



**CENTER FOR
INVASIVE PLANT
MANAGEMENT**

Lesson:

Seeds on the Move

Ages:

3rd-5th grade

Time:

1-1.5 hours

Overview:

Students use a variety of materials to design their own seeds.

Goals:

Students will understand how seeds move and the difficulty in eradicating noxious weeds.

Objectives:

1. Students will be able to discern between different seed types: hitchhikers, flyers, helicopters, fluffs, floaters, fruits etc.
2. Students will be able to describe the benefits of each seed type to the plant.
3. Students will understand at least two methods of noxious weed travel and establishment.

Materials:

Per Group:

Seeds of various types

Velcro

Tissue paper

Film canisters

Pipe cleaners

Per Student:

Several small beans

Outline:

1. Discuss with the students how seeds move and the importance of seed distribution.

2. Students create their own "seeds" with the materials provided.
3. Students test their "seeds".

Details:

Young plants benefit from growing away from their parent plant, where resources such as water, sunlight and nutrients are not already being used. Show the students several seeds and demonstrate how the seeds move. Let the students play with the seeds and discuss how different ways of moving might be beneficial in different environments. For example, spotted knapweed creates many, lightweight seeds that are carried by the wind and do well in places like Montana where there is a lot of wind and open spaces.

Have the students try to create the best seed packaging out of the materials provided. Their seed packaging should both protect the seed and enable it to move some distance.

Wrap-up/Evaluation:

Students should demonstrate how their "seeds" work to the rest of the class. Compare the class' seeds to actual seeds from local weeds. Discuss how the weeds' seeds helped them get to the area and become established.

Modifications:

Students can host a contest in which students compete in different categories to see whose seed can go the farthest while still protecting the potential life within. For example students who created floaters could race down a creek or the fluffs could be let loose outside to see which travels the greatest distance.