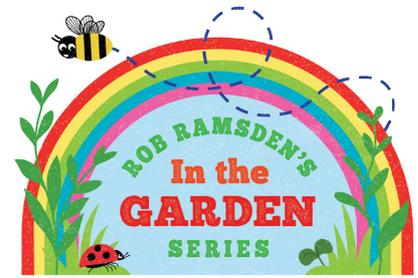


# Teaching notes for

## I saw a BEE by Rob Ramsden.

Notes written by Janine Woolston.



*'The short text is a simple and timely reminder of the importance of bees in our ecosystem; the book is designed to make children aware of the natural world. There's lots to spot in the colourful illustrations, with many insects depicted, offering the opportunity for learning about and appreciating these little creatures.'* – **Parents in Touch**

*'At a time when insects are in steep decline, ensuring that the next generation has a positive attitude to the natural world is imperative. Here is a book that will initiate that mind set. Parents, grandparents and children will all enjoy reading or listening to this over and over again.'* – **Antenna, Royal Entomological Society**



Ages 2 to 6 (Early Years/EarlyKS1)

The areas of learning are, PSHE (Personal, Social and Health Education):

- communication and language
- personal, social and emotional development
- understanding the world



I SAW A BEE takes us on an enchanting journey, telling the story of a small boy and his encounter with a bee. Through simple story telling and colourful illustrations, we explore the sometimes bumpy day-to-day nature of making friends and discover that friendships are not just limited to those between humans. We learn that our relationships with nature and wildlife are also something to be created and nurtured.

As you read the book, encourage children to look at the facial expressions and body language of the boy and the bee. Acknowledge and validate all the feelings that children suggest and discuss them. Notice the environment around the characters in the book, talk about what season it might be. Use answers to notice and wonder out loud how you know this, engage the children to talk about the whole picture on each page.

The asterisks are to highlight key points. The idea is not to question the children too much but provide specific phrasing to encourage the children to engage when they may need open prompts.

The background elements, such as the grass, the flowers and different insects, often echo the feelings of the boy and the bee, and this may also be picked up by the readers/children.



### **Page 4-5**

#### **“This is me.”**

Encourage children to take a good look at the pages.

- \* What can you see?
- \* Who can you see?
- \* What could be about to happen?
- \* Notice the box

Talk about the boy and creatures you see.

### **Page 6-7**

#### **“I looked in a box. I saw a Bee!”**

Notice the boy’s expression.

- \* I wonder how he might be feeling now?
- \* I wonder what will happen next?

How do they know this? How might they feel in the same situation?

Acknowledge and validate all the feelings that children suggest and discuss.

- \* I imagine you might feel scared/surprised/worried/excited...

### **Page 8 - 9**



#### **“Bzzzzzzzz! The bee saw me!”**

Again, notice the boy’s expression and notice the bee.

Think out loud, wonder and imagine into their world and think about the bee’s feelings.

Encourage children to think about the story and discuss the possibilities. Link to experiences they may have had themselves.

### **Page 10-11**

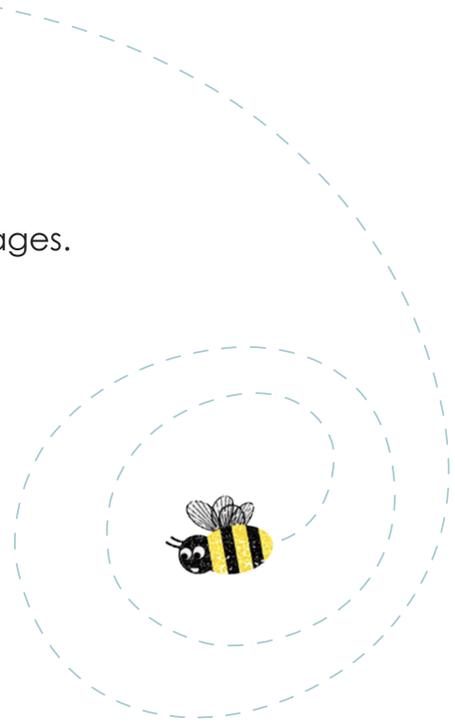
#### **“I was scared, I chased the bee...”**

The boy is scared. Focus on how we feel when we are scared emotionally and physically, and on how we look and act.

- \* I imagine the bee must be very scared too.....

Talk about how the bee is probably feeling the same as the boy – make the link between our feelings and those of the bee.

- \* What do we need when we are scared?  
(a hug, kindness, love, safety, friendship.....)
- \* Wonder what will happen next?



## Pages 12-13



### **“The bee chased me! Buzzzz!”**

Notice how the bee reacts in the same way by chasing the boy. Actions and behaviour are a communicator, also note the change in the boy's expression. Language is not always needed to communicate feelings.

- \* What might the bee's behaviour tell us about how the bee is feeling?
- \* What does the bee need?
- \* What will the boy do?



## Pages 14-15

### **“I climbed into the box and I hid from the bee”**

The boy has climbed into the box. Wonder.....

- \* Why has he done this?
- \* Where was the bee at the beginning of the story?
- \* Why could the bee have been in the box before the boy opened the lid?
- \* How are both the boy and the bee feeling now?

## Pages 16-17

### **“And then, guess what?”**

Where's the bee gone? How do we know this?

## Pages 18 – 19

### **“It hid from me.”**

The bee has hidden too.

Wonder where he might have gone and why?

Continue to link the feelings of the two characters.

## Pages 20 – 21

### **“I looked for the bee, this way...”**

## Pages 22-23

### **“...and that.” - “No Bee!”**

The boy is looking for the bee – note the change in his feelings. Wonder how he may be feeling now and why he is looking for the bee. Children react differently to things and situations they are scared or feel unsure of. It's ok to feel scared.

## Pages 24-25

### **“No bee. No Bee.”**

### **“I missed the bee, did the bee miss me?”**

Notice the boy is feeling differently. Talk about why this could be – explore feelings of sadness, loneliness, missing someone, not having friends.



- Grow bee friendly flowers in pots.
- Keep a wildlife diary.
- Find out which plants attract different insects.
- Learn the names of wildlife, mostly bug life, and different plants and flowers.
- Observe and talk about the relationship between the bug life and the plant life.
- Take photos of an area you nurture, and document all the wildlife, which either moves into it (if it's a completely new area) or already feels at home.
- Take photos through different seasons to notice the differences.



Let the children help to create and nurture a nature area, give them responsibility, let them lead the design and observations. Experiences in the outdoors will allow children to build their awareness and understanding of the environment around them, which in turn helps them to develop and build the social and emotional skills they need to nurture all types of friendships.

### **Useful Links**

Scallywag Press Resources – <https://www.scallywagpress.com/resources.html>

The Pollinator Promise – <https://www.opalexplornature.org/polli-promise>

Bumblebee Conservation Trust – <https://www.bumblebeeconservation.org/learning-zone/>

RHS – Get Children Gardening – <https://www.rhs.org.uk/advice/profile?pid=682>

Royalty Entomological Society – <https://www.royensoc.co.uk/>

Bees, Wasps & Ants Recording Society – <https://www.bwars.com/>

Empathy Lab <https://www.empathylab.uk/>



### **Janine Woolston**

Janine has worked as a Teaching Assistant and LSA in primary schools for the past 12 years. She is Level 3 qualified in Specialist Support for Teaching and Learning in schools. Primarily working in Early Years and KS1, often specialising in 1:1 support, she quickly developed an interest in enhancing social and emotional development. Janine is a qualified Licensed Thrive Practitioner and using a therapeutic approach, specialist techniques and activities, works with children in school both individually and in groups. Through using the arts and nature, Janine supports children to build confidence and resilience to allow them to develop both socially and emotionally and be ready to engage with life and learning.



If you've enjoyed this book, look for the companion title **WE FOUND A SEED** which shows the life cycle of a plant.