

SDG15 Seeding Sustainability

MM3: Examining Edible / Medicinal Plants



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Research and Development

Lesson 6: Plant Learnings - Synthesising Information

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

Lesson Title and Summary: Plant learnings-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 poster to share their knowledge to a wider audience. This lesson can be extended over a number of sessions to complete the poster in class. Alternatively, learners can complete the poster in their own time and present it at a later date as an assessment activity.

Vocabulary: Ash (Fuinseog), Elder (Trom), Hawthorn (Sceach Gheal), Hazel (Coll), Oak (Dair), Rowan (Caorthann), Sacred

In this lesson, the learner will:

- review and consolidate research from a previous session, looking for gaps in information
- synthesise information in order to communicate to a wider audience
- decide how to best visually communicate information to a wider audience
- work as part of a group on a task
- skim and scan to find and record information

Materials

- Research/notes from previous lesson (Lesson 4)
- Worksheet: Plant Learnings (Recording Information)
- Linked Learning Media Communication 2
- Poster paper
- Markers
- Blue tac/tape



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ACTIVITY INSTRUCTIONS

Activity 1 Consolidating group research (15 mins)

- 1) Put learners back into their groups from the previous lesson.
- 2) Give groups time to review their research on assigned tree (oak, hazel, rowan, ash, hawthorn, elder) and to look for gaps in knowledge and make extra notes.

Activity 2: Synthesising & displaying information (35 mins)

- 1) Each group needs to summarise their information to answer the five driving questions in a research poster. Their poster should include:
 - a sketch of the tree
 - a title
 - answers to the five driving research questions

Each group can decide how to design their poster, how to lay out the information and present it in a way that is clear to understand to their peers. The aim of the poster is to answer the overarching question- 'what can we learn from sacred trees in Ireland?' through the five driving questions developed and researched in the previous lesson.

SDG 8's Media Communication micro-module 2 - Poster Design, three lesson plans and worksheets that leads learners through the basic steps of poster production.

Extra time: Recording information (15-20 mins)

- 1) When the groups have finished designing their posters, hang them on walls around the classroom.
- 2) Give each learner a copy of the Plant Learnings (Recording Information) worksheet. Ask learners to use the posters to record information using the worksheet on the five driving research questions.

Optional assignment: create a school affirmation tree - see Media Box.

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

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EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter lesson, move directly into Activity 2 and encourage learners to use their time concurrently on designing their poster and identifying gaps in knowledge and finding more answers. They can divide tasks up among their group to complete the task efficiently.

Extension: For a longer lesson, complete the extension worksheet - Plant Learnings activity to record information on all of the trees. Form new groups of 6 after this task to review and share information.

The poster activity can be used as an introduction to SDG 8's Media Communication micro-module 2 - Poster Design - see media box.

The micro-modules includes planning, researching and developing designs and addressing audience, message, layout introducing and developing skills that are transferable to presenting information, pitching ideas and marketing.

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

How to draw a tree, step-by-step in 8 minutes (for beginners) (8:08 min):

https://www.youtube.com/watch?v=_3i6H8URaYI

Canva poster maker: <https://www.canva.com/create/posters/>

Creating a better research / scientific poster (20:53 min) <https://www.youtube.com/watch?v=SYk29tnxASs>

SDG 8 Media Communication - 2 Design a Poster

https://www.codesres.ie/_files/ugd/92a067_a8f108ce0a6448e9851a5b03dd2e8d40.pdf

Cloutie Wells (Affirmation Tree): <https://www.amusingplanet.com/2015/05/cloutie-wells-celtic-wishing-trees.html>

LOCAL TRIP / EXPERTISE / ADDITIONAL WORK AND ASSESSMENTS

Invite a Seanchaí (storyteller) to tell stories about sacred trees.

Map the school or local area to identify if and where the 'sacred' trees grow. Look at the names in English and Irish and see if there's any clues in your local place names - <https://www.logainm.ie/en/>

Invite a local herbalist or botanist to the class to support learners in answering the driving questions they developed in Activity 1.

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 | | | |

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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 | | | |