job is to reproduce with the queen, then they die.
- **Workers:** These are all female. They build and keep the hive clean, take care of the eggs, attend the queen, protect the hive and collect nectar and pollen.

**Hive = bees home.*



Bees safety


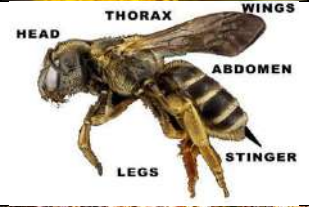




Bees protect themselves against animals that want to eat them by building their hive in a place that is hard to find or reach. Another way to defend themselves is when female bees use the venom in their stinger against enemies.

**Hive = bees home.*



BEES FACTS







- Choose and paste the correct headline for each text. Discuss with your expert group:

<p>Bees are essential because <u>they pollinate many flowers, fruits and vegetables</u>. Bees transfer pollen and help other plants grow. <u>Without this process, a lot of food would disappear!</u></p>	
<p>Bees are <u>insects</u>. <u>They have</u> three main parts: a <u>head</u>, a <u>thorax</u> and an <u>abdomen</u>. Females also have a <u>stinger</u> in the abdomen. Bees <u>can fly</u> because they <u>have wings</u>. They have <u>six legs</u>.</p>	
<p>Most bees <u>live in hives or nests</u> in many places of the world. They live in Africa, Australia, Asia, Europe and America. Except Antarctica because it's too cold!</p>	
<p>Bees mostly eat <u>pollen</u> and drink <u>nectar</u> from flowers.</p> <p>Honey bees also eat the <u>honey</u> they have made.</p>	
<p>There are <u>three types of bees</u>:</p> <ul style="list-style-type: none"> ● Queen: There is only one and <u>her job is to lay eggs</u>. She is the <u>biggest</u>. When the queen bee dies, workers create a new queen by feeding a larva with a special food called "royal jelly". ● Drones: These are the <u>male bees</u>. <u>Their only job is to reproduce with the queen</u>, then they die. ● Workers: These are all <u>female</u>. They build and keep the <u>hive</u> clean, <u>take care of the eggs</u>, <u>attend the queen</u>, <u>protect the hive</u> and <u>collect nectar and pollen</u>. <p><i>*Hive = bees home.</i></p>	
<p>Bees protect themselves against animals that want to eat them by building their <u>hive</u> in a <u>place that is hard to find or reach</u>. Another way to defend themselves is when <u>female bees use the venom in their stinger</u> against enemies.</p> <p><i>*Hive = bees home.</i></p>	

The importance of bees
Characteristics of bees
Bees homes
Food for bees
Members in the colony
Bees safety







HONEY BEES PRODUCTS AND HEALTH BENEFITS

Honeybee products, such as honey, bee pollen, propolis, Royal jelly, beeswax, and bee venom, have long been used in traditional medicine.

<p>Honey</p> <p>Bees produce this sweet substance. It is made of nectar that honey bees collect from flowers. It has many health benefits, such as:</p> <ul style="list-style-type: none">● It prevents heart disease.● It's antibacterial and protects from infections.● It treats diarrhea.● It's a good remedy for colds and cough.	
<p>Bee Pollen</p> <p>This is the male reproductive material bees collect from plants. It contains lots of vitamins and nutrients. Some of its health benefits are:</p> <ul style="list-style-type: none">● It fights inflammation.● It treats iron deficiency anemia.● It fights infections.● It helps with allergies.	
<p>Propolis</p> <p>This is a combination of beeswax, tree resins, honey, and enzymes made by bees to protect the hive from bacteria or viruses. Some of its health benefits are:</p> <ul style="list-style-type: none">● It protects your body from some bacteria, viruses and fungi.● It heals wounds.● It reduces symptoms in cold sores.● It can be a complementary therapy for cancer.	
<p>Royal jelly</p> <p>It is a gelatinous substance produced by honey bees to feed the queen bees and their young. It contains water, carbohydrates, protein, fat, vitamins and minerals. Some of its health benefits are:</p> <ul style="list-style-type: none">● It reduces inflammation.● It reduces cholesterol levels.● It benefits brain function.● It supports a healthy immune system.	
<p>Beeswax</p> <p>Honeybees create it to build their hive and store both honey and pollen. The majority of its benefits are for the skin and hair. A few advantages to using beeswax include:</p> <ul style="list-style-type: none">● It keeps the skin firm and soft.● It heals rosacea or eczema.● It protects skin from extreme weather.● It stimulates hair growth and reduces hair loss.	
<p>Bees Venum</p> <p>Female worker bees produce bee poison and they use it to defend themselves and the colony. It has anti-inflammatory effects.</p> <ul style="list-style-type: none">● It relieves pain from rheumatoid arthritis.● It boosts the immune system.● It reduces some symptoms of Parkinson, multiple sclerosis or Alzheimer.	


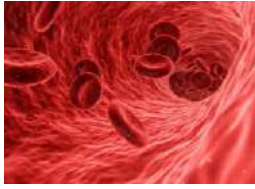










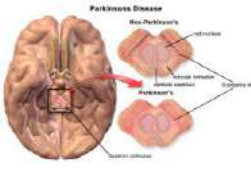



HONEY BEES PRODUCTS AND HEALTH BENEFITS

- **Choose and paste the correct headline for each text. Discuss with your expert group:** Honeybee products, such as honey, bee pollen, propolis, Royal jelly, beeswax, and bee venom, have long been used in traditional medicine.

<p>Bees produce this <u>sweet substance</u>. It is <u>made of nectar</u> that honey bees collect <u>from flowers</u>. It has many health benefits, such as:</p> <ul style="list-style-type: none"> ● It prevents heart disease. ● It's antibacterial and protects from infections. ● It treats diarrhea. ● It's a good remedy for colds and cough. 	
<p>This is the <u>male reproductive material</u> bees collect <u>from plants</u>. It contains lots of vitamins and nutrients. Some of its health benefits are:</p> <ul style="list-style-type: none"> ● It fights inflammation. ● It treats iron deficiency anemia. ● It fights infections. ● It helps with allergies. 	
<p>This is a <u>combination of beeswax, tree resins, honey, and enzymes</u> made by bees to protect the hive from bacteria or viruses. Some of its health benefits are:</p> <ul style="list-style-type: none"> ● It protects your body from some bacteria, viruses and fungi. ● It heals wounds. ● It reduces symptoms in cold sores. ● It can be a complementary therapy for cancer. 	
<p>It is a <u>gelatinous substance</u> produced by honey bees to feed the queen bees and their young. It contains water, carbohydrates, protein, fat, vitamins and minerals. Some of its health benefits are:</p> <ul style="list-style-type: none"> ● It reduces inflammation. ● It reduces cholesterol levels. ● It benefits brain function. ● It supports a healthy immune system. 	
<p>Honeybees create it <u>to build their hive</u> and store both honey and pollen. The majority of it's benefits are for the skin and hair. A few advantages to using beeswax include:</p> <ul style="list-style-type: none"> ● It keeps the skin firm and soft. ● It heals rosacea or eczema. ● It protects skin from extreme weather. ● It stimulates hair growth and reduces hair loss. 	
<p>Female worker bees produce bee <u>poison</u> and they use it <u>to defend themselves and the colony</u>. It has anti-inflammatory effects.</p> <ul style="list-style-type: none"> ● It relieves pain from rheumatoid arthritis. ● It boosts the immune system. ● It reduces some symptoms of Parkinson, multiple sclerosis or Alzheimer. 	






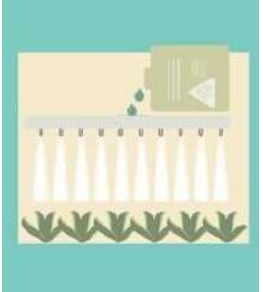










Honey
Bee pollen
Propolis
Royal Jelly
Beeswax
Bees venom

LANGUAGE SUPPORT

Alzheimer	anemia	brain	cold
			
cold sores	cough	eczema	fungi
			
hair growth/loss	heart disease	immune system	multiple sclerosis
			
Parkinson	arthritis	rosacea	wounds
			

THREATS TO BEES

Bees are disappearing around the world and some human actions, and other factors, are the responsables for the bees' problems.

<p>Pesticides</p> <p>Farmers use chemicals to kill the insects that eat their crops, but these toxics can also cause some health problems to bees.</p>     	
<p>Contamination</p> <p>Air pollution is a problem for bees that follow the scent trails to find flowers.</p>   	
<p>Habitat loss</p> <p>Bees need big spaces with lots of flowers and safe areas for their homes. Unfortunately, <u>the natural habitats are gradually disappearing</u> and there are more gardens with flowers that are not friendly to bees, so it becomes <u>harder to find food</u>.</p>	
<p>Illnesses and Pests</p> <p>Just like you, bees can get sick. <u>Infections and parasites</u> can do a lot of damage to bees. Certain <u>mites</u>, fungi, bacteria and viruses have <u>infected many bees</u>.</p> <p><i>*Mites = microscopic animals.</i></p>	
<p>Climate change</p> <p><u>Global warming</u> can cause the flowers to bloom before the bees have finished their hibernation, so there will be <u>less food for bees</u>.</p> <p><i>*Bloom = when the flowers appear and grow.</i></p>	
<p>Poor nutrition</p> <p>More farmers grow just one crop, so bees <u>can't eat the mix of plants they need</u>. Bees that have access to a variety of pollens are healthier than other bees that have a poor diet.</p> <p><i>*Crop = plants cultivated by farmers.</i></p>	
<p>Wi-fi</p> <p>The signals of the <u>mobile radiation</u> cause the bees to become <u>lost and disoriented</u>, preventing them from returning back to their hive.</p> <p><i>*Hive = bees home.</i></p>	
<p>Predators</p> <p>Some animals <u>hunt bees</u>, and these include some birds, reptiles, small mammals, and even other insects like dragonflies or Asian wasps. Large mammals, like bears, <u>destroy bees' hive</u> in order to <u>eat their honey</u>.</p> <p><i>*Hive = bees home.</i></p>	

THREATS TO BEES

Bees are disappearing around the world and some human actions, and other factors, are the responsables for the bees' problems.

- Choose and paste the correct headline for each text. Discuss with your expert group:

<p>Farmers use chemicals to kill the insects that eat their crops, but these toxics can also cause some health problems to bees.</p>     	
<p>Air pollution is a problem for bees that follow the scent trails to find flowers.</p>   	
<p>Bees need big spaces with lots of flowers and safe areas for their homes. Unfortunately, <u>the natural habitats are gradually disappearing</u> and there are more gardens with flowers that are not friendly to bees, so it becomes <u>harder to find food</u>.</p>	
<p>Just like you, bees can get sick. <u>Infections and parasites</u> can do a lot of damage to bees. Certain mites, fungi, bacteria and viruses have <u>infected many bees</u>. *Mites = microscopic animals.</p>	
<p>Global warming can cause the flowers to bloom before the bees have finished their hibernation, so there will be <u>less food for bees</u>. *Bloom = when the flowers appear and grow.</p>	
<p>More farmers grow just one crop, so bees <u>can't eat the mix of plants they need</u>. Bees that have access to a variety of pollens are healthier than other bees that have a poor diet. *Crop = plants cultivated by farmers.</p>	
<p>The signals of the mobile radiation cause the bees to become <u>lost and disoriented</u>, preventing them from returning back to their hive. *Hive = bees home.</p>	
<p>Some animals <u>hunt bees</u>, and these include some birds, reptiles, small mammals, and even other insects like dragonflies or Asian wasps. Large mammals, like bears, <u>destroy bees' hive</u> in order to <u>eat their honey</u>. *Hive = bees home.</p>	

Pesticides
Habitat loss
Illnesses and Pests
Climate change
Poor nutrition
Wi-fi
Contamination
Predators

HOW CAN YOU HELP BEES?


Bees are vital for the environment and for us, without them the fruits and vegetables would be dramatically reduced. Here are some great ideas for how we can help bees:

<p>Respect bees</p> <p><u>Don't try to kill or disturb bees</u> because they can become aggressive and you will be stopping their vital work of pollinating plants and making honey.</p>	
<p>Buy organic food</p> <p><u>Organic farming</u> supports more bees than conventional agriculture, because they <u>don't use chemicals or insecticides</u> on the flowers and plants.</p>	
<p>Protect bees' homes</p> <p>If you <u>see</u> a <u>swarm</u> <u>contact</u> the <u>firefighters</u> or a <u>beekeepers</u> who will <u>collect</u> the swarm.</p>      	
<p>Eat local honey</p> <p><u>Buying</u> local <u>honey</u>, collected by your local <u>beekeepers</u>, help them to cover the <u>costs</u> of taking care of the bees.</p>    	
<p>Plant bee friendly garden</p> <p><u>Attract bees to your garden</u> by planting flowers and plants that provide nectar and pollen. <u>Bees are attracted to blue, purple, and yellow flowers especially.</u> Some examples of bee-friendly flowers are: sunflowers, geraniums, roses, blackberries, watermelon, pumpkins,...</p>	
<p>Water in your garden</p> <p><u>Bees need water to survive.</u> They like calm water with little depth, so a plate with water, a fountain or a small pond in your garden can encourage bees to stop and get a drink.</p>	
<p>Create homes for bees</p> <p>Not all bees live in large colonies. You can make these loners feel at home in your garden by <u>creating a little place</u> with an old piece of wood, bamboo or other hollow sticks. You can have areas of long grass or create dry stones walls.</p>	
<p>Spread the word</p> <p>Make people aware of the bees' problems and the need to save them. <u>Share the possible solutions to help them.</u> Social media can be a powerful tool to share stories, videos and more action ideas.</p>	

HOW CAN YOU HELP BEES?

Bees are vital for the environment and for us, without them the fruits and vegetables would be dramatically reduced. Here are some great ideas for how we can help bees:

- **Choose and paste the correct headline for each text. Discuss with your expert group:**

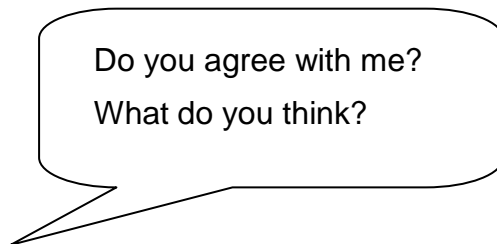
<p><u>Don't try to kill or disturb bees</u> because they can become aggressive and you will be stopping their vital work of pollinating plants and making honey.</p>	
<p><u>Organic farming</u> supports more bees than conventional agriculture, because they <u>don't use chemicals or insecticides</u> on the flowers and plants.</p>	
<p>If you <u>see</u> a <u>swarm</u> <u>contact</u> the <u>firefighters</u> or a <u>beekeepers</u> who will <u>collect</u> the swarm.</p>      	
<p><u>Buying</u> local <u>honey</u>, collected by your local <u>beekeepers</u>, help them to cover the <u>costs</u> of taking care of the bees.</p>    	
<p><u>Attract bees to your garden</u> by planting flowers and plants that provide nectar and pollen. <u>Bees are attracted to blue, purple, and yellow flowers especially.</u> Some examples of bee-friendly flowers are: sunflowers, geraniums, roses, blackberries, watermelon, pumpkins,...</p>	
<p><u>Bees need water to survive.</u> They like calm water with little depth, so a plate with water, a fountain or a small pond in your garden can encourage bees to stop and get a drink.</p>	
<p>Not all bees live in large colonies. You can make these loners feel at home in your garden by <u>creating a little place</u> with an old piece of wood, bamboo or other hollow sticks. You can have areas of long grass or create dry stones walls.</p>	
<p>Make people aware of the bees' problems and the need to save them. <u>Share the possible solutions to help them.</u> Social media can be a powerful tool to share stories, videos and more action ideas.</p>	




Respect bees
Buy organic food
Protect bees' homes
Eat local honey
Plant bee friendly garden
Water in your garden
Create homes for bees
Spread the word

LANGUAGE SUPPORT FOR EXPERTS – Bees Facts

ASKING AND GIVING OPINIONS

From my point of view... In my opinion... I think... I feel.	this text is about...	the importance of bees characteristics of bees bees homes food for bees members in the colony bees safety	because it says...	(mention the text).
---	-----------------------	--	--------------------	---------------------



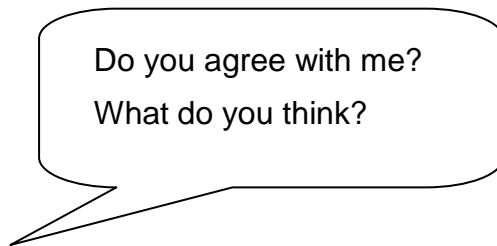
I agree with you. I feel the same. That's a good point.	
I don't agree with you. I don't feel the same. I don't think so.	
I'm not sure.	






LANGUAGE SUPPORT FOR EXPERTS – Bees Products

ASKING AND GIVING OPINIONS

<p>From my point of view...</p> <p>In my opinion...</p> <p>I think...</p> <p>I feel.</p>	<p>this text is about...</p>	<p>honey</p> <p>bee pollen</p> <p>propolis</p> <p>royal Jelly</p> <p>beeswax</p> <p>bees venom</p>	<p>because it says...</p>	<p>(mention the text).</p>
--	------------------------------	--	---------------------------	----------------------------



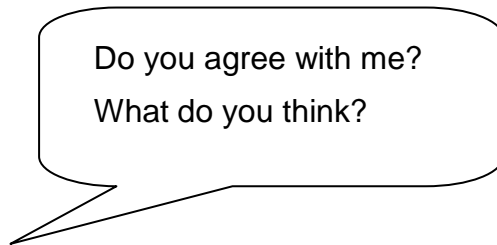
<p>I agree with you.</p> <p>I feel the same.</p> <p>That's a good point.</p>	
<p>I don't agree with you.</p> <p>I don't feel the same.</p> <p>I don't think so.</p>	
<p>I'm not sure.</p>	






LANGUAGE SUPPORT FOR EXPERTS – How can you help bees?

ASKING AND GIVING OPINIONS

<p>From my point of view...</p> <p>In my opinion...</p> <p>I think...</p> <p>I feel.</p>	<p>this text is about...</p>	<p>respect bees</p> <p>buy organic food</p> <p>protect bees' homes</p> <p>eat local honey</p> <p>plant bee friendly garden</p> <p>water in your garden</p> <p>create homes for bees</p> <p>spread the word</p>	<p>because it says...</p>	<p>(mention the text).</p>
--	------------------------------	--	---------------------------	----------------------------



<p>I agree with you.</p> <p>I feel the same.</p> <p>That's a good point.</p>	
<p>I don't agree with you.</p> <p>I don't feel the same.</p> <p>I don't think so.</p>	
<p>I'm not sure.</p>	






LANGUAGE SUPPORT FOR EXPERTS – Threats to bees

ASKING AND GIVING OPINIONS

<p>From my point of view...</p> <p>In my opinion...</p> <p>I think...</p> <p>I feel.</p>	<p>this text is about...</p>	<p>pesticides</p> <p>habitat loss</p> <p>illnesses and pests</p> <p>climate change</p> <p>poor nutrition</p> <p>wi-fi</p> <p>contamination</p> <p>predators</p>	<p>because it says...</p>	<p>(mention the text).</p>
--	------------------------------	---	---------------------------	----------------------------

Do you agree with me?

What do you think?

<p>I agree with you.</p> <p>I feel the same.</p> <p>That's a good point.</p>	
<p>I don't agree with you.</p> <p>I don't feel the same.</p> <p>I don't think so.</p>	
<p>I'm not sure.</p>	



MATERIALS

SESSION 2

MIND MAP CHECKLIST

Did you edit the correct category?	
Did you write all the headlines in your category?	
Did you write any examples?	
Did you check spelling mistakes?	
Did you take into account each other's opinion?	

MIND MAP CHECKLIST

Did you edit the correct category?	
Did you write all the headlines in your category?	
Did you write any examples?	
Did you check spelling mistakes?	
Did you take into account each other's opinion?	

MIND MAP CHECKLIST

Did you edit the correct category?	
Did you write all the headlines in your category?	
Did you write any examples?	
Did you check spelling mistakes?	
Did you take into account each other's opinion?	

MIND MAP CHECKLIST

Did you edit the correct category?	
Did you write all the headlines in your category?	
Did you write any examples?	
Did you check spelling mistakes?	
Did you take into account each other's opinion?	

MATERIALS

SESSION 3

LANGUAGE SUPPORT FOR SHARING INFORMATION

My category is about	bees facts bees products how to help bees threats to bees	and the main points are...	(mention the mind map).
----------------------	--	----------------------------	-------------------------

LANGUAGE SUPPORT FOR SHARING INFORMATION

My category is about	bees facts bees products how to help bees threats to bees	and the main points are...	(mention the mind map).
----------------------	--	----------------------------	-------------------------

LANGUAGE SUPPORT FOR SHARING INFORMATION

My category is about	bees facts bees products how to help bees threats to bees	and the main points are...	(mention the mind map).
----------------------	--	----------------------------	-------------------------













LANGUAGE SUPPORT FOR SHARING INFORMATION

My category is about	bees facts bees products how to help bees threats to bees	and the main points are...	(mention the mind map).
----------------------	--	----------------------------	-------------------------

EXPERT PEER-ASSESSMENT RUBRIC

TABLE NUMER: _____ EXPERT'S NAME: _____

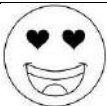

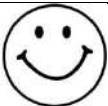



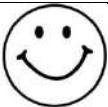





GROUP MEMBERS: _____

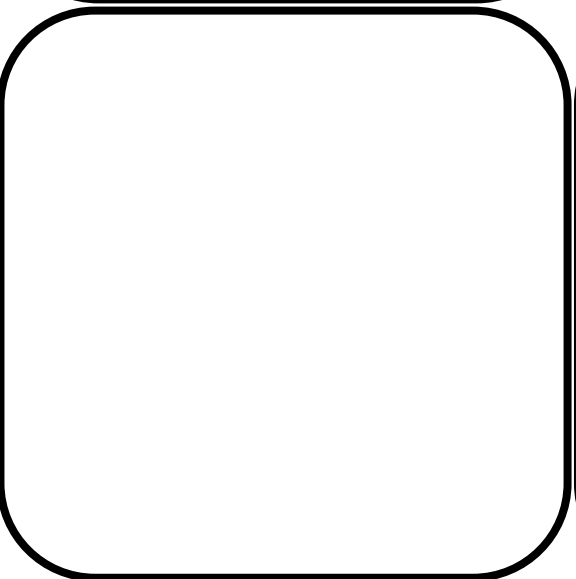
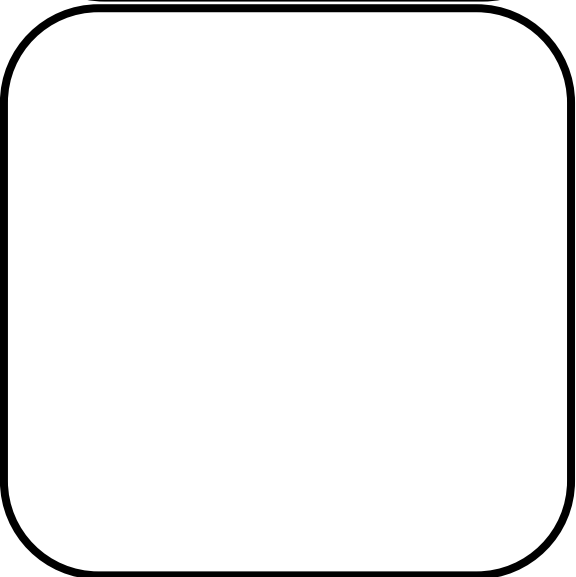
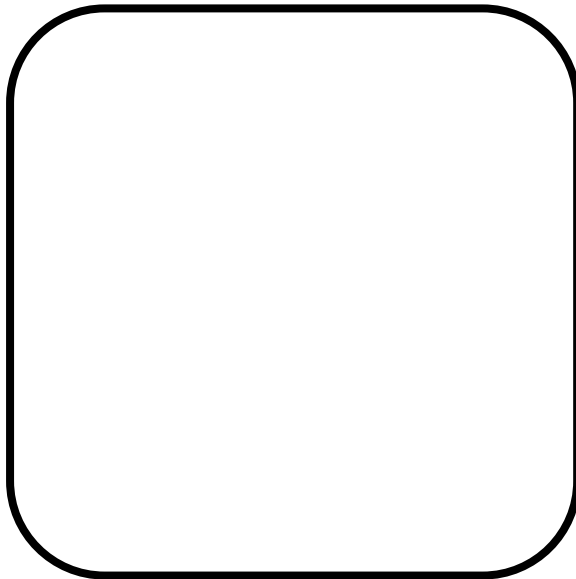
Was it easy to understand him/her?	 EXCELLENT	 VERY GOOD	 GOOD	 NEEDS WORK
Is the provided information relevant?	 EXCELLENT	 VERY GOOD	 GOOD	 NEEDS WORK
Didn't he/she need help?	 EXCELLENT	 VERY GOOD	 GOOD	 NEEDS WORK

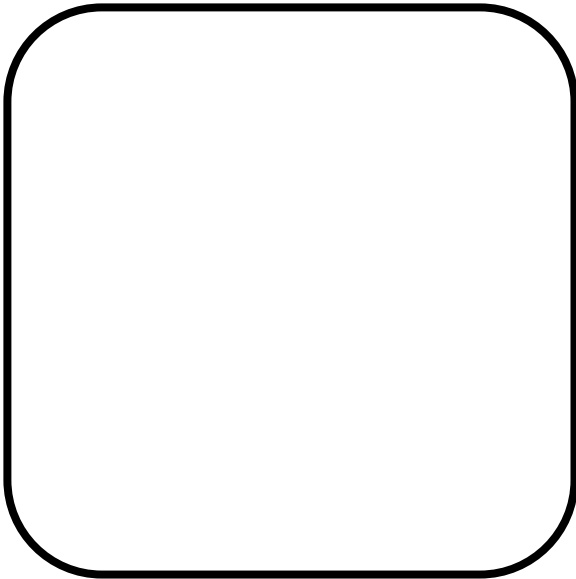
EXPERT PEER-ASSESSMENT RUBRIC

TABLE NUMER: _____ EXPERT'S NAME: _____

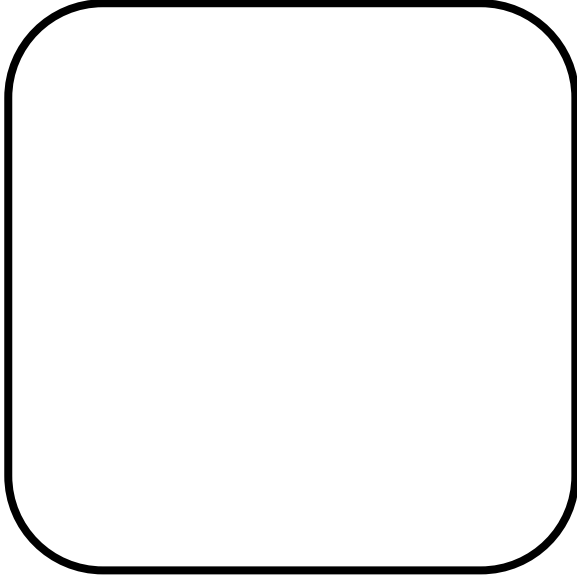
GROUP MEMBERS: _____

Was it easy to understand him/her?	 EXCELLENT	 VERY GOOD	 GOOD	 NEEDS WORK
Is the provided information relevant?	 EXCELLENT	 VERY GOOD	 GOOD	 NEEDS WORK
Didn't he/she need help?	 EXCELLENT	 VERY GOOD	 GOOD	 NEEDS WORK

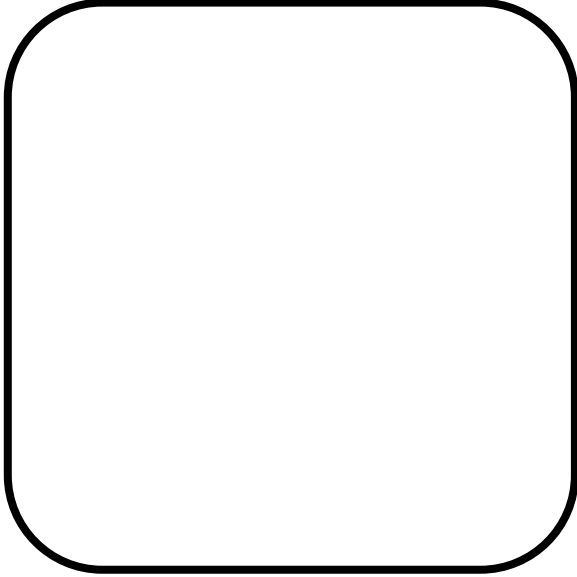




HELP BEES

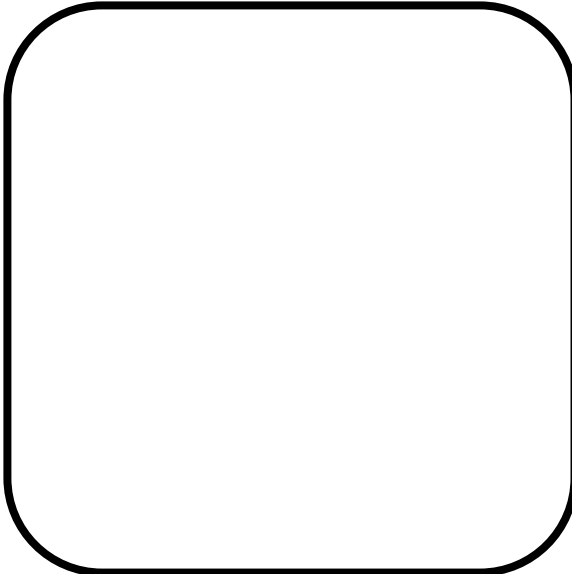


HELP BEES

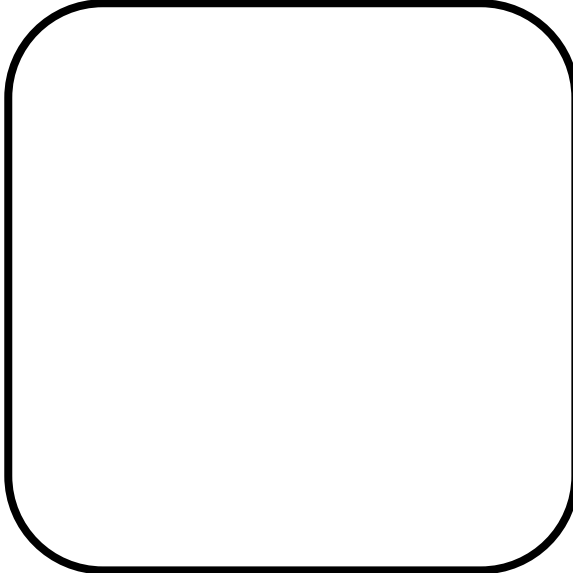


HELP BEES

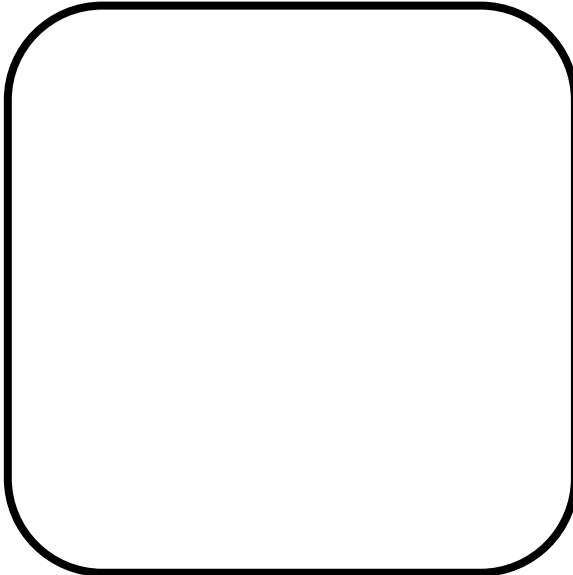




HELP BEES

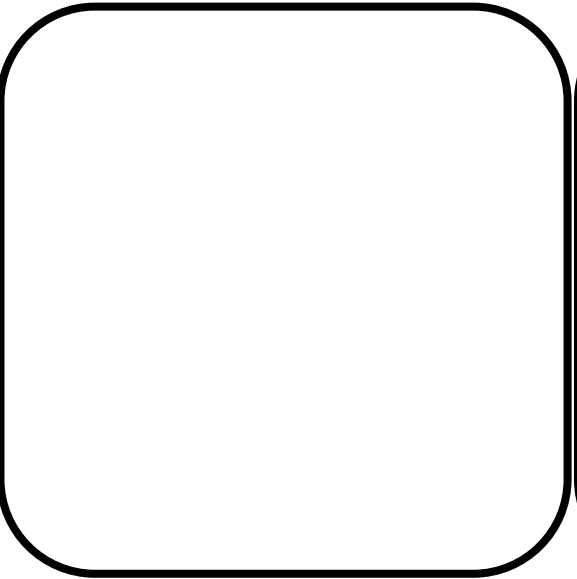
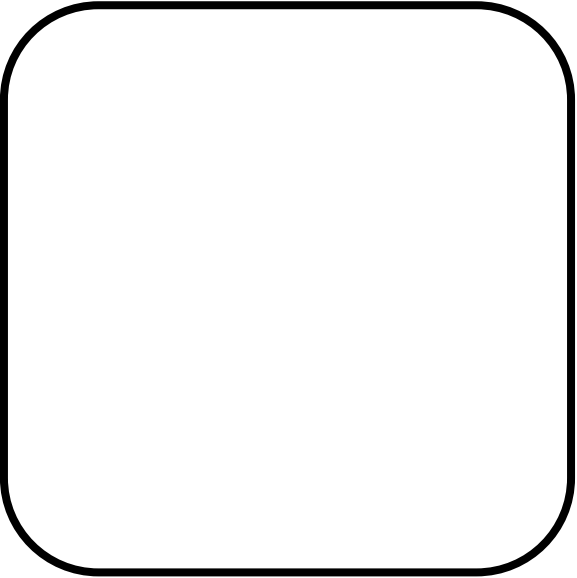
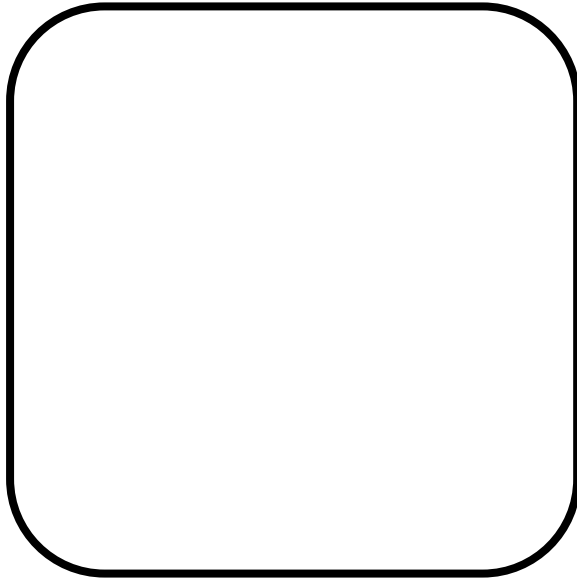


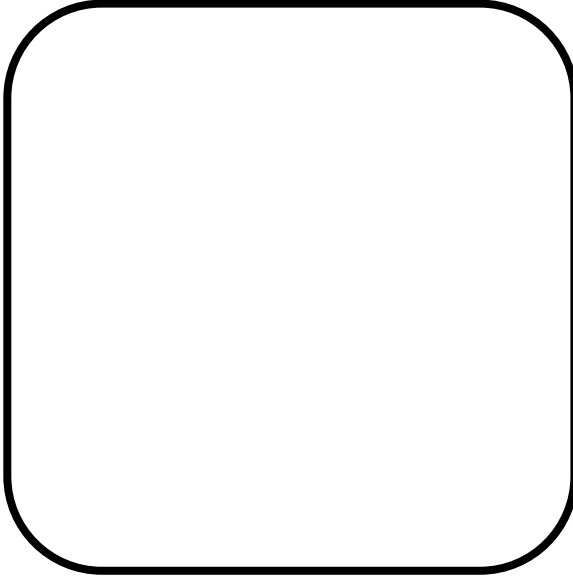
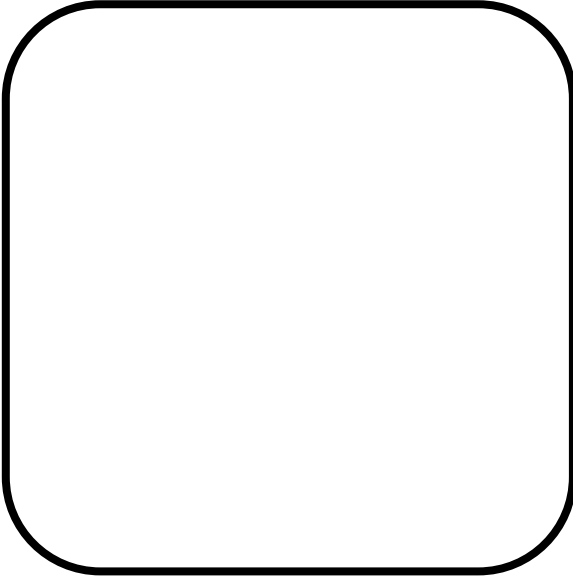
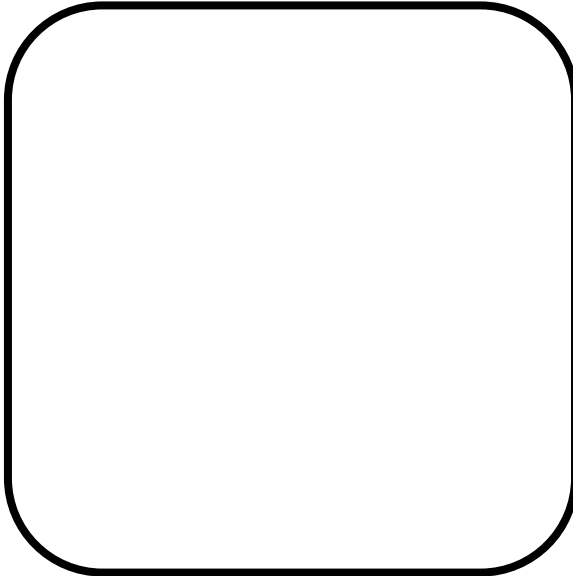
HELP BEES

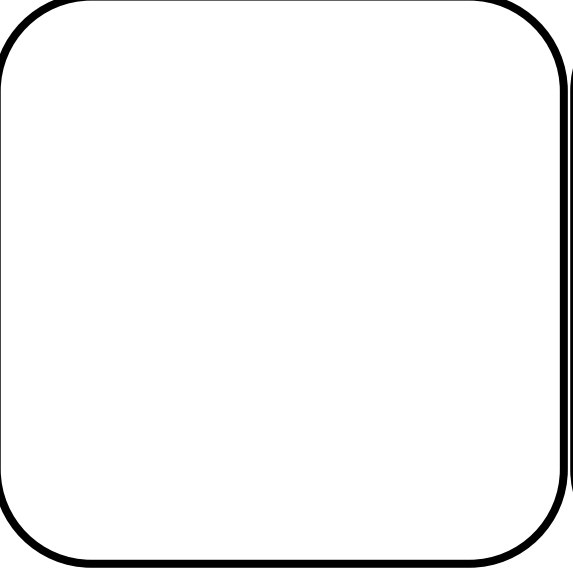
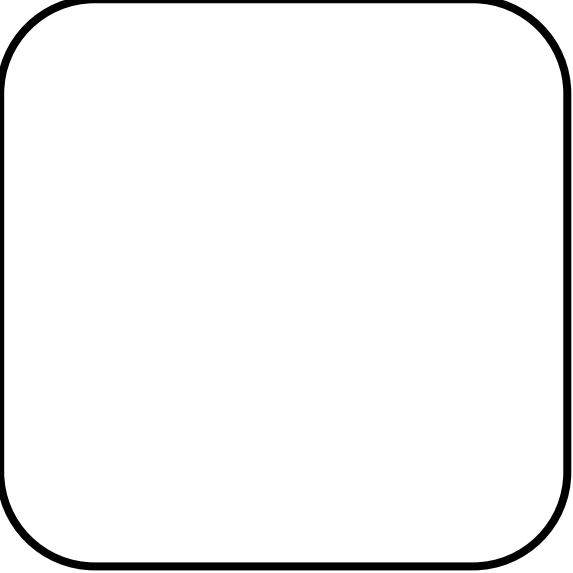
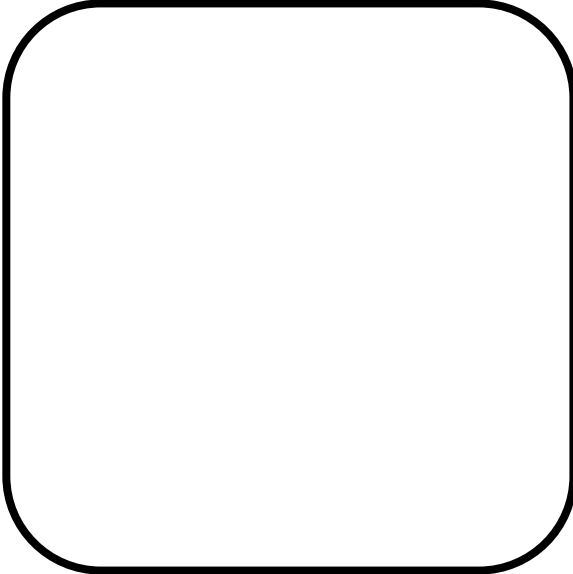


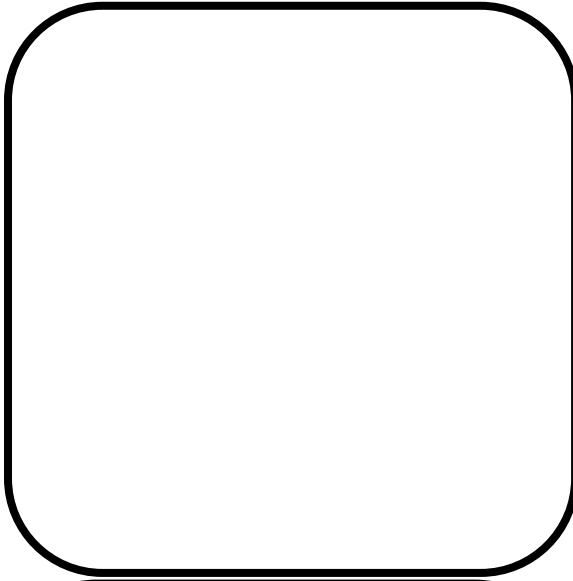
HELP BEES



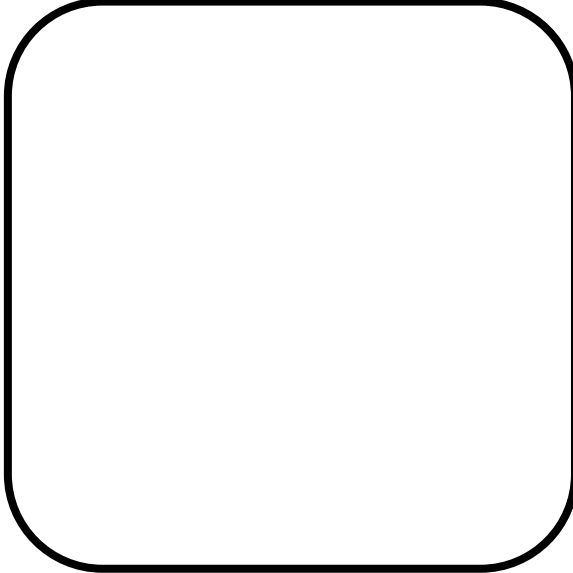




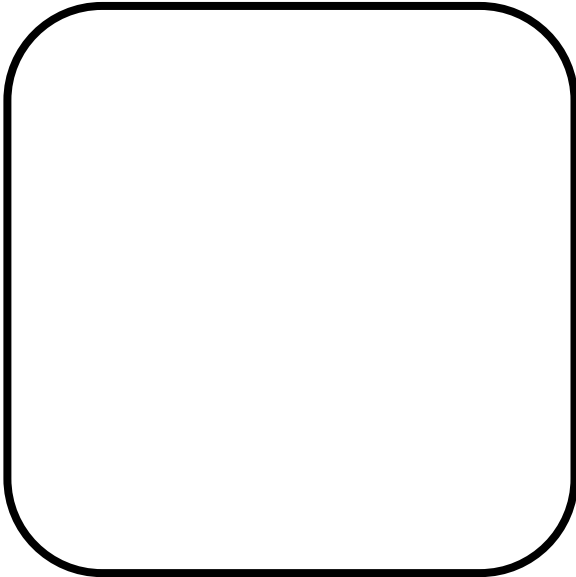




BEES FACTS

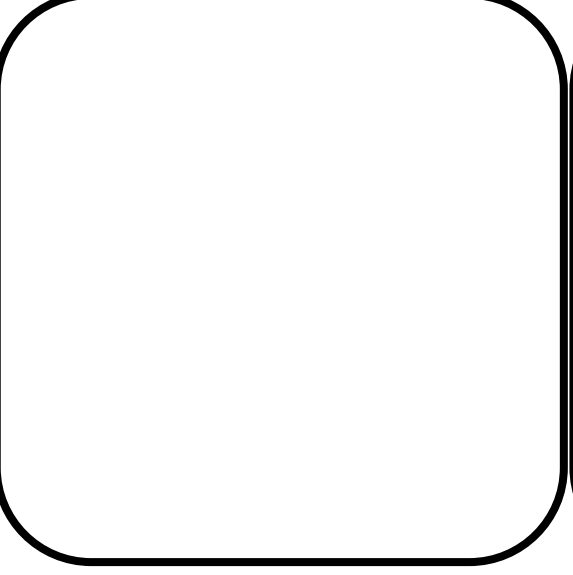
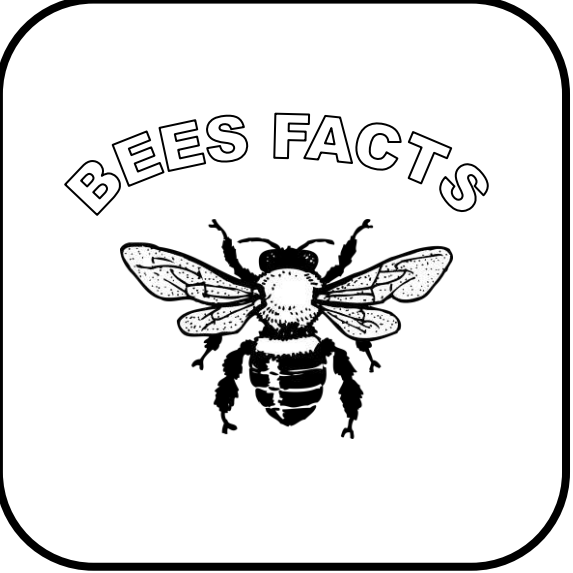
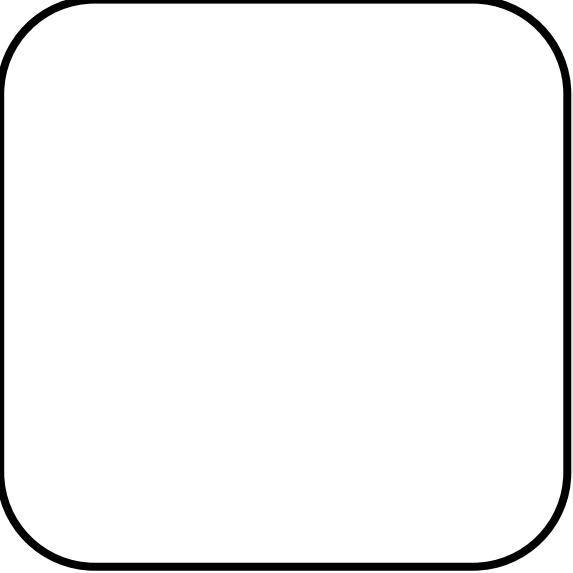
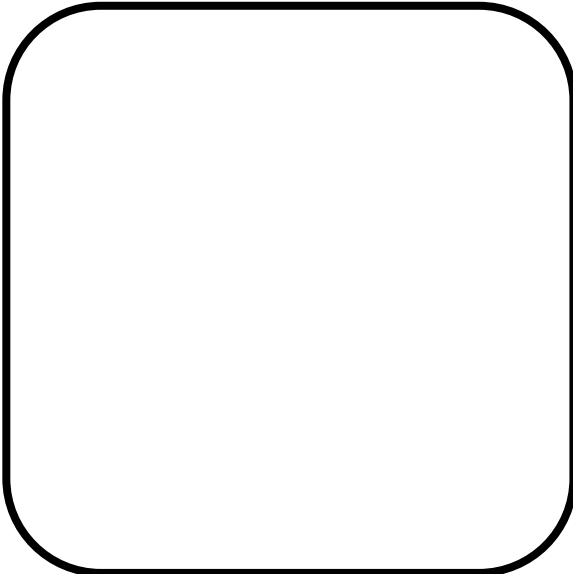


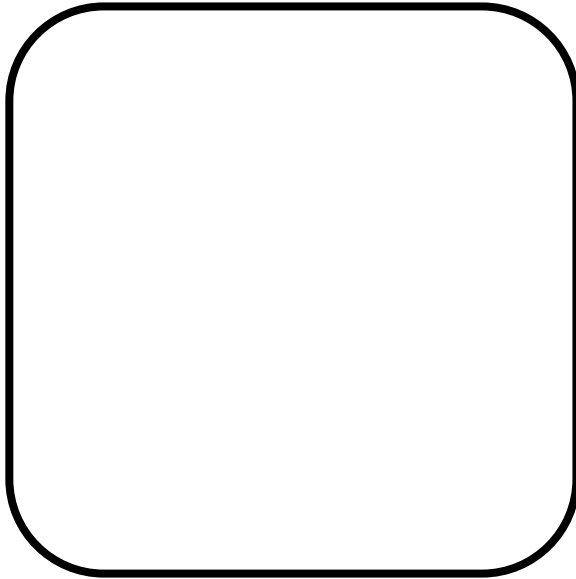
BEES FACTS



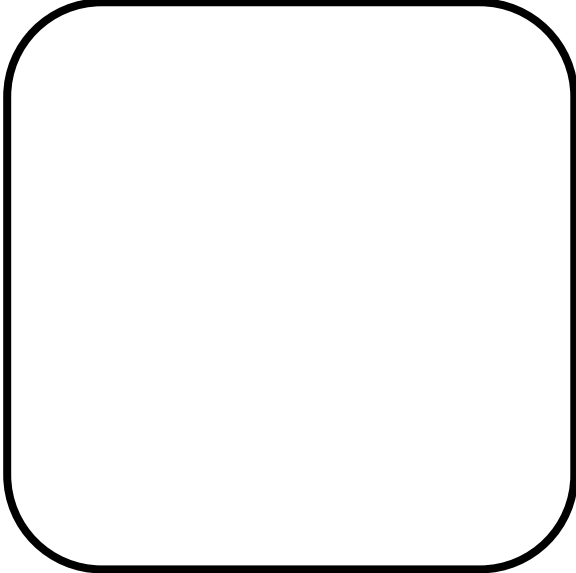
BEES FACTS



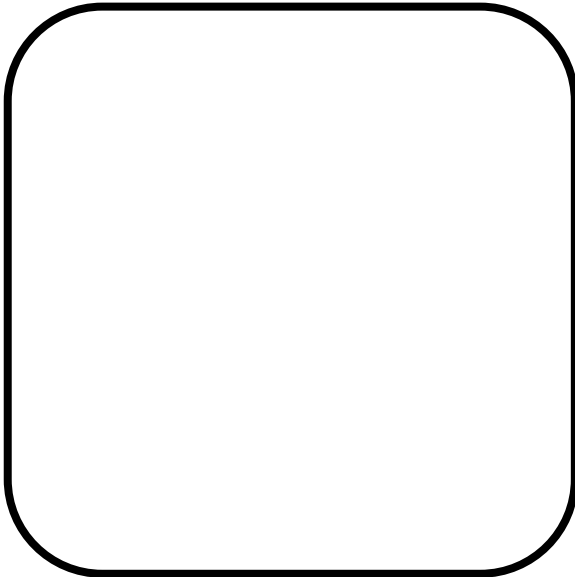




BEES FACTS

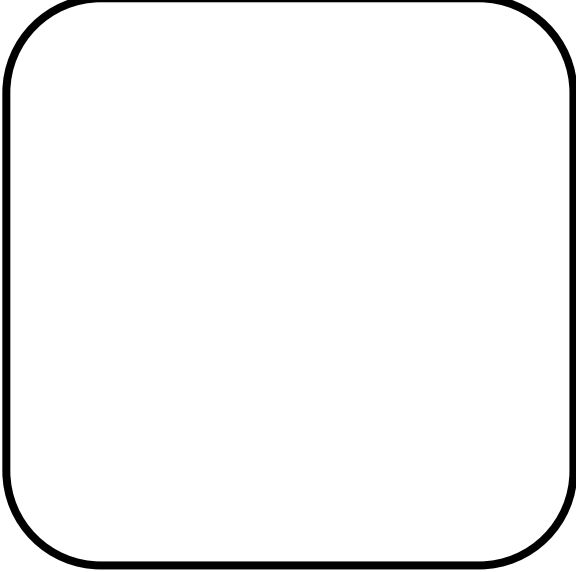
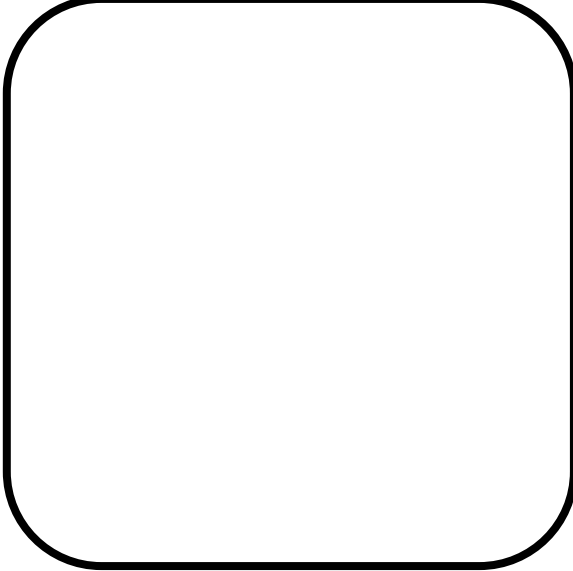
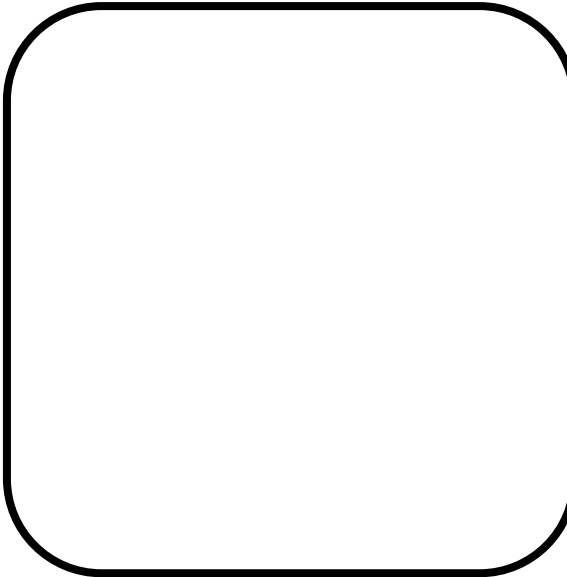


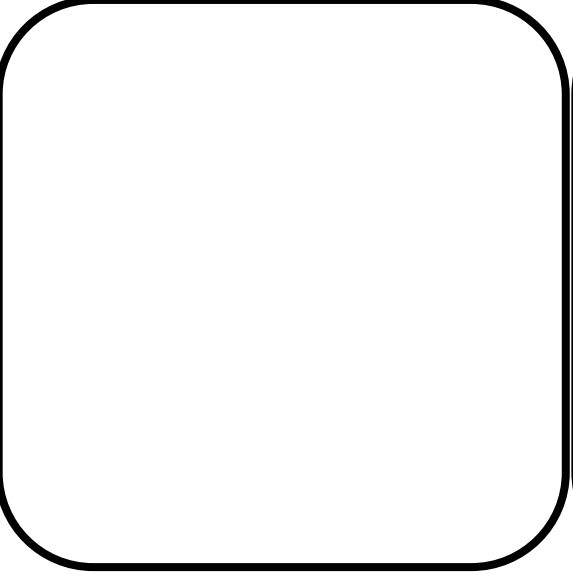
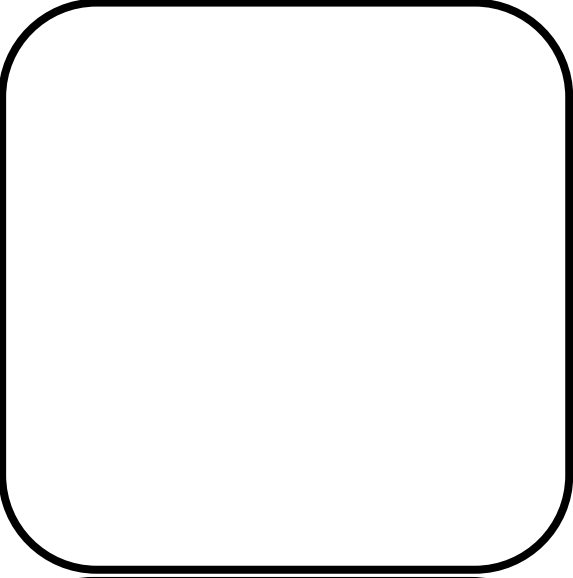
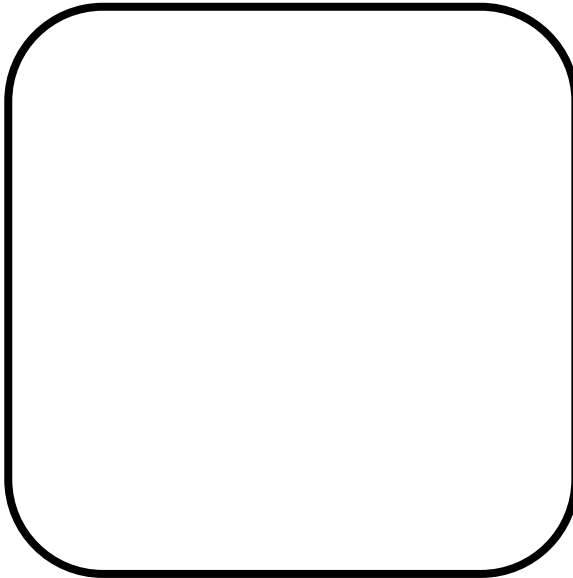
BEES FACTS

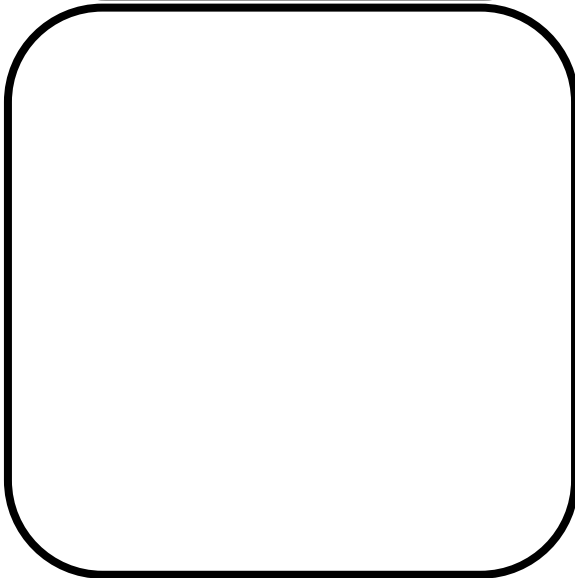
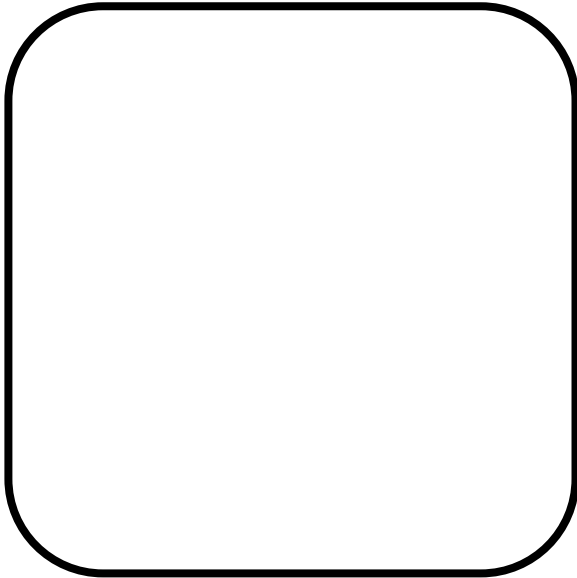
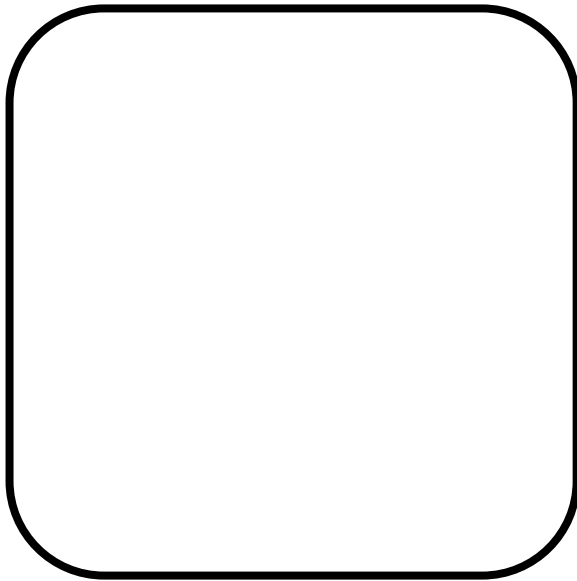


BEES FACTS









MATERIALS

SESSION 4

MEMORY GAME RULES

Have a look at these websites to write your bees memory game rules:

- <https://www.classicgamesandpuzzles.com/Memory.html>
- <https://www.eduplace.com/ss/act/rules.html>
- <http://www.helpmykidlearn.ie/activities/5-7/detail/memory-card-game>
- <http://www.memozor.com/memory-game-online-free/memory-game-rules>

Plan your memory game rules sheet:

What do you need?

.....

.....

.....

How do you prepare the game?

.....

.....

.....

How do you play?

.....

.....

.....

Who is the winner?

.....

.....

.....

Are there any variations?

.....

.....

.....

MEMORY GAME CHECKLIST

CARDS	
Did your pictures show the main idea of each text?	
Did you summarise the main idea of each text?	
Did you check spelling mistakes?	
Did you colour in the line?	
Did you use the right colour for each category?	
Did you cut the cards on the line?	
Is your work neat?	
RULES	
Did you write about what you need to play the game? (paragraph 1)	
Did you write about how to prepare the game? (paragraph 2)	
Did you write about how to play the game? (paragraph 3)	
Did you write about how to win the game? (paragraph 4)	
Did you write about possible variations of the game? (paragraph 5)	
Did you check the spelling mistakes?	
Did you use the imperative verb tense to write instructions?	

MEMORY GAME CHECKLIST

CARDS	
Did your pictures show the main idea of each text?	
Did you summarise the main idea of each text?	
Did you check spelling mistakes?	
Did you colour in the line?	
Did you use the right colour for each category?	
Did you cut the cards on the line?	
Is your work neat?	
RULES	
Did you write about what you need to play the game? (paragraph 1)	
Did you write about how to prepare the game? (paragraph 2)	
Did you write about how to play the game? (paragraph 3)	
Did you write about how to win the game? (paragraph 4)	
Did you write about possible variations of the game? (paragraph 5)	
Did you check the spelling mistakes?	
Did you use the imperative verb tense to write instructions?	

LANGUAGE SUPPORT FOR THE PRESENTATION

- Hello, our names are...
- We are here because...
- We want to tell you some facts about bees, for example... (4 categories)
- We have created a...
- These are the rules... (what, how, who...)
- Did you understand how to play? Let's play!
- Did you like the game?
- Thanks for your attention.

LANGUAGE SUPPORT FOR THE PRESENTATION

- Hello, our names are...
- We are here because...
- We want to tell you some facts about bees, for example... (4 categories)
- We have created a...
- These are the rules... (what, how, who...)
- Did you understand how to play? Let's play!
- Did you like the game?
- Thanks for your attention.

LANGUAGE SUPPORT FOR THE PRESENTATION

- Hello, our names are...
- We are here because...
- We want to tell you some facts about bees, for example... (4 categories)
- We have created a...
- These are the rules... (what, how, who...)
- Did you understand how to play? Let's play!
- Did you like the game?
- Thanks for your attention.





MATERIALS

SESSION 5

GROUP MEMBERS: _____

AUDIENCE: _____ DATE: _____

PRESENTATION PEER-ASSESSMENT RUBRIC

				
DID YOU UNDERSTAND YOUR MATES?				
DO YOU KNOW HOW TO PLAY THE GAME?				
DO YOU KNOW HOW TO HELP BEES?				
WAS THE PRESENTATION INTERESTING?				
DO YOU LIKE THE PICTURES?				





MATERIALS

SESSION 6

NAMES: _____

CLASS: _____ DATE: _____

MEMORY GAME SELF-ASSESSMENT SHEET RUBRIC

				
Grammar & spelling (cards & rules)	Writer makes 1-3 errors in grammar and/or spelling.	Writer makes 4-5 errors in grammar and/or spelling	Writer makes 6-7 errors in grammar and/or spelling	Writer makes more than 7 errors in grammar and/or spelling.
Capitalization and Punctuation (cards & rules)	Writer makes 1 error in capitalization and punctuation.	Writer makes 2-3 errors in capitalization and punctuation.	Writer makes 4-5 errors in capitalization and punctuation.	Writer makes more than 5 errors in capitalization and punctuation.
Ideas	Ideas (categories and rules) were expressed in a clear and organized fashion. It was easy to understand.	Ideas (categories and rules) were expressed in a pretty clear manner, but the organization could have been better.	Ideas (categories and rules) were somewhat organized, but were not very clear. It was not easy to understand what it was about.	The information given seemed to be a collection of unrelated sentences. It was very difficult to understand it.
Images	All images help understand the ideas and they are neat and attractive.	Most images help understand the ideas and they are pretty neat and attractive.	There are a few images that help understand the ideas.	The images don't help understand the ideas and they are not neat or attractive..
Presentation	The members of the group introduce themselves, they are well organized, their pronunciation is excellent and they perform very well.	The members of the group introduce themselves, they are pretty organized, their pronunciation is good and they perform well.	The members of the group don't introduce themselves, they aren't well organized, their pronunciation is poor and they sometimes read.	The members of the group don't introduce themselves, they aren't well organized, their pronunciation is bad and they read.
Use of time	All members worked collaboratively, they used time wisely and were motivated and focused on the activity all the time.	Most members worked cooperatively, there were focused on the activity most of the time.	Some members needed refocusing and the group had a few problems working together.	Some members distracted others, were not focused on the activity and the group had many problems working together.