

#EUPollinators

| Country | Target audience | Context | Name | Author | Language | URL |
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| Austria | Farmers | This material provides tips to identify plant and animal species, including flowering plants and pollinators. It also provides information on species distribution and life cycles that can help farmers with the identifications. | <i>Wir Schauen auf Unsere Wiesen. Landwirtinnen und Landwirte beobachten Pflanzen & Tiere (We look at our meadows. Farmers observe plants and animals)</i> | Österreichisches Kuratorium für Landtechnik und Landentwicklung (Austrian Board of Trustees for Agricultural Engineering and Land Development) | German | http://wiese.biodiversitaetsmonitoring.at/images/Pdfuploads/2017_steckbriefe/Tal_Steckbriefe_2017.pdf |
| Denmark | Farmers | The campaign suggests and rates different actions that farmers can take on their land, based on a scoring system developed by experts. Farmers can also contact the Danish Agriculture & Food Council to help them evaluate what could be done at their farm to help wild bees. | <i>10 bee-friendly recommendations for your farm</i> | Danish Agriculture & Food Council | Danish | https://lf.dk/bi/~media/38f5f19fa86742698313130ee3dfbeac.ashx |
| Germany | Farmers | The Baden-Württemberg Ministry of Rural Areas and Consumer Protection publishes regular updates of the Bee Pasture Catalogue (Bienenweidekatalog) aimed at farmers and land managers. The material gives concrete tips and hints to all those who are interested in the | <i>Bienenweidekatalog: Verbesserung der Bienenweide und des Artenreichtums (Bee Pasture catalogue: improvement of bee pasture and species richness)</i> | Baden-Württemberg Ministerium für Ländlichen Raum und Verbraucherschutz (Baden-Württemberg Ministry of Rural Areas and Consumer Protection) | German | https://fachdokumente.lubw.baden-wuerttemberg.de/servlet/is/105070/?COMMAND=DisplayBericht&FIS=200&OBJECT=105070&MODE=METADATA |

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| | | protection of bees to develop the food supply for wild and honeybees, and to improve the livelihood of flower-visiting insects. It contains suggestions for the implementation of greening measures that support pollinators. | | | | |
| Ireland | Farmers | This material is aimed at farmers who wish to support pollinators. It has distributed the AIPP business guidelines to all of its 500 participating companies and plans to distribute the farmland guidelines to all Origin Green participating farms (Origin Green Sustainability Report 2016). | <i>Farmland: actions to help pollinators</i> | National Biodiversity Data Centre in collaboration with Origin Green (the Irish national food sustainability programme) | English | https://pollinators.ie/wordpress/wp-content/uploads/2018/04/Farmland_actions-to-help-pollinators-2018-WEB.pdf |
| Ireland | Farmers | This material focuses on the need to allow trees, shrubs to flower, as well as native wild flowers to grow in non-farmed areas. In addition, a number of pollinator friendly plants are highlighted, and the places where pollinators can be found on farms are indicated. | <i>Food for pollinators on the farm</i> | National Biodiversity Data Centre | English | https://www.pollinators.ie/wordpress/wp-content/uploads/2018/09/Pollinators-A5-Flyer_farmland_PRINT.pdf |
| UK | Farmers | This material provides information on the range of habitats and features that are beneficial to pollinators, as well as the importance of ensuring that these features are well managed and connected to one another across the farmed landscape to help | <i>Managing farmland for pollinators</i> | BugLife | English | https://www.buglife.org.uk/sites/default/files/Farmland%20Pollinator%20Sheet%20Final.pdf |

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| | | pollinators to move around more easily. | | | | |
| UK | Farmers | As part of the BugLife B-lines Factsheets, this material shows that wildflower-rich grasslands are essential for many pollinating insects. It also explains the importance of this habitat to provide food and shelter for other wildlife, including birds and mammals. | <i>B-Lines Factsheet 1. Grasslands for Insect Pollinators and other wildlife</i> | BugLife | English | https://www.buglife.org.uk/sites/default/files/Sheet%201%20Pollinators5_07_1.pdf |
| UK | Farmers | As part of the BugLife B-lines Factsheets, this material provides guidance as to how to restore, recreate and manage wildflower meadows and pastures. | <i>B-Lines Factsheet 2. Wildflower-rich Grassland Restoration</i> | BugLife | English | https://www.buglife.org.uk/sites/default/files/Sheet%202%20Restoration%205_07_1.pdf |
| UK | Farmers | As part of the BugLife B-lines Factsheets, this material shows how to manage grasslands for pollinators, listing and describing specific land management actions. | <i>B-Lines Factsheet 4. Management of Wildflower-rich Grassland habitats for pollinators and other insects</i> | BugLife | English | https://www.buglife.org.uk/sites/default/files/Sheet%204%20Management%20for%20insects%205_07_1.pdf |
| Belgium | Children aged 11-15 (but also suitable for younger ages) | This booklet is intended to provide teachers and secondary school pupils, as well as teachers from other grade levels, with information useful for understanding the importance of bees. It helps to better understand their way of life, their diversity, the evolution and mutual adaptation of these and the flowers that make them the most effective pollinators, their | <i>La biodiversité en Belgique - Zzzoom sur les abeilles</i> | Isabelle Coppée (Société royale belge d'Entomologie) | French | http://www.vivelesabeilles.be/uploads/Mediatheek/IRSCNB%20abeilles%20FR%20%28page%20a%20page%29%20LR.pdf |

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| | | importance for the maintenance of agriculture. It exposes the dangers that threaten them and how to protect the | | | | |
| Cyprus | School children aged 6-10 | Mini-PoMS-Ký is a recording scheme aimed at young school children to enable them to collect data on numbers of flower visiting insects. | <i>Mini-PoMS-Ký</i> | POMS-Ký Pollinators Monitoring Scheme of Kýpros using the expertise of the UK Centre for Ecology and Hydrology (Helen Roy and Mark Bothan) | Greek and English | mini-poms-ký educational pack |
| France | Children aged > 8 | This material aims to teach the properties of certain flowering plants (anatomy, nectar, pollen), as well as the relationships between insects and plants (food, pollination, reproduction) | <i>Attirer les insects pollinisateurs: Fiche élèves as part of "Gardening in schools" initiative</i> | Jardinons à l'école | French | https://www.jardinons-alecole.org/index.php?lg=fr&alias=activite-classe-attirer-les-insectes-pollinisateurs.html&spec=activite&numpage=708&numfamille=104&numtag=3 |
| France | School children (primary and secondary) | Some material is available connected to the Apicool schools project. This project consists of 1) the establishment (2018/2019) and 2) the evaluation (2019/2020) of a site dedicated to pollinating insects, plant platforms and habitats. At the end of the project, it will produce a booklet for teachers – NB materials only available upon fee. | <i>Projet Ecoles VIP - 2018/2020</i> | Apicool | French | http://apicool.org/ecole-vip/ http://apicool.org/autour-de-labeille/ |
| Ireland | Teachers and School children (primary and secondary) | This is a junior version of the All-Ireland Pollinator Plan 2015-2020. The purpose of this material is to disseminate how important bees are. In addition, the document aims | <i>All Ireland Pollinator Plan Junior Version 2015-2020</i> | Steering Group of the original All-Ireland Pollinator Plan 2015-2020, WillFredd Theatre and The Ark. It is supported by Green-Schools and Eco-Schools. | English | https://pollinators.ie/wordpress/wp-content/uploads/2018/04/Junior-Pollinator-Plan-2018-WEB-1.pdf |

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| | | at making schools and gardens a safe place for bees to live. | | | | |
| The Netherlands | School children (primary education) | The material consists of a manual, three lessons modules and a presentation. | Nederland Zoemt on education | Nederland Zoemt | Dutch | https://www.nederlandzoemt.nl/educatie/basisonderwijs-bovenbouw/ |
| The Netherlands | School children (secondary education) | The material consists of a manual, three lessons modules and a presentation. | Nederland Zoemt on education | Nederland Zoemt | Dutch | https://www.nederlandzoemt.nl/educatie/voortgezet-onderwijs-onderbouw/ |
| The Netherlands | Children aged >3 | The material consists of colouring books, instructions to make bee hotels, quizzes and videos. | Nederland Zoemt for children | Nederland Zoemt | Dutch | https://www.nederlandzoemt.nl/doe-mee/acties-bedrijven/leer-alles-over-wilde-bijen/ |
| Spain | School children (primary and secondary) | This material consists of a series of activities integrated in the school curriculum. It presents two blocks of activities, one for primary education and another one for secondary education. Each block is divided into a series of activities with continuity, and their contents and objectives are arranged in a learning sequence. | <i>Teacher's & environmental educator's guide</i> | Consejo Superior de Investigaciones Científicas, CSIC | English | http://www.rjb.csic.es/jardinbotanico/ficheros/documentos/pdf/didactica/sos_polinizadores_20_02_19_eng_web.pdf |
| Spain | Children aged > 8 | This guide helps identify a number of invertebrates (including pollinators) and raises children's awareness about nature. | <i>Identification guide: Bichos de tu entorno, guía de insectos y otros artrópodos</i> | Consejo Superior de Investigaciones Científicas, CSIC | Spanish | http://www.rjb.csic.es/jardinbotanico/ficheros/documentos/pdf/didactica/GuiaBichos-WEB.pdf |
| Sweden | School children aged 9 | This material includes exercises, fact sheets, instructions, a drawing sheet and a movie about bees suitable for the school children | <i>Övningar och material för åk F-3</i> | Nature Conservation Society | Swedish | https://www.naturskyddsforeningen.se/skola/bin |
| Sweden | School children aged 10-12 | This material includes exercises, fact sheets, instructions, and a | <i>Övningar och material för åk 4-6</i> | Nature Conservation Society | Swedish | https://www.naturskyddsforeningen.se/skola/bin |

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| | | movie about bees suitable for the school children | | | | |
| Sweden | School children aged 13-15 | This material includes fact sheets, a quiz and a movie about bees suitable for the school children | Övningar och material för åk 7-9 | Nature Conservation Society | Swedish | https://www.naturskyddsforeningen.se/skola/bin |
| Switzerland | School children aged 8-12 | This dossier provides a short and practical insight into biodiversity: which aspects does the term biodiversity include? What are the main threats? How does it affect our everyday life? It includes some material on bees such as instructions to make bee hotels. | <i>WWF Switzerland Biodiversität Dossier für Lehrpersonen (Biodiversity teaching pack for teachers)</i> | WWF Switzerland | German | https://www.wwf.ch/sites/default/files/doc-2018-08/2018-03-lehrmittel-biodiversitaet.pdf |
| UK | Children aged 4-6 | This material introduces bumblebees to children, covering their need to feed on wildflowers, how they form nests, the differences between bumblebees and honeybees, and information on how bees see. They include educational activities. | <i>Bumblebee Conservation Trust Activity sheets</i> | Bumblebee Conservation Trust | English | https://www.bumblebeeconservation.org/fun-and-learning/activity-sheets/ |
| UK | Children aged 7-10 | This material introduces bumblebees to children, covering their need to feed on wildflowers, how they form nests, the differences between bumblebees and honeybees, and information on how bees see. They include educational activities. | <i>Bumblebee Conservation Trust Activity sheets</i> | Bumblebee Conservation Trust | English | https://www.bumblebeeconservation.org/fun-and-learning/activity-sheets/ |
| UK | Children aged > 11 | This material includes facts and activities instructions on: Bees needs and meadows, Bumblebees and willow trees, Hedgerows & | <i>Facts and Activities for Teachers and Activity Leaders</i> | Bumblebee Conservation Trust | English | https://www.bumblebeeconservation.org/fun-and-learning/for-activity-leaders/ |

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| | | homes, the bumblebee nest, Bees needs and herbs, Growing food (thank you, bees), Fruit trees and bees | | | | |
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