



# 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.





## 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 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: Levels F-2

### Content descriptors: (Science)

- Scientific knowledge is based on observations of the natural world using the senses, and scientific tools and instruments [VC2S2H01](#)
- Science is used by people in their daily lives, including asking questions and using patterns from observations of the world around them to make scientific predictions [VC2S2H02](#)
- Plants and animals have external features that perform different functions to enable their survival; in plants these features include roots, stems, leaves, flowers, fruit, bulbs, trunks and branches while different features in animals enable them to move, breathe, eat and respond to their environment [VC2S2U03](#)

### Cross Curricular: (Integrated with Humanities)

- The interconnections between Aboriginal and Torres Strait Islander Peoples and Country and Place, and the importance of Country and Place [VC2HG2K03](#)
- The natural and constructed features of places, how they change and how they can be cared for [VC2HG2K05](#)

## Detailed Curriculum Links: Levels 3/4

### Content descriptors: (Science)

- Scientific knowledge, skills and data can be used by people to explain how they will meet a need or solve a problem [VC2S4H02](#)
- Data from observations obtained through scientific inquiry can be used to develop explanations of natural phenomena [VC2S4H01](#)
- Observations can be used as a basis for posing questions to identify patterns and relationships, and to predict the outcomes of investigations [VC2S4I01](#)
- Consumers, producers and decomposers have different roles and interactions within a habitat; food chains can be used to represent feeding relationships [VC2S4U03](#)

### Cross Curricular: (Integrated with Humanities)

- The importance of environments, including natural vegetation and water sources, to people and animals in Australia [VC2HG4K03](#)
- The functions of vegetation in the environment and the characteristics, spatial distribution and location of the main types of vegetation in Australia and the world, such as forest, woodland, savannah, grassland and desert, including the uses of vegetation by Aboriginal and Torres Strait Islander Peoples [VC2HG4K04](#)

## Detailed Curriculum Links: Levels 5/6

### Content descriptors: (Science)

- Habitats can be described by their physical conditions; changing the physical conditions of a habitat, including by human activity, may affect the growth and survival of organisms [VC2S6U01](#)
- Methods and findings can be compared with those of others to identify sources of error, to select evidence in support of reasoned explanations and conclusions, and to develop further questions for investigation [VC2S6I05](#)
- Scientific knowledge, skills and data can be used by individuals and communities to identify problems, consider responses and make decisions [VC2S6H02](#)

### Cross Curricular: (Integrated with Humanities)

- The importance of sustainability to places and environments, including the custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country and Place and how it influences their sustainability practices [VC2HG6K04](#)
- How places and environments are changed and managed by people [VC2HG6K0](#)

## Detailed Curriculum Links: Levels 7-8

### Content descriptors: (Science)

- Scientific knowledge, including models and theories, can change because of new evidence [VC2S8H01](#)
- Proposed scientific responses to socio-scientific issues impact on society and may involve ethical, environmental, social and economic considerations [VC2S8H03](#)
- Investigable questions, reasoned predictions and hypotheses can be developed in guiding investigations to identify patterns, test relationships and analyse and evaluate scientific models [VC2S8I01](#)
- Reproducible investigations to answer questions and test hypotheses can be planned and conducted, including identifying independent, dependent and controlled variables where applicable, stating assumptions, recognising and managing risks, considering ethical issues and following protocols when accessing cultural sites and artefacts on Country and Place [VC2S8I02](#)
- Information and processed data can be analysed to show patterns, trends and relationships, and to identify anomalies [VC2S8I05](#)
- Communicating ideas, findings and arguments for specific purposes and audiences involves the selection and use of appropriate presentation formats, scientific vocabulary, models and other representations, and may include the use of digital tools [VC2S8I08](#)

## Detailed Curriculum Links: Levels 9-10

### Content descriptors: (Science)

- Scientific knowledge is contestable and is validated and refined over time through expanding scientific methods, replication, publication, peer review and consensus [VC2S10H01](#)
- Investigable questions, reasoned predictions and hypotheses can be used in guiding investigations to test and develop explanatory models and relationships [VC2S10I01](#)
- Communicating and justifying scientific ideas, findings and arguments for diverse audiences involves the selection of appropriate presentation formats, content, scientific vocabulary, conventions, models and other representations, and may include the use of digital tools [VC2S10I08](#)
- Data and information can be organised, processed and summarised by selecting and constructing representations including tables, graphs, descriptive statistics, models, symbols, formulas and mathematical relationships [VC2S10I04](#)

### Cross Curricular: (Integrated with Humanities)

- Human-induced environmental changes and their impacts on the sustainability of places and environmental functions [VC2HG10K10](#)
- Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management [VC2HG10K12](#)

## Detailed Curriculum Links: Integrated across all levels

### Aboriginal and Torres Strait Islander Histories and Cultures (Cross curriculum priorities)

- Aboriginal and Torres Strait Islander communities of Australia maintain a deep connection to, and responsibility for, Country and Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways [VC2CCPAC1](#)
- Aboriginal and Torres Strait Islander Peoples' ways of life reflect unique ways of being, knowing, thinking and doing. [VC2CCPAC2](#)