



**LiveWell Kids**  
**Garden and Nutrition Program**

***Lesson 4: Plants From Pollination to Food***

**2<sup>nd</sup> GRADE**

**OBJECTIVES**

By the end of this lesson, students will:

- Observe the anatomy of a flower and understand that each part has an important job.
- Identify the main parts of a plant.
- Recognize that people eat a variety of foods that are parts of plants.
- Learn about a plant's life cycle, including the role of seeds.
- Understand the role of pollinators and observe pollination in the school garden.

**SUPPLIES**

**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 from the shed:
  - Laminates
    - *The Life Cycle of a Plant*
    - *Anatomy of a Flower*
    - *Flower to Fruit Process*
    - *Parts of a Plant*
    - *Plants We Eat Reference List*
    - *Plant Parts We Eat*
    - *Plant Parts Title Cards*
  - Book:
    - *The Vegetables We Eat*
    - 2 Cafeteria trays
    - Knife
    - Cutting Board
    - Magnifying lenses
    - Tweezers

Optional: Whiteboard and dry-erase marker

- Supplies to bring from classroom to garden - *arrange with the teacher ahead of time:*
  - Paper - one piece per student
  - Writing tools such as crayons, colored pencils, markers

## **PREPARATION**

- Refer to the [LiveWell Kids Volunteer Manual](#) on the [LiveWell Kids webpage](#) for details about preparing for the lesson one week prior and the day of.
- Because this lesson includes observing pollinators, confirm with the teacher whether any students have insect allergies.

## **SET-UP INSTRUCTIONS**

1. **SET UP THE INTRODUCTION AREA:**
  - Set out the laminate: *The Life Cycle of a Plant*.
2. **SET UP THE GARDEN ACTIVITY:**
  - Use the knife and cutting board to cut a flower exactly in half and set it on one of the trays.
  - Place any additional whole flowers around the cut flower.
  - Cut the fruit or pod in half and set on the other tray.
  - Place the box of magnifying lenses, the tweezers, and the laminates: *Flower to Fruit Process* and *Anatomy of a Flower*, next to the trays.
3. **SET UP THE NUTRITION ACTIVITY:**
  - Place the following laminates out:
    - *Parts of a Plant, Parts We Eat, Plant Parts Title Cards, Plants We Eat Reference List*
  - Place the following book out:
    - *The Vegetables We Eat*
4. **SET UP THE POLLINATION ACTIVITY:**
  - Set out the laminate: *Anatomy of a Flower*, and the book: *What is Pollination?*

Optional: Use the whiteboard and dry-erase markers to aid you in teaching the topic in any of the activities.



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

- Introduce yourself and any other volunteers.
- Guide students through a brief mindful breathing exercise.
- Explain: “Today we are going to review how plants grow and learn more about how flowers turn into food that we eat.”

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

- Show the laminate.
- Review the life cycle:
  - Plants start as seeds.
  - Seeds grow into plants when they get soil, water, sunlight, and nutrients.
  - Plants grow flowers.
  - Flowers can become fruit or seed pods with seeds inside.

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

- Split the students into two groups.
- One group goes to the *Nutrition* activity with the other volunteer.
- The other group goes to the *Garden* activity with you.
- Both activities will run simultaneously. Switch groups after 9 minutes.

**GARDEN DISCUSSION & ACTIVITY (9 MINUTES)****Discussion: Anatomy of a Flower**Supplies – Laminate - *Anatomy of a Flower***REVIEW CONTENT**

- Ask students to recall the stigma and pistil from last year.
- Remind them that the stigma is where pollen needs to land.
- Remind them that pollen travels down inside the pistil to help make fruit.

**NEW CONTENT**

- Point out the **style** and **ovary** on the laminate.
- Explain that pollen travels down the style until it reaches the ovary.
- Explain that once pollen reaches the ovary, it can grow into fruit or a pod with seeds inside.

**Activity: Looking Inside a Fresh Cut Flower**Supplies – Fresh flower, tweezers, laminate: *Anatomy of a Flower*

- Refer to the cut flower on the tray.
- Use tweezers to gently expose the flower parts.
- Point out the stigma, style, and ovary on the real flower.
- Pass the tray so students can look closely.
- **Important:**

Students should look only. The flower is fragile.

**Activity: Flower to Fruit**

Supplies – Use above supplies plus: cut half of fruit/pod, laminate: *Flower to Fruit*

- Show the fruit or pod and the laminate.
- Identify the ovary in the fruit or pod.
- Explain that the ovary grows into the fruit and protects the seeds inside.

**NUTRITION DISCUSSION & ACTIVITY (9 MINUTES)**

*Happening at the same time as the Garden discussion & activity.*

**IMPORTANT:**

*Not all plant parts are safe to eat. Students should only eat plants given to them by a trusted adult.*

**Discussion: Plant Parts We Eat**

Supplies – Laminates: *Parts of a Plant*, *Plant Parts We Eat*, *Plant Parts Title Cards*, *Plants We Eat Reference List*, Book: *The Vegetables We Eat*

Use the book, *The Vegetables We Eat* (pages 3 - 19), to help illustrate the discussion before doing the activity.

- Explain that every day we eat foods that come from plants.
- Ask students to name the main parts of a plant.  
*Allow a few responses before showing the *Parts of a Plant* laminate.*
- Briefly review the plant parts together:
  - Roots
  - Stems
  - Leaves
  - Flowers
  - Fruits
  - Seeds
- Explain that different plant parts help our bodies in different ways.
- Ask students to name a plant food they eat and say which part of the plant it comes from.  
*Allow two or three quick examples.*
- Show the *Plant Parts We Eat* laminate and point out a few foods under each category.
- Pause on one surprising example, such as tomatoes or cucumbers. Explain that in the grocery store these are called vegetables, but botanically they are fruits because they grow from flowers and have seeds inside.
- Explain that eating many different plant parts helps our bodies grow strong and have energy.

**Activity: Plant Part Pairing****ACTIVITY INSTRUCTIONS:**

- Place the Plant Parts Title Cards on the ground with space between each one.
- Explain that each card represents a different plant part.
- Organize students into small groups of two to four.
- Have one group play at a time while others wait to the side.

**GAME PLAY:**

- Call out a food item from the Plants We Eat Reference List.
- Instruct students run, hop or jump (or other movement) to the plant part card that matches the food.
- Once they touch the correct card, they return to the starting area.
- Continue with new foods as time allows.

**\*\*Gather Class Together\*\*****POLLINATION DISCUSSION & ACTIVITY (5 MINUTES)****Discussion: Pollination*****Supplies: Anatomy of a Flower***

- Ask students what pollination means.
- Explain that pollination is how plants make seeds.
- Explain that pollinators move pollen from the anther to the stigma.
- Review examples of pollinators, such as bees, butterflies, bats, hummingbirds, moths, and flies.
- Explain that pollinators help many plants make food.

**Activity: Observing Pollination****SAFETY INSTRUCTIONS:**

- Observe with eyes only.
- Move slowly and calmly.
- Do not touch insects.

**OBSERVATION:**

- Walk quietly through the garden.
- Have students watch for insects visiting flowers.
- Ask them to notice where insects land on the flowers.

If no pollinators are present, discuss pollinators students might see in other outdoor spaces.

**CLOSING (1 MINUTE)**

- Bring students together to close the lesson and thank the students, teacher, and other volunteers.
- Review Question: “What part of the flower grows into fruit?”
- Name one plant part that you eat.
- *Key Takeaway (repeat together): “Seeds grow inside fruits that come from flowers.”*
- If you have time, have students draw/write 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](mailto:mishell.balzer@bchd.org).
- Thank the volunteers and dismiss the students.

**\*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](#)*

