



LiveWell Kids
Garden and Nutrition Program

Lesson 4 Plants From Flowers to Food

TK

OBJECTIVES

By the end of this lesson, students will:

- Observe that plants grow from seeds and change over time.
- Recognize flowers as an important part of how plants make food.
- Notice that insects visit flowers.
- Identify that many foods come from plants.
- Practice mindful observation in the garden.

SUPPLIES

- Laminates:
 - *The Life Cycle of a Plant*
 - *Parts of a Plant*
 - *Flower to Fruit Process*
- Supplies to bring from home – PROVIDED BY VOLUNTEER:
 - One or more flowers with clearly visible reproductive parts.
 - Examples: lily, tulip
 - One or more fruits or seed pods with visible seeds.
 - Examples: tomato, milkweed pod

Store flowers in water or refrigerate prior to lesson to prevent wilting.
- Supplies to bring from shed:
 - 2 cafeteria trays
- Supplies to bring from the classroom (arrange ahead):
 - Paper – one piece per student
 - Writing tools (crayons, markers, or colored pencils)

PREPARATION

- Refer to the [LiveWell Kids Volunteer Manual](#) on the [LiveWell Kids webpage](#) for details. Allow 30 minutes to set-up and prep.

SET-UP INSTRUCTIONS

- SET UP THE INTRODUCTION AREA - Set out the laminate *The Life Cycle of a Plant*.
- SET UP THE GARDEN ACTIVITY AREA
 - Place flower on one tray.
 - Place fruit on second tray.
 - Set out *Flower to Fruit Process* laminate.
- SET UP THE NUTRITION ACTIVITY AREA - Place *Parts of a Plant* laminate where students can see it clearly.

**INTRODUCTION & MINDFUL BREATHING** (3 MINUTES)

Introduce yourself and other volunteers.

Guide students through 3 slow breaths.

Explain: “Today we’re going to explore how plants grow, how flowers help plants, and how plants become food we eat.”

Intro: Life Cycle of a Plant (5 MINUTES)

Supplies: Laminate – *The Life Cycle of a Plant*

- Show laminate:
 - All plants start as seeds.
 - Seeds grow into plants.
 - Plants grow flowers.
 - Flowers help plants make food.
 - Inside some foods are seeds that grow new plants.
- Prompt: “Let’s trace the plant’s story together using our fingers.”
 Demonstrate by tracing your finger around the cycle on the laminate. Have them say the stages as they trace in the air.

****Divide Class into Two Groups****

Split the students into two groups. Send one group with an adult volunteer to the nutrition activity. Take the other group to the garden activity. Both activities will run simultaneously, for a total of 14 minutes. Switch groups after 7 minutes.

FLOWER DISCUSSION & ACTIVITY (7 MINUTES)**Discussion: Flowers Help Plants Make Food**

Laminate: *Flower to Fruit Process*

Show the flower.

- Ask:
 - “What colors do you see?”
 - “Where do you think bugs might land? Why?”

Have students raise hands for answers. Allow one answer per question

- Explain:
 - “Flowers help plants make food.”

Insects Visit Flowers

- Say:
 - “Insects visit flowers to drink nectar. When they visit, they help the plant.”
(No anatomy terms.)

From Flower to Food

- Show the fruit.
- Point out seeds.
- Ask:
 - “What do you see inside?”
- Explain:
 - “This food grew where a flower used to be. Inside are seeds that will be the next plants.”

NUTRITION DISCUSSION & ACTIVITY (7 MINUTES)

Happening at the same time as the Flower Dissection activity.

Discussion: I Can Eat a Plant!

Supplies: Laminate - *Parts of a Plant, Plant Parts We Eat*

Plants Give Us Food

- Many foods come from plants.
- We eat different parts of plants.
- Show and name:
 - Roots
 - Leaves
 - Fruits
 - Seeds

Activity: Movement Game: Eat the Plant!

- Call out a food and have students show the plant part:
 - Roots → point down
 - Leaves → arms wide
 - Fruits → hands in front
 - Seeds → curl into a tiny ball

Keep it fast and playful.

****Gather Class Together******MINDFUL WALK THROUGH THE GARDEN** (5 MINUTES)

- Explain safety rules:
 - Look with eyes only.
 - Move slowly.
 - Quiet voices.
- Prompt students to notice:
 - Flowers
 - Bugs
 - Colors
 - Smells

CLOSING (3 MINUTES)

Bring students together to close the lesson and thank the students, teacher, and other volunteers.

- Review Questions:
 - Where do plants start?
 - What helps plants make food?
 - What plant food do you like to eat?
- Key Takeaway (repeat together):
“Plants grow food, and flowers help plants.”
- If you have time, have students draw a “Reflection Page” after the lesson, either in the garden or with the teacher when they return to class. If you see any that you’d like to share with BCHD, take photos of their work and email them to mishell.balzer@bchd.org.
- Thank the students for joining you today and dismiss them.

***Remember to report your lesson as delivered with either the online form or this QR code.**

From your phone, scan this QR code below to report lessons as delivered. Once the page opens, select the ‘grid view’. From the computer, click the link [LiveWell Kids Tracking Links 2025-26](#)



