



To connect  
(with concepts  
addressed in  
other grades)



To deepen  
(concepts and  
ideas implicitly  
addressed in the  
comic)



To address  
(alternative  
students ideas)



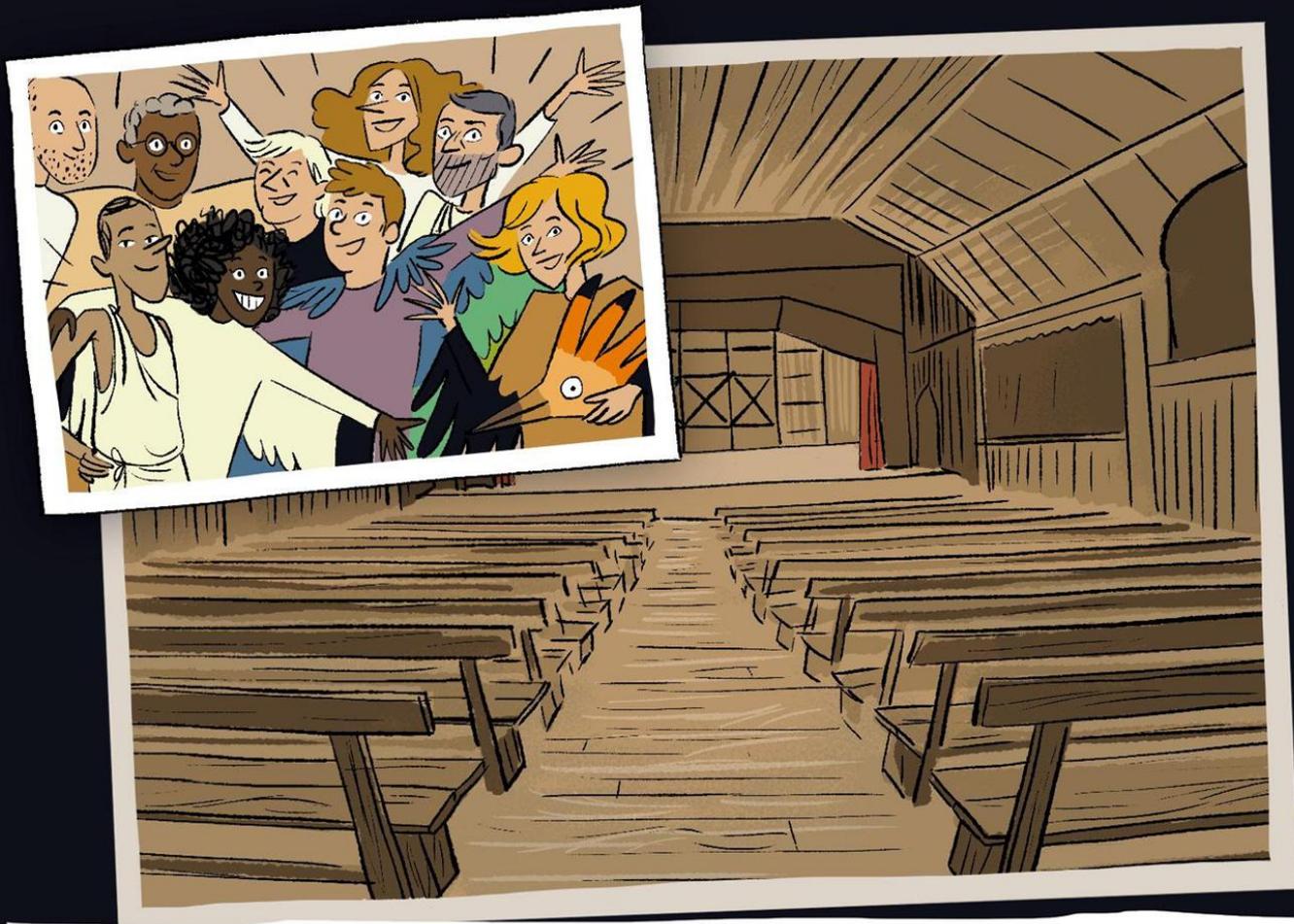
To enrich  
(through  
creative tasks)



## CHAPTER 1



The Supertroopers have been invited to perform Aristophanes' *The Birds* on a stage that opens onto the theatre's natural setting at the back.



They share the stage with professional actors.



Iris is a GULL and plays the part of the CORYPHEUS, the chorus leader in Greek play



Diane is the HOOPOE and Tom a HUMMINGBIRD.



Titouan is PISTHETARIOS and the director EUELPIDES



In *The Birds*, a classical comedy by Aristophanes, Euelpides and Pisthetarios, two Athenians in search of an ideal city, meet with the Hoopoe (a man turned bird) and her feathered ilk.

Today is the dress  
rehearsal.





Pray, can you see a bird?



Pray, can you see a bird?



Not a feather, by  
Apollo, but I am  
looking...

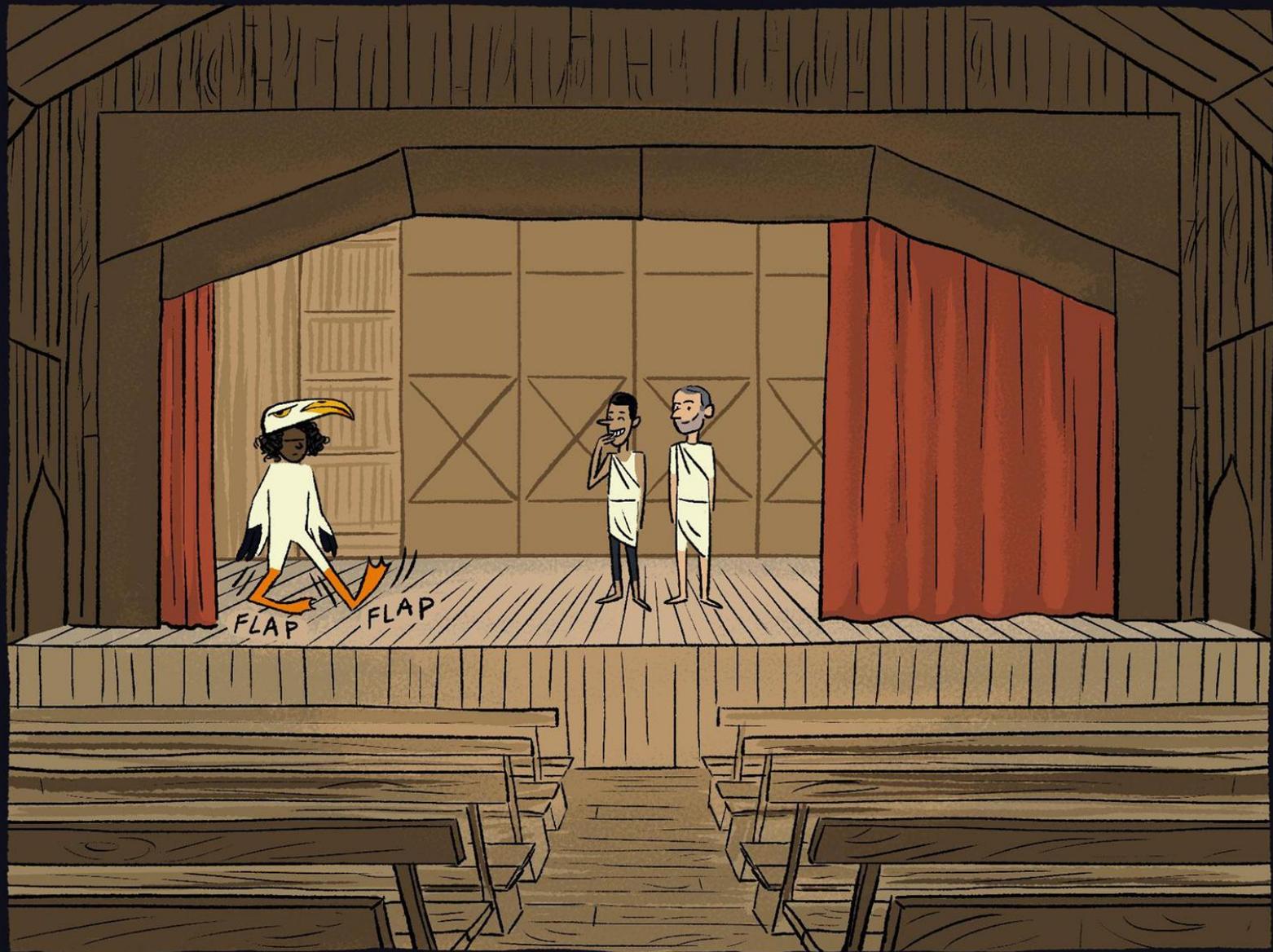


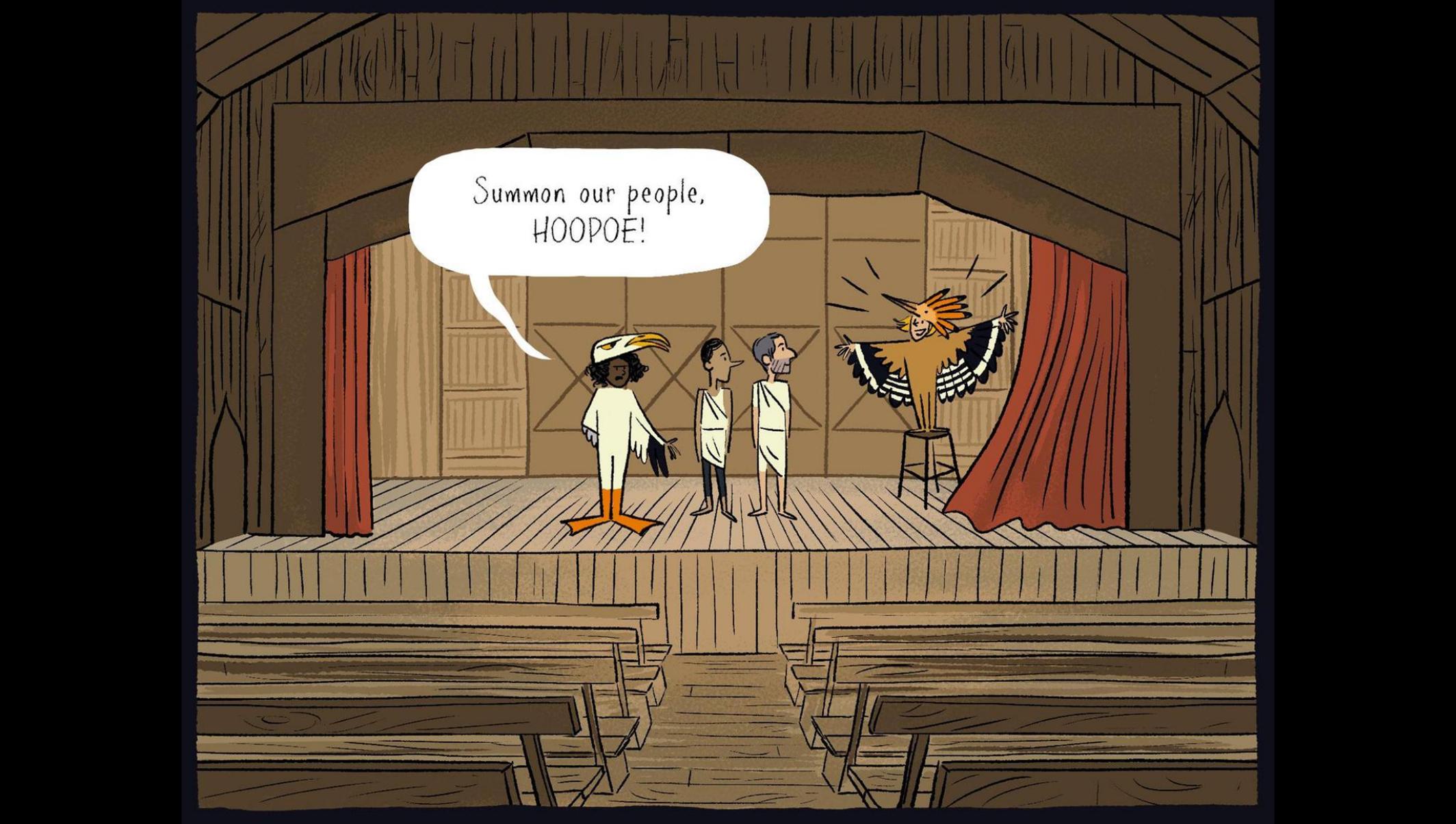
Torotix Torotix



I think a bird is coming  
our way, my friend.

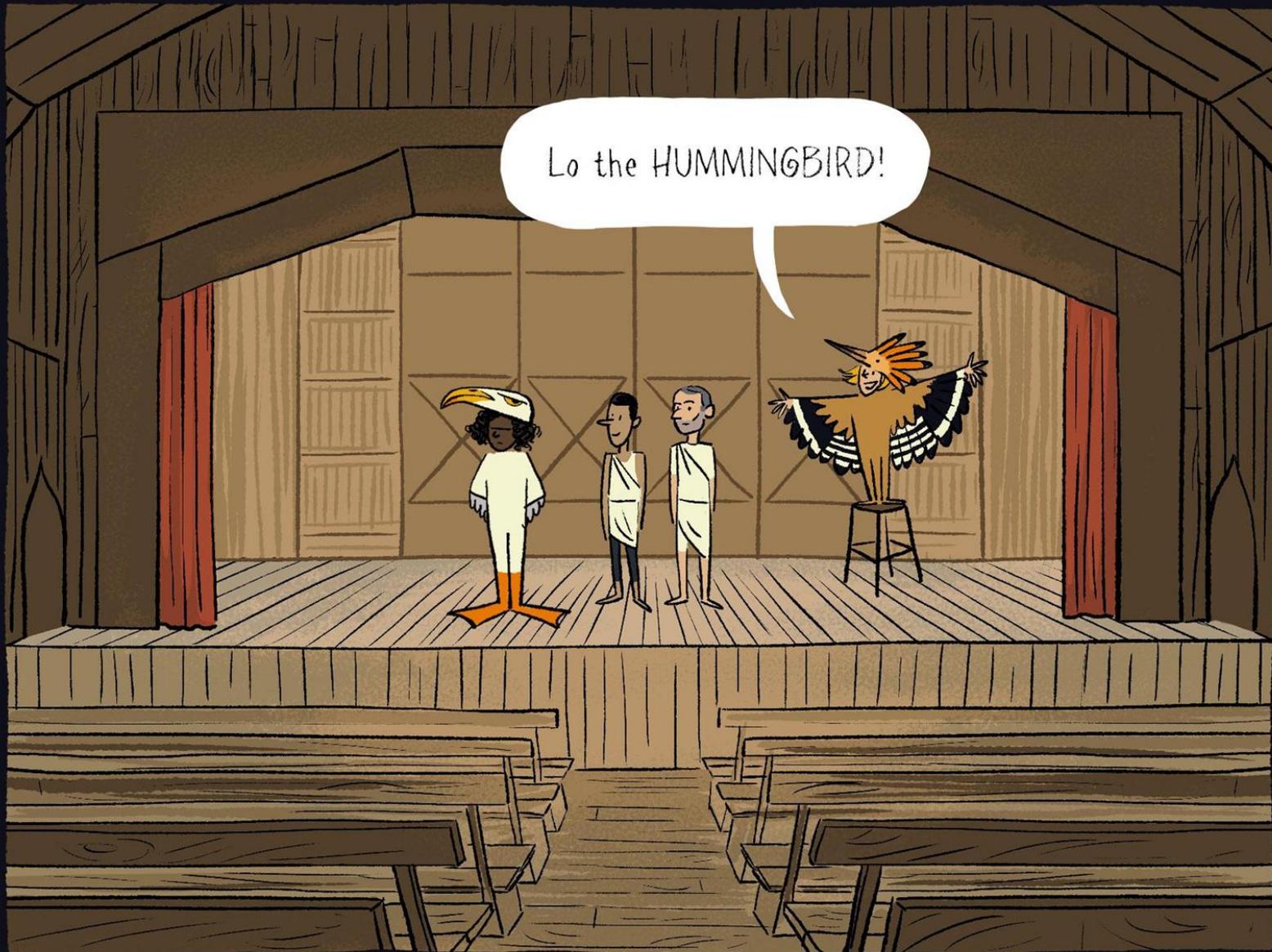
Indeed, by God! But what  
bird is this? Not a  
peacock, clearly!

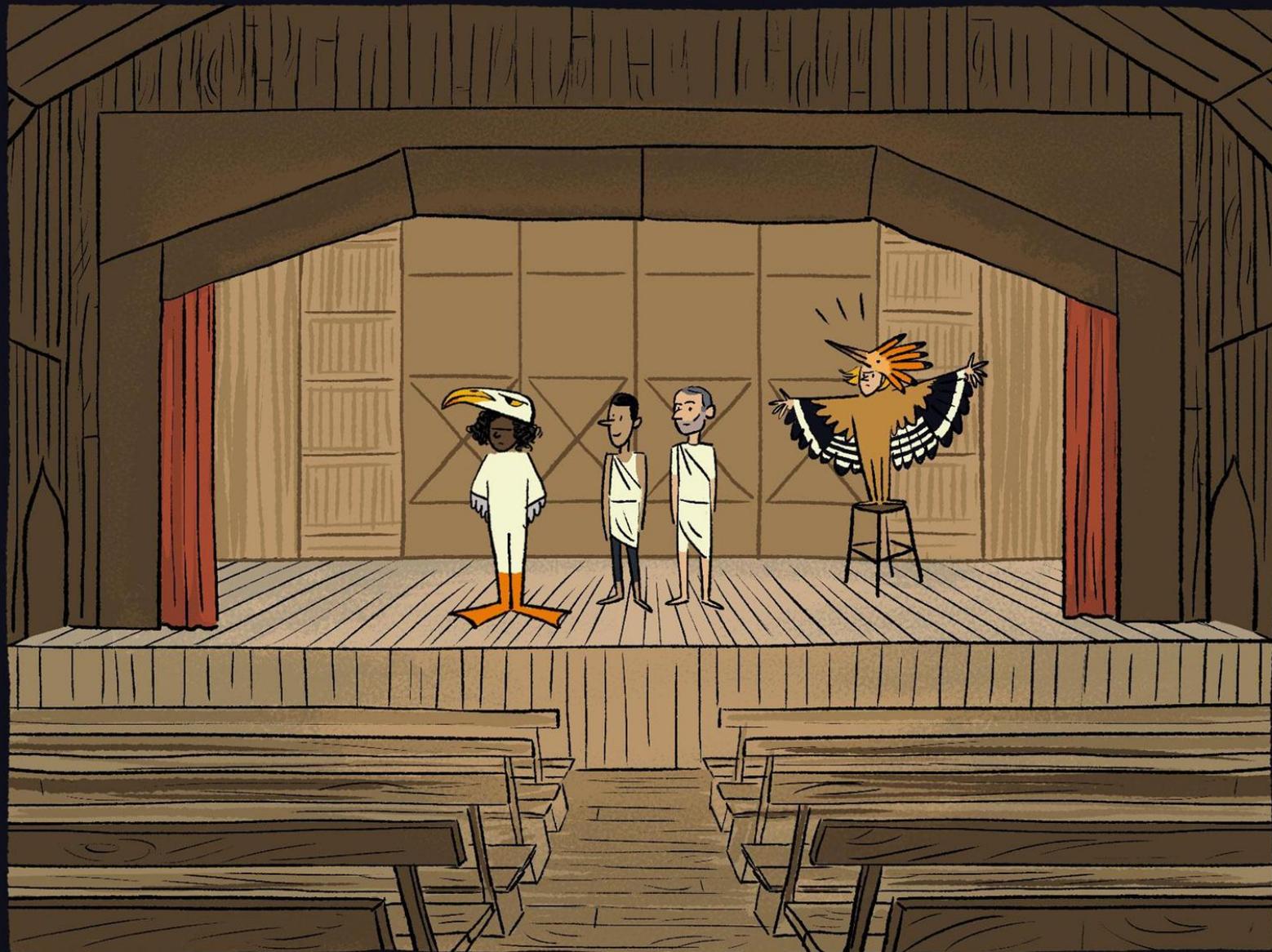




Summon our people,  
HOOPOE!

Lo the HUMMINGBIRD!





THE HUMMINGBIRD!





Lo the crane, the wagtail, the  
lark...





...the ow...

You can ask students to search about all these different birds (how they look, where they live, ...). Do they exist in your country?



Eek!



Diane ?



Diane ?

There's a wasp!





It's a bee, not a wasp!

You can ask students to search about the difference between a bee and a wasp.



It's a bee, not a wasp!

Who cares!

You can ask students what they think about this. Do they care? Why?

Kill her or I'm not playing! I was stung as a kid, once is enough!

You can make students recall the concepts of allergic reaction

You can take the opportunity to discuss with the class why many people are afraid of insects.

Same here! Get rid of that bee so we can carry on!



I'm sorry but we're not  
getting rid of a  
domesticated honey bee!



Alternative conception:  
honey bees are the only  
important bees

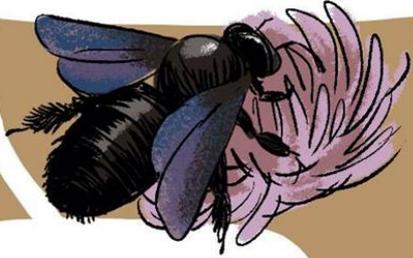
A domesticated  
honey bee?



*Apis mellifera!*  
A worker who forages so  
her colony can make  
honey!



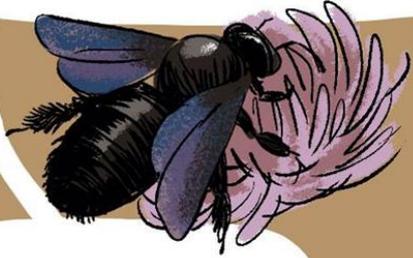
It could be a solitary  
bee:



a carpenter bee



It could be a solitary  
bee:



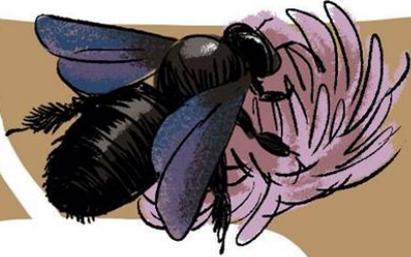
a carpenter bee



a mason bee



It could be a solitary  
bee:



a carpenter bee



a mason bee



or a bumblebee.



You can ask students to search all these types of bees. They can do a project work about how a beehive works. They can also visit a honey production site nearby their school

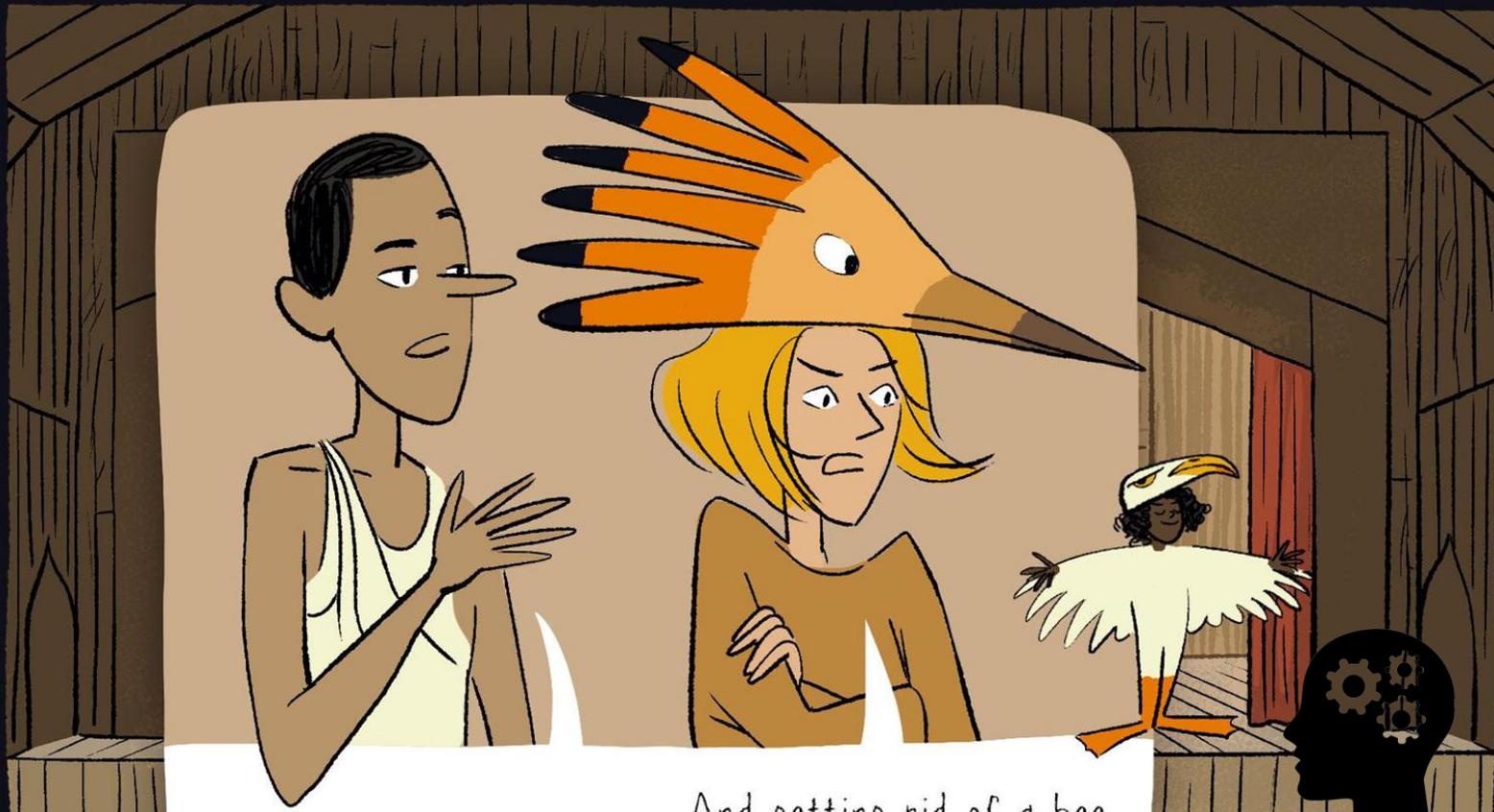






Yes, well, biodiversity  
isn't just about bee  
species...





Yes, well, biodiversity isn't just about bee species...

And getting rid of a bee won't threaten biodiversity...

you can take the opportunity to discuss the importance of each own values, besides knowledge, considering biodiversity conservation (e.g. the value of each individual in themselves)



I cannot believe this! So this troupe will happily take on a classical avian utopia, but has no care for contemporary pollinators?



Please!



Oh look, a pollinator...  
What shall we do, get rid  
of him too?

you can take the  
opportunity to make  
students recall what is a  
pollinator, the different  
types of pollination, and  
different pollinators



you can take the opportunity to discuss the importance of bees in the ecosystem. They can see the fictional movie "Black Mirror" (a world in which, as there were no bees, robots had to be created to replace them)

Look, before you start ruffling each other's feathers... Why don't we visit the village beekeeper to agree on the fate of bees...

Why not, if this means an  
unruffled performance on Sunday...





And if it can prevent  
the killing of bees...

It's me or the bee.





## CHAPTER 2



BZZZZ









Great!  
Now the bee has gone  
to a pesticide field...

Ask students to search about pesticides. Why they are used?



A bee gave some us a  
fright...

Perhaps you might tell  
my feathered friends  
about your bee



and biodiversity!



I see... Right, where  
to start..



The fate of the bees begins here,  
where they collect nectar and pollen.

Like butterflies!

Look at the meadow here! It's sown with many species of flowers, whose pollen and nectar provide pollinators with a balanced diet.





Are there some  
flowers you recognize?



Is it lupin?



Are there some  
flowers you recognize?



Is it lupin?

Oh and Alsike!



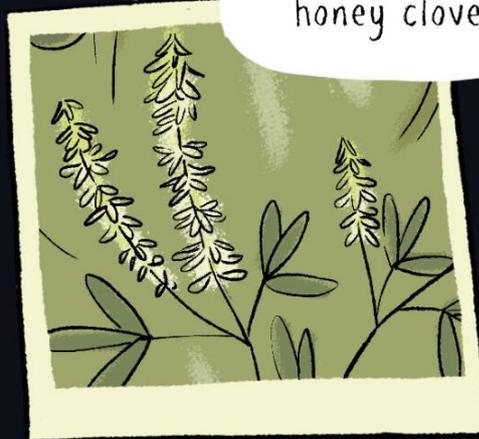


Are there some flowers you recognize?



Is it lupin?

That one is honey clover.



Purple tansy here!



Oh and Alsike!





These are the colours of ...



Ask students to search about these species. Are they all natural species in their country? Make them recall the concepts invasive species vs exotic species



An oasis for  
the bees.



So beautiful!



As well as being beautiful, this fallow land provides bees with various food, unlike a field of oilseed rape.





If all the nectar the pollinators they forage comes from a single crop, the lack of pollen diversity involves nutrition only for the species that are adapted to it.



So a greater variety of melliferous flora species allows bees to be more resistant in their environment?

Yes, it's the species diversity.

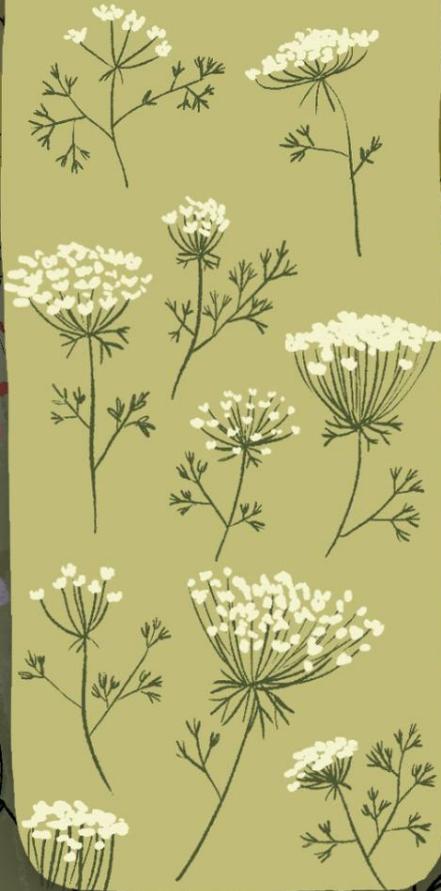


Like the tens of thousands of birds and insects species.



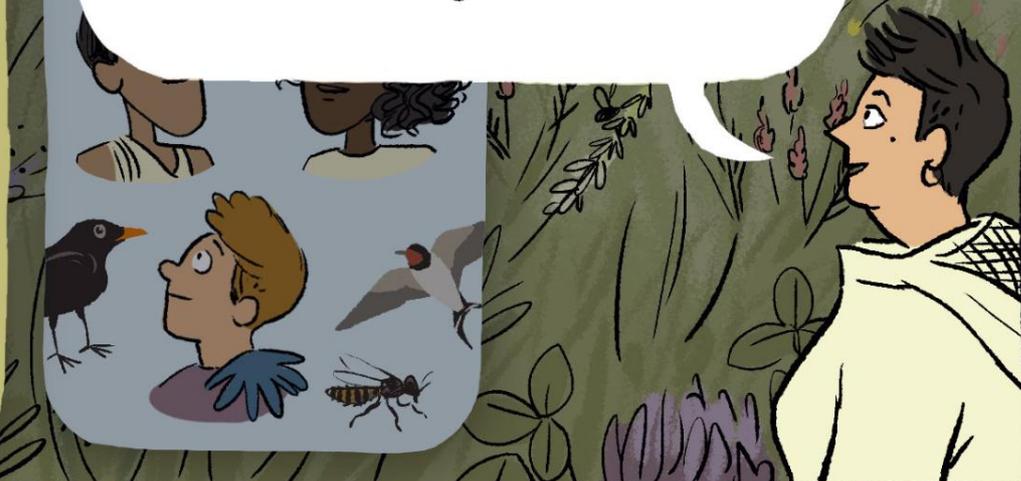
And humans, a species  
that impacts all others...





There is also genetic diversity:  
this is the diversity between  
individuals, within the same species.  
See those Queen Anne's laces!

The more varied the genetic within a  
species, the greater the chance that some  
of its members will be better able to  
withstand the changes of environment.



## GENETIC VARIABILITY



## SPECIES DIVERSITY



## ECOSYSTEM DIVERSITY



The third and most complex is ecosystem diversity.





It's the diversity of the natural environments stretching before your eyes: this meadow, those natural forests, market gardens and copses, that stream, all of that land...

Seems worth  
preserving pollinators,  
doesn't it?

Thanks but some of us  
have insect sting  
allergies...



If only to enjoy cherries, apples,  
chestnuts, almonds....

Or simply the beauty of  
the natural landscapes  
around us.



And to honour living things.

Look! A spider!



Eek!

How do you propose we preserve biodiversity?



We could turn into bees?

"The wise can often profit by the lessons of a foe..."



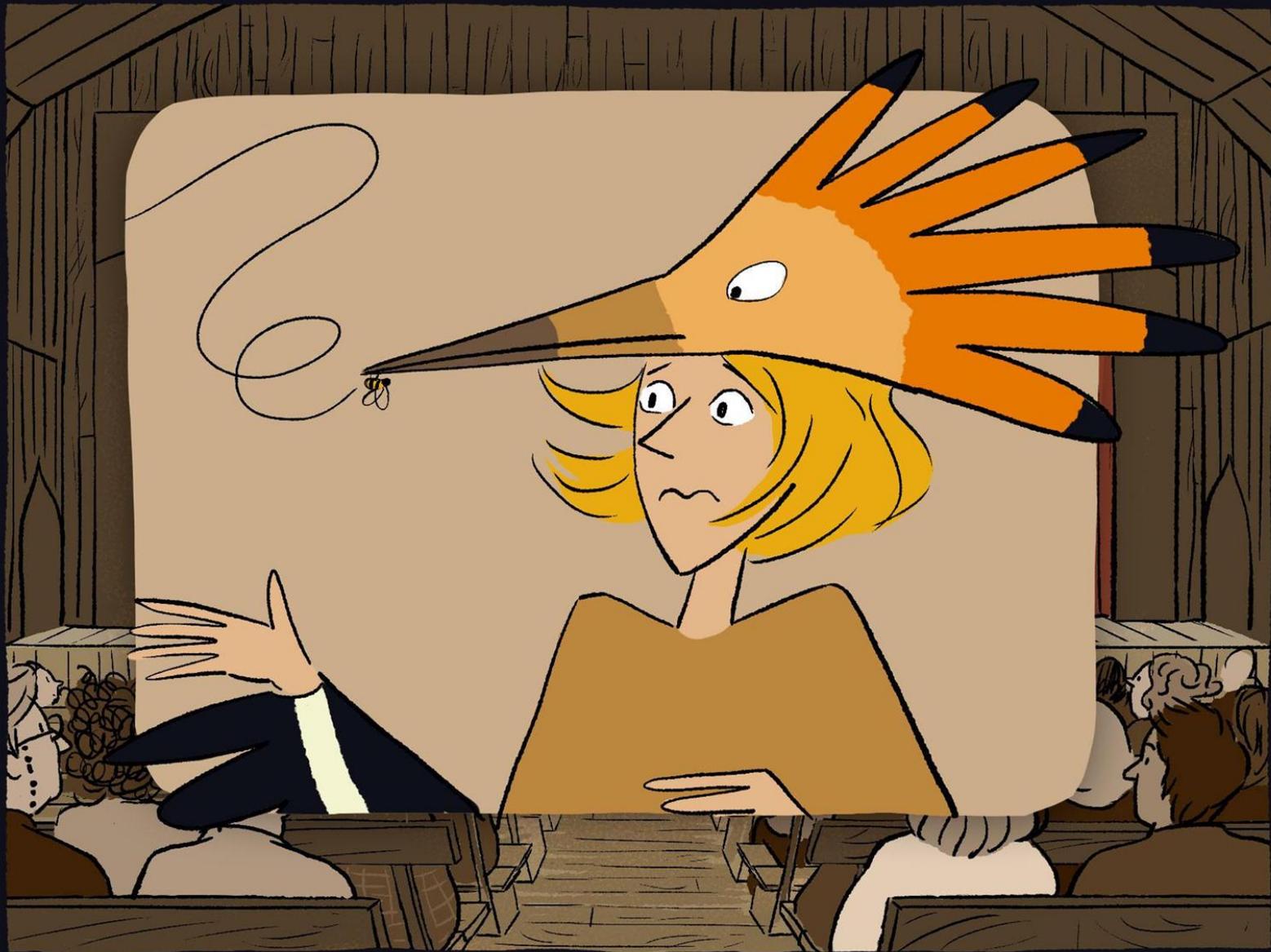
## CHAPTER 3





the b...

The bee?









HARK!



Ecoutez, humains à la  
vie obscure... Faibles  
créatures...



You despise the natural world yet  
dream of paradise on earth...



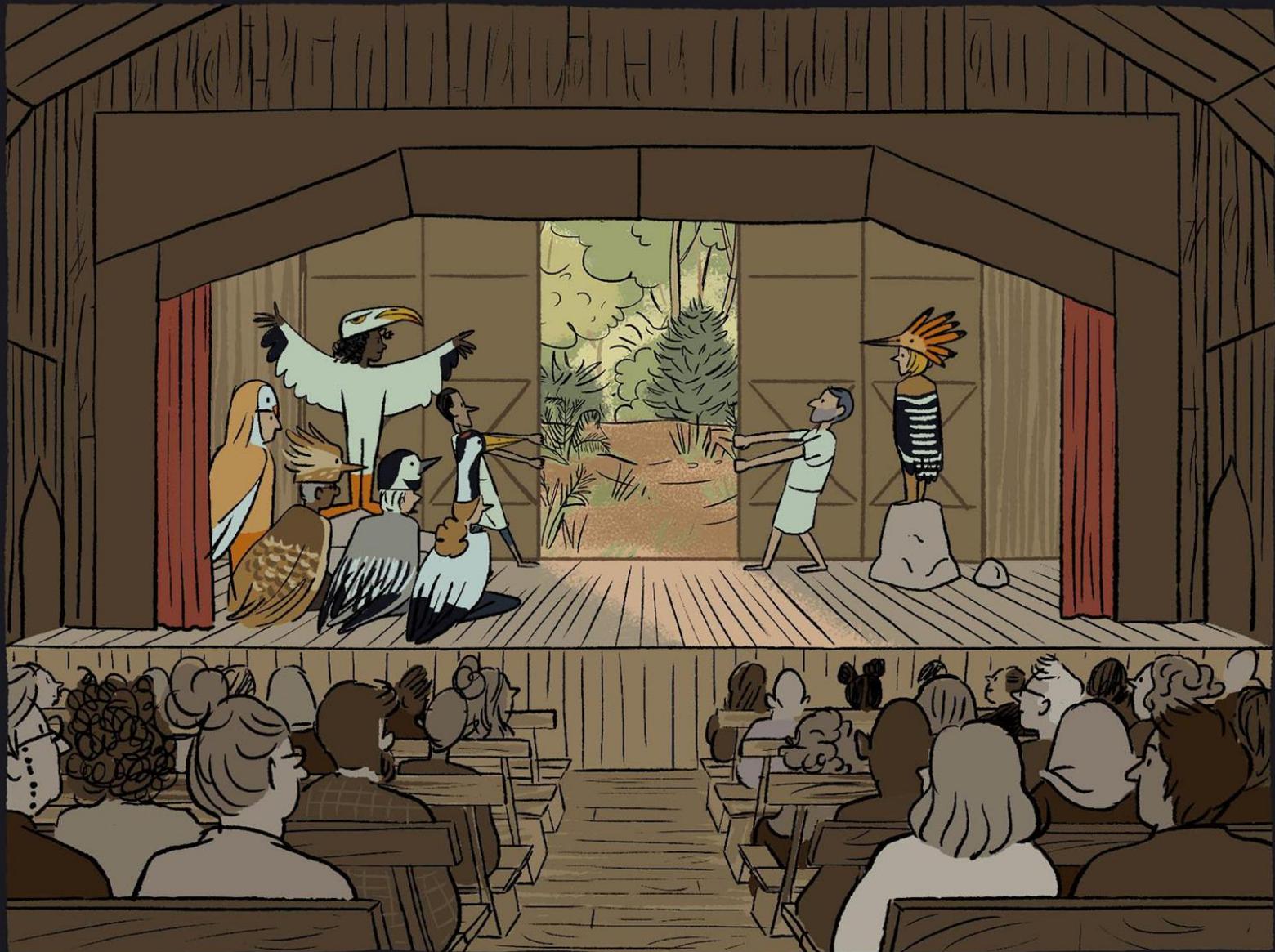
But we have better to offer  
than a utopia for the birds,  
what we offer is real world...



...biodiversity!











Lo the beech tree, the  
cedar tree, the ferns...



The bees, flies and hover flies, and  
indeed the wasps, perhaps.

Lo the beech tree, the  
cedar tree, the ferns...



They are the  
chorus of our  
ecosystem!



And this chorus has to sing  
in tune for a long time!

A hand-drawn illustration of a forest scene. In the foreground, two characters are shown from the chest up, looking towards the center. The character on the left has dark hair and is wearing a green leafy headpiece. The character on the right has a beard and is wearing a purple striped shirt. They are standing in a lush forest with various plants, including ferns and small flowers. A yellow butterfly is flying in the center of the path. The background is filled with trees and dense foliage. A white speech bubble is positioned at the top center of the image.

How might we protect them?



Bird of the forest!



Bird of the forest!

I shall flag wounded animals.



Bird of the garden!

I shall sow many different flowers!



Bird of the Great  
Plains!

I shall keep a census at  
migration stopovers!



Torotix !

Ask students what are their proposals

# The End

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Start this chapter