

**Vision Empower & XRCVC**  
Teacher Instruction KIT  
**Honey, Sweet Honey**

Syllabus: Karnataka State Board  
Subject: Environmental Studies  
Grade: 4  
Textbook Name: Karnataka State Board  
Chapter Number & Name: 2, Honey, Sweet Honey

## **1. OVERVIEW**

### **1.1 OBJECTIVE & PREREQUISITES**

#### **Objective**

- To know the behaviour of animals.
- To know the process of collecting honey and its uses.

#### **Prerequisite Concept**

- Animal kingdom, *EVS, Grade 4- Chapter1: The Animal Kingdom*

#### **Content Index**

*Kindly Note: Activities marked with \* are mandatory*

#### **1. OVERVIEW**

##### [OBJECTIVE & PREREQUISITES](#)

#### **2. LEARN**

##### 2.1 KEY POINTS

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#### **3. ENGAGE**

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##### 3.3 LET'S DISCUSS: RELATE TO DAILY LIFE\*

## 4. EXERCISES & REINFORCEMENT

### 4.1 EXERCISES & REINFORCEMENT

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## 2. LEARN

### 2.1 KEY POINTS

- Beekeeping: Beekeeping or apiculture is the maintenance of honey bee colonies, commonly in man-made hives, by humans. A beekeeper keeps bees in order to collect their honey and other products that the hive produces (including beeswax, pollen, and royal jelly), to pollinate crops, or to produce bees for sale to other beekeepers. A location where bees are kept is called an apiary or "bee yard." Artificial hives made from hollow logs, wooden boxes, pottery vessels, and woven straw baskets.
- Uses of honey bee products:
  - Used as a source of natural sweets for preparing cakes, breads, biscuits, etc.
  - Has medicinal value and used in the production of tonics and syrups.
  - Candles are made of beeswax.

### 2.2 LEARN MORE

None

## 3. ENGAGE

### 3.1 INTEREST GENERATION ACTIVITY

#### **Bee song**

#### **Activity 1: Bumble bee song**

*Materials required: None*

*Prerequisites: None*

*Activity Flow*

*Bumble bee is on your nose*

*(tap nose)*

*Bumble bee is on your toes*

*(tap toes)*

*Bumble bee is on your shoulder*

*(tap shoulder)*

*Bumble bee is on your chin*

*(tap chin)*

*Bumble bee is on your nose, on your toes*

*(tap nose then toes)*

*Similarly, teachers can add more instructions like above and continue the session.*

### 3.2 CONCEPT INTRODUCTION ACTIVITIES

#### **Behaviour of animals**

##### **Activity 2: Behaviour of animals**

*Materials required: None*

*Prerequisites: Animal kingdom*

##### *Activity Flow*

- *Recap learning from previous chapter.*
- *Ask children about the animals they see in everyday life.*
- *Can children recall food habits and habitats of these animals?*
- *What behaviour of animals have they observed?*
- *Do animals live in groups or alone?*

##### *Role-play*

- *Children can perform a role-play in class using the story given in the textbook (EVS Karnataka State Textbook, Print page number 9 to 16).*
- *Assign different roles to students that is, assign the role of Radha, Fathima, Tejas and the honey bee to 4 students.*
- *Ask the children to read aloud their dialogues from the textbook*
- *Clear any doubts that may arise and describe the images or elaborate the similar content given in the textbook.*

#### **Test for pure honey**

##### **Activity 3: Do it yourself (Test for pure honey)**

*Materials required: Broad glass tumbler, water, honey*

*Prerequisites: None*

##### *Activity Flow*

- *Take a glass tumbler which should be big and broad in size so that children can put their fingers and feel the water and honey.*
- *Put half a glass of water in it.*
- *Add three or four tablespoons of honey into the water.*
- *If it mixes with water, before it settles down, it is not pure honey.*
- *If it settles down and mixes with water very slowly, then it is pure honey.*
- *For this students can dip their finger in the water if the honey would mix with water slowly then the students would be able to identify it, as it would feel more viscous.*

## **Importance of Honey bees**

### **Activity 4: Honey bees and their importance**

*Materials required: None*

*Prerequisites: Honey bees*

#### *Activity Flow*

- *Do the students use honey at home? For what purpose do they use it?*
- *Explain to the students the different types of hives and bees using the alt text given in the textbook. (print page number 15)*
  - o *Types of bees and types of the hives are not the same.*
  - o *Honey bees use caves, rock cavities and hollow trees as natural sites to make hives.*
  - o *It can be man-made enclosed structures for example, boxes in garden hives and then people collect honey from those structures.*
- *Discuss with students why honey bees are important?*  
*For example, pollination.*

### **3.3 LET'S DISCUSS: RELATE TO DAILY LIFE\***

- Globally there are more honey bees than other types of bee and pollinating insects, so it is the world's most important pollinator of food crops. It is estimated that one third of the food that we consume each day relies on pollination mainly by bees, but also by other insects, birds and bats.
- How do bees contribute to human life?
- Bees perform a task that is vital to the survival of agriculture: pollination. In fact, one third of our global food supply is pollinated by bees. Simply put, bees keep plants and crops alive. Without bees, humans wouldn't have very much to eat.

## **4. EXERCISES & REINFORCEMENT**

### **4.1 EXERCISES & REINFORCEMENT**

## **Bee Song**

### **Activity 5: Bee song**

*Materials required: None*

*Prerequisites: Honey bee characteristics*

#### *Activity Flow*

#### *Five Busy Honey Bees*

*Five busy honey bees were resting in the sun.*

*The first one said, "Let us have some fun."*

*The second one said, "Where shall it be?"*

*The third one said, "In the honey tree."*

*The fourth one said, "Let's make some honey sweet."*

*The fifth one said, with pollen on our feet."*

*The five little busy bees sang their buzzing tune,*

*As they worked in the beehive all that afternoon.*

*Bzzzzzzzz! Bzzzzzzzz! Bzzzzzzzz! Bzzzzzz!*

## **4.2 IMPORTANT GUIDELINES\***

### **Exercise Reading**

It is very important that the children practice their learnings as well as their reading. Hence have the children read out the newly learned concepts from their textbooks or other available resources.

### **Perform Textbook Activity**

It is good practice to have the children perform the textbook activities. Your textbook activities might not be accessible hence go through this resource to learn how to make textbook content accessible

### **Provide Homework**

To evaluate their understanding and to help the student revise and implement the new learnt concept ensure to provide them with homework. Students should perform one or two of the questions mentioned above or from the textbook exercises with the teacher in Class and the remaining may be given for homework. Also, ensure that the student knows their special skills linked to independently using their accessible books as it will be critical to doing homework independently

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