

SDG15 Seeding Sustainability

MM3: Examining Edible / Medicinal Plants



MM3: Examining Edible / Medicinal Plants

Research and Development

Lesson 4: Creating a Directory of Local Edible / Medicinal Flora

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

Lesson Title and Summary: Creating A Directory Of Local Edible / Medicinal Flora

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 lessons, learners will begin to compile the information they have gathered and evaluated to form an online directory.

Vocabulary: Directory, Flora, Edible, Inedible, Medicinal,

In this lesson, the learner will:

- develop recording, analysis and evaluation skills
- begin to create a directory of local edible flora
- reconnect with food, nature and community
- identify local edible flora and how they are used in food preparation

Materials

- Worksheet: Creating a Directory of Local Edible Flora
- Notes and worksheets from lesson 1, 2 & 3
- Internet Access



MM3: Examining Edible / Medicinal Plants

L4: Creating a Directory of Local Edible/Medicinal Flora



ACTIVITY INSTRUCTIONS

1 Activity: Creating A Directory Of Local Edible / Medicinal Flora (50 mins)

Learners are going to work together within a team to create part of the class' Local Edible Flora Directory / Catalogue. Prior to the lesson the teacher will need to create a working document or online folder for learners to upload their work to.

1.) Take approx. 10 - 15 mins to divide the class into groups of 2 or 3. Elicit ideas of what is included in a directory. Invite ideas for pictorial reference, ideas for sourcing information and ideas for suitable layouts for recording and displaying information. Prompt learners to consider the following:

- Name, Genus
- Is it a bush, shrub, tree, etc.
- Where does it grow naturally?
- Is it native to the region you live in?
- Can it be grown indoors?
- What kind of climate is best suited for the plant/tree.
- What time of the year does it flower or fruit?

2.) Use the Worksheet: Creating a directory of local edible / medicinal wild flora. Go through the instructions and check understanding. At this point learners can choose to provide the 3x edibles for the learners to search (excluding vegetables as this will be done in another lesson) or offer the freedom to investigate and search for themselves. Set learners to tasks and confirm timing to complete tasks, providing assistance and guidance where needed.

- Gather your required information as per the worksheet for 3x edibles.
- Discuss and decide on your directory pages design. Use the information below as guidance on section headings. Learners can complete this using Canva once the information is gathered.
- Upload your completed pages to the class directory.

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks.
- Two things they found most interesting and would like to explore more.
- One – their opinion they have about the tasks.

Use Post-its or a mentimeter survey - www.mentimeter.com - to gather reflections

MM3: Examining Edible / Medicinal Plants

L4: Creating a Directory of Local Edible/Medicinal Flora



EXTENSION / REDUCTION ACTIVITIES:

Reduction (40 min lesson): For a shorter lesson, reduce the number of edibles to research to 1 per group.

Extension (80 min lesson): For a longer lesson, give more time to research and upload and allow time for small group debrief. Establish roles for editorial copy teams for editing and finalising the directory.

Option B: Select some of the videos in the media box to watch for ideas for their directory, e.g. Yarrow or Daisy.

Option C: Have learners complete their directory with visuals using Canva - www.canva.com is a useful online design and publishing tool. It is free to use although some additional designs and professional graphics need a pro account - however there is a option for teachers and educators also. This could be undertaken over a number of weeks and used for assessment.

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

Creating a booklet in Canva <https://www.canva.com/booklets/templates/>

Grow it yourself 'Veg Directory' <https://giy.ie/get-growing/veg-directory/>

Irish Herb lore <https://www.farmersalmanac.com/irish-herb-lore-11968>

Yarrow and Ancient and Medicinal Herb (16:10 min) <https://www.youtube.com/watch?v=dzTH-lcptfA>

Daisy a Foraging guide foods and medicine (<https://www.eatweeds.co.uk/daisy-bellis-perennis>)

C.R.A.A.P. Test Evaluating Sources <https://youtu.be/EyMT08mD7Ds>

LOCAL TRIP / EXPERTISE / ADDITIONAL WORK AND ASSESSMENTS

Use the library to search existing local flora directories. Also ask the librarian about any plant lore or other publications related to local flora.

Visit a garden centre to interview staff.

Linked learning: Use Media Communication Unit Micro-Module 1 - 4 - to create a number of media outputs, e.g. video, presentation, poster / booklet or podcast that could be housed in the library.

MM3 L4 WS: CREATING A DIRECTORY

15 LIFE ON LAND



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

