Seed Scouts

What you will need

Paper bags or envelopes to store seeds

Scissors or secateurs for cutting seed pods

Gardening gloves

Marker pen

What to do

1. Gently shake or tap seed heads over a paper bag or envelope to collect loose seeds.

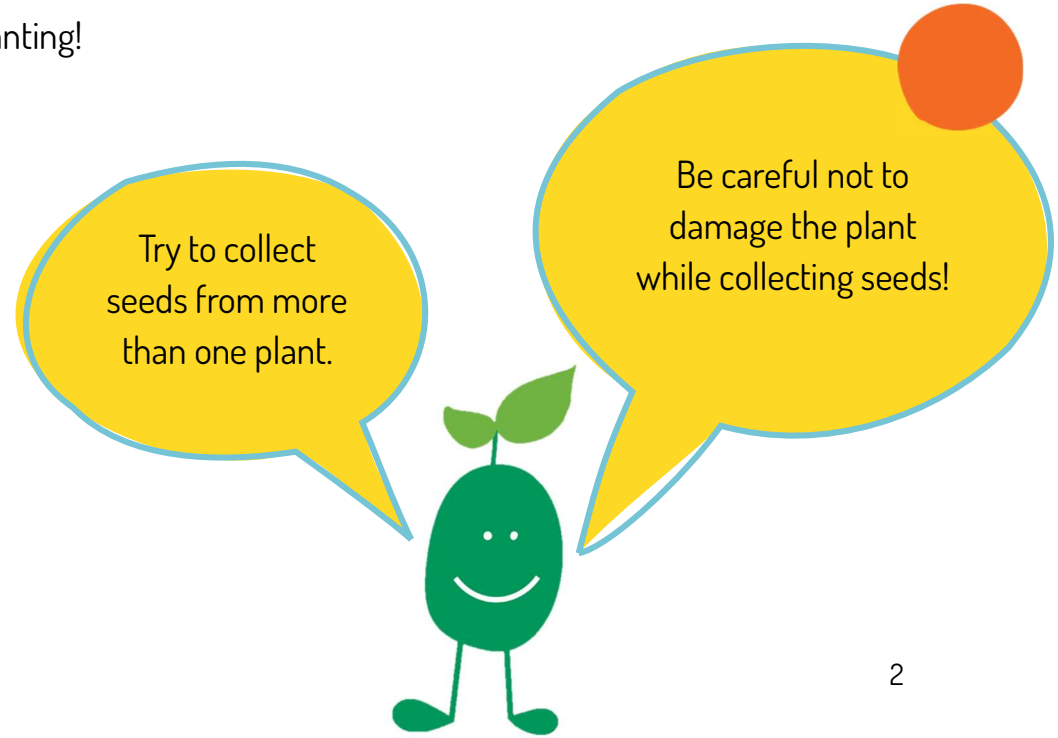
2. For seeds in pods or capsules, use scissors or secateurs to cut them off the plant.

3. Immediately label each bag or envelope with the plant name and date.

4. Use your notebook to record additional details about the plant and environment, such as soil type, sunlight, and moisture levels.

5. Spread collected seeds on a paper towel or tray in a warm, dry place to ensure they are completely dry before planting. This can take a couple of weeks or more.

6. Once dry, store seeds in a cool, dark place until you are ready to get planting!



Seed Scouts – Teacher Resource

Suggested Lesson time – 1 lesson, approximately 50 minutes.

This lesson will teach students about how to collect seeds from native plants and understand the importance of seed collection for habitat restoration and biodiversity. It can be combined with the 'Seed Scouts' worksheet, as well as any other worksheets and lessons in the Habitat Warriors program (for example, 'Handmade Seed Pots').

At the end of this lesson students will:

- Understand the importance of native plants and their role in the natural environment.
- Gain practical skills in seed collection from native plant species.
- Understand the role of seed collection in habitat restoration and biodiversity.

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

Discuss with students the importance of native plants in local ecosystems and their role in supporting biodiversity. Explain the process of seed collection and how it helps in habitat restoration and preserving plant diversity

Provide students with the 'Seed Scouts' worksheet.

Divide students into small groups and provide each group with a paper bags or envelope. Show students examples of native plants with mature seeds and explain how to identify mature seeds. Demonstrate how to gently collect seeds from a plant without damaging it.

Class discussion

- How are plant seeds dispersed in the wild?
- Why is it important to collect seeds from native plants?
- Can you describe the seeds that you collected - size, shape, colour? Explain how they differ between plant species.
- Why do you think it's important to label the seeds that we collected with the plant species and collection date?
- How can collecting and planting native seeds help our local environment and wildlife?

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:

- Create a seed bank where students can store and catalogue the seeds that they have collected. Write a report on the importance of seed banks in preserving plant diversity, both locally and globally.
- Research different types of native plants and classify them based on seed characteristics (shape, colour, size etc) and their dispersal method. Create a display or presentation of the findings.
- Many native plant seeds require pre-treatment for successful germination. This can include fire/smoke. Ask students to explore the relationship between seed germination and fire within the Australian landscape, including the Indigenous use of fire to manage natural landscape (e.g. cultural burns).

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**
Science Understanding			
Science as a human endeavour	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.
Biological sciences	Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met.	Living things can be grouped on the basis of observable features and can be distinguished from non-living things.	Living things have structural features and adaptations that help them to survive in their environment
Science Inquiry Skills			
Questioning and Predicting	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**
Planning and conducting	Participate in guided investigations, including making observations using the senses, to explore and answer questions.	Suggest ways to plan and conduct investigations to find answers to questions including consideration of the elements of fair tests.	With guidance, plan appropriate investigation types to answer questions or solve problems and use equipment, technologies and materials safely, identifying potential risks.
		Safely use appropriate materials, tools, equipment and technologies.	
Recording and processing	Use informal measurements in the collection and recording of observations.	Use formal measurements in the collection and recording of observations.	Construct and use a range of representations, including tables and graphs, to record, represent and describe observations, patterns or relationships in data.
	Use a range of methods, including drawings and provided tables, to sort information.	Use a range of methods including tables and column graphs to represent data and to identify patterns and trends.	
Analysing and evaluating	Compare observations and predictions with those of others.	Compare results with predictions, suggesting possible reasons for findings.	Compare data with predictions and use as evidence in developing explanations
			Suggest improvements to the methods used to investigate a question or solve a problem.
Communicating	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.