



## 7 BEE HOTEL

### BIG IDEA: Bee hotels help support native pollinators.

**OBJECTIVE:** *Students will learn how bee hotels provide an important resource for native area bees.*

This lesson is adapted from the FoodPrints lesson, [Pollinators at Work](#). To learn more about the FoodPrints program and access the full curriculum, including instructional videos, visit [freshfarm.org/foodprints](http://freshfarm.org/foodprints).

#### VOCABULARY

- **NATIVE BEE** type of bees that have always lived in a certain area; there are 400 different native bees in Virginia
- **SURVIVAL** being able to continue to live or exist, especially despite difficult conditions
- **HABITAT** a type of natural environment where an organism lives
- **ENDANGERED** animals that are at a very high risk of becoming extinct in the wild

#### MATERIALS

- Paper for rolling tunnels
- Bee Hotel drawing page (attached)

**ENGAGE:** *The engage section is designed to activate students' prior knowledge and experiences, pique their interest, and build curiosity.*

Show students the structure called a bee hotel and explain that, similar to the apiary, this is a place where bees live. *Remind students that they need to be very careful in order to not disturb the bees in the hotel.*

Ask them to share with a partner the similarities and differences between the apiary and the bee hotel.

- We learned that honeybees live together in hives. The bees who live in these structures are called solitary bees, since they live alone. Examples of bees that might come to this bee hotel include mason bees, orchard bees, and leaf cutter bees.
- Each of the tunnels replicates the hollow plant stems or wood that bees find in their natural habitat.
- Since some of those habitats have been destroyed, these structures encourage bees to make a home on the farm and help pollinate our plants.
- These bees don't sting – they don't need to since they are not protecting a hive.

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**EXPLORE:** *These hands-on and minds-on investigations offer an opportunity for students to further explore the Big Idea of the lesson.*

### INVESTIGATION 1:

**WHATS HAPPENING IN THE BEE HOTEL.** Take time to look carefully at the tubes in the bee hotel.

- Count how many of the tubes are capped.

If they are capped, it means that a bee has ‘checked in’ and laid her egg in the tunnel on top of the pollen and nectar she has collected. After she lays an egg, she seals the tunnel with mud or leaves. When the eggs hatch, they eat away at the pollen and nectar before emerging from the nest.

- Add to the bee hotel.

You can add to the bee hotel by rolling up a piece of paper into a tube and leaving it in the basket. The tubes can be different widths to accommodate bees of different sizes.

Please do not disturb the bee hotel. You will be able to explore more at the next station, the Pollinator Habitat.

### INVESTIGATION 2:

**DRAW YOUR VERSION OF A BEE HOTEL.** Bee hotels can come in different sizes and shapes and house different numbers of bees and their nests. Use the attached resource page to draw a hotel that you think would attract native bees. What extra features can you add to make it more attractive for the bees?

**EVALUATE AND CLOSE:** *Before moving on to the next station, please take a few moments to have students reflect on what they have learned.*

- How do the bees that live in a hotel differ from those in the apiary?
- Why is it important to provide a place for bees to live?

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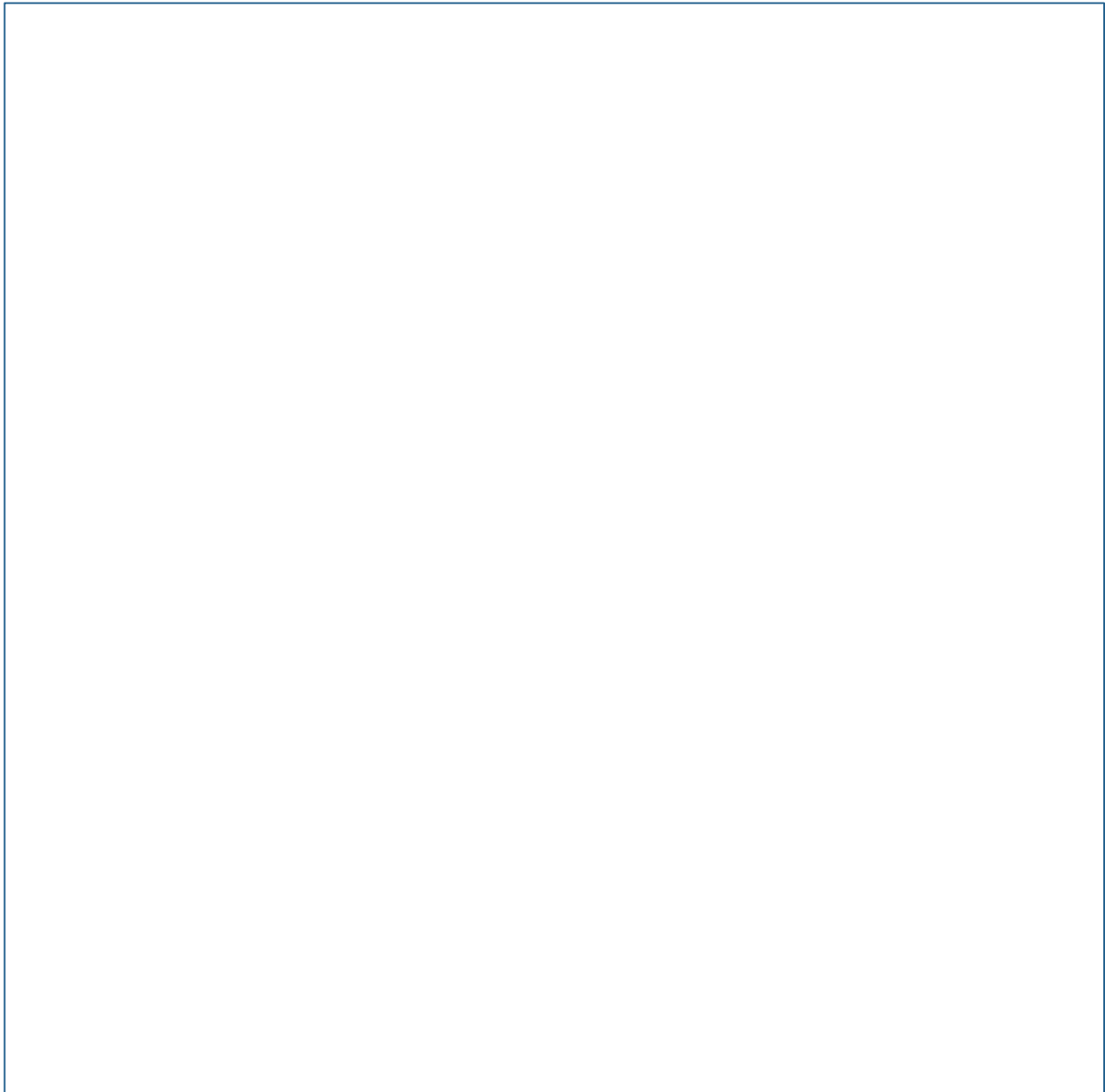


Name \_\_\_\_\_

Date \_\_\_\_\_

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Instructions: Draw and label a hotel you think would attract native bees.



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