

Lesson objectives ~	Success criteria ~	
<p>Understanding that bees and other insects play a key role in pollination.</p>	<p>Use of different methods of travelling. Use of 'open' and 'closed' shapes.</p>	
<p>Warm up</p>	<p>Ask the children to find a space and be still. Ask the children to travel forward using a direct (straight) pathway. <i>Count down using '3, 2, 1 and stop' to keep the travel brief and therefore more likely to sustain the linear pathways.</i> <i>Some groups may benefit by placing rubberised 'spots' on the floor.</i></p> <p>Ask the children to turn to face a different direction & travel forward using a straight pathway again. <i>Again, countdown using '3, 2, 1 and stop'.</i></p> <p>Ask the children to repeat the pattern 4 or 5 times - travelling in a straight line - stopping - changing direction - (repeat). <i>Repeat the activity using different methods of travel - eg they might skip, march, bounce, slide between the locations. These suggestions could be initiated by the teacher or ideas may be contributed by the children.</i></p>	<p>Space and size</p>
<p>Context</p>	<p>Ask the children to imagine that the space they are using is a park, garden or meadow, filled with flowers of different sizes and colours which they have been travelling from one to another.</p> <p>Ask the children to consider the animals that travel from one flower to another (bees, butterflies, ladybirds, moths, etc) and why they do this (to collect nectar and pollination).</p>	
<p>Creative exploration</p>	<p>Ask the children to make sure they have space around them and find a way of making a small, closed shape. Then to take 8 counts to move to a large, wide shape. <i>Count steadily from 1 to 8 each time. Encourage the children to hold their last shape to develop balance and control.</i> <i>Repeat this several times, encouraging the children to make different small and different wide shapes each time.</i></p> <p>Ask the children to repeat the previous task, making the link between the opening actions and the flowers blossoming; however, this time they can decide for themselves when to open and how long this should take, then close again and reopen into a different shape. <i>Add the music for 2 minutes or so and describe what you see the children doing.</i> <i>Prompt the children to use different levels and include some small opening actions such as using just the hands.</i></p>	<p>Size</p>

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Composition	<p>Select approximately one third of the children and ask them to move to the edge of the space. The remaining two thirds are to continue to perform their closed/opening actions to show the flowers, while those at the edge of the room are to travel from flower to flower, collecting the pollen. <i>Encourage the children to look for the flowers that are 'open' - they might consider hovering for a moment then gently entering the space.</i> <i>Add the music for 2 minutes or so, allowing the bees to travel (in any way they like) from one flower to another.</i> With 'lively' groups adjust the ratio so that you have fewer children travelling, for shorter bursts and praise control, balance, etc. Also select slower music and play it quietly. After approximately 2 minutes select a different group of children to perform their 'bee' travelling actions and repeat once more for the final group. <i>To add more challenge, point out that many flowers are shaped so that the bees have to reverse their direction of travel to leave, in order to spread more pollen as it attaches to their fur. Ask the 'flowers' to open into shapes that create a space for the 'bees' to just be able to enter - and for them to reverse their actions before travelling to another flower.</i></p>
Contrast	<p>Select 6 or 7 children to represent the flowers and 3 or 4 children to represent the bees. Ask the 'flowers' to find a space and get ready to do their opening (and closing) shapes on the spot, while the 'bees' travel from flower to flower, gathering pollen. <i>Add the music and allow a minute or two for each group before changing over.</i> <i>Ask the observers to comment on: i) the different flower shapes that they spotted; ii) how the bees travelled; iii) how the pollen may have gathered on the bees' fur.</i></p>
Performance	<p>Ask the children to find a space of their own again and introduce the waggle dance which is a way that honeybees share information about the direction and distance to patches of flowers yielding nectar and pollen. Ask the children to face the direction they think the other bees should travel towards and shake. Then turn to face a different direction and shake. <i>Repeat 4 or 5 times.</i> <i>You could encourage the children to shake different body parts each time.</i></p>
Analysis	<p>Ask the children to reflect on the importance of bees (and other insects) travelling between flowers so that the pollen from one plant can be transported to another.</p>
Cool down	
Directions	
Consolidation	
Pollination	