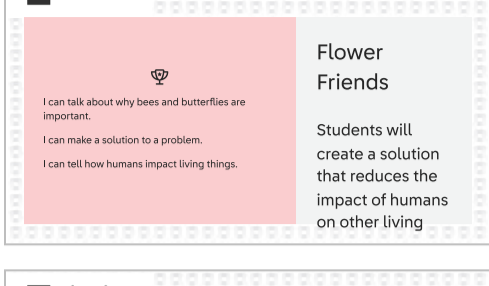


Facilitation Notes

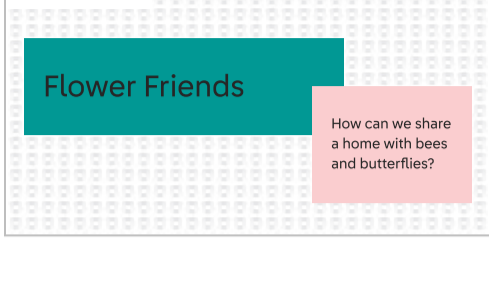
Engage ⌚ 5 min.

Engage students by asking what they know about bees and butterflies. Share the story of a new playground being built and how that could impact the bees and butterflies living there.



0 | Goals and Objectives

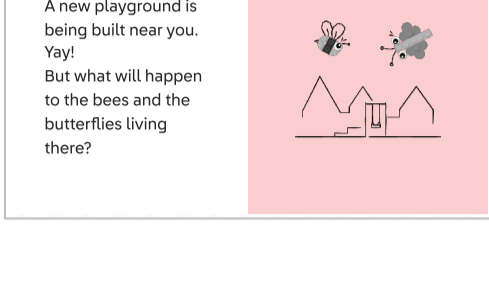
You can introduce the students to the objective and learning targets of this lesson.



1 | Introduction

Ask students what they know about bees and butterflies. Some prompts could include:

- *Where do you think bees and butterflies live?*
- *Have you ever seen a bee or a butterfly at school or home? What was it like?*
- *How could we share a home with bees and butterflies?*



2 | Context

Ask students if they have ever built something in a sandbox or at the beach or added plants to a garden.

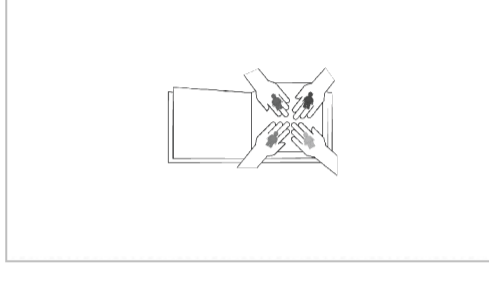
- *What did they do to make space for their building or plants? (dig)*
- *What happened to the ground? (It was moved.)*
- *What happened to the nearby plants and flowers? (They had to be moved or they got covered in dirt.) What happened to the bees and butterflies living there? (They probably needed a new home.)*

If students need support to connect their experiences to how building a playground might affect the land and its living things, you can:

- share pictures of the land in a playground area before and after construction.
- elaborate that the playground in this story is being built in a nature area full of plants, flowers, bees and butterflies.

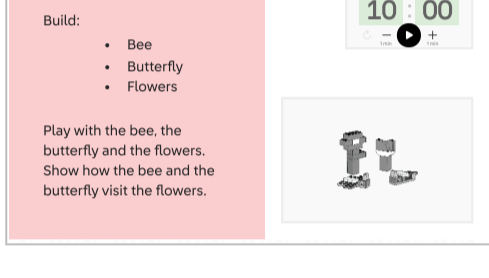
Explore ⌚ 10 min.

In groups of 4, students will build a bee, a butterfly and two flowers. They will role-play how the bee and butterfly fly around and pollinate the flowers.



3 | Groups and Roles

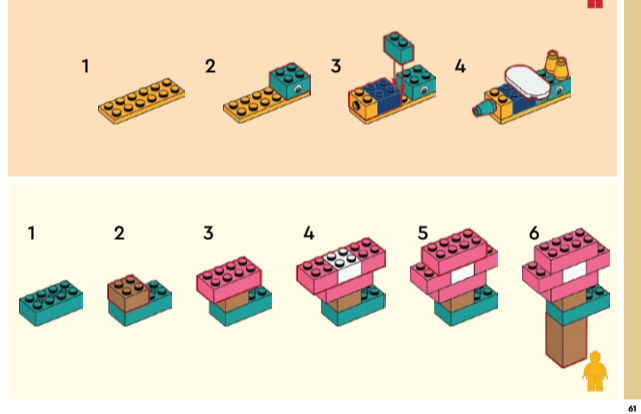
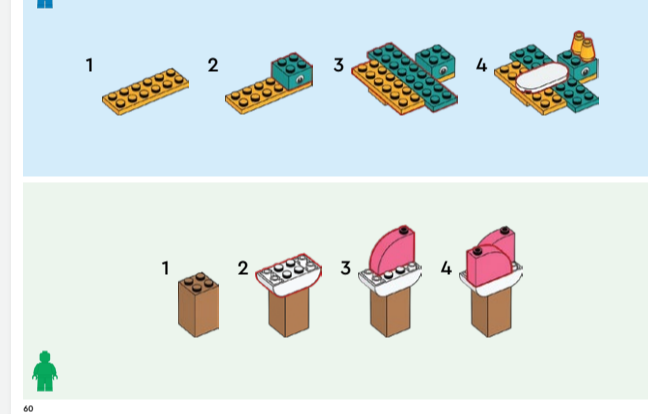
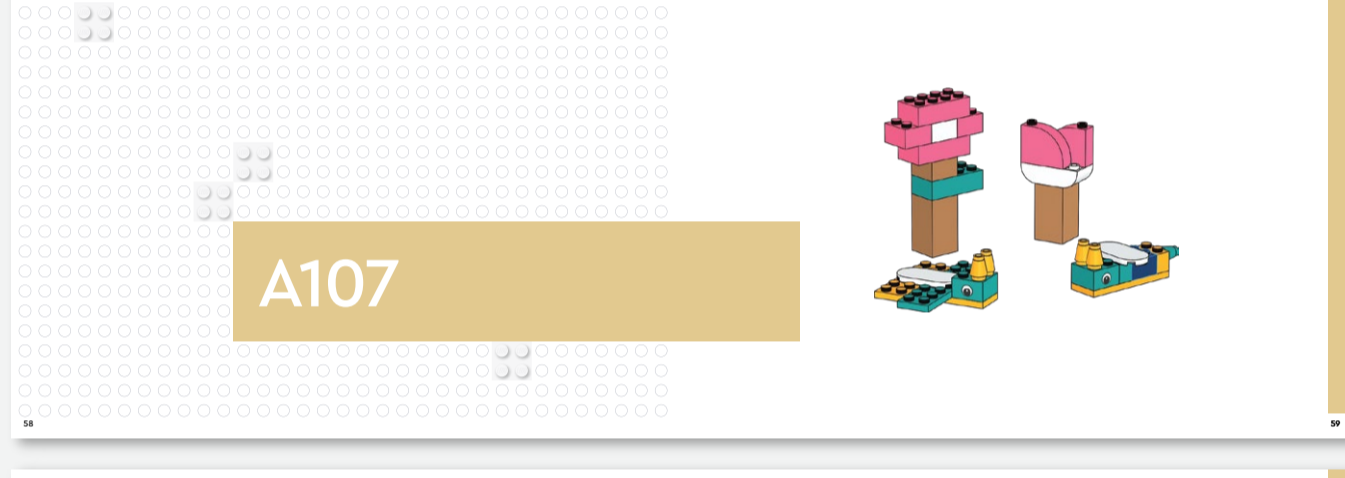
Divide the students into groups of 4. Use the blue, red, green and yellow LEGO® minifigures to assign student roles and help each student find which part of the collaborative model they will build. They can find the corresponding blue, red, green and yellow LEGO minifigure icons in the building instructions.



4 | Build and Explore

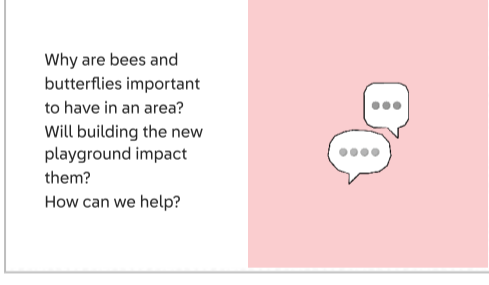
When groups are finished building, encourage them to collaboratively role-play with the bee and butterfly, flying around and visiting the flowers. Depending on their background knowledge, students might role-play pollination or bees and butterflies landing on flowers. You can take this opportunity to ask students why this happens.

Building Instruction for Explore section



Explain ⌚ 5 min.

Students will discuss why bees and butterflies are important and how the new playground will impact them.

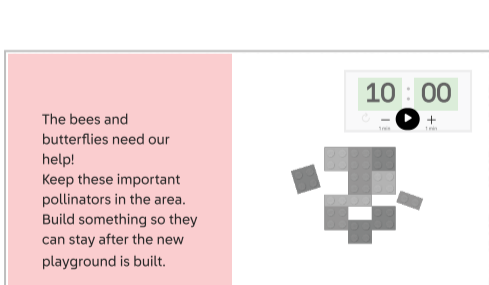


5 | Share

As needed, reinforce or introduce the concept of ‘pollinators’ and their importance in an ecosystem. Ask students to consider how the new playground will change the land and impact the bees and butterflies living there. You can reinforce that playgrounds are really fun and we need them, but we can also consider the important life that is already there. You can also point out that bees do sting occasionally, so students might consider how to encourage the presence of bees while keeping play areas as safe as possible.

Elaborate ⌚ 15 min.

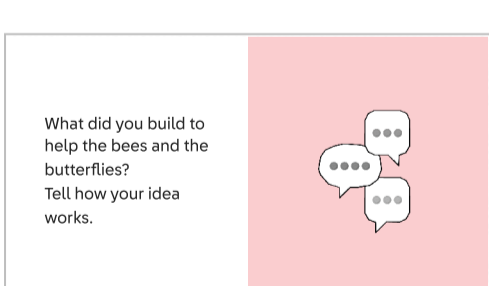
Students will build solutions to protect the bees and butterflies after the new playground has been built. Afterwards, students will share their solutions and relate this experience to real-life examples of ways to support insects in populated areas.



6 | Build

You can brainstorm a list of possible ideas to help groups get started. If students finish quickly, you can encourage them to build more than one solution. Here are some ideas:

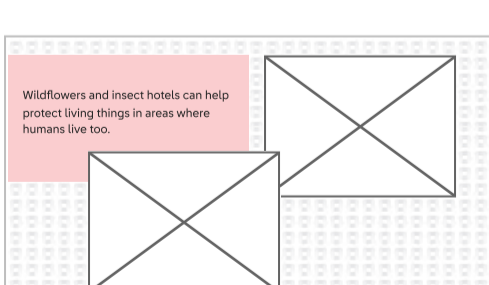
- More flowers to attract additional bees and butterflies
- An insect hotel to keep them sheltered
- A new garden area around the playground



7 | Share Your Build

To check student understanding, you can look for the following:

- Students can explain why bees and butterflies are important to an area.
- Students can model a solution that will minimize the human impact to bees and butterflies in an area.
- Students can explain how their solution works to help the bees and butterflies.

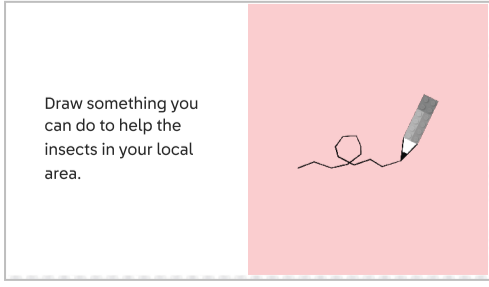


8 | In Real Life

You can talk about how the wildflowers and the insect hotel support living things. Planting native wildflowers supports local insects by providing a natural source of food. You can explain that insect hotels are used to provide a place for insects to shelter and burrow during the winter. Communities sometimes install these in areas that otherwise offer little space for insects. Have students compare these images to their own solutions and tell ways they are similar or different.

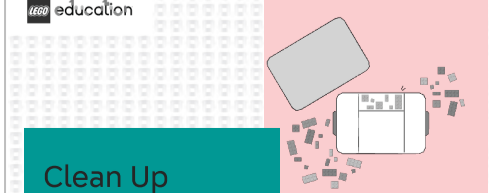
Evaluate ⌚ 5 min.

An optional evaluative prompt asks students to draw a picture of a way they can support insects in your local environment.



9 | Show What You Know

Depending on your students’ abilities, you can ask them to write short notes in their notebook, draw pictures or use a combination of both.



10 | Clean Up