



**Vermont State
University**

OFFICE OF WORKFORCE, COMMUNITY,
& ECONOMIC DEVELOPMENT
Center for Schools

SPRING 2024

Mindfulness Practice to Enhance Science Observation Skills
Designing, Planting and Caring for a Perennial Herb Garden in Schools

Website: <https://www.luna-root.com/the-tea-project>

Number of Credits: 3

Level: graduate

Course Code: EDU 5515 S61

Dates: Feb 13, 2024-June 5, 2024

Format: Online asynchronously with 5 synchronous zoom calls and one optional in person day long nature immersion.

Remote Learning Technologies: LMS at <https://theteaproject.net/>

Location: Online

Instructor: [Angie Barger](#), Clinical Herbalist & Educator
angie5lunaroot@gmail.com

Sponsor: VTSU Center for Schools

Publicize my Course on the Castleton website: Yes ___ No

Course Cost to Student: \$1435 (materials not included),

Luna Root Wellness is fiscal agent

Course Description:

The Mindfulness Tea Project, Part 2, Spring 2024
Designing, Planting and Caring for a Perennial Herb Garden in Schools

Students who engage with this course will practice planting a perennial herb garden from seed to sprout, and eventually transplanting seedlings in the school garden. The garden grows to provide herbal tea for the classroom which engages in routines of tea mindfulness, learned in [Part 1](#) of this 3 part course. The course offers experiences and practices for learning the literacy of the landscape through botanical identification and scientific practices based on the rhythms and cycles of the sun and the plants. Creating time to engage in a daily guided mindfulness practice is expected as a personal growth journey during the course.

Audience: PreK-9th Educators and Support Staff

Course Goals:

SEL Goals

Self-Awareness, Self-Management, Social Awareness, Relationship Skills are enhanced and practiced in the following skills learned in the Tea Project:

Mindful embodiment: Breath, Mindfulness, Body Awareness

Sensory-Integrated Awareness: Tea Preparation and Drinking, Sensory Activities

Conversational Practice: Listening, Sharing, Taking Turns, and Reflection

Immersion in Nature: Literacy of the Landscape through Wild & Cultivated Plant Identification and Harvest

Science Goals

In this course, we design and build a perennial herb garden for the school. This garden will grow to supply your classroom with a monthly supply of herbal teas throughout the school year so you can have a locally harvested tea corner to supply your daily cup of tea and mindfulness practices.

The perennial garden is suited to the school year, with harvest season offering itself as students return to school the next year. Plant medicinal herbs from seed indoors and nurture them to the

garden right as the school year is culminating. Learn the herbal actions of the specific plants in your garden, as students continue the practice of drinking herbal tea in the classroom and reflecting on its pathway and course in their bodies, using science and SEL as methods to build confidence in valuing intuitive knowledge. May our experiences inform our lives.

Course Objectives

Throughout the workshops and group conversations the following topics from within this realm will be introduced and explored:

1. Design a tea garden
2. Plant perennial tea garden
3. Practice sustainable gardening practices
4. Utilize proper seeding and cultivation techniques
5. Implement appropriate plant growth techniques
6. Explore wild herbal weeds and compare their herbal actions and uses as tea herbs
7. Begin utilizing botanical plant interpretation of local wildflowers
8. Identify and label spring ephemeral flowers (woodland ecology)
9. Create routines to practice mindfulness to enhance focus in science observation skills in the classroom
10. Create routines to practice mindfulness to enhance expansion of SEL skills in the classroom
11. Students will become familiar with sources to access current research on herbal use and experimentation.
12. Develop and teach lesson plans for their personal integration of the subject matter in Mindfulness and Herbal Tea Garden Design and Care. Adapt these lessons for classroom use.

Course Schedule

Asynchronous Class begins Feb 13 and ends June 5, 2024.

Classes	Individual Sessions	Weekly Homework	Projects
-Asynchronous Online LMS -Weekly Module Pacing -5 Synchronous Class Periods	1-3 individual mentoring sessions with instructor.	See below for Homework Timeline	See Below for Final Projects

In the Learning Management System online, we explore methods for wild crafting, harvesting and making medicine from herbal perennials. The experiences are experiential and instructional with spaciousness for our questions and curiosities to be explored via an online forum. These workshops are research based, and will require readings from the selected course materials. We gain insight through discussion questions and theory during these workshops and implement the practical information in our own garden projects. Materia Medica on featured herbs will be presented to assure the plant actions and safety is understood across the board for all students and can be communicated with all parties.

Schedule: 15 Module Course; new module each week

[Weekly Tea Schedule](#)

Individual Office Hours: [Scheduling Link](#) for Office Hours

- These sessions are your main individual support for the semester during which you and Angie speak of the visions, obstacles and action steps to further your Tea Project and rise above hurdles and challenges. She will offer individual support for you at this time. Optional but encouraged.

Homework

1. **Weekly Assignments** included in [Learning Management System](#) Modules

[Assignment Tracker](#) Track your assignment progress here.

Mindfulness Daily Practice: A Daily Guided Mindfulness Practice is a requirement of this course during the course as a continuation of the Fall Semester, wherein we began developing these skills to help us be better educators. [Soundcloud Mindfulness Practice Audio Recordings](#)

2. Final Projects (4 in total)

[Project Timeline](#) This timeline breaks down the projects into smaller time frames before final projects are due.

Projects

- **1. Research & Reflection Paper**

[Letter to Self: Why I am Prioritizing Mindfulness this Year](#)

Goal: Include 2-3 Research Articles and write a letter to yourself naming information gathered in these articles. State why you are prioritizing mindfulness this year.

- **2. Synopsis of 3 Research Articles**

[School Gardening Projects, History & Benefits](#)

Goal: Read 3 research articles on School Gardens. Provide a 1-2 paragraph takeaway synopsis of each.

- **3. Seed to Garden Experience**

Goal: Build a [Garden](#) from Seed & [Document](#) the process.

Garden: Acquire supplies needed to start a garden from seed to planting outdoors. This project begins in March indoors and is planted in May or June outdoors. Students are involved every step of the way.

Documentation: **If you are working in-person with students**, have them create one of the following: a Log, Photobook, blog, photo essay, [Floorbook](#) (Clare Warden, for ECE especially, includes [Talking Tubs](#)), Photo essay, See Saw, Class Dojo or some kind of **Documentation of the Seed to Transplant process for your class**. If you are not working with students every day, document the process on your own.

- **4. Final ZOOM Presentation:**

Goal: Present a 10 minute final project over Zoom to share with class participants on June .

More Information: Often students are struck by what has changed their perspective or altered their teaching style over the course experience. You will establish your theme ahead of time, and create a presentation to share and celebrate the impacts of your hard work in this course, be it a specific research or reflection area, your garden documentation, or what you've learned through maintaining your own daily practice of mindfulness or more!

Instructor Biography: <https://www.luna-root.com/about>



Angie Barger is a community herbalist and educator with a clinical practice in Marshfield, VT. Angie practices herbalism as a form of self care for herself, her family and community, and as a form of activism. She offers consultations and classes as a commitment to each person's sovereign right to the education they need to support accessible earth-based traditional healing methods. She offers nourishment to educators and children through the Tea Project educator courses in which participants learn to access healing by trusting the body's rhythms and seasons, and its innate capacity for knowing through sensory integration and relationship with self and others. Angie offers onsite educational consulting programs to school communities who seek support in system wide integration of mindfulness and embodiment practices.

Required Readings/Texts:

Book	Starting Seeds by Barbara W Ellis
Book	Homegrown Herbs by Tammi Hartung

Other materials which are required but not included in the cost of this course are listed in the [Materials List](#). Participants are expected to source their own materials. Total cost is about \$250 for new materials.

Other Suggested Readings/Texts: readings are provided in the modules

Assignments: See [Homework](#)

Projects: See [Final Projects](#)

Evaluation:

50% of Final Grade: MODULES & FORUMS

50% of Final Grade: PROJECTS

[See Assignment Tracker](#) for more details

Vermont State University (VTSU) Policies

Grading Policy:

Grades are indicated by letters with a designated “quality point” value assigned to each as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3

A grade of **B- or better** must be achieved to count this course toward a graduate degree at VTSU. For questions on transfer pathways, please contact your contact within VTSU’s Department of Education. Additional grading information can be found in the VTSU Graduate Catalog under Academic Policies, Credits & Grading:

<https://catalog.vermontstate.edu/content.php?catoid=8&navoid=119>

Expectation: Students enrolled in this course will complete a series of activities, readings, and reflections before, during and/or after any scheduled face-to-face or synchronous sessions. This will assure that Carnegie expectations for a credited course, both new learning and hours of outside preparation, are sufficiently met.

Academic Honesty Policy

Vermont State University upholds high standards of academic integrity from all community members. Academic integrity encompasses honesty, trust, fairness, respect, responsibility, and

the courage to act on these fundamental values (International Center for Academic Integrity [ICAI], 2021; The Fundamental Values of Academic Integrity, 3rd ed.). A student who fails to uphold these values may experience academic consequences including a grade of F, indicating no credit, for assignments or courses, or dismissal from the University. Examples of failure to uphold academic integrity may include using unauthorized aids to complete or enhance academic work, copying another person's work on exams, quizzes, or assignments, or engaging in other forms of plagiarism. To plagiarize is to use someone else's words or ideas without full and proper citation and to present them as one's own. The sharing of VTSU password and login credentials to misrepresent oneself in online learning is a violation of academic integrity. Violations need not be intentional in nature. All members of the VTSU community are expected to investigate and understand their responsibility to act with integrity, and to seek assistance when uncertain. For more information, please see the VTSU Graduate Catalog Academic Integrity Policy:

<https://catalog.vermontstate.edu/content.php?catoid=8&navoid=119#academic-integrity>

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For information and guidance, faculty and students are referred to the Vermont State Colleges Manual of Policy and Procedures annual disclosure regarding illegal file sharing and the Higher Education Opportunity Act, accessible online at the following address:

<https://www.vsc.edu/wp-content/uploads/2016/11/VSC-Annual-Notice.pdf>

Accommodations

VTSU is committed to providing reasonable accommodations to qualified students with disabilities so that no such student shall, by reason of a disability, be excluded from participating in, or be denied the benefits of, the services, programs or activities of VTSU. If you have questions about these services, please email disabilityservices@vermontstate.edu or request appointments through the Portal or on the [Disability Services web page](#).

Course Drop Policy:

Vermont State University offers courses to educators with the expectation that registrants will complete the course. However, the University realizes circumstances arise in one's personal life that may cause disruptions. **The policy for dropping a course is that a participant will notify the instructor in writing of the intent to withdraw from the course. The withdrawal notice should be made within the first week of the course and should include the reason for withdrawing.** After week one, changes in class status will be considered for health, bereavement, and personal or emergency situations only. Those who withdraw without adhering to this policy may receive a failing grade on their transcript and/or be liable for associated course costs.

Please direct any drop requests and questions for this course to the VTSU Center for Schools,
cfs@vermontstate.edu

Transcript Request:

www.vermontstate.edu/transcripts

Please direct transcript request questions to registrar@vermontstate.edu.