

Muinín Catalyst STEAM Education for Sustainable Development and Futures Literacy

SDG15 Seeding Sustainability



Programme Phase 1: Research and Development

Micro-Module 3: Examining Edible / Medicinal Plants

SUBJECT AREAS: English, Geography, Home Economics, Irish, Science, SHPE



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Micro-Module 3: Examining Edible / Medicinal Plants



Micro-Module (MM) 3: Examining Edible / Medicinal Plants

Research and Development

Subjects: English, Geography,
Home Economics, Irish,
Science, SHPE

Micro-module Summary: Examining Edible/ Medicinal Plants

This micro-module contains eight lessons that introduce learners to the various habitats and in Ireland and the flora they support. Learners build on this knowledge to identify edible/medicinal plants that are widely available in the wild yet often overlooked and develop simple and safe applications.

Vocabulary: Application, Balm, Collection, Directory, Edible, Flora, Habitat, Harvest, Medicinal, Salve, Tea, Tincture, Tisane

In this lesson, the learner will:

- understand the connection between habitat and plant growth
- become aware of the wide ranging edible/medicinal Irish wild plants
- begin to develop the skills to safely identify and collect wild herbs / plants
- identify the mechanisms and policies of food production and distribution
- develop simple and safe application skills using wild plants

Materials

- Eight lesson plans
- Learners Activity and worksheets
- Internet Access required

2 ZERO HUNGER



3 GOOD HEALTH AND WELL-BEING



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



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Micro-Module 3: Examining Edible / Medicinal Plants



Seeding Sustainability: Examining Edible/ Medicinal Plants

Lesson 1: Biota, Flora and Fauna

Flora and Fauna also contribute significantly to the ecosystem of the Earth. This lesson will build and consolidate key vocabulary that learners will use throughout the micro-module. It encourages the development of research skills to develop an awareness of the different types of edible plants that can be found growing in Ireland.

Resources: Worksheet: Wild Irish Edibles, Flipped Classroom Task: Biota, Flora and Fauna

Lesson 2: Habitats

Over 100 habitat types have been classified in Ireland, boasting a rich array of flora and fauna. This lesson asks learners to use independent and collaborative research skills to discover information about habitats in Ireland and the different types of flora and fauna that can be found in each.

Resources: Worksheet: Habitats, Flora and Species Webquest, Support: C.R.A.A.P Test

Lesson 3: Local Flora/ Fauna Scavenger Hunt

Flora and fauna is linked with the air we breathe and the food we eat and are interdependent. This lesson connects learners with their local, natural place as they are tasked with identification, information-gathering and evaluation of local flora and fauna.

Resources: Worksheet: Local Flora/ Fauna Scavenger Hunt, Optional Extra Worksheet: Web Quest 1 Wild Irish Edibles (Lesson 1)

Lesson 4: Creating a directory

Foraging is becoming a hobby of increasing interest for many people. It gives us the opportunity to use what nature has provided, and encourages growing plants in our own backyards that can be used for a range of purposes, such as in cooking and for medical remedies. In this lesson, learners will begin to compile the information they have gathered and evaluated to form an online directory.

Resources: Worksheet: Creating a Directory of Local Edible Flora

Lesson 5: Sacred Trees of Ireland

Many types of trees found in the Celtic nations are considered sacred, whether as symbols, for their medicinal properties, or consideration as the abode of particular nature spirits. This lesson supports learners' understanding of sacred trees in Ireland by developing their own research questions.

Resources: Supporting Skills Worksheet: C.R.A.A.P Test

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Lesson 6: Plant learnings and synthesising information

This lesson builds on lesson 5 and the learners' research on Ireland's sacred trees. This lesson will enable learners to develop their visual communication skills. They will take the research they conducted in the previous lesson and develop a research poster to share their knowledge to a wider audience.

Resources: Worksheet: Plant Learnings (Recording Information) Linked Learning Media Communication 2 - Design a Poster

Lesson 7: Teas, Tinctures and Tisanes

Teas and tinctures are natural remedies for a variety of complaints dating back to Ancient Egypt and Ancient China when our ancestors added herbs to hot water and began distilling alcohol and adding herbs to make tinctures. This lesson will develop the understanding and awareness of natural remedies (teas, tinctures and tisanes) that support individual health and wellness.

Resources: None required

Lesson 8: Topical Applications

Topical applications are applied to the skin to reduce pain and inflammation, but also for mental health benefits. Potential risks of side-effects from pharmaceutical applications lead a lot of people to turn to natural remedies. This lesson will demonstrate how local plants can be used to promote health and well being, topically. Learners can make a number of options, e.g. a balm, a sugar scrub or a shower scrub using wildflowers.

Resources: None required

This is a making session and requires at least 90 mins, it is recommended this is undertaken in the Home Economics classroom or Science lab although it could be completed using camping equipment however this would be more of a demonstration approach.

External Expertise: Bianca Peel

Module Development and Expertise: Rebecca White and Anita McKeown

Using the Resources:

If you wish to use these resources, we can offer an induction and online support throughout the module to help you plan integration into your projects and timetable. To register for this option, please contact us e:hello@futurefocus21c.com For more information on the resources please visit www.muinincatalyst.com

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Seeding Sustainability: Examining Edible/ Medicinal Plants

Setting up an online learning environment for the lessons on this module:

Our lessons integrate the use of virtual learning environments. To ensure seamless use of our lessons, a module should be setup on your school's virtual learning environment such as Teams, Google Classroom, etc. Learners are encouraged to upload documents to share with their peers. If your virtual learning environment does not support document sharing, we recommend OneDrive or Google Drive.

You can also use Google Sites or Microsoft Sway to encourage learners to present their work over the year - this can easily be set up to reflect the aims of TY and provide a showcase for their work as well as assessment tool.

Setting up a Canva Education account:

As our lessons integrate design, our lessons also refer to Canva. Educators and schools are able to open a free Canva for Education account by registering here: <https://www.canva.com/education/> Canva for Education provides primary and secondary school teachers and students with premium features and templates. You can then also set up lessons and invite your learners to the class.

Examining Edible Medicinal Plants References

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MM3 L1 WS: BIOTA, FLORA AND FAUNA



FLIPPED CLASSROOM TASK (BIOTA, FLORA AND FAUNA)

Task:

Create a digital vocabulary guide on the theme of “Biota, Flora and Fauna”. This could be in the form of a Word or Excel document, a Google Jamboard, or a Mind Map.

Using a dictionary look up the following words.

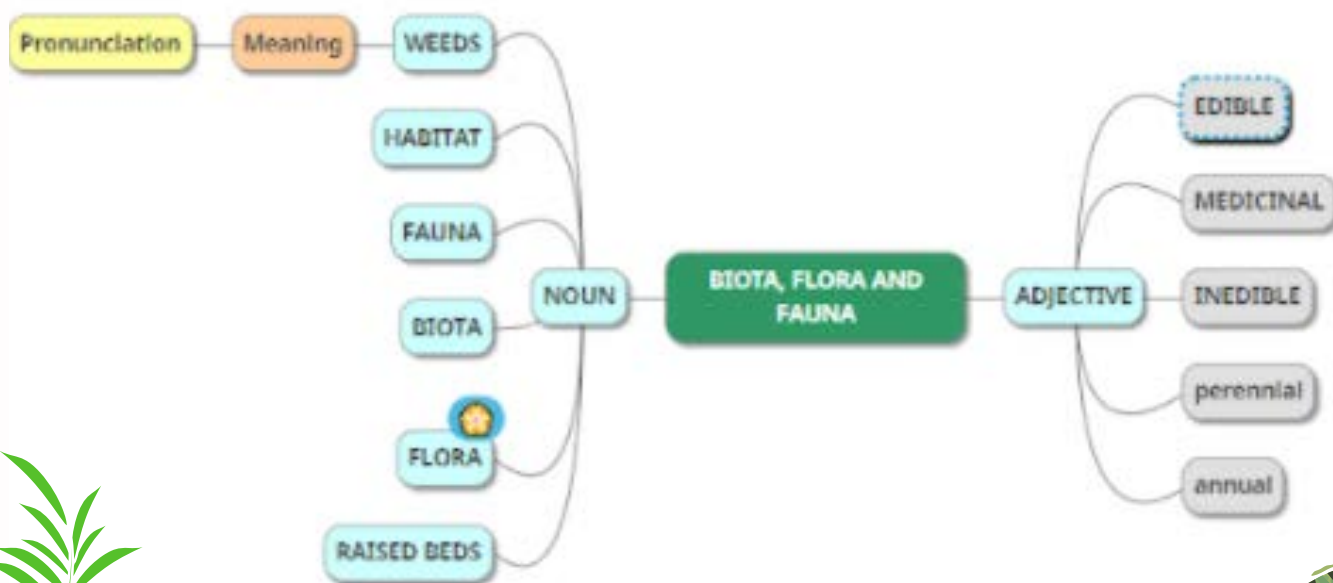
- Identify the part of speech (action/state word - verb, describing word - adjective etc.)
- In your own words define the meaning and give an example in context

VOCABULARY

biota	perennial	herbs
flora	annual	edible/inedible
fauna	raised plant beds	medicinal
habitat	weeds	pollinator

Here is a Word table and Mind Map example of how you could create your digital vocabulary guide.

WORD	PART OF SPEECH	MEANING	CONTEXT
biota	noun	The animal and plant life of a particular region, habitat, or geological period.	We still have a lot of the Earth’s biota to save.





WILD IRISH EDIBLE FLORA WORKSHEET

NB: You should only harvest and consume plants if you are 100% certain that it is okay to do so.

Ireland has an array of delightful edibles.

1. Look at the following images of Irish edibles and match them to what you think they could be used to make.

SALADS	SOUPS	PESTOS	COFFEE/TEA
 <p>Dandelions</p>	 <p>Sea Spaghetti</p>	 <p>Stinging Nettles</p>	
 <p>Curly Dock Leaves</p>	 <p>Wild garlic</p>	 <p>Hawthorn Leaves/Flowers</p>	
 <p>Wood Sorrell</p>	 <p>Bramble Leaf</p>	 <p>Wild Mint</p>	

2. Now access the following Website and check your ideas. Were you correct?

<https://www.wildernessireland.com/blog/wild-foraging-ireland/>

3. Paired Discussion:

- What did you learn that was interesting or surprising?
- Which would you like to try?
- Have you tried any of these before?
- How do you think you could use these ingredients to make a new drink or snack?
- Would any of these edibles work well in ice cream? What kind of flavours would they add?





WILD IRISH EDIBLE FLORA WORKSHEET: ANSWER SHEET

Salads

Dandelions
Fresh Hawthorn Leaves and flowers
Wild garlic
Curly Dock Leaves

Soups

Wild Garlic
Stinging nettles
Sea spaghetti

Pestos

(base of greens or leaves, some kind of nut (pine nuts, walnuts, almonds, whatever you like), and olive oil. Cheese is optional but generally preferred.)

Wood Sorrell
Wild Garlic

Tea/Coffee

Wild Mint
Stinging Nettles
Bramble leaf tea
Roasted Dandelion Root

Encourage learners to make / taste an edible recipe from the list ensuring that the core ingredient is the correct species.





WEBQUEST

You are going to conduct some investigation and research. You will do this in pairs. You will use the internet and/or library to source information and you must show evidence of evaluating your sources (C.R.A.A.P. Test).

STEP 1

There are 5 questions to research. BEFORE you begin, read through the questions and highlight the key words in each. These are the words you will use to help narrow down your search for information.

1. What are the 2 examples of major habitats of Ireland?
2. Identify one edible flora from each major habitat.
3. What is an “open water” habitat?
 - a. What does it include?
 - b. What species of flora is found here?
 - c. Which species found here are edible?(If any)
4. What is a “coastal” habitat?
 - a. What does it include?
 - b. What species of flora is found here?
 - c. Which species found here are edible?(If any)
5. Draw or make a list to show where these habitats are in your local area/county/country.

STEP 2

Organise your notes into a short presentation of your findings. Remember to show evidence of your CRAAP Test in the sources you referenced.

STEP 3

Present your findings to a small group. Compare your information and add to your notes if there are any interesting or relevant points from other group members.





SCAVENGER HUNT

Colours are very important in the natural world. They attract different living creatures for different reasons.

Walk around the assigned area and see what you can find.

- Can you find different examples of flowers/plants (FLORA) with the following colours? (see example below)
- Take a photograph and/or make a sketch of what you find.
- Note shapes, size and scents.
- Observe what insects/birds and other wildlife (FAUNA) is attracted to them.



A white flower
Often attractive to beetles, moths, butterflies and flies



A pink flower
Often attractive to butterflies and moths



A red flower
Often attractive to birds



An orange flower
Often attractive to birds and some butterflies



A yellow flower
Often attractive to bees, butterflies, hoverflies and wasps



A blue flower
Often attractive to bees



A purple flower
Often attractive to bees, wasps and butterflies



A green flower
Thought to be the first flower colour



A multicoloured flower

Image for this [Flower Scavenger Hunt](#) from Chelsea Physic Garden, 2020

As part of the scavenger hunt, try to find 3 of the edibles you matched on the **WILD IRISH EDIBLE FLORA WORKSHEET**.

- What did you find?
- Where did you find them?
- What did you observe?
- Would any of them work as an ice-cream ingredient? Why/why not?



MM3 L3 WS: LOCAL FLORA & FAUNA

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Optional Extra Worksheet: Edible Flora (Web Quest 1)

Can you find these flowers online and gather some information about their edible / medicinal uses?



Top row - left to right: Apple blossom, Borage, Dianthus, Chives, Cornflower.

Bottom row - left to right: Courgette, Dill, Forget-me-not, Lavender, Marigold



Top row - left to right: Bergamot, Nasturtium, Nigella, Oregano, Pansy

Bottom row - left to right: Roses, Sage, Strawberry, Sunflower, Tulip



Use the Chelsea Physic Garden plant collection website to find their scientific names <https://cpg.gardenexplorer.org/>

Discussion: What do you think they taste like? How do you think they could be used for eating and drinking?



After your discussion visit this website and compare your ideas from the discussion to the information on the site. You can also use this information to help create the directory.

MM3 L4 WS: CREATING A DIRECTORY



CREATING A DIRECTORY LOCAL EDIBLE/ MEDICINAL FLORA (FLOWERS /PLANTS / TREES)

You are going to work together within a team to create part of the class' Local Edible/ Medicinal Flora Directory which your teacher will give you access to.

Your teacher will divide you into groups. You are going to search for 3 edible/medicinal flowers/weeds/plants (other than vegetables) which are found in Ireland.

Step 1: Gather your required information.

Step 2: Discuss and decide on your directory page's design. Use the information below as guidance on section headings

Step 3: Upload your completed pages to the class directory teams folder - your teacher will send you the link

The following information should be included in the pages you create:

- What can you find?
 - Common name - include English and As Gaelige
 - Scientific name
 - Botanical Family
 - Botanical Species

- How do they look? - Photographs and descriptions.
- How do they smell? - Descriptions with comparisons to other commonly known smells.
- How do they taste? Descriptions with comparisons to other commonly known tastes.
- Photographs and drawings of edible parts of seedlings, early leaf identifying characteristics and mature plant identifiers.
- Parts of the plant that are used for eating/ medical purposes. What and How?
- Processing techniques.
- Food preparation suggestions and recipes (including use in ice-cream).
- Range maps of locations and habitats in which they are found/grown.
- Folklore that is attributed to the plant.

Step 4: Be prepared to share your findings with the class.

Step 5: The long-term aim is for the class to create / agree a template for everyone to copy their content into and create a booklet for your library and the local library





FLIPPED CLASSROOM WORKSHEET

This is C.R.A.A.P.

When conducting research it is important to find quality information and avoid misinformation or “fake” information. Therefore critically evaluating your sources is a necessary part of research.



What do you think is meant by the following terms when critically evaluating your sources?

Write your ideas below.

1. Currency:
2. Relevance:
3. Authority:
4. Accuracy:
5. Purpose:

Now WATCH :

<https://youtu.be/EyMT08mD7Ds>

Take notes about the C.R.A.A.P. Test and what you should be looking for when critically evaluating sources to discuss later in class.

C	R	A	A	P



This is C.R.A.A.P. -EVALUATING SOURCES WORKSHEET

When critically evaluating sources it's important to consider the 5W's:

- Who wrote this?
- What is the purpose of the resource?
- When was the resource published?
- Where is the information from?
- Why is this resource reliable?



TASK:

You are going to evaluate a source as directed by your teacher.

Try to answer the questions on the following pages relating to:

CURRENCY
RELEVANCE
AUTHORITY
ACCURACY
PURPOSE

After evaluating this source, decide if you think you would use it for your assigned task? Why or why not? If you are not sure, explain why.



This is C.R.A.A.P. - Evaluating Sources Questions

Cite the source you are evaluating:

Currency: the timeliness of the information

- When was the information published or posted?
- Has the information been revised or updated?
- Is the information current or out-of date for your topic?
- Are the links functional?

Relevance: the importance of the information for your needs

- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before determining this is one you will use?
- Would you be comfortable using this source for a research paper?

Authority: the source of the information

- Who is the author/publisher/source/sponsor?
- Are the author's credentials or organizational affiliations given?
- What are the author's credentials or organizational affiliations given?
- What are the author's qualifications to write on the topic?
- Is there contact information, such as a publisher or e-mail address?
- Does the URL reveal anything about the source?

- .com (commercial),
- .edu (educational),
- .gov (government),
- .org (nonprofit organization),
- or .net (network)

.com	.net	.es
.org	.eu	.biz
.us	.info	.fr



This is C.R.A.A.P. - Evaluating Sources Questions

Cite the source you are evaluating:

Accuracy: the reliability, truthfulness, and correctness of the content

- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem biased and free of emotion?
- Are there spelling, grammar, or other typographical errors?

Purpose: the reason the information exists

- What is the purpose of the information? to inform? teach? sell? entertain? persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact? opinion? propaganda?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional, or personal biases?

MM3 L6 WS: PLANT LEARNINGS (RECORDING INFORMATION)

15 LIFE ON LAND



RECORDING INFORMATION) WORKSHEET

Use the table below to make notes on each of the sacred trees of Ireland that your class has researched. You only need to write down the main ideas for each category, or question, in bullet point form.

TREE	ASH	ELDER	HAWTHORN
1			
2			
3			

MM3 L6 WS: PLANT LEARNINGS (RECORDING INFORMATION)

15

LIFE
ON LAND



RECORDING INFORMATION) WORKSHEET

Use the table below to make notes on each of the sacred trees of Ireland that your class has researched. You only need to write down the main ideas for each category, or question, in bullet point form.

TREE	HAZEL	OAK	ROWAN
4			
5			
6			