



Instructional Design Plan

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PROBLEM STATEMENT

In a small beach community, a local walking group has noticed many different plants along their walks. They became curious about them and after reading up on a few of them found that some have medicinal uses. So they asked a local herbalist, who gives plant walks, if they would be willing to do a workshop to learn more about the plants and how the walking group could use them in their personal life.

INSTRUCTIONAL GOAL STATEMENT

- Members of a local walking club will identify and describe the use of 6 wild plants.
- Members of a local walking club will make tea and tinctures with 3 local wild plants.

LEARNER CONTEXT ANALYSIS

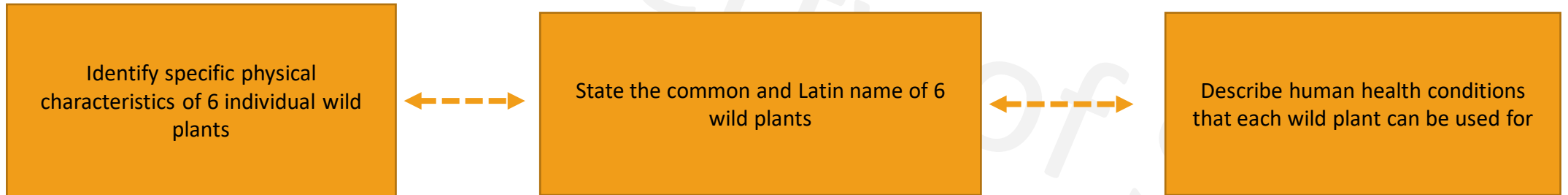
Category	Data Source	Learner Characteristics
Ability	<ul style="list-style-type: none"> Phone interview with point person of walking group and questionnaire completed by each individual member 	Majority like auditory learning but some prefer written information and hands on learning activities.
Experience:	<ul style="list-style-type: none"> Phone interview with point person of walking group and questionnaire completed by each individual member 	Very basic knowledge from websites and books and anecdotal 'here say'
Attitudes:	<ul style="list-style-type: none"> Phone interview with point person of walking group and questionnaire completed by each individual member 	<p>Excited to learn about the plants and how to use them. Not interested in becoming herbalists just curious about plants and wanting to 'be mindful'.</p> <p>Curious as it will add another dimension to the group walks. Anticipate being more mindful of the plants through the seasons.</p> <p>A few of the members are aware of the herbalist but haven't attended any of the workshops offered to community.</p>
General group characteristics (heterogeneity, Size, Overall impressions):	<ul style="list-style-type: none"> Phone interview with point person of walking group 	Very close-knit group that has been walking together at least 3 times a week for over a year. Approximately 8 in total. Some share time with each other outside of the group.

PERFORMANCE AND LEARNING CONTEXT ANALYSIS

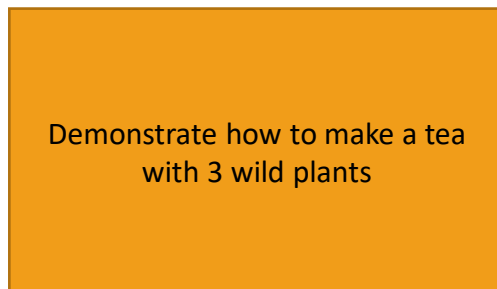
Category	Data Source	Learning Site
Number/Nature of Site; Site compatibility with instructional needs and learner needs	Route map provided by organizer In-person visit by instructor	<p>2 locations: Location #1 is outdoors along one of the walking routes of the walking group which is within walking distance of location #2, the herbalist's apothecary/classroom business location</p> <p>The walking route is left to its natural growing cycle, therefore will be undisturbed at the time of the lesson. The state which oversees the beach area does not perform landscaping activities. Twice a year volunteers do a litter pick up.</p>

GOAL ANALYSIS

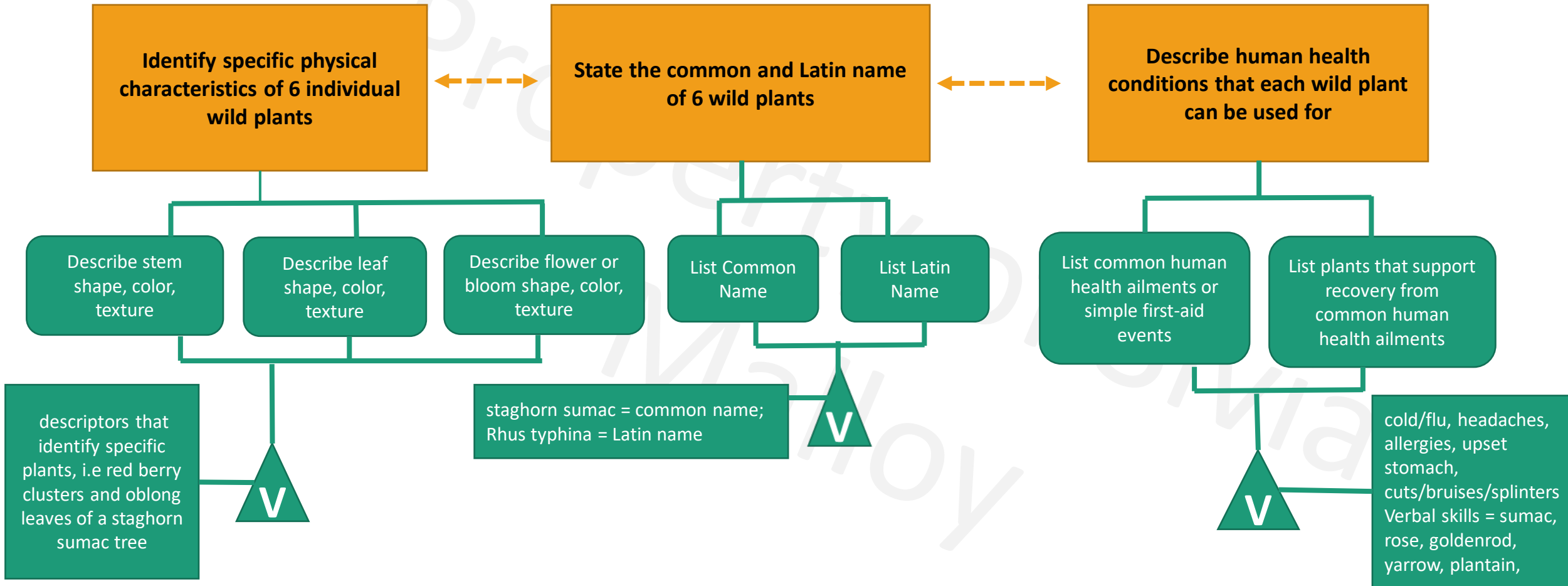
1. Members of a local walking club will identify and describe the use of 6 wild plants.



2. Members of a local walking club will make tea and tinctures with 3 local wild plants.



Goal Analysis 1



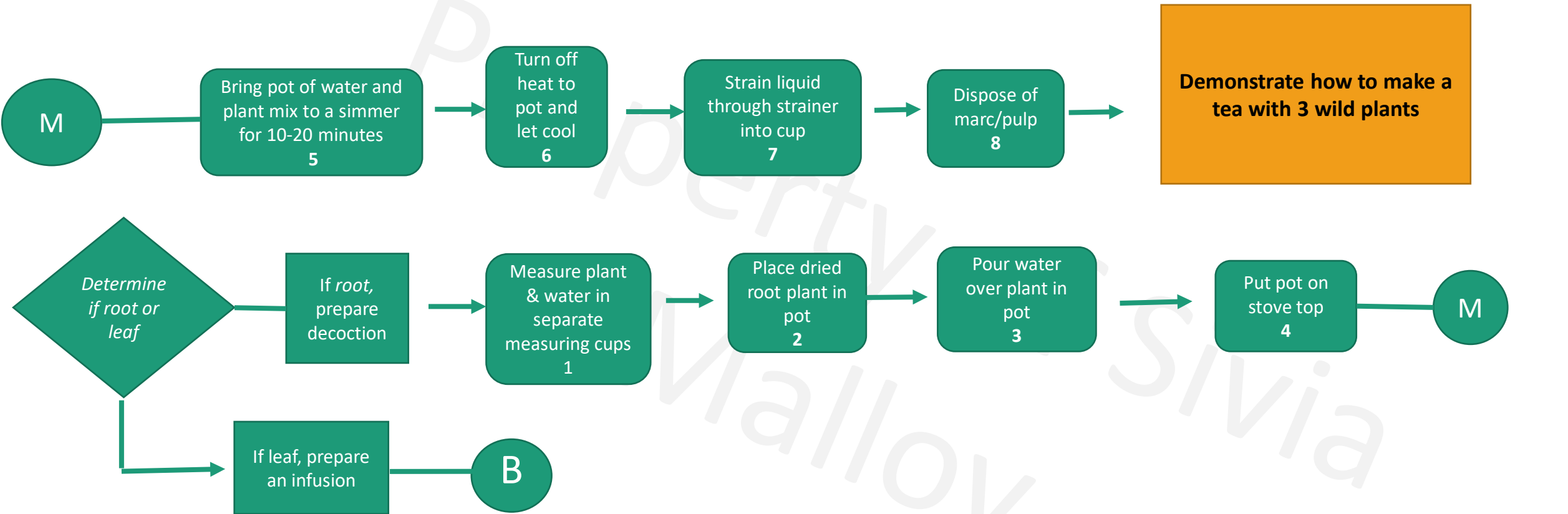
Entry Skills

Identify basic parts of a plant – stem, leaf, flower, seed
 Identify shapes – round, points, curve, jagged
 Identify colors and shades
 Comfortable with kneeling or bending

Instructional Analysis

GOAL 1	PERFORMANCE OBJECTIVES
Identify the specific physical characteristics of 6 individual plants	Given 6 individual plants, learners will be able to identify 2 – 3 specific physical features of each plant.
State the common and Latin name of 6 wild plants	Given 6 individual plants, learners will be able to state the Common and Latin name of a minimum of 3 plants.
Describe human health ailments that each wild plant can be used for	Given the name of 3 identifying features of at least one plant, learners will list the human health ailments where the plant supports recovery

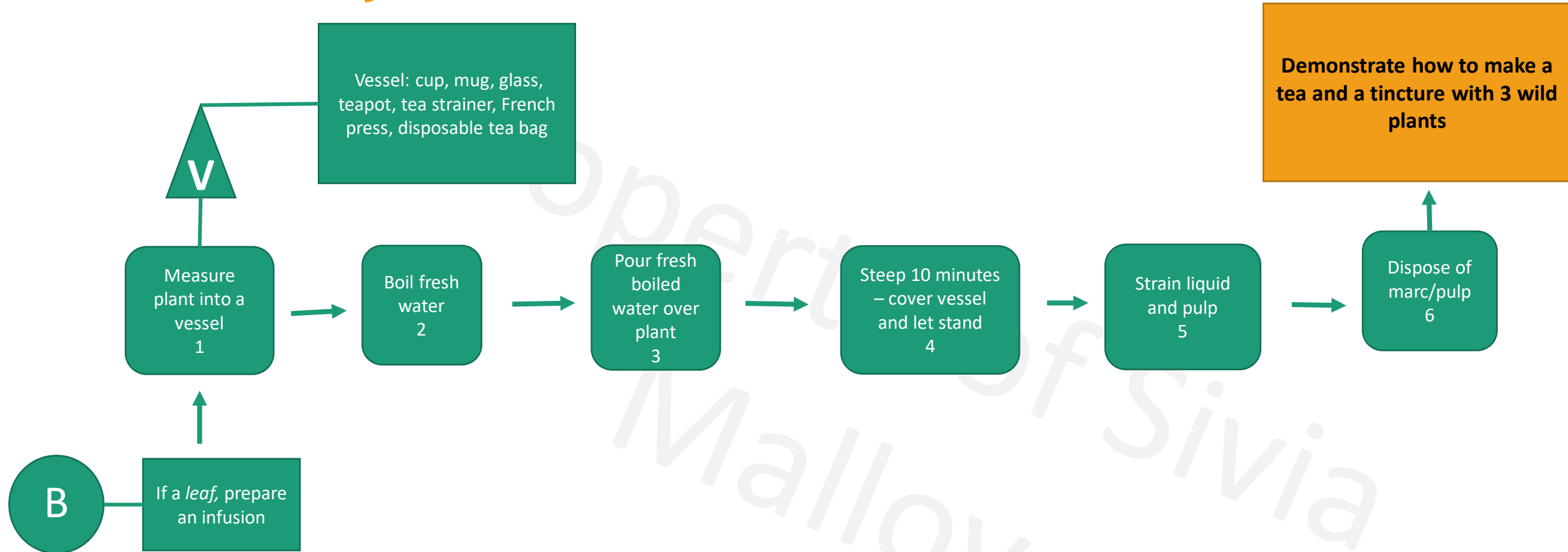
Goal Analysis 2



Entry Skills

Operate a stove top
Boil water
Simmer water
Measure
Safely handle hot items

Goal Analysis 2

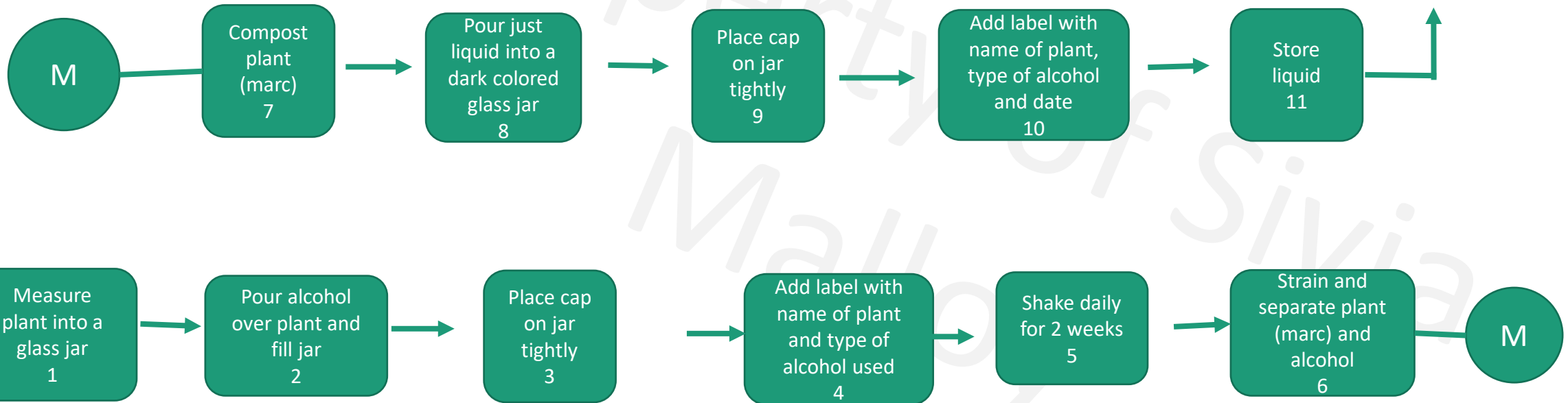


Entry Skills

Operate a stove top
Boil water
Simmer water
Measure
Safely handle hot items

Goal Analysis 2

Demonstrate how to make a tea and a tincture with 3 wild plants



Entry Skills

Measure
Pour
write

Instructional Analysis

GOAL 2	PERFORMANCE OBJECTIVES
Demonstrate how to make a tea and a tincture with 3 wild plants	Given 3 plants, each in a different form, learners will be able to choose and make a tea or a tincture.

Instructional Strategy

LESSON	PERFORMANCE OBJECTIVE	ASSESSMENT	MATERIALS	INSTRUCTIONAL STRATEGY	TIME
Pre-instructional activities	None	None	<p>Outside at beginning of walk route.</p> <p>“Herbalist Basics”: Small booklet with hand drawings, photographs of plants, and blank pages for notes</p> <p>Golf pencils</p>	<p>Instructor: Discuss performance objectives</p> <p>Learners: ask questions about performance objectives</p>	5 minutes
Lesson 1: Module 1	Given 6 individual plants, learners will be able to identify 2 – 3 specific physical features of each plant.	<p>Informal: Before discussion begins on subsequent plants, ask group as a whole to describe physical features of a plant before giving the name and discussing the health ailments that are assisted in recovery</p> <p>After the assessment the student will receive immediate feedback and correction.</p> <p>If the learner does not achieve the performance objective the learner will receive additional instruction</p>	<p>Herbalist Basics, pgs 3-5: Plant Identification</p> <p>Physical plant</p>	<p>Instructor: Review the verbal information in Herbalist Basics booklet</p> <p>Using plant selection, instructor will discuss specific physical features of the plant</p> <p>Learner: will observe the instructor</p> <p>Learner: will take notes and ask questions</p>	8 minutes

Instructional Strategy

LESSON	PERFORMANCE OBJECTIVE	ASSESSMENT	MATERIALS	INSTRUCTIONAL STRATEGY	TIME
Lesson 1: Module 2	Given 6 individual plants, learners will be able to state the Common and Latin name of a minimum of 3 plants.	<p>Informal: After discussing each plant ask group to recall from first plant to current plant discussed up to that point the Common name and the Latin name of each plant</p> <p>After the assessment the student will receive immediate feedback and correction.</p> <p>If the learner does not achieve the performance objective the learner will receive additional instruction</p>	<p>Herbalist Basics, pgs 6-11: each individual plant</p> <p>Physical plant</p>	<p>Instructor: Review the verbal information in Herbalist Basics booklet</p> <p>Using the plant selected in module 1, instructor will provide the common and Latin name.</p> <p>Learner: Using the Herbalist Basics booklet, learner will memorize the common and Latin name</p>	2 minutes
Lesson 1: Module 3	Given the name of 3 identifying features of at least one plant, learners will list the human health ailments where the plant supports recovery	<p>Informal: given the plant name, ask group to recall the health ailments associated with that particular plants ability to support restoring health</p> <p>Given the health ailment, ask group to recall plant name (Common and Latin) that supports the body's ability to restore health.</p> <p>After the assessment the student will receive immediate feedback and correction.</p> <p>If the learner does not achieve the performance objective the learner will receive additional instruction</p>	<p>Herbalist Basics, pgs 6-11: each individual plant</p> <p>Optional: physical plant</p>	<p>Instructor: Using the plant selected in module 1, instructor will discuss the human health ailments (verbal information) and first aid situations where the plant can be used to assist the body restore itself to positive health</p> <p>Learner: : Using the Herbalist Basics booklet, learner will memorize the health ailments and the plants that support restoring to good health</p>	10 minutes

Instructional Strategy

LESSON	PERFORMANCE OBJECTIVE	ASSESSMENT	MATERIALS	INSTRUCTIONAL STRATEGY	TIME
Pre-instructional activities	None	None	Indoors in Apothecary Display of final products for sampling Fresh pots of tea (preferably from plants discussed in previous lesson) and serving mugs Bottles of various tinctures (preferably from plants discussed in previous lesson)	Instructor: Offer tea and tincture tasting Discuss performance objectives Learner: Sample taste teas and tinctures Ask questions about performance objectives	15 minutes
Lesson 2: Module 1	Given 3 plants, each in a different form, learners will be able to choose and make a tea or a tincture.	Using a checklist that lists the subordinate steps, the Instructor will observe learners completing the subordinate steps leading to the performance objective. After the assessment the student will receive immediate feedback and correction. If the learner does not achieve the performance objective the learner will receive additional instruction	Stove top, pot with lid, dried root plant, strainer, cup(s), measuring spoon, measuring cup Handout and clipboards	Instructor: Using the materials, instructor will (1) demonstrate and (2) guide the learner through the step-by-step instructions based on the subordinate steps leading to the performance objective Learner: will observe the instructor demonstration Learner: will perform subordinate skills for this goal with instructor guidance	20 minutes

Instructional Strategy

LESSON	PERFORMANCE OBJECTIVE	ASSESSMENT	MATERIALS	INSTRUCTIONAL STRATEGY	TIME
Lesson 2: Module 2	Given 3 plants, each in a different form, learners will be able to choose and make a tea or a tincture.	<p>Using a checklist that lists the subordinate steps, the Instructor will observe learners completing the subordinate steps leading to the performance objective.</p> <p>After the assessment the student will receive immediate feedback and correction.</p> <p>If the learner does not achieve the performance objective the learner will receive additional instruction</p>	<p>Stove top, cut and sifted plant material, tea kettle, 1 of the following; loose leaf tea bag, tea pot with nesting strainer, French press, Serving cup(s), measuring spoon, measuring cup</p>	<p>Instructor: using the materials the Instructor will (1) demonstrate and (2) then guide the learner through step-by-step instructions based on subordinate steps leading to the performance objective</p> <p>Learner: learners will observe the instructor demonstration</p> <p>Learner: will perform subordinate skills for this step with limited guidance from instructor</p>	20 minutes
Lesson 2: Module 3	Given 3 plants, each in a different form, learners will be able to choose and make a tea or a tincture.	<p>Using a checklist that lists the subordinate steps, the Instructor will observe learners completing the subordinate steps leading to the performance objective.</p> <p>After the assessment the student will receive immediate feedback and correction.</p> <p>If the learner does not achieve the performance objective the learner will receive additional instruction</p>	<p>Fresh harvested plant (off season use cut and sifted dried plant material), 80-proof vodka, Mason jar with lid, Pen or marker, Labels, 4-6 week old macerating tincture, strainer, amber colored glass bottle and screw top</p>	<p>Instructor: using the materials instructor will demonstrate and then guide the learner through step-by-step instructions based on subordinate steps leading to the performance objective</p> <p>Learner: learners will observe the instructor demonstration</p> <p>Learner: will perform subordinate skills for this step with limited guidance from instructor</p>	30 minutes

Formative Evaluation

- **One-to-one:** This is a standard workshop that is presented on a monthly basis during the Spring and Summer to the community at large. The instructional plan and materials will be revised based on the initial contact with the point person who requested the workshop. The plan and materials will be reviewed by the point person for clarity and appropriateness. These will be updated based on the feedback.
- **Field Trial:** An evaluation will be given to the participants for feedback on the pace, length and volume of content of the instruction and the handouts. Also, if the structure of the instruction was easy to follow, if it helped the learner to understand.