

# Seed Exploration

## Lesson Description


In this lesson, students learn how to recognize different types of seeds and discuss different uses for seeds. They do seed collecting and sorting in the garden. They discuss how seeds travel. An Elder guest instructor introduces local seeds and discusses traditional uses for seeds. The Elder guest instructor introduces the idea of seed saving.

- Time required: 60 minutes
- Location of lesson: Garden

## Learning Objectives



- Recognize different types of seeds.
- Identify at least 2 ways that seeds travel.
- Be introduced to local seeds and traditional uses for seeds.
- Describe the purpose of seed saving.

## Materials and Preparation


- 2 apples; quartered with seeds visible
- 2 tomatoes; quartered with seeds visible
- 2 peapods; seeds visible
- Paper lunch bags; 1 for every 3 students
- White paper; 1 piece for every 3 students
- Magnifying glasses; 1 for every 3 students
- Egg cartons (empty) or other sorting container; with 6 compartments for every 3 students
- Local seeds for students to take home (if possible)
- Small envelopes; 1 per student, to take seeds home
- Invite an Elder to join the class to discuss local seeds, traditional uses for seeds and the reasons for seed saving
- Make sure there are seeds available in the garden for students to find; leave some peas, corn, tomatoes and other plants out to go to seed until this lesson is taught
-  **Traveling Seeds**
- Prepared vegetable snack of the week – 1 for each student
- Water to drink during the Class Warm-up – water dispenser in the classroom and 1 cup or a water bottle for each student

## Class Warm-up: Champion Cheer and Veggie Taste Test (5-10 minutes)

- Give each student a cup of water or ensure that they have a filled water bottle in front of them.

- Give each student the prepared veggie snack of the day.
- Lead the students in enthusiastically reciting the  **Champion Cheer**.
- At the end of the cheer, drink water and eat the veggie snack together.
- Have students complete their  **Taste Test Observations** about the vegetable snack of the week.

### Review of Last Lesson (2-3 minutes)

- Review the evaluation questions from last week's lesson. Evaluation questions from all lessons are listed at the end of the workbook .

### Class Discussion: What is a Seed (5 minutes)

Show the students the apple pieces, tomato pieces and peapods. Point to the seeds. Ask students the following questions: *What are these?* (Answer: seeds) *Where do we find seeds?* (Answers: in the plants in our garden, on the ground, in our food, floating in water, sticking to people or animals, in animal droppings) *What does a seed do for a plant?* (Answer: makes a new plant) *What else do you know about seeds?*


Take the seeds out of the apple, tomato and peapods. Pass them around the room for the students to touch and look at. Ask students the following questions: *What does the seed look like?* *What does it feel like?* *What kinds of seeds do you think are in our garden?* *Where should we look to find them?*

### Activity (20 minutes)

- **“Seed Collecting” (20 minutes):** Students will collect and examine seeds.
  1. Divide the class into groups of 3 students each.
  2. Give each group a paper lunch bag.
  3. Show students where they might find seeds (e.g., inside old bean pods, corn cobs, at the base of flowers).
  4. Give each group 10 minutes to try and find their own seeds and warn them not to taste the seeds unless you say it is okay.
  5. Have students sit down in their groups, give each group a piece of white paper and tell them to spread the seeds out on the paper.
  6. Give each group magnifying glasses so they can examine their seeds.
  7. Ask students the following questions:
    - a. *How many different types of seeds do you have?*
    - b. *What do all of your seeds have in common?*
    - c. *Is there anything that is different?*
    - d. *How could you put these seeds into categories?* (Answers: by color, size, shape, rough, smooth, spiky, etc.)
  8. Give each group an egg carton and have students sort their group's seeds into different categories, using the egg carton sorting trays.

### **Class Discussion: Traveling Seeds (5 minutes)**

*What would happen to all of the seeds in your egg cartons if we did not collect them today? Would they stay where you found them, or would they move around? How do you think seeds move around? Why do seeds need to move around? Raise your hand if YOU have ever transported seeds. Have you ever come in from outside and had a bunch of sticky or prickly seeds on your shoe? You brought these seeds to a new place! Let's learn more about how seeds spread themselves around to create more plants.*

Refer students to the  **Traveling Seeds** workbook page and read through each of the different ways that seeds travel.

### **Class Discussion with an Elder Guest: Local Seeds (20 minutes)**

Introduce local seeds and discuss local uses for seeds. Introduce the idea of seed saving and discuss why seeds are saved each year. If possible, pass out seeds to the students that are special to the community. Pass out envelopes so that students can take the seeds home and show their family.

### **Evaluation Questions (5 minutes)**

1. *What does a seed do for a plant?* (Answer: makes a new plant)
2. *Why do seeds move around?* (Answer: to make new plants in new places)
3. *What are two ways that seeds move around?* (Answers: wind; water; animals or people transport them; animals eat them and then they are in their droppings; some plants explode and send seeds into the air; heavy seeds fall to the ground)
4. *What are some local seeds that are special to our community?*
5. *Why do we save seeds each year?* (Answer: to plant next season and to keep our local plants growing each year)
6. *How much water should you drink every day?* (Answer: at least 6 cups of water a day)
7. *How many fruits and vegetables should you eat every day?* (Answer: at least 5 fruits and vegetables a day)
8. *Does gardening connect you to your culture and help you learn new words in your language?* (Answer: yes)

### **Preparation for Future Lessons – Reminder for the Instructor**

- Review the materials and preparation needed for the next lesson.
- Remember that an Elder guest instructor is needed for these Fall lessons: Lesson 2 (What is a Plant?), Lesson 4 (Seed Exploration), Lesson 6 (Preserving the Harvest), and Lesson 10 (Companion Planting and Traditional Cooking).

**Notes**

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