



# Handmade Seed Bombs

## What you will need

Old newspapers, tissue paper and recycled paper (no shiny paper or cardboard).

Native seeds

Water

Bowl for mixing the seed bombs

Sieve

Muslin cloth



You can use lots of different types of native seeds in each seed bomb.





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## What to do

1. Rip the paper up into small pieces and put it in a bowl with cold water. Leave it overnight so it soaks up all the water and becomes gluggy and ready to be shaped into a ball.
2. Take your mush and mix it with a spoon or your hand until it's mixed really well.
3. Take some of the mashed paper and put it in a sieve lined with the muslin cloth.
4. Place your seeds on top of the mushy paper, and then knead the seeds into the much while squeezing the water out at the same time.
5. You want your seedball mix to be like playdough, damp rather than soggy.
6. Take a small amount of the seed bomb mix and roll in into a golf ball sized seed bomb.
7. Put the seedballs in trays on a warm windowsill or in a cupboard for 2 – 3 days to dry. You can leave them on a tray or pop them in an egg carton if you like.
8. Your seedballs are ready when they are no longer cool and damp to the touch. Now for the fun part - throw them gently into your planting (bomb) site!

**P.S. Don't eat your seed bombs, even if they do look tasty. Some native seeds are poisonous!**



## **Handmade Seed Bombs – Teacher Resource**

Suggested Lesson time –approximately 30 minutes.

This lesson will teach students how to make handmade seed bombs using native plant seeds, and introduce students to the importance of native plants in their local environment.

At the end of this lesson students will be able to:

- Create seed bombs using native seeds and recycled materials
- Understand the purpose of seed bombs are and how they contribute to habitat restoration.
- Understand the importance of revegetation using native plants and how students themselves can contribute to environmental conservation.

This lesson can be made suitable for all primary levels – suggestions on how you could ‘level up’ the lesson are also given, while links to the Victorian Curriculum can provide additional ideas.

### **Basic Lesson Outline**

Briefly discuss the importance of native plants and their role in supporting local wildlife, and how the seed bombs will help revegetate their planting site and promote biodiversity. Explain the importance of planting native plants in our local environment rather than introduced plant species. Discuss the potential impact of their seed bombs on local wildlife and plant diversity.

Provide students with the ‘Handmade Seed Bombs’ instruction sheet.

### Class discussion

- What did you enjoy most about making the handmade seed bombs?
- Why do you think native plants are important for our local ecosystem?
- What are some benefits we get from having a diverse range of native plants in our local environment?
- Why do you think it's important to help with revegetation projects like this one?
- What are some other ways that you can help support your local environment?

### Lesson Level Up

There are multiple ways to extend and expand this lesson to make it more comprehensive and/or introduce more complex topics for older children/year levels. For example:

Expand the Science component:

- Students can create seed bombs with different types of native seeds and monitor which seeds germinate most successfully. They can record their observations and seedling growth rates. They can present their findings to the class.
- Students can research natural seed dispersal methods (e.g. wind, water, animals) and compare these with the effectiveness of seed bombs. (e.g. pros and cons).

Expand the English component:

- Students can research a specific native plant species whose seed they included in their seed bombs, or a native plant species which grows locally. They can write a report on the plant's characteristics, habitat, and ecological significance.
- Students can write an essay reflecting on their experiences with making seed bombs, how their seed bombs might help the environment, what they learned about conservation and how they feel they contributed to the preservation of their local environment through their own actions.

The complexity of this section could be adjusted depending on year level.

## Detailed Curriculum Links

Science			
	Foundation – Level 2	Level 3 – Level 4	Level 5 – Level 6
<b>Science Understanding</b>			
<b>Science as a human endeavour</b>	People use science in their daily lives.	Science knowledge helps people to understand the effects of their actions.	Scientific understandings, discoveries and inventions are used to inform personal and community decisions and to solve problems that directly affect people’s lives.
<b>Science Inquiry Skills</b>			
<b>Questioning and Predicting</b>	Respond to and pose questions, and make predictions about familiar objects and events.	With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge.	With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be based on previous experiences or general rules.

Science			
	Foundation – Level 2	Level 3 – Level 4	Level 5 – Level 6
<b>Analysing and evaluating</b>	Compare observations and predictions with those of others.	Compare results with predictions, suggesting possible reasons for findings.	<p>Compare data with predictions and use as evidence in developing explanations</p> <p>Suggest improvements to the methods used to investigate a question or solve a problem.</p>
<b>Communicating</b>	Represent and communicate observations and ideas about changes in objects and events in a variety of ways.	Represent and communicate observations, ideas and findings to show patterns and relationships using formal and informal scientific language.	Communicate ideas and processes using evidence to develop explanations of events and phenomena and to identify simple cause-and-effect relationships.
English			
Language			
Phonics and Word Knowledge			
Literacy			
Interpreting, analysing, evaluating			
Texts in context			

Creating Designed Solutions			
<b>Investigating</b>	Explore needs or opportunities for designing, and the technologies needed to realise designed solutions	Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to create designed solutions	Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions
<b>Generating</b>	Visualise, generate, and communicate design ideas through describing, drawing and modelling	Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques	Generate, develop, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques