

# SAVING BEAN SEEDS

## GUARDANDO SEMILLAS

Garden

Grade 5 • 30 mins • Fall/Winter • Outdoors or Indoors 

ADAPTED

GRADE 5

SCHOOL PARTNER  
LESSON PLAN

### ESSENTIAL QUESTIONS

Why do we save seeds?

### MATERIALS

- Drying plants with seeds i.e. beans, marigolds, sunflowers
- Paper
- Seed envelopes
- Pencils
- Colored pencils

### VOCABULARY

- Seed sovereignty—the farmer’s rights to save, breed and exchange seeds, to have access to diverse open source seeds which can be saved

### ASSESSMENT

Student journals

### TEACHER BACKGROUND

Familiarize oneself with the plants that are ready to harvest seeds from for the following year. Also learn about different reasons that people have saved seeds—for food (spreading energy), for genetics, and as an act of resistance and survival (i.e. enslaved peoples braiding seeds into hair; Indigenous people protesting for seed sovereignty)

### LESSON DESCRIPTION

Students will learn about the seeds we can harvest at the end of the growing season, and why we choose to save seeds.

### LEARNING OBJECTIVES

#### Content Learning Objectives

##### *Plants*

**P.5.1** Understand how to identify and cultivate genetic traits in plants.

#### NOTE:

- Adapted from **Grade 5 Garden Lesson #3: Saving Bean Seeds**, pg 455.
- This lesson was designed to go along with DC Bilingual’s Science Scope and Sequence. Science is taught in Spanish at DC Bilingual. The school views these lessons as a way to reinforce science standards in the garden.



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**Life Skills Learning Objectives***Community Life Skills*

**CLS.3** Students understand and apply principles of fairness, equity, and democracy in the garden and kitchen environments.

## ACADEMIC STANDARD CONNECTIONS

**CCSS.ELA-LITERACY.W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Social Studies:** Citizenship, Cultural Traditions.

*Lesson Sequence**Engage***Cultivate Curiosity (5 mins):**

Where do we get seeds from each year to grow food? How do we get them?

*Explore***Root Around (5–10 mins):**

Either have students collect seeds from a variety of plants in the garden OR present students with a variety of cut plants and instruct them to find and collect the seeds. Are all seeds the same? How do we know which seeds are “good”?

*Explain***Grow Understanding (5 mins):**

In groups, list the reasons why people would want to save seeds each year. Share out to whole group.

*Elaborate***Observe the Fruits (10 mins):**

Students will collect some of the seeds to design their own seed packs for the following season. Students will write the story of the seeds and why we are saving them on the backs of the seed packets. Are they good quality or not? What will people harvest? Why is it worth it?

*Evaluate***Reflect:**

Students volunteer to share the stories they have written on their seed packets.



## ADAPTATIONS

Plants can be brought indoors.

## CONNECTIONS TO KITCHEN LESSONS

Bean seeds can be saved and cooked.

## POSSIBLE EXTENSIONS

How does seed saving connect to food access and food justice?

## ADDITIONAL RESOURCES

[Six Simple Reasons To Introduce Kids to Seed Saving](#)



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