



recipe for change

Herbalicious Poetry Facilitator Notes

Objective: Students will recognize their individual sense of taste with a fun, group literacy activity.



Recipe Category: Plants & Gardening, Cooking & Tasting



Cooking Time: 30mins



Level of Difficulty: Grade 3-6



Recipe Ingredients:

- Three different types of fresh herbs, washed (enough for all four rotation groups)
- Bowls for the herbs
- Jars (or paper bags or envelopes) x3
- Small strips of paper to write on (3x the total number of students)
- Pens x10
- Sheets of paper x12
- Adjective Sheet
- Markers x3



Curriculum Links:

Grade	Subject Area	Ontario Curriculum Links
3	Language	<p><i>Writing</i></p> <ol style="list-style-type: none"> 1. Generate, gather, and organize ideas and information to write for an intended purpose and audience. (O) <ol style="list-style-type: none"> 1.1 Identify the topic, purpose, audience, and form for writing. (S) 1.2 Generate ideas about a potential topic, using a variety of strategies and resources. (S) 1.4 Sort ideas and information for their writing in a variety of ways. (S)
	Science & Technology	<p><i>Life Systems – Growth and Change in Plants</i></p> <ul style="list-style-type: none"> ▪ Demonstrate and understanding of the similarities and differences in the physical characteristics of different plant species and the changes that take place in different plants as they grow. (O) <ul style="list-style-type: none"> ○ Classify plants according to visible characteristics. (S) ○ Use appropriate vocabulary in describing their investigations, explorations, and observations. (S) ▪ Investigate the requirements of plants and the effects of changes in the environmental conditions on plants. (O) <ul style="list-style-type: none"> ○ Record relevant observations, findings and measurements, using written language, drawings, charts, and graphs. (S) ▪ Describe ways in which plants are important to other living things, and the effects of human activities on plants. (O) <ul style="list-style-type: none"> ○ Describe ways in which humans use plants for food, shelter and clothing. (S) ○ Describe parts of the plant that are used to produce specific products for humans and describe the steps in production. (S) ○ Describe various plants used in food preparations and identify places where they can be grown. (S)
4	Language	<p><i>Writing</i></p> <ol style="list-style-type: none"> 1. Generate, gather, and organize ideas and information to write for an intended purpose and audience. (O) <ol style="list-style-type: none"> 1.1 Identify the topic, purpose, and audience and form for writing. (S) 1.2 Generate ideas about a potential topic, using a variety of strategy and resources. (S) 2.3 Use specific words and phrases to create an intended impression. (S)
5	Language	<p><i>Writing</i></p> <ol style="list-style-type: none"> 2. Generate, gather, and organize ideas and information to write for an intended purpose and audience. (O) <ol style="list-style-type: none"> 2.1 Identify the topic, purpose, and audience for a variety of writing forms. (S) 2.2 Generate ideas about a potential topic and identify those most appropriate for the purpose. (S) 2.3 Use some vivid and/or figurative language and innovative expressions to add interest. (S)
6	Language	<p><i>Writing</i></p> <ol style="list-style-type: none"> 1. Generate, gather, and organize ideas and information to write for an

		<p>intended purpose and audience. (O)</p> <p>1.1 Identify the topic, purpose, and audience for a variety of writing forms. (S)</p> <p>1.2 Generate ideas about a potential topic and identify those most appropriate for the purpose. (S)</p> <p>2.3 Use some vivid and/or figurative language and innovative expressions to add interest. (S)</p>
--	--	--

Introduction: (2 mins)

Give a brief outline of the term “herbalicious”, for example:

Herbs are sometimes forgotten about or simply used as a garnish. They are edible plants, that do not have woody stems, and that usually have a strong flavour. Actually, herbs can be a delicious addition to any meal because they’re packed with flavour, texture, colour and nutrients! Sometimes they are used as medicine as well. *Who here has tasted herbs...which kinds?*

And **poetry**. Sometimes poems can rhyme, they can be short or long, sometimes it seems like they don’t even make sense at all! Mostly poems are a fun way to express how we feel about something. All poetry is “correct”, even if it’s very different to everybody else’s.

Overview of the workshop:

- Tasting three different types of herbs
- Using our best creative language to express how we feel about them (*see also, Serving Suggestions for adjectives*)
- Putting together descriptive words or phrases to help create an original poem with your group

Tasting and Describing the Herbs: (10 mins)

- Ask students to taste their first herb.
- *Do you recognize it? What does it remind you of? What do you think of when you taste it? How does it make you feel?*
- On the small strips of paper, ask students to anonymously write down one word or a few words to describe how that herb made them feel, what it reminded them of, or how it tasted.

- Make sure they don't use the herb's name, or words like "good", "yuk" or "yummy".
- Some examples for basil could be: "fresh", "spaghetti", "pizza", "Grandma's garden", "bright green", etc.
- If students are having difficulty, refer to the list of potential adjectives.
- Once they've written something (in their best hand writing!), ask them to put it away in the jar provided for that herb.
- Repeat this process for the other two herbs and place in the respective jar.

Group Poetry: (15 mins)

- 1 Separate students into three equal groups.
- 2 Mix up the jars so that the groups don't know which is which.
- 3 Hand out the paper, markers and one of the jars.
- 4 Ask students to use some or all of the words to create a piece of poetry about that herb... without actually saying the name of the herb. They can add in as many extra words as they need to make their poem.
- 5 Ask students to write their poem on the paper and decorate if they have time.
- 6 Share poems with the group!
- 7 Try and identify which herb was linked to each poem.
- 8 Collect all of the materials.



Serving Suggestions:

The Herbalicious Poetry adjectives sheet can look like this:

Herbalicious Poetry

Use these descriptive words, or "adjectives" to help you describe the herb you tasted!



Crisp

Curly

Mild

Crunchy

Fresh

Rough

Cool

Tangy

Furry

Spicy

Smelly

Bursting

Bitter

Spiky

Surprising

