

## Tea Time

### Learning Intentions:

I can understand that tea comes from plants.

I can find the plants in our environment.

I can understand some of the health benefits of tea.

I can understand the social benefits of tea (sharing, conversation, enjoying company, learning).

By Lynn Swift , Gail Martindale and Suzanne Camp



### Materials:

- Various tea leaves (dandelion, trailing blackberry, salmonberry, thimbleberry, douglas fir new growth tips, lemon balm, mint, nettle, plantain,
- Leaves can be dried (stronger taste) or fresh (aromatic)
- Clear teapot with strainer so see the ingredients, but any teapot will do.
- Teacups
- Teakettle
- 

### Some web resources

<http://natural-healing-guide.com/therapeutic-teas/blackberry-leaf-tea.htm>

### Before Reading/Tea:

**BIG IDEAS:** *Chemistry Science:* Matter is useful because of its properties.

### CURRICULAR COMPETENCIES:

#### Before:

- Review the story. Or picture walk the story and/or have the students retell the story.
- Read the first few pages...up to the birch tree
- Explain that we are going to try several teas.
- Do you know where tea comes from?
- We can get tea from our forest.
- We have several samples in ziplock bags—to pass around for smelling and looking. Can you predict what

#### During:

1. Try the different teas and try to match the tea with the Ziploc bags full of leaves that they smelled during opening circle.
2. Have kids match tea name cards with the tea pots.
3. Pick their favourite tea and a cookie and come to the carpet.
4. Conversation and story time, start with an, I remember when... to get the conversation going.
5. Scientific drawing of favourite tea leave/plant.

### After Reading/Tea:

Reflection time will allow students to consider their I CAN experience.

1. Reflection Slip: plus, minus, interesting

# Redesigned Big Ideas and Curricular Competencies

## Big ideas in Science (too many to list all the specific outcomes)

But fits especially well in

Biology, Grades K, 1, 2, 3, 4, 7

Chemistry, Grades k, 1, 2, 3, 4, 5, 7

Earth and Space Science, Grade K and 5

## CURRICULAR COMPETENCIES

### Questioning and predicting Demonstrate curiosity and a sense of wonder about the world

- Observe objects and events in familiar contexts
- Ask questions about familiar objects and events
- Make simple predictions about familiar objects and events

### Planning & conducting

- Make and record observations
- Safely manipulate materials to test ideas and predictions
- Make and record simple measurements using informal or non-standard methods

### Processing and analyzing data and information

- Experience and interpret the local environment
- Sort and classify data and information using drawings or provided tables
- Compare observations with predictions through discussion
- Identify simple patterns and connections

### Evaluating

- Compare observations with those of others
- Consider some environmental consequences of their actions
- Applying and innovating
- Take part in caring for self, family, classroom and school through personal approaches
- Transfer and apply learning to new situations
- Generate and introduce new or refined ideas when problem solving

### Communicating

## Respectful Harvesting Protocols

“Our Elders remind us that we are related to everything around us: the earth, the plants and the animals. We came last. Our existence is dependent on our relatives and we must always remember to give respectful thanks when we harvest. Prior to going out to harvest, we must first have the knowledge of how to harvest without harming. We need to consult with community to make sure we are stewards of the land, and not destroying a sensitive area or denuding a community harvesting location. For example, in harvesting birch bark we consult our Elders to find out protocols (only take what you need), the correct time of year (in spring when the sap is running), how deeply to cut (just short of the cambium layer), what part of the tree (the north side is the thickest – a piece with few knots) and what tools to use (traditionally stone knife – modern steel knife). You might also need to know where the stand of large birch trees are. Finally, equipped with this basic knowledge, we can prepare to harvest. Different nations have different protocols for showing respect in harvesting but generally the idea of giving thanks is universal. Some nations have gathering songs traditionally sung by women while harvest. Similarly, some nations use drum songs prior to harvest to honour our relatives, the plant people.” (excerpt from SD #83 Aboriginal Education

Plant Harvesting Tips, from book, *Feasting for Change* ([www.indigenousfoodsvi.ca](http://www.indigenousfoodsvi.ca))

- There are knowledge keepers who have practised and learned from their elders and from practise on how to successfully and respectfully harvest plants.
- Could bring an offering such as water (traditional offerings are the tobaccos plant) for Mother Earth and offer a prayer and thanks before harvesting.
- Try to harvest in the morning,
- Be gentle and tread softly, plants are living.
- Take only what you need and leave some for the animals.
- Share your harvest with others.
- Don't pollute

...and from, Alaska Native Healers,

- Think about or say your intentions when gathering plants and leave something after you disturb them. Talk to the plants and share your plans for usage.
- Traditionally people learn how to use plants by going out with someone else who uses them.
- The time of year when you harvest plants is important. Different parts of the plant are storing at different times of the year. Know your intended use of the plant and when it is most appropriate to harvest that plant.
- The plants show themselves in abundance when they want to be picked. If plants are scarce in an area in an area, it may be best to search somewhere else rather than pick the few plants that were found.

### Safety Tip

Ask someone or refer to a plant identification book or plant cards if you are unsure if a plant is edible.

## Matching Cards

mint

dandelion

lemon balm

douglas fir

labrador  
tea

nettle

blackberry

strawberry

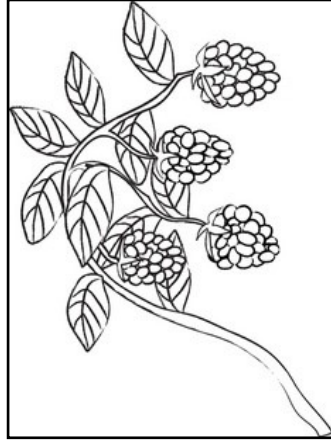
<p><b>SpearMint</b></p>	<p>Medicinal uses of both mint preparations aid in digestion and to reduce flatulence. Spearmint is used for relief of nausea, cold symptoms, stomach distress, headaches and indigestion.</p>
<p><b>Labrador</b></p>	<p>People take Labrador tea for sore throat, chest congestion, coughs, lung infections, and other chest ailments. They also take it for diarrhea, kidney problems, joint and muscle pain (rheumatism), headache, and cancer.</p>
<p><b>Douglas Fir Tips</b></p>	<p>Iso has an incredible array of health benefits, with a high content of Vitamin C (one cup has more than 5 times the Vitamin C found in a lemon) and Vitamin A. Native Americans and early settlers used this tea to help cure scurvy. It has also been used to help congestion, colds, the flu, kidneys, bladders, mental acuity, and eye sight. Douglas Fir Needle Tea can also be added to a bath to ease pain related to muscle and nerve strain.</p>
<p><b>Strawberry</b></p>	<p>Strawberry leaf has a mild, fruity flavor and is one of the highest sources of naturally occurring Vitamin C available. As with raspberry leaf it makes a very pleasant spring tonic and is especially beneficial to pregnant and nursing mothers and to young children. It is very soothing to the stomach. High in antioxidants.</p>
<p><b>Dandelion</b></p>	<p>Nutritionally, dandelion contains calcium potassium, zinc, and vitamins A, B, C, and D. Dandelion leaf is loaded with beneficial antioxidants that produce a range of positive effects for human health, including protection for the cardiovascular system.</p>
<p><b>Lemon Balm</b></p>	<p>been used for centuries to treat anxiety, sleep disorders, indigestion and wounds</p>
<p><b>Blackberry</b></p>	<p>They tend to be high in antioxidants, vitamin C and K, and some even have anti-cancer properties. Some used the leaves to make tea to treat stomach aches, others made tea out of the roots to treat diarrhea.</p>
<p><b>Nettle</b></p>	<p>Nettles are very high in chlorophyll, vitamins, minerals, protein and amino acids. Good sources of digestible iron. Maybe good for allergies or hay fever.</p>

**Which was your favourite tea?**

\_\_\_\_\_

Name: \_\_\_\_\_

**Make a scientific drawing with labels of the plant of your favourite tea.**



Reflection: What did you find to be....

...a plus?

...a minus?

Interesting or surprising?

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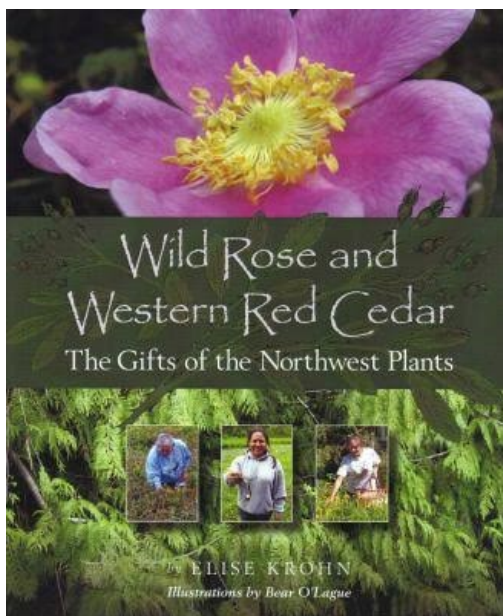
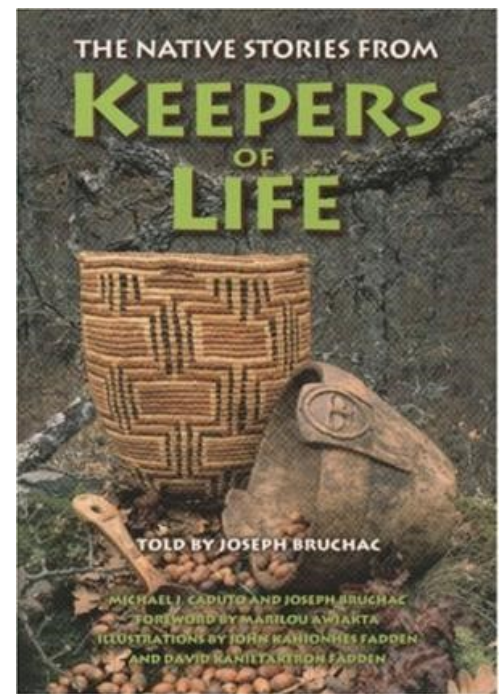
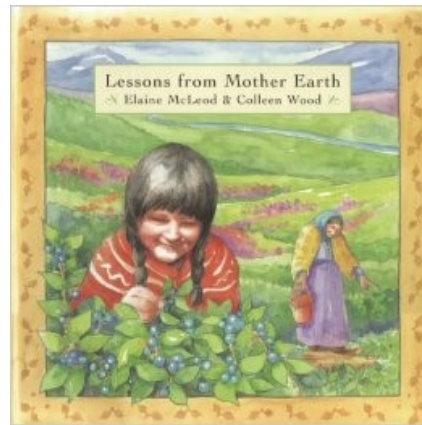
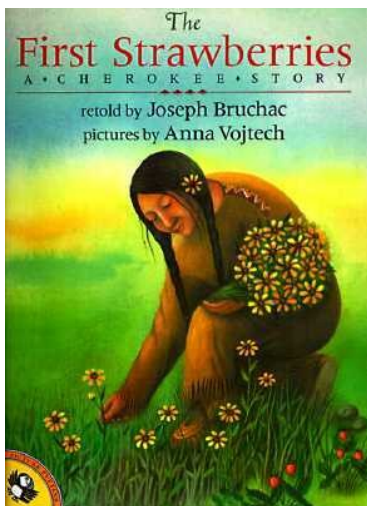
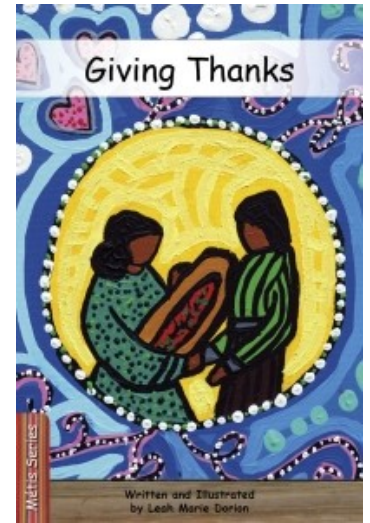
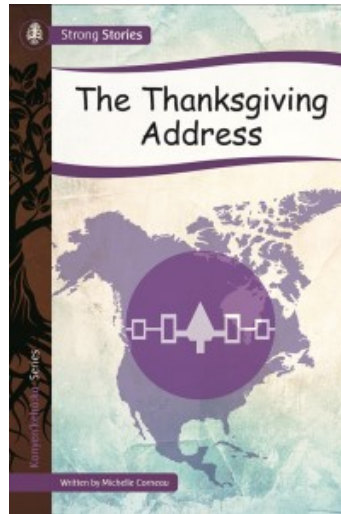
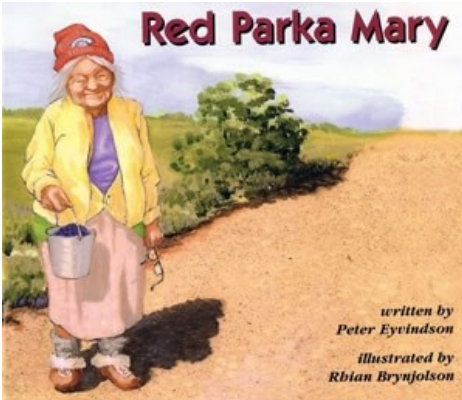
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# Other Tea Time Resources....





From, Vancouver Island and Coastal Communities Indigenous Food Network

<http://www.indigenousfoodsvi.ca/>



# FLOWER FANTASY

(p 139 and 140 from Keepers of Life by Michael J. Caduto and Joseph Bruchac)

**ACTIVITY:** Take a fantasy journey from seed to flower to and back to seed.

**MATERIALS:** Have some edible sunflower seeds to put in childrens' hands

**PROCEDURE:** Note: To surprise the children, do not tell them ahead of time what kind of flower they are going to become, As a variation on this activity, have younger children act out the fantasy, going through the movements as you read.

Tell the children to hold out an open hand during the fantasy when they hear you say, "You have formed a beautiful head of seeds to grow the next generation." Now have the children close their eyes and take a few deep breaths. Ask them to relax their bodies and to let their imaginations lead them as you read the following story out loud.

## Flower Fantasy

You are a tiny seed buried in a field of rich, dark soil. It is springtime and each day the soil surrounding you grows a little warmer in the sun and wetter with spring rain. Soon you are about to sprout. First, your root splits out of your seed coat and reaches down into the soil. Then, two small seed leaves push their way through the soil into the bright sunlight. As each day grows a little longer, and the sun travels higher in its arc across the sky, you grow a strong, straight stem and large wide leaves that catch the sun's energy and make the food that feeds you. Leaves appear along your stem. Near the top, your main stem begins to form a few side branches, each with a flower bud on top. The blustery wind bends you at times, but the roots that anchor you are strong and nourishing as they bring water and minerals from the soil to grow on.

One day, the large bud on the very top of your stem begins to open. In a few short weeks you are holding up to the sun a large, round, yellow flower with a circle of long petals ringing hundreds of small flowers in the center. Buzzing bees and other insects visit your flowers every day. Each time an insect visits, it gathers some of your nectar and pollen. The pollen the insects bring from other flowers brushes off onto your pistils and fertilizes them. Tiny seeds form where the flowers once grew. By the time the days of summer are getting shorter, you have formed a beautiful head of seeds to grow the next generation. (Go around to the children and place a handful of whole sunflower seeds in each outstretched hand. )

Birds are landing on you now to eat your seeds. Some of the seeds are dropped by the birds far from where you are growing. The days are getting colder and soon the first frost causes your leaves and flowers to droop. Some of your seeds begin to fall out and land on the ground. A squirrel comes and gathers those seeds and buries them in shallow holes for winter food. The squirrel eats some seeds, but forgets others. These forgotten seeds, and the ones dropped by birds, will grow into new plants next year. By the time the first snow falls, your stems, leaves and flowers are brown and withered. But your seeds, in and on the soil, are waiting for the moist rains and warm sunlight of spring to return.

Ask the children to open their eyes. Inquire: "What kind of flower did you become? Do you recognize the kinds of seeds you are holding in your hand?" Once someone identifies the flower and seeds as those of a sunflower, hold up a photograph or illustration of a sunflower, or a sunflower seed head (optional), and pass out some edible sunflower seeds for everyone to munch on. Ask: "What kind of gifts do sunflowers give us <sup>7</sup>." Have the children thank the sunflowers for the gift of their seeds, their bright, cheery flowers and their food for people, insects, birds, squirrels, mice and other animals. Have the children show their appreciation for the gifts of sunflowers by planting some seeds around the grounds of the home or learning center.

