



**THE  
EDUCATION  
FUND**

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

**2017-2018**

# Ideas with **IMPACT**



## **idea packet**

Supported by:

**Humana  
Foundation**



Ford Motor Company Fund

Essential Oils  
and Infusions  
for Wellness

# Essential Oils infused into learning

By: Alena Sheriff

Twin Lakes Elementary School  
1458 w 5th Place  
Hialeah , FL. 33012  
(305) 123-1234  
[asheriff@dadeschools.net](mailto:asheriff@dadeschools.net)  
school code: 5601

For information concerning IMPACT II opportunities including  
Adapter and Disseminator grants, please contact:

The Education Fund  
305-558-4544, Ext. 113  
Email: [IMPACT@educationfund.org](mailto:IMPACT@educationfund.org)  
[www.educationfund.org](http://www.educationfund.org)

# **Table of Contents**

**Goals and Objectives**

**Course Overview**

**Lesson Plans**

**Resources**

# Goals and Objectives

## Science Florida Standards

SC.3L.15.2 Classify flowering and non-flowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.

SC.3.N.1.1 Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.

SC.3.N.1.2 Compare the observations made by different groups using the same tools and seek reasons to explain the differences across groups.

SC.3.N.1.3 Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.

SC.3.N.3.1 Recognize that words in science can have different or more specific meanings than their use in everyday language; for example, energy, cell, heat/cold, and evidence.

## Math Florida Standards

MAFS.3.MD.1: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

MAFS.3.MD.1.1 MAFS.3.MD.1.2 MAFS.3.MD.2: Represent and interpret data.  
MAFS.3.MD.2.4

## Course Overview

The purpose of this project is to motivate students and develop their observation skills. Students will have fun learning math, and science while investigating unique scents and fragrances inspired by herbs and plants found in our school's Food Forest.

At the onset of this project, students visit the food forest and use their science inquiry skills to discover and learn about the garden. Students are encouraged to smell, taste touch, observe and eat the edible plants from the garden in order to gain familiarity with plants. Later, the garden will be used as a resource when the students are ready to do their essential oil project.

Students then sample different herbal scents to experience the affect that essential oils have on the limbic system, the part of your brain that controls emotions. They learn that smelling certain scents will promote relaxation, and enhance a good mood.

Next, students watch a video to learn how plants are distilled using steam to extract the essential oils. The students learn through the distillation process that there is a flow of steam into a glass chamber holding the raw plant material. The steam causes the essential oil to separate which is then carried to the condenser chamber and the steam once again becomes water. Oil and water is separated leaving the floral scent of the essential oil aroma. The students are shown individual bottles containing store bought essential oils and now they have a better understanding of how the oils were made from a plant. Students also learn about the use of distillation to purify water.

Students visit the school's garden in groups to gather, organize and label the name of the following leaves: lemon, mint, basil, patchouli, rosemary, oregano, and lavender. If the schools doesn't have a garden, the activity can also be done with container plants or dried herbs. Students smell each leaf and then they are asked by their partner to match the leaf to the scent of its essential oil.

As a follow up to this activity , students learn the purpose that each essential oil has. For instance, rosemary has been shown in studies to enhance memory, and lavender has been studied for effects on lowering anxiety.

As students become aware of the purpose of essential oils, they work as a team to create their essential oil sachets. First, in groups of five, students discuss what mood they want their sachet to promote. Students measure the contents of their sachets. Upon completion, students weigh their bags.

# Lesson Plans

## Day 1

**Goal: Students will learn to appreciate the many benefits that the oils from plants have on their brain.**

### In house field trip:

1. take children to the food forest/ garden to explore and learn about the plants.
2. If you do not have a food forest or garden, bring in dried or fresh culinary herbs , or potted herb plants for students to experience.
3. Students smell plants and learn about the concept of essential oils and its relationship with plants.

## Day 2

### Video: (science)

1. Students will watch a video about distillation and how it works.
2. Prepare 4 or 5 clear travel size plastic bottles.
3. Place inside each bottle a piece of cotton and saturate it with 4-5 drops of different essential oils.
4. Label each bottle with the essential oil scent
5. Students will be given an opportunity to sample different essential oils and try to match their scents with its plant origin.



## **Day 3**

### **Revisit the garden:**

- 1. Students will label and identify plants in the food forest/ garden that can be used for making essential oils.**
- 2. Students will harvest plant samples that they have identified from the garden for drying herbs in a dehumidifier or paper bag.**
- 3. Explain that the drying the herbs concentrates the scent by eliminating the water.**
- 4. Explain that the dried herbs will be used later to make their sachets.**

## **Day 4**

### **Mood building activity:**

**Goal: students will participate in a relaxation activity**

- 1. Discuss the following three mental activities: relaxation, focus, and memory.**
- 2. Introduce the state of relaxation to students using visualization activity. First, add 3 drops of lavender to a diffuser and let the aroma infuse into the classroom environment.**
- 3. Next, encourage the students to sit quietly and enjoy the aroma that will be filling the room as you turn the light off. In a soft tone, tell your students to allow their body to rest as they close their eyes and inhale deeply taking in deep breath and hold it in as you count to four for them to release. Do this breathing activity intermittently at least three or four times.**
- 4. Direct students to listen to the sound of your voice and to use their imagination as you create a visual image of the beach, the sound of birds flying above, the waves crashing against the shore, and feeling the warmth of the sun on their faces in their minds. With the command of your voice, count backwards from 10 slowly and have your students open their eyes after 10 minutes. Have them observe their current state of being. Ask them to share their experience with the relaxation activity.**



## **Day 5: Focus**

**Goal: students will participate in a focus activity using math from the curriculum**

- 1. During your math block, introduce students to Focus activity. Give each student a piece of cotton ball with half the students getting either a drop of peppermint and the other half getting a drop of rosemary oil on it. The two smell together will create an aromatic fragrance in the room.**
- 5. Point out to students that they will be working on math and should they find themselves not paying attention to the instruction to take in a breath of the scent on their cotton ball and direct their attention back to their work.**
- 6. Occasionally check in with students by asking them how they are feeling and if they are concentrating on their work. Walk around the room and get feedback from each student about the effects of smelling their cotton balls. Encourage them to also take a smell of the room's environment to see if they can smell other aromas.**

## **Day 6**

**Goal: students will participate in a memory activity**

- 1. Use the same concept from day 5 activity to engage students in multiplication, addition or subtraction math fluency drills. It is suggested that everyday activities can become less stressful, given the improved memory performance rosemary brings about, if essential oils are used to boost memory.**

## **Day 7:**

**Goal: students preparation before building their sachets:**

- 1. Students will brainstorm what mood they want to promote before they prepare their sachet.**
- 2. Students will choose from one of the following moods below:**
  - relaxation**
  - focus**
  - memory**
- 3. Student will learn about the essential oils and its scent that will be used to enhance one of the following three moods mentioned above.  
The essential oils for relaxations are: orange, which is uplifting and good for feelings of overwhelm and lavender oil is very calming.**

**The essential oils for focus are: peppermint, lemon. These spicy and fragrant scents helps to wake up the mind, focus your senses, and improve your memory.**

**The essential oils for memory are: sage, basil, and rosemary. Due to the strong smells of these oils, the mind becomes more alert making it easier to remember things and concentrate better.**

## **Day 8**

### **Building sachets activity:**

- 1. Students will measure ingredients and make their sachets using measuring spoons. It is advisable that you do this activity out in the garden as the mixing of scents will be too overpowering in the classroom.**
- 2. Students will choose their sachet and work in groups of five to fill their sachet with fillers using the prepared herbs that were previously dehumidified. You may also use store bought dried rose petals, dried lavender buds, or dried sandalwood.**
- 3. Encourage students to choose two fillers and measure out 1 ½ tablespoons of each fillers to add to their bags.**
- 4. Last, students will apply two or three drops of essential oil of their choosing into the contents in the bags.**
- 5. Important, tell students not to smell their bags immediately as the scent will be too strong . Let some of the scent diffuse first and when they smell not to shove the bag directly into their nose. Just take a nice, gentle sniff.**
- 6. After students have enjoyed their bag have them discuss in their groups the types of moods they feel, brainstorm on a sheet of paper descriptive words to describe the scents and the mood they are in.**

## **Day 9**

### **Goal: Weight, and data using the sachets (Math)**

- 1. Have each students work in groups of 5 and use a weight and mass balance bucket scale to weigh the mass of their sachets individually and record it.**
- 2. Have students compare and contrast their findings on a venn diagram**
- 3. Have students discuss why might some students sachet weigh more or less than theirs.**
- 4. Have students work as a whole group to do a three column graph of their mood building sachet choice of essential oil. Ask how many students choose concentration, focus, and memory as their preference and record the data on the board. Next, give students graph paper to record the results.**

## Day 10

Goal: continue with day 9 activities

### Resources:

Assorted colors Sachets/ organza pouches





## Dehydrated or dried herbs to fill sachets



**Now Essential oils**

**video:** <https://www.youtube.com/watch?v=w0V5EIWhvg> (home made Essential Oil - Lavender - Steam Distillation - Plus Kitty)

**Pinterest:** 20 ways to use essential oils in the classroom

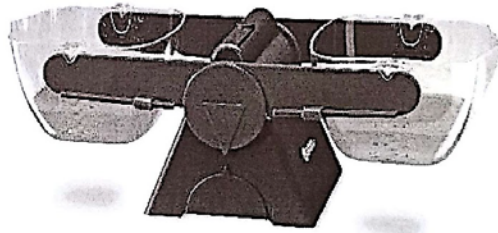
**Book:** Modern essentials as a guide for using essential oils

Name \_\_\_\_\_

Date \_\_\_\_\_

### Essential oils balance worksheet

Write on the line below the name of the student in your group and the mass of their sachet bags. You will use the information for a discussion about the mass variations.



Student Names
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Mass
_____
_____
_____
_____
_____
_____



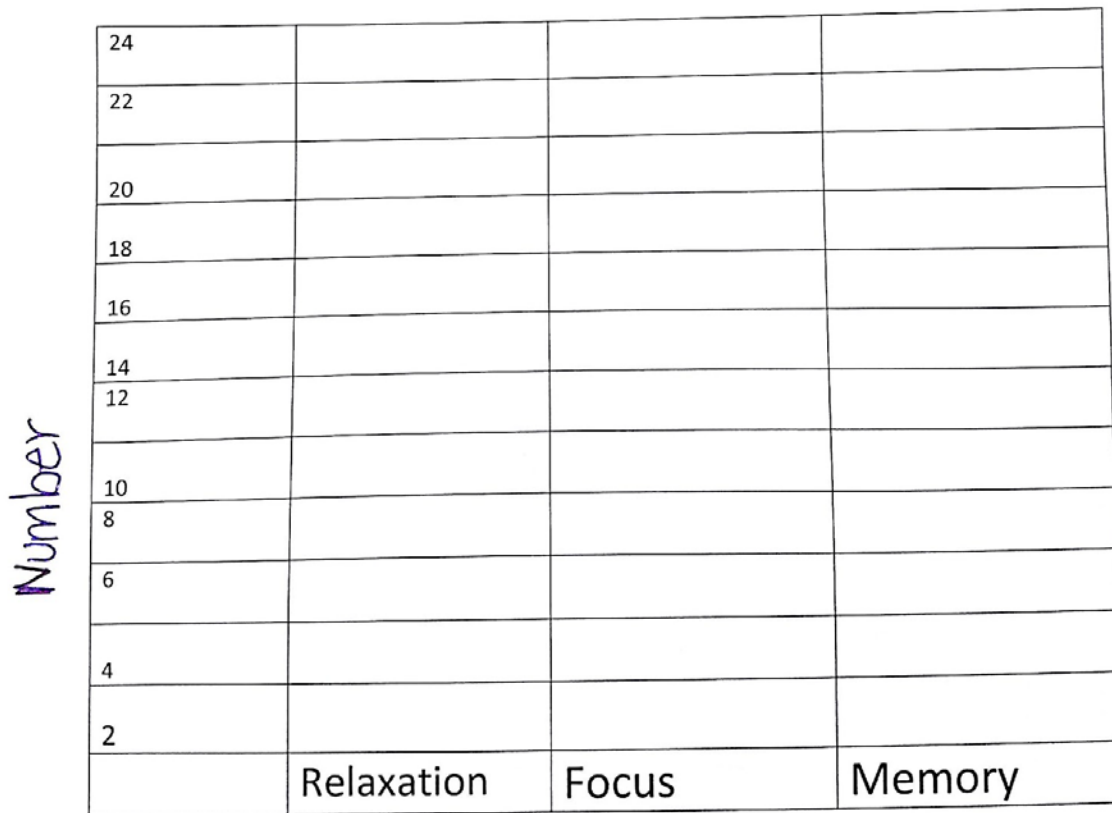
Name \_\_\_\_\_ Date \_\_\_\_\_

### ESSENTIAL OILS MATH ACTIVITY

Use the data from the tally chart to complete the graph

Relaxation	
Focus	
Memory	

### Favorite Mood Graph



Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Use the graph to answer the following questions.

1. Which mood received the most number of votes?

\_\_\_\_\_

2. Which mood received the least number of votes?

\_\_\_\_\_

3. Did any moods get the same number of votes? If so, which ones?

\_\_\_\_\_

4. How many students voted for relaxation?

\_\_\_\_\_

5. How many students voted for focus?

\_\_\_\_\_

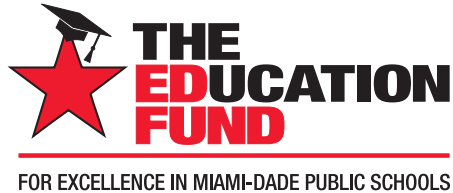
6. How many students voted altogether?

\_\_\_\_\_

7. How many more votes did **Memory** receive than **Relaxation**

\_\_\_\_\_?

8. How many more votes did Focus receive than memory \_\_\_\_\_?



# Apply for an Ideas with **IMPACT** Adapter Grant!

All Miami-Dade County public school teachers, media specialists, counselors or assistant principals may request funds to implement any project idea, teaching strategy or project from the 2017 Idea EXPO workshops and/or curriculum ideas profiled annually in the *Ideas with IMPACT* catalogs from 1990 to the current year, 2017-18. Most catalogs can be viewed on The Education Fund's website at [educationfund.org](http://educationfund.org) under the heading, "Publications."

- Open to all K-12 M-DCPS teachers, counselors, media specialists
- Quick and easy reporting requirements
- Grants range from \$150 - \$400
- Grant recipients recognized at an Awards Reception

To apply, you must contact the teacher who developed the idea before submitting your application. Contact can be made by attending a workshop given by the disseminator, communicating via email or telephone, by visiting the disseminator in their classroom, or by having the disseminator visit your classroom.

Project funds are to be spent within the current school year or an extension may be requested. An expense report with receipts is required by Friday, June 1, 2018.

**APPLICATION DEADLINE:**  
**December 13, 2017**

**Apply online at [educationfund.org](http://educationfund.org)**

**For more information, contact:**

Edwina Lau, Program Director  
305.558.4544, ext. 113  
[elau@educationfund.org](mailto:elau@educationfund.org)



# Contributors with **IMPACT**

## Platinum Star

---



**School District  
Education Foundation  
Matching Grant Program**

## Gold Star

---



America's Most Convenient Bank®



**Ford Motor Company Fund**

**Humana  
Foundation**



ASSURANT®



## Silver Star

---

TriMix Foundation



**PEREZ TRADING COMPANY**

Rod and Lucy  
Petrey

Raj Rawal and  
Anne Marie Miller

Robert Russell  
Memorial Foundation

## Bronze Star

---

The Jack Chester  
Foundation





# Driving a **Brighter Future**

For more than 65 years, Ford Motor Company Fund has worked to improve people's lives, investing \$1.5 billion to support innovative programs in Community Life, Education, Safe Driving and the Ford Volunteer Corps.



For opening minds, creating opportunities,  
and helping to create a brighter future,  
Ford Salutes The Education Fund.

