

# FOUNDATION LESSON

## THIS BEE IS ME...



**Lesson title:** This Bee is Me

**Duration:** 60 Minutes

### Possible Syllabus Connections:

*EN3-OLC-01 - communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding*

#### Interacting

- Initiate and contribute to sustained discussions, through questioning, building on and evaluating shared information
- Identify varying social conventions that influence interactions across wide audiences
- Follow agreed-upon protocols and define individual roles as needed for in-person or online interactions, establishing specific goals, criteria or timeframes
- Interact in a range of contexts and deliberately adjust language and style

#### Listening for understanding

- Apply interactive listening strategies by responding to and providing feedback to the speaker
- Analyse key ideas and perspectives expressed by others through paraphrasing and note-taking

#### Presenting

- Deliver presentations suited to purpose and audience
- Reflect on and monitor own and peer presentations according to given criteria

#### Complementary content for alternative communication forms: Listening for understanding

- Attend to a presenter and respond using facial expression, gesture, symbols, signs or spoken language to provide feedback
- Attend to a communication partner and respond to their ideas using gestures, symbols, signs or spoken language

*EN3-RECOM-01 - analyses representations of ideas in literature through narrative, character, imagery, symbol and connotation, and adapts these representations when creating texts*

#### Reading for interest and wide purposes

- Adjust reading approach to suit purpose for reading
- Bring subject vocabulary, technical vocabulary, background knowledge and conceptual knowledge to new reading tasks
- Use and compare different texts on similar themes or topics to synthesise ideas or information

#### Comprehending text structures and features

- Use knowledge of text structure to navigate the text to locate specific information
- Analyse use of multimodal features to enhance meaning within texts

*EN3-VOCAB-01 - extends Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, morphological analysis and generating precise definitions for specific contexts*

#### Learning and using words

- Identify newly encountered words from interactions and wide reading, and use them in writing, discussions and presentations
- Identify and use words that convey informative and objective meanings in texts
- Identify and use words that convey subjective, emotive and persuasive meanings in texts
- Use metalanguage when discussing language features encountered in texts

*ST3-4LW-S - (Living World) examines how the environment affects the growth, survival and adaptation of living things*

#### Inquiry and focus question:

- How do physical conditions affect the survival of living things?
- How do the structural and behavioural features of living things support survival?



### Resources:

- Project Humble Hype Reel: [is.gd/projecthumble](https://is.gd/projecthumble)
- [Stats Explainer Document](#)
- [Hero Line Bee Posters](#)
  - Digital version for MLD
  - 1 x Printed A2 for walls on classroom



### Foundation Targets:

- Read and evaluate the three multimodal texts depicting the hero line bee choices in the form of posters.
- Discuss and form an opinion on which is the best fit for your school.
- Debate all options and opinions in structured discourse, responding appropriately to presenters and as speakers.
- Summarise and present a written informed opinion of selection.

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## Build Up:

- Watch the Project Humble Hype Reel video - [is.gd/projecthumble](https://is.gd/projecthumble). This video will provide a good synopsis of the whole program and allow the students to have a common understanding of what today's lesson will influence.
- Explain to students that we will be selecting the Hero Line for your school queen bee, which will form the basis of your Project Humble journey.

## Exploration of Ideas:

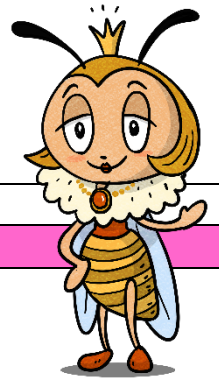
- Explain to students that there are 1000's of different types of bees that are present in world. In fact, we have over 2000 native bee species here in Australia. These native bees range from the spectacularly large 24 mm yellow and black carpenter bees down to the tiny 2 mm Quasihesma bees. Within this eclectic bunch of bees there is a wide array of shapes, sizes and behavioural traits.
- Brainstorm some of the reasons why students think there may be so many different types of bees. Use the hint clues below to guide the brainstorm:
  - Bees evolutionary purpose is to visit flowers and pass pollen between similar flower species. Are all flowers the same shape and size?
  - Biomes are geographical areas that have a particular climate and sustain a specific community of flora and fauna. In Australia we have many different types of biomes, including rainforest, desert, woodlands, grasslands and forests. Are all animals able to thrive across all biomes?
- Explain that in addition to native bees we also have introduced bees, including the European honey bee. This species or type of bee is the one that all students would be familiar with when thinking of a buzzing bee. It is the one species of bee that is found all around the world and on every continent (with the exception of Antarctica), it is a resilient species that has adapted as a generalist to thrive across all biomes and survived since the age of the dinosaur. It has been introduced across the globe because of its resilience, pollination power and honey making abilities.
- Just like other animals this species of bee also has many related sub species. Some of which carry unique features, strengths and weaknesses. Our task today is to pick the sub species of European Honey Bee, aka Hero Line you think best fits you and your school for your Queen Bee to take part of Project Humble. Remember there will be school leader boards, so this decision is kind of a big one 😊
- Divide the class into three roughly even groups.
  - Present each group with a Hero Line Queen Bee Poster. Use the opportunity as a whole class to explore this multimodal text type. Draw the attention to the scientific name at the top of the poster. Explain the subheadings and answer any questions around subject specific language, if unsure of any of the bee specific terms use the [Stats Explainer Document](#). Ensure students understand the visual picture graph scoring system and how this is contrasted with the paragraph of text in a narrative form.
  - Ask students to read the contents, discuss the features and prepare a summary to introduce their Hero Line Bee to the class.
  - Go around the class and allow each group to present their Hero Line Bee summary. Remind students to listen carefully to each groups presentation as these three options are the only available choices you will select your queen from.
- At the conclusion of the presentations place each poster in a different corner of the classroom.
  - Give the students some time to explore the other posters and then ask them to gather in the middle of the room once they feel they have consumed and comprehended all the content.
  - Direct the students to move to the poster in the classroom where they feel the schools queen bee Hero Line should come from.
  - Hopefully, you have three different groups gathered across the corners of the classroom. Appoint one student in each corner to be the note taker and give students a further 5 minutes to discuss with their classmates the reasons why they feel their choice is the right choice. This time the notes and conversation will switch from informative to persuasive in nature.
  - At the end of the discussion period, ask one student from each group to share with the class some of the ideas they discussed in their group. Perhaps, one of the groups made such a strong case that some students may have changed their minds about their selection. At this point in the activity give students an opportunity to change corners.
  - Provide a final 5 minutes for students to continue their group discussions. At this point, every student in the group should be taking notes because at the end of the discussion time, each student will use those notes to write a concise paragraph stating his or her selection position.

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- Collect and collate this writing and attempt to find a consensus. Inform the class that this writing will directly impact the selection made for your school Queen Bee Hero Line and will have a dramatic impact upon the output of your colonies success this year.

## Further Connections:

- Expand the conversations and debates about which Hero Line Bee to select can be conducted across further classrooms, staffrooms and even at home. Have your students lead the conversations at these different locations as they are now the experts of this media and text.
- At the conclusion of this lesson have students survey their peers across the class, stage or whole school. Collecting raw data and publishing it in an age appropriate and skill levelled graph; line graph, bar graph, sector graph etc
- Perhaps you might like your students to further investigate the subspecies choices of European Honey Bee. Use the scientific names to explore the web for a greater depth of content before completing their paragraph of writing informing you of their ultimate decision.
- Send in work samples to 'Project Humble' for a chance to be featured in our user voice section of an upcoming Hive Stream.
  - Head to Project Humble website – [www.projecthumble.com.au](http://www.projecthumble.com.au)
  - Click on Resources
  - Click on Foundation Lessons
  - Click on This Bee is Me
  - Fill in the details and upload your work sample



## Teaching Notes and Registration: