

Herbs

Age Group: Elementary

Time: 45 minutes

Materials:

- Samples of 5-10 herbs
- Clean tea cups
- Tea pot
- Blindfolds
- Herbal lore fact cards

Prep in advance:

- Make herbal tea from fresh herbs in the garden.
- Have appropriate # of clean tea cups so that each student can sample the tea.
- Gather samples of 5-10 different herbs for the sensory experience.

Description:

While drinking an herbal tea made from fresh herbs in the garden, there is a discussion about what herbs are. Next, there is a blindfolded sensory experience with select herbs, followed by a tour of the herbs in the gardens, collecting a bouquet to take home.

Objectives:

Students will be able to...

- Use their senses to identify various herbs.
- Harvest a bouquet of edible herbs to take home and to use for cooking with OSU extension at Lane.

Environmental Education Guidelines:

- Questioning & Analysis
- Knowledge of environmental processes and systems
 - The living environment: Organisms, populations and communities.
 - Humans and their societies: Culture
 - Environment and Society: Human/environment interactions, and Places.

Major Life Science Themes:

- Living/non-living things
- Structure & Function
- Diversity

Background information:

- The following website is one place to look for information to make herbal lore cards:
<http://www.wicca.com/celtic/herbal/herbindex.htm>

Vocabulary:

Herb A plant that is valued for qualities such as medicinal properties, flavor, scent, or the like.

Source: www.wikipedia.com

Safety:

- General garden safety, as expressed in the rules section below:
 - stay on the paths,
 - ask before you eat,
 - stay within sight of an adult

Instructional Sequence:**Introduction** (*5 minutes*)

- Gather students in circle for introductions.
- Review the general rules they need to follow:
 - Stay on paths.
 - Ask before you eat.
 - Stay within eyesight of an adult.
 - Respect yourself, each other, the adults, the plants and the bugs.
- Sit down and pass out tea to each student.
- Introduce the herbs used to make the tea.
- Discuss “What is an HERB?” Give many examples of how we use herbs.
 - Describe how an herb can be defined as a plant or plant part used as an ingredient for flavor, fragrance, or healing (savory, aromatic, medicinal).
 - Usually we harvest and use the leaves.
 - These plants contain some active ingredient useful to us, but the real role of these adaptations is to help the plant survive in its environment- to defend against being eaten. (kidsgardening.com)

Sensory experience (*20 minutes*)

- Begin the sensory herb experience:
 - Using harvested samples of herbs from the LGL garden (rosemary, lemon balm, basil, fennel, sage, marjoram, parsley, calendula, lavender, and borage), introduce 5-10 herbs to the students one at a time. With each student blindfolded, hand each student a sample of the same herb. Invite all students to share their observations during this sensory experience.
 - “TOUCH. How does it feel to you? Share one word that tells us how it feels.”
 - “SMELL. Share one describing word that tells about how it smells. Do you recognize this fragrance? What does it remind you of?”
 - “TASTE. Share an adjective that tells us how it tastes.”
 - “LOOK. (take off blindfold) Describe this herb for us.”
- Share HERBAL LORE.
 - Use “Herbal Lore” facts to create cards. Read an Herbal Lore fact card about one of the herbs studied and have students guess which one it is.

Tour Garden (*30 minutes*)

- Tour the garden and visit each herb. Harvest bouquets for the students to take home.

Assessment/Evaluation:

Ask students to write about their favorite herbs in their journal. They may draw them, write about their sensory experience with the herb (touch, smell, taste, look) or what they may use the herb for.