



# The Bee is Punished for Lying

WORKSHOPS

STORY:

The bee is punished for lying

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COUNTRY:

Latvia

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AGE:

9 – 12

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MATERIALS:

Blackboard, pens, blank papers

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LEARNING OBJECTIVES:

Define the concept of lie in order to review their own actions in everyday life through critical thinking.

Create a story and a riddle in order to stimulate and encourage creative and abstract thinking.

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METHODS:

Socratic dialog  
Riddle making  
Creative writing

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## The Bee is Punished for Lying

The beekeepers from the Rudzati parish explain the fact that bees do not suck honey from the red clover, the meadow-sweet and from the meadow wetchling in the following way - when the God had created the Earth and the insects, he told the bee to go and find out which flower gives the greatest yield of honey.

The bee flew away to inspect all flowers.

It turned out that the red clover, the meadow-sweet and the meadow wetchling gave the most honey. When the bee returned home God enquired which flowers give the most honey.

The bee replied that all the flowers were giving good yield of honey except for those mentioned above. Thus the bee told a lie because it wanted to hide the most profitable flowers.

However, the God knew better and forbade the bee to suck honey from the red clover, the meadow-sweet and from the meadow wetchling as a punishment for her lying.

# ACTIVITIES

## Step by step workshops

### Activity 1:

#### **Question for self-reflection connected to a story**

Facilitator reads a story to the children. After the reading, facilitator asks the children if they liked a story (why – yes or no) and starts a discussion with a help of following questions:

- Why did the bee lie?
- Why God asked the bee something he already knew?
- Was he testing her?
- Do people test you sometimes (teachers/parents/friends)?
- Do you test people sometimes? How? Why?
- How do we call people that lie?
- Have you ever lied?
- Does that make you a liar?
- Did you got punished for lying?
- Was it a fair punishment?
- Is every lie the same?
- Have you heard expression “white lie”?
- What does it mean?
- Can a lie be a good thing? When?
- Could a lie be forgiven? When?

## Activity 2:

### Creative task

Facilitator announces a creative task to children and guides them through following instructions:

- Write a story with different ending.

Imagine you are the God. What are the characteristics of the God – brainstorm with whole group and write them on blackboard:

Example of powers: can create, knows everything, can see the future, immortal ....

Example of character: kind, forgiving, righteous...

Example of his looks: long white beard, white long dress, brown eyes...

**Note:** this is just an example of usual characteristics of the Christian God. You can choose with your children to characterize a god or goddess from mythology from your country and the description would be completely different (for example the Greek god Had or the Slavic goddess Morana).

Next task is to motivate the children to step in to a role play – a God they chosen to describe. From the perspective of the God you described, think how he/she would react:

Would he/she test the bee?  
Would he/she punish the bee?  
Why?  
How?

Once they have description and perspective of a god/goddess they described, their task is to write a different ending of the story. When writing a different ending, choose in which person you want to write it (first or third) and adjust the rest of the story to that style of writing.

### Activity 3:

#### **Riddle making**

Facilitator guides the children on how to make a riddle of the flower from the story.

#### 1. START WITH AN ANSWER

To make a riddle, start with an answer in order to create a question around it. Choose one flower from the story – for example the red clover.

#### 2. BRAINSTORM YOUR ANSWER

Start a brainstorming sessions by writing a mental map that describes your flower from various different angles:

- Physical appearance (adjectives) – long, thin, pink puffy flower...
- For what do we use it – to make honey, to cure asthma, skin healing...
- Where does it grow – in the fields, meadows, forests, under the rainbow...
- What does it symbolize – Denmark (national flower), symbol of luck
- Experiencing with a senses - smells like spring, makes a shhhhsss sound on the wind, leafs are smooth to the touch,
- Special characteristic – Red clover's flowers and leaves are edible, they can be ground into a flour
- Verbs – smells, brings (luck), flowers...

### 3. CHOOSING THE STYLE

Once you explored your subject, decide what kind of style you want to use in terms of a short/long, poem/story, rhymes/prose, just one question or maybe story in rhymes. Rhymes are very popular in riddle, considering the fact that riddles originate from oral literature and it was easier to remember them using the set up rhythm. Children are also big fans of rhymes as they help them remember and concentrate on the meaning of words. So for our example we will use a short poem with rhymes.

#### 4. PLAYING WITH MENTAL MAP

Consider all of the facts that you wrote in the mental map, now choose the most interesting ones that you want to use, like: edible leaves and flowers, brings luck, grows in the meadow and under the rainbow....

Start with a simple question and work your way to more complicated ones.

a) Describe a flower using the adjectives we wrote in our mental map. Long, thin with a pink flower,

b) For what do we use it? For honey or a flour.

Combine these answers and you already have a simple riddle. When you have mental map in front of you, look for the words that already rhyme.

But you need to be sure that it refers only to your flower, as for this riddle the answer could be some other flower. So we need to be more specific and go back to our mental map and if needed, use some extra questions.

c) What special characteristic does it have? Luck will come if you find it in the meadow

d) Can we find it somewhere else? Or under a rainbow

where there is no shadow.

You can stylize the answers to get a better rhythm:

It's long, thin with a pink flower,  
You can use it for honey or a flour.  
Luck will come if you find it in the meadow,  
Or under a rainbow where there is no shadow.

Making riddles excesses our creative thinking. By exploring existing concepts we are finding a problem around its meaning as we are questioning it. Holistic experience of a subject allows us to experience it in a different way. Also, we need to find what characteristics are specific/unique for each subject.