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**PROGRAM**  
**KUĆNA BILJNA LJEKARNA**

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## OBLIK NASTAVE: UČIONIČNA I IZVANUČIONIČNA NASTAVA

**BROJ SATI: 40**

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### CILJ EDUKACIJE:

- Osposobiti polaznike za primjenu osnovnih znanja iz fitoterapije u svakodnevnom životu.
- Informirati polaznike o anatomiji, sistematizaciji, djelovanju i upotrebi ljekovitih biljaka našeg kraja.
- Educirati polaznike o pravilnom sušenju biljaka, pripremi i izradi ljekovitih biljnih pripravaka.
- Potaknuti polaznike na brigu o okolišu, brigu o očuvanje biljnih staništa kroz edukaciju o pravilnom sabiranju biljaka i kultivaciji biljaka za vlastite potrebe te potrebe bližnjih.
- Motivirati polaznike da prenose stečeno znanje u lokalnu zajednicu.

### ISHODI:

Na temelju stečenih znanja polaznici će moći izdvojiti biljne vrste s djelovanjem na određenu tegobu ili bolest. Opisati i razlikovati građu biljke i biljnih organa. Prepoznati i razlikovati biljne vrste u prirodnom staništu koristeći stručnu literaturu i mobilne aplikacije. Samostalno će moći sakupiti, posušiti i pohraniti biljke te izraditi ljekoviti pripravak. Biljke će samostalno moći porezati, zasaditi i razmnožiti.

### LITERATURA:

- Nikolić T. (2020a): Flora Croatica – vaskularna flora Republike Hrvatske, Volumen 1. Uvodni dijelovi, sinopsis porodica, opće kazalo, literatura i dr. Alfa d. d., Zagreb.
- Nikolić T. (2020b): Flora Croatica – vaskularna flora Republike Hrvatske, Volumen 2. Ključevi za determinaciju s pratećim podacima: Equisetidae, Lycopodiidae, Ophyoglossidae, Polypodiidae, Cycadidae, Ginkgooidae, Gnetidae, Pinidae, Magnoliidae – porodice A – FAB. Alfa d. d., Zagreb.
- Nikolić T. (2020c): Flora Croatica – Vaskularna flora Republike Hrvatske, Volumen 3. Ključevi za determinaciju s pratećim podacima: Magnoliidae – porodice FAG-ZYG. Alfa d. d., Zagreb
- Lesinger I. (2012): Kućna biljna ljekarna 1-4 A-Ž, komplet. Adamić d.d., Rijeka
- Sanja Kovačić, Toni Nikolić, Mirko Ruščić, Milenko Milović, Vanja Stamenković, Darko Mihelj, Nenad Jasprica, Sandro Bogdanović, Jasenka Topić (2008): Flora jadranske obale i otoka - 250 najčešćih vrsta. Školska knjiga, Zagreb.
- Ljubica Bernardica Kovač (2022): Biljne terapije i recepti - Ljekovito bilje - dar iz Božje ruke. Verbum, Zagreb.
- Richard Willfort (2002): Ljekovito bilje i njegova upotreba. Erudit, Zgreb.

NASTAVNA CJELINA	REDNI BROJ SUSRETA	REDNI BROJ SATI	NASTAVNA TEMA	OPIS AKTIVNOSTI	NASTAVNA SREDSTVA I POMAGALA
1. MALI PRIRUČNIK FITOTERAPIJE	1.	1.	1. Uvodni sat	<p><u>Uvodni dio sata:</u> predstaviti se, upoznati polaznike s planom i programom edukacije.</p> <p><u>Središnji dio:</u> upoznati polaznike, njihov povod upisa na edukaciju, očekivanja od edukacije, iskustva rada s biljkama i biljnim pripravcima.</p> <p><u>Završni dio:</u> najaviti iduću nastavnu temu.</p>	Računalo, projektor, stručna literatura.
		2. 3.	2. Anatomsko – morfološka obilježja biljaka	<p><u>Uvodni dio:</u> započeti sat s pitanjem: jesu li vam poznati pojmovi anatomija i morfologija? Na temelju odgovora i rasprave s polaznicima definirati anatomiju i morfologiju biljaka.</p> <p><u>Središnji dio:</u> Nabrojati biljne organe, napraviti podjelu na generativne i vegetativne, definirati ulogu pojedinog biljnog organa. Opisati glavna morfološka obilježja lista (podjela na jednostavne i sastavljene listove. Opis lista prema obliku plojke, nervaturi i rubu plojke). Opisati glavna morfološka obilježja korijena i stabljike. Opisati građu cvijeta i nabrojati vrste cvatova. Opisati vrste plodova.</p> <p><u>Završni dio:</u> sistematizirati obrađeno gradivo, pojasniti nejasnoće i najaviti novu nastavnu temu.</p>	Računalo, projektor, stručna literatura, radni listić.
	2.	4. 5. 6.	3. Biljne vrste našeg kraja: -Gospina trava (Hypericum perforatum L.), -Kopriva (Urtica dioica L.), -Kadulja (Salvia officinalis L.), -Maslačak (Taraxacum	<p><u>Uvodni dio:</u> kroz razgovor s polaznicima nabrojati biljne vrste koje prepoznaju u svom okruženju (narodni nazivi).</p> <p><u>Središnji dio:</u> imenovati biljne vrste latinskim nazivom, narodnim imenima, opisati pojedinu biljnu vrstu (organografija), opisati stanište i kemijski sastav biljke te djelovanje i upotrebu. Navesti slične</p>	Računalo, projektor, stručna literatura, radni listić.

			<p>officinale F. H. Wigg), -Trputac uskolisni ( <i>Plantago lanceolata L.</i>)</p>	<p>vrste. <u>Završni dio:</u> sistematizirati obrađeno gradivo.</p>	
	3.	<p>7. 8. 9.</p>	<p>3.Biljne vrste našeg kraja:  -Smilje (<i>Helichrysum italicum (Roth) G. Don fil.</i>), -Ružmarin (<i>Rosmarinus officinalis L.</i>), -Timijan (<i>Thymus vulgaris L.</i>) -Stolisnik (<i>Achillea millefolium L.</i>), -Crna bazga (<i>Sambucus nigra L.</i>)</p>	<p><u>Uvodni dio:</u> ponoviti opis i djelovanje gospine trave, koprive, kadulje i maslačka <u>Središnji dio:</u> imenovati biljne vrste latinskim nazivom, narodnim imenima, opisati pojedinu biljnu vrstu (organografija), opisati stanište i kemijski sastav biljke te djelovanje i upotrebu. Navesti slične vrste. <u>Završni dio:</u> sistematizirati obrađeno gradivo. Najaviti novu nastavnu temu.</p>	<p>Računalo, projektor, stručna literatura, radni listić.</p>
2. IDENTIFIKACIJA, SAKUPLJANJE I KULTIVACIJA SAMONIKLOG BILJA	4.	10. 11.	4.Sistematizacija i identifikacija biljnih vrsta	<p><u>Uvodni dio:</u> Na primjeru Koprive (<i>Urtica dioica L., Urticaceae</i>) i Mrtve koprive (<i>Lamium spp. L., Lamiaceae</i>) ukazati na važnost prepoznavanja biljnih vrsta, porodica i rodova u koje se svrstavaju. <u>Središnji dio:</u> opisati taksonomiju biljaka na nekoliko primjera. Spomenuti Carla Linnéa kao začetnika taksonomije. Na primjerima pojasniti binarnu i trinarnu nomenklaturu. Objasniti razliku djelovanja i upotrebe biljke iste porodice a različite vrste i podvrste, osobito na primjerima biljaka koje mogu djelovati u slučaju zabune štetno na organizam. <u>Završni dio:</u> ponavljanje i sistematizacija gradiva uz pomoć radnog listića.</p>	<p>Računalo, projektor, stručna literatura.</p>
		12.	5.Priprema za terensku nastavu	<p><u>Uvodni dio:</u> porazgovarati o dosadašnjim iskustvima branja biljaka <u>Središnji dio:</u> navesti pribor, ambalažu i opremu</p>	<p>Računalo, projektor, stručna literatura.</p>



				<p>potrebnu za branje i sušenje biljaka. Definirati period branja biljke ovisno o biljnom organu koji se koristi za daljnju upotrebu. Preporučiti metode branja u svrhu očuvanja staništa biljne vrste. Nabrojati načine i metode sušenja ljekovitog bilja. Predložiti ambalažu i načine pohranjivanja osušenih biljnih droga.</p> <p><u>Završni dio:</u> informirati polaznike o lokaciji terenske nastave, predložiti adekvatnu odjeću i obuču za terensku nastavu.</p>	
	5.	13. 14. 15.	6. Obilazak gradskog parka	<p><u>Uvodni dio:</u> dočekati polaznike na dogovorenoj lokaciji</p> <p><u>Središnji dio:</u> obilazak gradskog parka u svrhu identifikacije samoniklog i kultiviranog bilja. Korištenje stručne literature u svrhu identifikacije biljnih vrsta i podvrsta. Osvijestiti polaznike o činjenici kako je ljekovito bilje svuda oko nas.</p> <p><u>Završni dio:</u> pozdraviti se s polaznicima i uputiti ih na iduću lokaciju terenske nastave.</p>	Stručna literatura, mobilna aplikacija.
	6.	16. 17. 18.	7. Identifikacija i sakupljanje ljekovitog bilja	<p><u>Uvodni dio:</u> dočekati polaznike na dogovorenoj lokaciji te podijeliti pribor i opremu potrebnu za sakupljanje ljekovitog bilja.</p> <p><u>Središnji dio:</u> obići lokaciju, identificirati i na pravilan način sakupiti odgovarajuću količinu ljekovitih biljaka potrebnu za daljnju upotrebu. Pripremiti biljke za sušenje i izradu ljekovitih pripravaka.</p> <p><u>Završni dio:</u> pozdraviti se s polaznicima i uputiti ih na iduću lokaciju terenske nastave.</p>	Stručna literatura, mobilna aplikacija, škare za obrezivanje biljaka, platnena/papirnata vrećica.

	7.	19. 20. 21.	7. Identifikacija, sakupljanje i kultiviranje samoniklog bilja	<p><u>Uvodni dio:</u> dočekati polaznike na dogovorenoj lokaciji te podijeliti pribor i opremu potrebnu za sakupljanje i kultivaciju ljekovitog bilja.</p> <p><u>Središnji dio:</u> obići lokaciju, identificirati te na pravilan način sakupiti i porezati biljke potrebe za daljnju obradu. Pripremiti biljke za sušenje i kultiviranje.</p> <p><u>Završni dio:</u> pozdraviti se s polaznicima, sabrati dojmove.</p>	Stručna literatura, mobilna aplikacija, škare za obrezivanje biljaka, platnena/papirnata vrećica.
3. PRIPRAVCI KUĆNE BILJNE LJEKARNE	8.	22. 23.	8. Kultivacija samoniklog ljekovitog bilja	<p><u>Uvodni dio:</u> pripremiti pribor i materijale za rad.</p> <p><u>Središnji dio:</u> upoznati polaznike s metodama uzgoja samoniklog bilja: sjetva ili zelene reznice. Navesti uvjete potrebne za klijanje i rast mlade biljke. Polaznici nakon demonstracije samostalno sade zelene reznice u za to predviđene posude te siju sjeme biljaka.</p> <p><u>Završni dio:</u> čišćenje i spremanje radnih površina, pribora i alata.</p>	Stručna literatura, humusna zemlja, škare za obrezivanje biljka, posuda za sadnju biljaka.
		24. 25.	9. Priprema tinktura	<p><u>Uvodni dio:</u> započeti razgovor pitanjem: jeste li do sada konzumirali tinkturu a da možda toga niste niti bili svjesni?</p> <p><u>Središnji dio:</u> definirati tinkture, volumne udjele alkohola te pojasniti razliku između hidrofilnih i hidrofobnih otapala. Navesti prednosti i mane upotrebe tinktura i moguće kontraindikacije. Demonstrirati pripremu tinkture nakon čega polaznici u parovima pripremaju tinkturu korijena koprive za liječenje adenoma prostate, lista kadulje za liječenje grlobolje te tinkturu lista ružmarina za povoljniju probavu.</p> <p><u>Završni dio:</u> pakiranje pripravka u odgovarajuću</p>	Laboratorijsko posuđe i pribor potrebno za izradu ljekovitog oblika, ambalaža za pohranu ljekovitog oblika (staklena bočica sa kapaljkom od 30ml, staklena bočica sa štrcaljkom od 30ml), signatura



				ambalažu, čišćenje i spremanje laboratorijskog pribora i radnih površina.	
9.	26. 27. 28. 29. 30.	10. Priprema sirupa		<p><u>Uvodni dio:</u> nabrojati vrste sirupa koje koristimo, kada najčešće posežemo za sirupima?</p> <p><u>Središnji dio:</u> definirati sirupe, navesti različite metode izrade sirupa. Demonstrirati postupak izrade sirupa. Izraditi u paru: Sirupus simplex prema propisu, prema propisu izraditi sirup od timijana i trputca za kašalj. Pripremiti sirup za kašalj od cvijeta divizme i timijana.</p> <p><u>Završni dio:</u> pakiranje pripravka u odgovarajuću ambalažu, čišćenje i spremanje laboratorijskog pribora i radnih površina.</p>	Laboratorijsko posuđe i pribor potrebno za izradu ljekovitog oblika, ambalaža za pohranu ljekovitog oblika (staklena bočica s čepom od 125ml), signatura.
10.	31. 32. 33. 34. 35.	11. Priprema čajeva i čajnih mješavina		<p><u>Uvodni dio:</u> kroz razgovor s polaznicima saznati razlikuju li infuz od dekokta? Definirati navedene biljne pripravke i dati primjer primjene.</p> <p><u>Središnji dio:</u> biljne droge poput lista trputca, lista maslačka, zeleni stolisnika, zeleni timijana i cvijeta crne bazge kombinirati u različitim omjerima u čajne mješavine za kašalj, prehladu, poticanje probave. Demonstrirati izradu čajne mješavine. Polaznici u parovima izrađuju čajnu mješavinu prema propisu izrade.</p> <p><u>Završni dio:</u> pakiranje pripravka u odgovarajuću ambalažu, čišćenje i spremanje laboratorijskog pribora i radnih površina.</p>	Laboratorijsko posuđe i pribor potrebno za izradu ljekovitog oblika, ambalaža za pohranu ljekovitog oblika (papirnata vrećica), signatura.
11.	36. 37.	12. Priprema uljnih macerata i masti		<u>Uvodni dio:</u> definirati uljni macerat, opisati postupak izrade uljnih macerata, obrazložiti pojam	Laboratorijsko posuđe i pribor

		38. 39. 40.	<p>nepolarnog otapala, predložiti biljna ulja i masnoće za pripremu uljnih macerata.</p> <p><u>Središnji dio:</u> demonstrirati pripremu uljnog macerata i masti. Polaznici u parovima, prema propisu izrađuju uljni macerat gospine trave za liječenje rana i hemeroida, zatim pripreamju uljni macerat smilja za liječenje hematoma i njegu kože. Demonstracija pripreme masti. Polaznici u parovima prema zadanom propisu izrađuju mast od smilja i mast od gospine trave za gore navedena stanja.</p> <p><u>Završni dio:</u> pakiranje pripravka u odgovarajuću ambalažu, čišćenje i spremanje laboratorijskog pribora i radnih površina. Rasprava o prednostima i manama aplikacije izrađenih ljekovitih oblika.</p>	<p>potrebno za izradu ljekovitog oblika, ambalaža za pohranu ljekovitog oblika (staklena bočica s čepom od 30ml, plastična posudica od 50g), signatura.</p>
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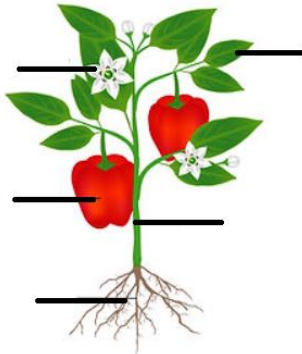
TEMATSKA JEDINICA: *Anatomsko – morfološka obilježja biljaka*

AKTIVNOST: *Ponavljanje i sistematizacija gradiva*

IME I PREZIME POLAZNIKA:

DATUM:

Promotrite crtež i imenujte organe, zatim odgovorite na sljedeća pitanja:



a) Nabroji nespolne organe?

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b) Koja je uloga vegetativnih organa, a koja generativnih organa?

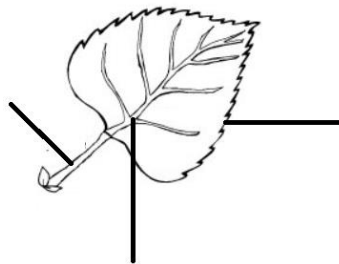
\_\_\_\_\_

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c) Koja je uloga cvijeta?

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Imenujte dijelove lista:



Opišite list prema obliku plojke, obliku ruba i nervaturi



Sufinancira  
Europska unija



Cvat je:

- a) Sastavljen od više cvjetova
- b) Muški dio cvijeta
- c) Oblik cvijeta kod zimzelena
- d) Ženski dio cvijeta

## KUĆNA BILJNA LJEKARNA – RADNI LISTIĆ

TEMATSKA JEDINICA: *Biljne vrste hrvatskog primorja*

AKTIVNOST: *Ponavljanje i sistematizacija gradiva*

IME I PREZIME POLAZNIKA:

DATUM:

Gospina trava (*Hypericum perforatum L.*),

1. Gospina trava pripada porodici \_\_\_\_\_. Latinski naziv za Gospinu travu je \_\_\_\_\_.

2. Opišite morfološka svojstva Gospine trave.

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3. Na koji se način Gospina trava razmnožava?

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4. Ljekovitost/upotreba Gospine trave.

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5. Nabrojite ljekovite oblike Gospine trave.

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6. Nabrojite aktivne tvari u cvijetu Gospine trave.

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7. Navedite narodna imena za Gospinu travu.

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8. Kada se bere cvijet Gospine trave i zašto?

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9. Kako se skladišti macerat Gospine trave?

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## KUĆNA BILJNA LJEKARNA – RADNI LISTIĆ

TEMATSKA JEDINICA: *Priprema čajeva i čajnih mješavina*

AKTIVNOST: *Izrada čajne mješavine*

IME I PREZIME POLAZNIKA:

DATUM:

### SPECIES DIAPHORETICAE

#### Čaj za prehladu

#### IZRADA:

*Chamomillaeflos*      20g

*Sambuciflos*          40g

*Tiliaeflos*             40g

Droge se izvažu prema veličini količina, te se dobro izmiješaju uz pomoć kartice ili žlica u tarioniku.

**Objašnjenje postupka:** Sadržajem flavonskih glikozida (bazga, kamilica, lipa) ova čajna mješavina djeluje dijaforetski, tj. izaziva znojenje. Isparavanjem znoja tijelo gubi toplinu, što povoljno utječe na smanjenje tjelesne temperature. Sekundarno ovaj čaj djeluje i blago spazmolitski, diuretski i protuupalno.

**Upotreba:** Razna fibrilna stanja (prehlada, influenza).

**Način upotrebe:** 1 žlicu čaja preliti s 2 dcl vrele vode, ostaviti pola sata u pokrivenoj posudi uz povremeno miješanje, procijediti i po potrebi zasladiti. Piti toplo više puta na dan.

#### BILJEŠKE:





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## MINI KURIKULUM O ODRŽIVOSTI I ZAŠTITI OKOLIŠA

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## **OBLIK NASTAVE: UČIONIČKA NASTAVA**

**BROJ SATI: 4**

### **CILJEVI PROGRAMA:**

- Razvijati stavove o potrebi zaštite prirode i očuvanja kakvoće okoliša te potrebi osobnog angažmana i osobnog doprinosa svakog pojedinca.
- Razumjeti i prihvatiti potrebu očuvanja prirode i okoliša te navesti mogućnosti vlastitog doprinosa
- Upoznati značenje tehnike i tehnologije u ukupnom životu čovjeka
- Razvijati svijest o individualnoj odgovornosti za zdravlje
- Naučiti aktivno sudjelovati u društvenim temama i izražavati mišljenje o društvenim temama, formirati se kao aktivan sudionik javnog života.

### **ISHODI:**

Na temelju znanja o održivosti okoliša i veće svijesti o poštivanju prirode te o javnom i individualnom zdravlju, polaznici će moći prakticirati ova načela u svojoj obitelji i zajednici. Sudionici bi slijedili jednostavna dnevna pravila i lako naučili odgovorne stavove o tome kako ne rasipati prirodne resurse, kako očuvati lokalni okoliš (na primjer, ne proizvoditi otpad) ili sudjelovati i biti aktivan u svojoj zajednici kako bi zaštitili lokalnu biološku raznolikost i smanjili svoje prijetnje.

### **LITERATURA:**

- Primavera silenziosa (Silent Spring), Rachel Carson – Feltrinelli Editore 2023
- Psicologia ambientale, sostenibilità e comportamenti ecologici, Bonnes, Carrus, Passafaro – Carocci 2006
- La nuova economia ambientale. Sostenibilità e giustizia, Laurent – UTET Università 2022
- Il pianeta di tutti, Vandana Shiva – Feltrinelli 2020
- Mangiare è un atto agricolo, Wendell Berry – Lindau 2024
- Possiamo salvare il mondo prima di cena, Jonathan Safran Foer – Guanda 2019



NASTAVNA CJELINA	REDNI BROJ SUSRETA	REDNI BROJ SATI	NASTAVNA TEMA	OPIS AKTIVNOSTI	NASTAVNA SREDSTVA I POMAGALA
1 - Mali ekološki vodič: teorija i praksa	1	1, 2	Upoznavanje s načelima održivosti okoliša i zaštite prirode	Kroz teorijske ideje, temeljene na stručnoj literaturi i na Europskoj agendi 2030., upoznajte čega se održivost općenito može ticati, te kako živjeti na održiv način na našem planetu, poštujući društvene, zdravstvene i prirodne potrebe.	Specijalizirana literatura, radni listovi, videa, brošure
	2	3, 4	Društveni i ekološki angažman	Pojasnite kako proizvesti i reproducirati stavove poštovanja prema prirodi, očuvanju biološke raznolikosti i zaštiti okoliša. Pokažite sudionicima popis najboljih praksi (na primjer popis od deset jednostavnih pravila) koje treba slijediti i ostvariti u svakodnevnom životu te podijeliti sa svojom obitelji i zajednicom.	Stručna literatura, brošure



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**HOME HERBAL PHARMACY  
PROGRAM**

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## TEACHING FORM: CLASSROOM AND FIELD/OUTDOOR LESSONS

NUMBER OF LESSONS: 40

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### EDUCATIONAL GOALS:

- Train the participants to apply basic phytotherapy knowledge in everyday life
- Inform the participants on anatomy, systemisation, effect and use of regional medicinal plants
- Educate the participants about drying and storing herbs and the production of herbal remedies
- Encourage the participants to look after the environment, preserving natural plant habitats by acquiring knowledge related to proper ways to harvest and cultivate plants for personal needs
- Motivate the participants to transfer the acquired knowledge through, to their local community

### OUTCOMES:

Based on the knowlwdge acquired the participants will be able to recognize different plant species and their effective use for specific health goals. They will have the knowledge to identfy and describe different parts of a plant and the function of different plant organs. They will be able to recognize different plant species in their natural habitat using specialised literature and mobile applications. The participants will learn how to harvest, dry and store plants and make herbal remedies. They will also be prepared for pruning, planting and plant propagation.

### LITERATURE:

- Nikolić T. (2020a): Flora Croatica – vaskularna flora Republike Hrvatske, Volumen 1. Uvodni dijelovi, sinopsis porodica, opće kazalo, literatura i dr. Alfa d. d., Zagreb.
- Nikolić T. (2020b): Flora Croatica – vaskularna flora Republike Hrvatske, Volumen 2. Ključevi za determinaciju s pratećim podatcima: Equisetidae, Lycopodiidae, Ophyoglossidae, Polypodiidae, Cycadidae, Ginkgooidae, Gnetidae, Pinidae, Magnoliidae – porodice A – FAB. Alfa d. d., Zagreb.
- Nikolić T. (2020c): Flora Croatica – vaskularna flora Republike Hrvatske, Volumen 3. Ključevi za determinaciju s pratećim podatcima: Magnoliidae – porodice FAG-ZYG. Alfa d. d., Zagreb
- Lesinger I. (2012): Kućna biljna ljekarna 1-4 A-Ž, komplet. Adamić d.d., Rijeka

- Sanja Kovačić, Toni Nikolić, Mirko Ruščić, Milenko Milović, Vanja Stamenković, Darko Mihelj, Nenad Jasprica, Sandro Bogdanović, Jasenka Topić (2008): Flora jadranske obale i otoka - 250 najčešćih vrsta. Školska knjiga, Zagreb.
- Ljubica Bernardica Kovač (2022): Biljne terapije i recepti - Ljekovito bilje - dar iz Božje ruke. Verbum, Zagreb.
- Richard Willfort (2002): Ljekovito bilje i njegova upotreba. Erudit, Zgreb.

UNIT	ENCOUNTER NUMBER	LESSON NUMBER	TOPIC	ACTIVITIES	TECHING AIDS AND MATERIALS
1. SMALL PHYTOTHERAPY GUIDE	1.	1.	1. Introduction	<p><u>Lead-in:</u> introduce yourself, present the program to the participants</p> <p><u>Main part:</u> get to know the participants, find out about their motive to join the education, their expectations form the education, their experience working with plants and herbal products.</p> <p><u>Conclusion:</u> introduce the next topic.</p>	Computer, screen projector, specialised literature.
		2. 3.	2. Morphology and anatomy of plants	<p><u>Lead-in:</u> start with the question: are you familiar with the terms morphology and anatomy? Based on the answers and the discussion with the participants define morphology and anatomy of plants.</p> <p><u>Main part:</u> List the plant organs, divide by vegetative and generative plant parts, define the role of each plant organ. Describe the main morphological features of a leaf (simple and compound leaves, description based on the leaf blade, venation and blade edges). Describe the main morphological features of a root and a stem. Describe the flower structure and list the types of inflorescence. Describe fruit types.</p> <p><u>Conclusion:</u> systemize the information, clarify ambiguities and introduce the next topic.</p>	Computer, screen projector, specialised literature, handouts

	2.	4. 5. 6.	3. Regional plant species:  -St. John's worth ( <i>Hypericum perforatum</i> L.), -Nettle ( <i>Urtica dioica</i> L.), -Sage ( <i>Salvia officinalis</i> L.), -Dandelion ( <i>Taraxacum officinale</i> F. H. Wigg), -Narrow leaf plantain ( <i>Plantago lanceolata</i> L.)	<u>Lead-in:</u> through a conversation with the participants list the plant species they can recognize in their surrounding (common names). <u>Main part:</u> appoint Latin and common names for plant species, describe each plant species (organography), describe the habitat and the chemical composition of the plant. Indicate the effects and use. List similar species. <u>Conclusion:</u> systemize the information.	Computer, screen projector, specialised literature, worksheet/handouts
	3.	7. 8. 9.	3. Regional plant species:  -Curry plant ( <i>Helichrysum italicum</i> (Roth) G. <i>Don fil.</i> ), -Rosemary ( <i>Rosmarinus officinalis</i> L.), -Common Thyme ( <i>Thymus vulgaris</i> L.) -Yarrow ( <i>Achillea millefolium</i> L), - Black Elder ( <i>Sambucus nigra</i> L. )	<u>Lead-in:</u> repeat the description and the effects of: St. John's worth, nettle, sage and dandelion <u>Main part:</u> appoint Latin and common names for plant species, describe each plant species (organography), describe the habitat and the chemical composition of the plant. Indicate the effects and use. List similar species <u>Conclusion:</u> systemize the information. Introduce the next topic	. Computer, screen projector, specialised literature
2. IDENTIFYING, COLLECTING AND CULTIVATING SELF-GROWN PLANTS	4.	10. 11.	4. Classification and identification of plant species	<u>Lead-in:</u> Using Nettle ( <i>Urtica dioica</i> L., <i>Urticaceae</i> ) and Dead-nettle ( <i>Lamium spp. L.</i> , <i>Lamiaceae</i> ) as examples, emphasise the importance of the identification of the species, family and genus the plant is classified into. <u>Main part:</u> describe the taxonomy of plants on several examples. Mention Carl Linnéus, the father of taxonomy. Using examples explain binary and ternary nomenclature. Explain the difference in effect an use of the plant that belongs to the same family but different type and subtype, especially for plant species that, if misused, can have negative effects on human body. <u>Conclusion:</u> worksheet that focuses on repetition	Computer, screen projector, specialised literature, worksheet/handouts
		12.	5. Preparation for outdoor/field lessons	<u>Lead-in:</u> discuss with the participants about their experience with plant harvesting <u>Main part:</u> list the tools, packaging and other equipment necessary/needed for harvesting and drying. Define harvesting time based on the plant organ that will be used later on. Propose good practices of wild plant	Computer, screen projector, specialised literature

PHARMA CY HERBAL REMEDIE				<p>picking methods in order to conserve and protect plant habitats. List herb-drying methods. Recommend storage methods and appropriate containers for storing dry herbs</p> <p><u>Conclusion:</u> inform the participants about the outdoor class location, suggest appropriate clothes and footwear for outdoor lessons.</p>	
	5.	13. 14. 15.	6. City park tour	<p><u>Introduction:</u> meet the participants at the agreed location</p> <p><u>Main part:</u> identifying self grown and cultivated plants during the city park tour using specialised literature to determine the type and the subtype of encountered plant species. Make the participants aware of the fact that medicinal herbs are all around us.</p> <p><u>Conclusion:</u> inform the participants about the outdoor location for the next encounter.</p>	specialised literature, mobile application
	6.	16. 17. 18.	7. Identifying and collecting medicinal plants	<p><u>Introduction:</u> meet the participants at the agreed location, hand out the tools and equipment needed for collecting medicinal herbs.</p> <p><u>Main part:</u> walk around the location, identify and collect properly the right amount of medicinal herbs that will be used later on. Prepare the plants for drying and making herbal remedies.</p> <p><u>Conclusion:</u> inform the participants about the outdoor location for the next encounter.</p>	specialised literature, mobile application, pruning shears, cloth/paper bag.
	7.	19. 20. 21.	8. Identifying, collecting and cultivating self-grown plants	<p><u>Introduction:</u> meet the participants at the agreed location, hand out the tools and equipment needed for collecting and cultivating medicinal plants.</p> <p><u>Main part:</u> walk around the location, identify, collect and prune properly plants that will later on be used. Prepare the plants for drying and planting.</p> <p><u>Conclusion:</u> collect impressions from the participants</p>	specialised literature, mobile application, pruning shears, cloth/paper bag.
8.	22. 23.	9. Cultivating self-grown plants	<p><u>Introduction:</u> prepare all necessary tools and materials</p> <p><u>Main part:</u> explain the cultivation methods of self-grown plants: sowing or green cuttings. List the conditions necessary for the germination and growth. After the</p>	Specialised literature, humus soil, pruning shears, planting pot.	

				demonstration every participants plants green cuttings in appropriate planting pots and sows the seeds. <u>Conclusion:</u> cleaning and tidying up work surfaces, tools and accessories	
		24. 25.	10. Making tinctures	<u>Introduction:</u> start the conversation with the question: have you ever used a tincture ? <u>Main part:</u> define the term tincture, clarify the volume fraction of alcohol and explain the difference between hydrophilic and i hydrophobic solvents. List the benefits and disadvantages of using herbal tinctures and possible contra-indications. The educator demonstrates the preparation of a tincture and the participants, in pairs, prepare three different tinctures: Nettle root tincture – for prostate adenoma, Sage leaf tincture – for sore throat and Rosemary leaf tincture for better digestion. <u>Conclusion:</u> choosing the right packaging, cleaning and tidying up work surfaces and laboratory equipment	Laboratory glassware and equipment, storage packaging for the medicinal form (30 ml glass bottle with a dropper , 30 ml glass bottle with a spray nozzle), a lable
9.		26. 27. 28. 29. 30.	11. Making a syrup	<u>Introduction:</u> list the syrup types we use. When do we usually take syrups? <u>Main part:</u> define the term syrup, list different syrup preparation methods. The educator demonstrates the preparation of a syrup and the participants, in pairs, prepare, according to the regulation: Syrups simplex, Plantain and Common Thyme cough syrup , Common Thyme and Mullein flower cough syrup. <u>Conclusion:</u> choosing the right packaging, cleaning and tidying up work surfaces and laboratory equipment	Laboratory glassware and equipment, storage packaging for the medicinal form (125 ml glass bottle with a tap), a lable
10.		31. 32. 33. 34. 35.	12. Making teas and tea mixtures	<u>Introduction:</u> through a conversation find out if the participants are familiar with different types of water infusions ( infusions and decoctions)? Give examples. <u>Main part:</u> combine, in different ratios, herbal medicines such as Plantain leaf, Dandelion leaf, green Yarrow, green Thyme and Elder flower to make tea mixtures for: cough, cold, digestion. The educator demonstrates the	Laboratory glassware and equipment, storage packaging for the medicinal form (paper bag), a lable

				<p>preparation and the participants, in pairs, prepare tea mixtures according to the regulation.</p> <p><u>Conclusion:</u> choosing the right packaging, cleaning and tidying up work surfaces and laboratory equipment</p>	
	11.	36. 37. 38. 39. 40.	13. Making oil macerate and ointment	<p><u>Introduction:</u> define the term oil macerate, describe the preparation procedure, explain the term Non-polar solvent, suggest vegetable oils and fat used for making oil macerates.</p> <p><u>Main part:</u> demonstrate the preparation of an oil macerat and an ointment. The participants, in pairs, according to the regulation, prepare: St. John's worth oil macerate – for wounds and hemorrhoids, Curry plant oil macerat – for hematoma and skin care. Demonstrate the preparation of an ointment. The participants, in pairs, according to the regulations, prepare Curry plant ointment and St. John's ointment used for the conditions mentioned above.</p> <p><u>Conclusion:</u> choosing the right packaging, cleaning and tidying up work surfaces and laboratory equipment</p> <p>Discussion about the advantages and disadvantages of herbal remedies prepared during the course.</p>	<p>Laboratory glassware and equipment, storage packaging for the medicinal form (30 ml glass bottle with a tap , 50 g. cosmetic pot ), a lable</p>





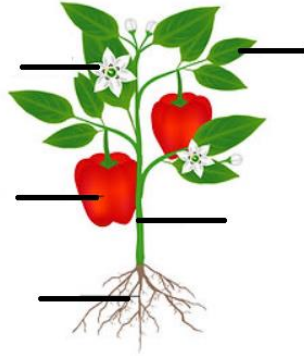
TOPIC: *Morphology and anatomy of plants*

ACTIVITY: *Revision*

FIRST NAME AND LAST NAME:

DATE:

Observe the photo and name the organs, answer the questions below:

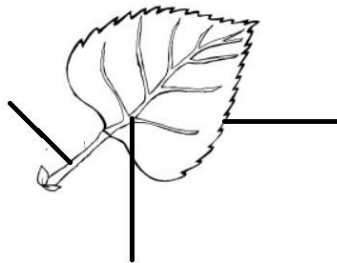


a) List the vegetative organs?

b) What is the role of vegetative organs? What is the role of generative organs?

c) What is the role of a flower?

Name the parts of the leaf indicated in the drawing:



Describe the leaf according to the leaf blade, venation and blade edges.



Inflorescence is:

- a) A cluster of flowers
- b) Male part of the flower
- c) Evergreen's flower shape
- d) Female part of the flower



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TOPIC: *Local plant species*

ACTIVITY: *Revision*

FIRST NAME AND LAST NAME:

DATE:

St. John's worth (*Hypericum perforatum L.*),

1. St. John's worth belongs to the family \_\_\_\_\_. Latin name for St. John's worth is \_\_\_\_\_.

2. Describe morphological features of St. John's worth.

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3. How does St. John's worth reproduce?

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4. Healing properties of St. John's worth.

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5. List the medicinal forms of St. John's worth.

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6. List the active substances in St. John's worth flower .

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7. List common names for St. John's worth.

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8. When should St. John's worth flowers be picked and why?

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9. How do we store St. John's worth macerate?

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TOPIC: *Tea mixtures*

ACTIVITY: *Preparing a tea mixture*

FIRST NAME AND LAST NAME:

DATE:

**SPECIES DIAPHORETICAE**

**Cold tea**

**PREPARATION:**

*Chamomillaeflos*      20g

*Sambuciflos*            40g

*Tiliaeflos*                40g

Weigh the herbal drugs according to their seize, mix well in a mortar using a laboratory card sheet or a spoon.

**How it works :** Containing flavone glycosides (Elder, Chamomile, Linden) this tea mixture has a diaphoretic effect , it causes sweating. As the sweat evaporates the body loses temperature which leads to lowering our body temperature. This tea mixture also has a slight spasmolytic, diuretic and anti-inflammatory effect..

**When to use:** in different febrile states (cold, flu).

**How to use:** 1 tea spoon cover with 2 dcl of hot water, leave for half an hour in a covered bowl, stir occasionally, strain and sweeten if necessary. Drink a few times a day.

**NOTES:**



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## MINI CURRICULUM ON SUSTAINABILITY AND ENVIRONMENTAL PROTECTION

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## TEACHING FORM: CLASSROOM

### NUMBER OF LESSONS: 4

### EDUCATIONAL GOALS:

- to develop attitudes about the need to protect nature and preserve the quality of the environment and the need for personal involvement and personal contribution of each individual
- to understand and accept the need to preserve nature and the environment and list the possibilities of your personal contribution
- to get to know the meaning of technique and technology in the overall human life
- to develop awareness of individual responsibility for health
- to learn to participate actively in social issues and to express an opinion on social issues, to form as an active participant in public life

### OUTCOMES:

Based on the knowledge about environmental sustainability and greater awareness in nature's respect and about public and individual health, the participants will be able to practice these principles in their family and community. The participants would follow simple daily rules and easy responsible attitudes learned, about how not to waste natural resources, how to preserve local environment (not to produce waste for example) or to be participant and active in their community to protect local biodiversity and to reduce its threats.

### LITERATURE:

- Primavera silenziosa (Silent Spring), Rachel Carson – Feltrinelli Editore 2023
- Psicologia ambientale, sostenibilità e comportamenti ecologici, Bonnes, Carrus, Passafaro – Carocci 2006
- La nuova economia ambientale. Sostenibilità e giustizia, Laurent – UTET Università 2022
- Il pianeta di tutti, Vandana Shiva – Feltrinelli 2020
- Mangiare è un atto agricolo, Wendell Berry – Lindau 2024
- Possiamo salvare il mondo prima di cena, Jonathan Safran Foer – Guanda 2019



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UNIT	ENCOUNTER NUMBER	LESSON NUMBER	TOPIC	ACTIVITIES	TECHING AIDS AND MATERIALS
1 - Little Ecological Guide: theory and practice	1	1, 2	Introduction the principles of environmental sustainability and nature protection	Through theoretical ideas, based on the specialized literature and on the 2030 European Agenda, get to know what sustainability in general may concern, and how to live in a sustainable way on our planet, respecting social, healthy and natural needs.	Specialised, literature, worksheets, videos, handouts
	2	3, 4	Social and Environmental Engagement	Teach the learners how to produce and reproduce respectful attitudes about nature, biodiversity conservation and environmental protection. Show to the participants a list of best practices (for example a list of ten simple rules) to follow and to realize in their daily life and to share with their family and community.	Specialised Literature, handouts





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## PROGRAMMA DI FITOTERAPIA DOMESTICA

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## MODALITA' DI INSEGNAMENTO: LEZIONI IN AULA E SUL CAMPO/ALL'APERTO

NUMERO DI LEZIONI: 40

### OBIETTIVI EDUCATIVI:

- Formare i partecipanti all'applicazione delle conoscenze di base della fitoterapia nella vita di tutti i giorni
- Informare i partecipanti sull'anatomia, la classificazione delle piante medicinali locali, sulle loro proprietà ed utilizzi
- Educare i partecipanti sulle modalità di conservazione ed essiccazione delle erbe e sulla realizzazione di rimedi a base delle stesse
- Incoraggiare i partecipanti a prendersi cura dell'ambiente, preservando gli habitat naturali delle piante acquisendo conoscenze relative ai modi corretti di raccogliere e coltivarle per le esigenze personali (autoconsumo)
- Motivare i partecipanti a trasmettere le conoscenze acquisite all'interno della comunità locale

### RISULTATI:

In base alle conoscenze acquisite i partecipanti saranno in grado di riconoscere diverse specie di piante, i loro usi topici e specifiche finalità salutari. Potranno raggiungere le conoscenze necessarie per identificare e descrivere le diverse parti di una pianta e le funzionalità dei suoi diversi organi. Saranno in grado di riconoscere diverse specie di piante nei loro habitat di riferimento attraverso l'utilizzo di letteratura specialistica e in alcuni casi con le app di riconoscimento. I partecipanti impareranno a raccogliere, essiccare e conservare piante e realizzare con esse semplici rimedi. Verranno formati rispetto alla gestione, cura e coltivazione di alcune piante oggetto del corso, e in tutte le loro fasi di crescita, messa a dimora, potatura e propagazione.

### LETTERATURA:

- Pignatti S. (2017): Flora d'Italia – Volumi 1.-4 - Edagricole.
- Nimis P.L., Conti F., Bartolucci F. Tinti D., Ranalli N., Manzi A., 2018 – Guida ad alberi, arbusti e liane del Parco Nazionale del Gran Sasso e Monti della Laga. Dryades project. Università degli Studi di Trieste, Parco Nazionale del Gran Sasso e Monti della Laga, Università di Camerino, 162 pp. Litografia Brandolini, Sambuceto (Chieti).

- Conti F., Bartolucci F. Tinti D., Manzi A., 2019 – Guida fotografica alle piante del Parco Nazionale del Gran Sasso e Monti della Laga – Compendio della Flora Vascolare. Parco Nazionale del Gran Sasso e Monti della Laga, Università di Camerino, 935 pp. Fastedit, Acquaviva Picena (AP).
- Baldoni. A, 2020 - Erbe, Arbusti e Alberi nella Tradizione delle Marche - Tecnoprint Monsano (AN)
- Lieutaghi P., 1979 - Il libro delle erbe - Rizzoli (Mi)

UNITA'	NUMERO INCONTRI	N. LEZIONI	ARGOMENTO	ATTIVITA'	SUPPORTI TECNICI E MATERIALI
1.PICCOLA GUIDA ALLA FITOTERAPIA	1.	1.	1.Introduzione	<p><u>Introduzione:</u> presentazione dei docenti e del programma del corso ai partecipanti.</p> <p><u>Parte centrale:</u> passare alla presentazione dei partecipanti e alla comprensione dei motivi che li hanno condotti ad unirsi alla formazione, le proprie aspettative, rispettive possibili esperienze di lavoro con le piante ed i prodotti a base di erbe.</p> <p><u>Conclusione:</u> introduzione dell'argomento della lezione successiva..</p>	Computer, proiettore, letteratura specialistica
		2. 3. 4. 5.	2. Morfologia e anatomia delle piante	<p><u>Introduzione:</u> iniziando dalla domanda: avete familiarità con i termini morfologia e anatomia delle piante? Basandosi sulle risposte e sul dibattito con i</p>	Computer, proiettore, letteratura specialistica

				<p>partecipanti definire questi due concetti.</p> <p><u>Parte centrale:</u> Elencare gli organi delle piante, suddividere tra le parti generative e vegetative delle piante, definire il ruolo di ogni organo. Descrivere le più importanti caratteristiche morfologiche della foglia (foglie semplici e composte, descrizione della lamina fogliare, venature e margini). Descrivere le caratteristiche principali della radice e del fusto. Descrivere la struttura del fiore ed elencare i tipi di infiorescenze. Descrivere le tipologie di frutti.</p> <p><u>Conclusioni:</u> Sistematizzare le informazioni, chiarire eventuali incomprensioni e introdurre l'argomento seguente.</p>	
	2.	6. 7. 8.	<p>3. Specie vegetali regionali:</p> <ul style="list-style-type: none"> <li>- Iperico (<i>Hypericum perforatum</i>)</li> <li>- Piantaggine (<i>Plantago sp. pl.</i>)</li> <li>- Elicriso (<i>Helichrysum italicum</i>)</li> <li>- Achillea (<i>Achillea millefolium</i>)</li> <li>- Sambuco (<i>Sambucus nigra</i>)</li> </ul>	<p><u>Introduzione:</u> attraverso una conversazione con i partecipanti, individuare ed elencare le specie di piante che loro possono trovare e riconoscere negli ambienti in cui vivono e in cui avrà luogo il corso (nomi comuni).</p> <p><u>Parte principale:</u> menzionare i nomi comuni e latini delle specie vegetali considerate, descrivere ogni specie vegetale (organografia), descriverne l'habitat e la composizione chimica e principali proprietà. Elencare specie simili.</p> <p><u>Conclusioni:</u> Sistematizzare le informazioni fornendo delle schede di lavoro da compilare e delle dispense</p>	<p>Computer, proiettore, letteratura specialistica, dispense, schede di lavoro</p>

			- Verbasco <i>Verbascum sp. pl.</i>		
3.	9. 10. 11.	3. Specie vegetali regionali:  - Malva <i>(Malva sylvestris)</i>  - Margherita dei tintori <i>(Cota tinctoria)</i>  - Cardo Mariano <i>(Silybum marianum)</i>  - Tarassaco <i>(Taraxacum officinale)</i>  - Finocchio Selvatico <i>(Foeniculum vulgare)</i>  - Santoreggia <i>(Satureja montana)</i>  - Ortica <i>(Urtica spp)</i>		<p><u>Introduzione:</u> riassumere le specie considerate nella lezione precedente</p> <p><u>Parte principale:</u> come sopra.</p> <p><u>Conclusione:</u> sistematizzare le informazioni e passare ad introdurre l'argomento successivo.</p>	Computer, proiettore, letteratura specialistica

2. IDENTIFI CARE, RACCOG LIERE, E COLTIVA RE PIANTE AUTOCT ONE, OFFICIN ALI, COMMES TIBILI E TINTORI E	4.	12. 13.	4. Classificazione ed identificazione di alcune specie vegetali	<p><u>Introduzione:</u> Usare l'ortica (<i>Urtica dioica</i> L., Urticaceae) e la falsa ortica (<i>Lamium</i> spp. L., Lamiaceae), Sambuco nero (<i>Sambucus nigra</i>) e Ebbio (<i>S. ebulus</i>), come esempi, per enfatizzare l'importanza dell'identificazione della specie, famiglia e genere in cui è classificabile la pianta.</p> <p><u>Parte principale:</u> descrivere la tassonomia delle piante attraverso l'esposizione di molti esempi. Menzionare Carlo Linneo, il padre della tassonomia. Usando degli esempi illustrare la nomenclatura binaria e ternaria. Spiegare la differenza degli effetti nell'utilizzo di una pianta che appartiene alla stessa famiglia ma a differenti tipi e sottotipi, specialmente per specie di piante, che se usate in modo improprio possono avere effetti negativi sull'organismo umano.</p> <p><u>Conclusioni:</u> schede di lavoro per focalizzare le nozioni apprese</p>	Computer, proiettore, letteratura specialistica, dispense, schede di lavoro
		14.	5.Preparazione per le lezioni all'aperto e "sul campo"	<p><u>Introduzione:</u> confrontarsi con i partecipanti sulla loro esperienza con la raccolta delle piante</p> <p><u>Parte principale:</u> elencare gli strumenti, i materiali necessari per la raccolta e l'essiccazione. Definire i tempi di raccolta in base alla parte della pianta che si vuole raccogliere. Proporre buone pratiche rispetto ai metodi di raccolta delle piante selvatiche al fine di conservare e proteggere gli habitat in cui crescono. Elencare i metodi di essiccazione delle</p>	Computer, proiettore, letteratura specialistica

				<p>erbe. Consigliare appropriati metodi e strumenti per la corretta conservazione delle erbe essiccate.</p> <p><u>Conclusioni:</u> informare i partecipanti rispetto al luogo e al necessario da avere con sé durante le lezioni all'aperto.</p>	
5.	15. 16. 17.	6. Lezione sul campo, in ambienti naturali diversi	<p><u>Introduzione:</u> incontrare i partecipanti nel luogo concordato</p> <p><u>Parte principale:</u> identificare piante spontanee e coltivate durante la passeggiata in campagna usando la letteratura specialistica e applicazioni su smartphone per determinare le specie vegetali incontrate. Rendere i partecipanti consapevoli che le piante officinali, tintorie e commestibili si trovano ovunque intorno a noi.</p> <p><u>Conclusione:</u> informare i partecipanti rispetto al luogo del successivo incontro.</p>	Letteratura specialistica, applicazioni su smartphone	
6.	18. 19. 20. 21.	7. Identificare e raccogliere piante officinali	<p><u>Introduzione:</u> incontrare i partecipanti nel luogo concordato e preparare gli strumenti e le attrezzature necessarie per la raccolta delle erbe officinali, commestibili e tintorie.</p> <p><u>Parte Principale:</u> fare una passeggiata nell'ambiente naturale scelto, identificare e raccogliere nella maniera appropriata l'opportuno quantitativo di piante che verranno poi usate in laboratorio. Preparare le piante da essiccare e per fare rimedi erboristici e altre preparazioni.</p>	Letteratura specialistica, applicazione su smartphone, forbici da potatura, sacchetto di stoffa/carta.	

				<p><u>Conclusion:</u> informare i partecipanti rispetto al luogo dell'incontro successivo, alla scoperta di un altro ambiente naturale.</p>	
	7.	22. 23. 24. 25.	8. Identificare, raccogliere e coltivare piante autoctone	<p><u>Introduction:</u> meet the participants at the agreed location, hand out the tools and equipment needed for collecting and cultivating medicinal plants. <u>Main part:</u> walk around the location, identify, collect and prune properly plants that will later on be used. Prepare the plants for drying and planting. <u>Conclusion:</u> collect impressions from the participants</p>	Letteratura specialistica, applicazione su smartphone, forbici da potatura, sacchetto di stoffa/carta.
3. HOME PHARMACY HERBAL REMEDIES	8.	26. 27.	9. Imparare a coltivare piante autoctone ("selvatiche")	<p><u>Introduzione:</u> preparare gli strumenti e materiali necessari per condurre la lezione</p> <p><u>Parte principale:</u> spiegare i metodi di coltivazione delle piante autoctone: semina o talee verdi. Elencare le condizioni necessarie per la germinazione e la crescita. Dopo la dimostrazione, ogni partecipante pianta talee verdi in appositi vasi e semina i semi.</p> <p><u>Conclusion:</u> ripristinare e riordinare i luoghi del lavoro, di piantumazioni e semine</p>	Letteratura specialistica, terriccio e vasi, forbici da potatura



		28. 29. 30.	10. Tintura naturale	<p><u>Introduzione:</u> sapete quanto inquina l'industria dei coloranti tessili?</p> <p><u>Parte principale:</u> descrivere i vantaggi, il procedimento e i principi di base della tintura. Si procede con l'utilizzo di capolini di Margherita dei tintori, Cota tinctoria e radici di Robbia, Rubia tinctoria per tingere matasse di lana locale già mordenzate.</p> <p>Preparare il decotto (a partire dalla pianta messa in macerazione il giorno precedente), filtrare, procedere con il bagno di colore. Stendere le matasse all'ombra per l'asciugatura. Al successivo incontro i partecipanti riceveranno una piccola matassa di lana tinta.</p> <p><u>Conclusion:</u> mettere nell'erbario personale i campioni di piante utilizzate, dopo aver sistemato l'ambiente di lavoro</p>	<p>Laboratorio, lana già mordenzata, utensili per il procedimento di tintura, radici di robbia essiccate, bilancia</p>

	9.	31. 32.	11. Preparare uno sciroppo	<p><u>Introduzione:</u> elencare i tipi di sciroppo che di solito utilizziamo e le occasioni in cui li prendiamo.</p> <p><u>Parte principale:</u> definire il termine sciroppo, elencare diversi metodi di preparazione di uno sciroppo. Durante l'incontro verrà dimostrata la preparazione di uno sciroppo e i partecipanti a coppie, preparano seguendo procedimenti specifici: Sciroppi "semplici", Sciroppo per la tosse a base di Piantaggine e Timo comune, Sciroppo per la tosse a base di Timo comune e Verbasco.</p> <p><u>Conclusione:</u> scegliere il confezionamento giusto e riordinare il laboratorio</p>	<p>Attrezzature da laboratorio, bottiglie/ barattoli per la conservazione della forma medicinale (flacone di vetro da 125 ml con rubinetto), etichette</p>
	10.	33. 34.	12. Realizzare infusi e tisane	<p><u>Introduzione:</u> confrontandosi con i partecipanti comprendere se hanno familiarità con i differenti tipi di infusioni in acqua (infusi e decotti)? Offrire esempi.</p> <p><u>Parte principale:</u> combinare, In diversi rapporti, medicinali a base di erbe con piante raccolte prima per fare miscele di tè per: tosse, raffreddore, digestione ecc... Dopo averne dimostrato la preparazione, i partecipanti, a coppie, preparano le miscele di tisane secondo i procedimenti precedentemente affrontati. Dimostrare diversi metodi di essiccazione, artigianali con telaini e facendo mazzetti delle piante raccolte e utilizzando</p>	<p>Attrezzature da laboratorio, materiale per la conservazione della forma medicinale (sacchetti di carta), piante già essiccate, etichette</p>

				diversi tipi di essiccatori a caldo e a freddo.  <u>Conclusione:</u> mettere nell'erbario personale i campioni di piante utilizzate. Per le miscele di tisane preparate scegliere i giusti confezionamenti e sistemare il laboratorio e le attrezzature utilizzate.	
		35. 36. 37. 38.	13. Utilizzare piante spontanee commestibili	<u>Introduzione:</u> confrontarsi con i partecipanti per capire se hanno familiarità con le piante spontanee commestibili. Fornire degli esempi.  <u>Parte principale:</u> parlare della tradizione locale sull'utilizzo di piante spontanee nell'alimentazione umana e nella trasformazione in semplici rimedi salutari quotidiani. Parlare dei vantaggi, in termini di salute e prevenzione, nell'introduzione di queste piante nella propria alimentazione. Capire come raccoglierle, in quali ambienti e in quali periodi dell'anno. Realizzare semplici ricette, con il coinvolgimento dei partecipanti, usando le specie raccolte precedentemente.  <u>Conclusioni:</u> mettere nell'erbario personale i campioni di piante utilizzate, momento conviviale con degustazione di quanto preparato.	Strumenti per la trasformazione delle commestibili, in cucina, barattoli
11.		39. 40.	14. Preparare di unguenti e oleoliti	<u>Introduzione:</u> definire il termine macerato (oleolito), descrivere il procedimento per la sua preparazione, spiegare il termine solvente "non polare", suggerire oli e grassi vegetali utilizzati per la produzione di	Attrezzature da laboratorio, materiale per la conservazione della forma medicinale (Flacone di vetro da 30

				<p>macerati oleosi.</p> <p><u>Parte Principale:</u> dimostrare la preparazione di un oleolito e di un unguento. I partecipanti in coppie, seguendo il procedimento precedentemente illustrato e preparare in autonomia un oleolito e un unguento con le piante precedentemente raccolte, fresche o essiccate.</p> <p><u>Conclusion:</u> mettere nell'erbario personale i campioni di piante utilizzate. Sistemare gli strumenti utilizzati e il laboratorio. Discutere e confrontarsi sui vantaggi e svantaggi dei rimedi e dei trasformati a base di erbe preparati durante il corso.</p>	<p>ml con rubinetto, vasetto cosmetico da 50 g), etichette</p>
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**MINI CURRICULUM SULLA SOSTENIBILITA' E SULLA  
PROTEZIONE AMBIENTALE**

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## **TIPOLOGIA DI INSEGNAMENTO: IN CLASSE E ALL'APERTO**

### **NUMERO DI LEZIONI: 2**

### **OBIETTIVI EDUCATIVI :**

- Sviluppare atteggiamenti nuovi sulla necessità di proteggere la natura e preservare la qualità dell'ambiente e sulla necessità del coinvolgimento e contributo personale di ogni individuo
- Comprendere e accettare la necessità di preservare la natura e l'ambiente ed elencare le possibilità del contributo personale
- Conoscere il significato della tecnica e della tecnologia nella vita umana in generale
- Sviluppare la consapevolezza della responsabilità individuale sulla propria salute
- Imparare come partecipare attivamente alle questioni sociali e ad esprimere un'opinione sulle questioni sociali, a formarsi come partecipante attivo alla vita pubblica

### **RISULTATI:**

Sulla base delle conoscenze acquisite sulla sostenibilità ambientale e su una maggiore consapevolezza del rispetto della natura e della salute pubblica e individuale, i partecipanti potranno mettere in pratica questi principi nella propria famiglia e comunità. I partecipanti impareranno a seguiranno semplici regole quotidiane e facili atteggiamenti responsabili, su come non sprecare risorse naturali, come preservare l'ambiente locale (non produrre rifiuti per esempio) o essere partecipi e attivi nella loro comunità per proteggere la biodiversità locale e ridurre le minacce.

### **LITERATURE:**

- Primavera silenziosa (Silent Spring), Rachel Carson – Feltrinelli Editore 2023
- Psicologia ambientale, sostenibilità e comportamenti ecologici, Bonnes, Carrus, Passafaro – Carocci 2006
- La nuova economia ambientale. Sostenibilità e giustizia, Laurent – UTET Università 2022



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- Il pianeta di tutti, Vandana Shiva – Feltrinelli 2020
- Mangiare è un atto agricolo, Wendell Berry – Lindau 2024
- Possiamo salvare il mondo prima di cena, Jonathan Safran Foer – Guanda 2019

UNIT	ENCOUNTER NUMBER	LESSON NUMBER	TOPIC	ACTIVITIES	TECHING AIDS AND MATERIALS
1- Piccola Guida di Ecologia: teoria e pratica	1	1, 2	Introduzione ai principi della sostenibilità ambientale e della protezione della natura	Attraverso la teoria, basata sulla letteratura specialistica e sull'Agenda Europea 2030, si impara a conoscere in che cosa consiste la sostenibilità in generale, e come vivere in modo sostenibile il nostro pianeta, rispettando i bisogni sociali, della salute pubblica e personale e della natura	Letteratura specialistica, tabelle di lavoro, video e dispense
	2	3, 4	Impegno sociale e ambientale	Apprendere come produrre e riprodurre atteggiamenti rispettosi nei confronti della natura, della conservazione della biodiversità e della protezione dell'ambiente. Mostrare ai partecipanti una lista di buone pratiche (ad esempio una lista di dieci semplici regole) da seguire e da realizzare nella propria vita quotidiana e da condividere con la propria famiglia e comunità.	Letteratura specialistica, dispense



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## HOME HERBAL PHARMACY PROGRAM

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## TEACHING FORM: CLASSROOM AND FIELD/OUTDOOR LESSONS

NUMBER OF LESSONS: 40

### EDUCATIONAL GOALS:

- Train the participants to apply basic phytotherapy knowledge in everyday life
- Inform the participants on anatomy, systemisation, effect and use of regional medicinal plants
- Educate the participants about drying and storing herbs and the production of herbal remedies
- Encourage the participants to look after the environment, preserving natural plant habitats by acquiring knowledge related to proper ways to harvest and cultivate plants for personal needs
- Motivate the participants to transfer the acquired knowledge through , to their local community

### OUTCOMES:

Based on the knowlwdge acquired the participants will be able to recognize different plant species and their effective use for specific health goals. They will have the knowledge to identify and describe different parts of a plant and the function of different plant organs. They will be able to recognize different plant species in their natural habitat using specialised literature and mobile applications. The participants will learn how to harvest, dry and store plants and make herbal remedies. They will also be prepared for pruning, planting and plant propagation.

### LITERATURE:

- Pignatti S. (2017): Flora d'Italia – Volumi 1.-4 - Edagricole.
- Nimis P.L., Conti F., Bartolucci F. Tinti D., Ranalli N., Manzi A., 2018 – Guida ad alberi, arbusti e liane del Parco Nazionale del Gran Sasso e Monti della Laga. Dryades project. Università degli Studi di Trieste, Parco Nazionale del Gran Sasso e Monti della Laga, Università di Camerino, 162 pp. Litografia Brandolini, Sambuceto (Chieti).
- Conti F., Bartolucci F. Tinti D., Manzi A., 2019 – Guida fotografica alle piante del Parco Nazionale del Gran Sasso e Monti della Laga – Compendio della Flora Vascolare. Parco Nazionale del Gran Sasso e Monti della Laga, Università di Camerino, 935 pp. Fastedit, Acquaviva Picena (AP).
- Baldoni. A, 2020 - Erbe, Arbusti e Alberi nella Tradizione delle Marche - Tecnoprint Monsano (AN)
- Lieutaghi P., 1979 - Il libro delle erbe - Rizzoli (Mi)

UNIT	ENCOUNTER NUMBER	LESSON NO.	TOPIC	ACTIVITIES	TEACHING AIDS AND MATERIALS
1.SMALL PHYTHOTHERAPY GUIDE	1.	1.	1.Introduction	<p><u>Lead-in:</u> introduce yourself, present the program to the participants</p> <p><u>Main part:</u> get to know the participants, find out about their motive to join the education, their expectations form the education, their experience working with plants and herbal products.</p> <p><u>Conclusion:</u> introduce the next topic.</p>	Computer, screen projector, specialised literature
		2. 3. 4. 5.	2.Morphology and anatomy of plants	<p><u>Lead-in:</u> start with the question: are you familiar with the terms morphology and anatomy? Based on the answers and the discussion with the participants define morphology and anatomy of plants.</p> <p><u>Main part:</u> List the plant organs, divide by vegetative and generative plant parts, define the role of each plant organ. Describe the main morphological features of a leaf (simple and compound leaves, description based on the leaf blade, venation and blade edges). Describe the main morphological features of a root and a stem. Describe the flower structure and list the types of inflorescence. Describe fruit types.</p> <p><u>Conclusion:</u> systemize the information, clarify ambiguities and introduce the next topic.</p>	Computer, screen projector, specialised literature, handouts



	2.	6. 7. 8.	<p>3. Regional plant species:</p> <p><i>Hypericum perforatum</i></p> <p><i>Plantago sp. pl.</i></p> <p><i>Helichrysum italicum</i></p> <p><i>Achillea millefolium</i></p> <p><i>Sambucus nigra</i></p> <p><i>Verbascum sp. pl.</i></p>	<p><u>Lead-in:</u> through a conversation with the participants list the plant species they can recognize in their surrounding (common names).</p> <p><u>Main part:</u> appoint Latin and common names for plant species, describe each plant specie (organography), describe the habitat and the chemical composition of the plant. Indicate the effects and use. List similar species.</p> <p><u>Conclusion:</u> systemize the information.</p>	Computer, screen projector, specialised literature, worksheet/handouts
	3.	9. 10. 11.	<p>3.Regional plant species:</p> <p><i>Malva sylvestris</i></p> <p><i>Cota tinctoria</i></p> <p><i>Silybum marianum</i></p> <p><i>Taraxacum officinale</i></p> <p><i>Foeniculum vulgare</i></p> <p><i>Satureja montana</i></p> <p><i>Urtica spp</i> (Nettle)</p>	<p><u>Lead-in:</u> summarize the species considered in the previous lesson</p> <p><u>Main part:</u> appoint Latin and common names for plant species, describe each plant species (organography), describe the habitat and the chemical composition of the plant. Indicate the effects and use. List similar species</p> <p><u>Conclusion:</u> systemize the information. Introduce the next topic</p>	. Computer, screen projector, specialised literature

2. IDENTIFYING, COLLECTING AND CULTIVATING SELF- GROWN PLANTS	4.	12. 13.	4. Classification and identification of plant species making personal Herbarium	<p><u>Lead-in:</u> Using Nettle (<i>Urtica dioica</i> L., <i>Urticaceae</i>) and Dead-nettle (<i>Lamium</i> spp. L., <i>Lamiaceae</i>), Elder (<i>Sambucus nigra</i>) and Dwarf elder (<i>S. ebulus</i>) as examples, emphasise the importance of the identification of the specie, family and genus the plant is classified into.</p> <p><u>Main part:</u> describe the taxonomy of plants on several examples. Mention Carl Linnéaus, the father of taxonomy. Using examples explain binary and ternary nomenclature. Explain the difference in effect an use of the plant that belongs to the same family but different type and subtype, especially for plant species that, if misused, can have negative effects on human body.</p> <p><u>Conclusion:</u> worksheet that focuses on repetition</p>	Computer, screen projector, specialised literature, worksheet/handouts
		14.	5.Preparation for outdoor/field lessons	<p><u>Lead-in:</u> discuss with the participants about their experience with plant harvesting</p> <p><u>Main part:</u> list the tools, packaging and other equipment necessary/needed for harvesting and drying. Define harvesting time based on the plant organ that will be used later on. Propose good practices of wild plant picking methods in order to conserve and protect plant habitats. List herb-drying methods. Recommend storage methods and appropriate containers for storing dry herbs</p> <p><u>Conclusion:</u> inform the participants about the outdoor class location, suggest appropriate clothes and footwear for outdoor lessons.</p>	Computer, screen projector, specialised literature

	5.	15. 16. 17.	6. Country side tour	<p><u>Introduction:</u> meet the participants at the agreed location</p> <p><u>Main part:</u> identifying self grown and cultivated plants during the city park tour using specialised literature to determine the type and the subtype of encountered plant species. Make the participants aware of the fact that medicinal, edible and for dying herbs, are all around us.</p> <p><u>Conclusion:</u> inform the participants about the outdoor location for the next encounter.</p>	specialised literature, mobile application
	6.	18. 19. 20. 21.	7. Identifying and collecting medicinal plants	<p><u>Introduction:</u> meet the participants at the agreed location, hand out the tools and equipment needed for collecting medicinal herbs.</p> <p><u>Main part:</u> walk around the location, identify and collect properly the right amount of medicinal herbs that will be used later on. Prepare the plants for drying and making herbal remedies..</p> <p><u>Conclusion:</u> inform the participants about the outdoor location for the next encounter.</p>	specialised literature, mobile application, pruning shears, cloth/paper bag.
	7.	22. 23. 24. 25.	8. Identifying, collecting and cultivating self-grown plants	<p><u>Introduction:</u>. meet the participants at the agreed location, hand out the tools and equipment needed for collecting and cultivating medicinal plants.</p> <p><u>Main part:</u> walk around the location, identify, collect and prune properly plants that will later on be used. Prepare the plants for drying and planting.</p> <p><u>Conclusion:</u> collect impressions from the participants</p>	specialised literature, mobile application, pruning shears, cloth/paper bag.
3. HOME PHARMACY  HERBAL	8.	26. 27.	9. Cultivating self-grown plants	<p><u>Introduction:</u> prepare all necessary tools and materials</p> <p><u>Main part:</u> explain the cultivation methods of self-grown plants: sowing or green cuttings. List the conditions necessary for the germination and growth . After the demonstration every participants plants green cuttings</p>	Specialised literature, humus soil, pruning shears, planting pot.

REMEDIES				in appropriate planting pots and sows the seeds. <u>Conclusion:</u> cleaning and tidying up work surfaces, tools and accessories	
		28. 29. 30.	10. Making natural dyeing	<u>Introduction:</u> start the conversation with the question: Do you know how much the textile dye industry pollutes? <u>Main part:</u> describe the benefits, process and basic principles of the dye. We proceed with the use of Cota tinctoria flower heads and Rubia tinctoria roots to dye already mordant local wool skeins. Prepare the decoction (starting from the plant macerated the previous day), filter, proceed with the color bath. Lay the skeins out in the shade to dry. At the next meeting the participants will receive a small skein of dyed wool. <u>Conclusion:</u> put the samples of plants used in your personal herbarium, cleaning and tidying up work surfaces and laboratory equipment	Laboratory, already mordant wool, utensils for the dyeing process, dried madder roots, balance
	9.	31. 32.	11. Making a syrup	<u>Introduction:</u> list the syrup types we use. When do we usually take syrups? <u>Main part:</u> define the term syrup, list different syrup preparation methods. The educator demonstrates the preparation of a syrup and the participants, in pairs, prepare, according to the regulation Syrups with plants collected before. <u>Conclusion:</u> choosing the right packaging, cleaning and tidying up work surfaces and laboratory equipment	Laboratory glassware and equipment, storage packaging for the medicinal form (125 ml glass bottle with a tap), a lable
	10.	33. 34.	12. Making teas and tea mixtures	<u>Introduction:</u> through a conversation find out if the participants are familiar with different types of water infusions (infusions and decoctions)? Give examples.	Laboratory glassware and equipment, storage packaging for the medicinal

				<p><u>Main part:</u> combine, in different ratios, herbal medicines with plants collected before to make tea mixtures for: cough, cold, digestion etc... The educator demonstrates the preparation and the participants, in pairs, prepare tea mixtures according to the regulation. Demonstrate different drying methods, crafted with frames and making bunches of the harvested plants and using different types of hot and cold dryers.</p> <p><u>Conclusion:</u> place the samples of plants used in the personal herbarium, choosing the right packaging, cleaning and tidying up work surfaces and laboratory equipment</p>	form (paper bag), a lable
		35. 36. 37. 38.	13. Using edible wild plants	<p><u>Introduction:</u> through a conversation find out if the participants are familiar with different types of edible wild plants. Give examples.</p> <p><u>Main part:</u> talk about the local tradition on the use of wild herbs in human nutrition and for realizing simple health remedy. Talk about the advantages, in terms of health and prevention, of introducing wild herbs into our diet.</p> <p>Understand how to collect them, in which environments and at what times of the year.</p> <p>Create simple recipes, with the involvement of the participants, using the species collected previously.</p> <p><u>Conclusion:</u> place the samples of plants used in the personal herbarium, convivial moment with tasting of prepared food.</p>	Tools for the transformation of edibles in the kitchen, jars
11.		39. 40.	14. Making oil macerate and ointment	<p><u>Introduction:</u> define the term oil macerate, describe the preparation procedure, explain the term Non-polar solvent, suggest vegetable oils and fat used for making oil macerates.</p> <p><u>Main part:</u> demonstrate the preparation of an oil macerat and an ointment. The participants, in pairs, according to the regulation, prepare an oil macerat and</p>	Laboratory glassware and equipment, storage packaging for the medicinal form (30 ml glass bottle with a tap , 50 g. cosmetic pot ), a lable



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				<p>an ointment using plants collected previously, fresh or dried.</p> <p><u>Conclusion:</u> place the samples of plants used in the personal herbarium, choosing the right packaging, cleaning and tidying up work surfaces and laboratory equipment Discussion about the advantages and disadvantages of herbal remedies prepared during the course.</p>	
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## MINI CURRICULUM ON SUSTAINABILITY AND ENVIRONMENTAL PROTECTION

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## TEACHING FORM: CLASSROOM

## NUMBER OF LESSONS: 4

## EDUCATIONAL GOALS:

- to develop attitudes about the need to protect nature and preserve the quality of the environment and the need for personal involvement and personal contribution of each individual
- to understand and accept the need to preserve nature and the environment and list the possibilities of your personal contribution
- to get to know the meaning of technique and technology in the overall human life
- to develop awareness of individual responsibility for health
- to learn to participate actively in social issues and to express an opinion on social issues, to form as an active participant in public life

## OUTCOMES:

Based on the knowledge about environmental sustainability and greater awareness in nature's respect and about public and individual health, the participants will be able to practice these principles in their family and community. The participants would follow simple daily rules and easy responsible attitudes learned, about how not to waste natural resources, how to preserve local environment (not to produce waste for example) or to be participant and active in their community to protect local biodiversity and to reduce its threats.

## LITERATURE:

- Primavera silenziosa (Silent Spring), Rachel Carson – Feltrinelli Editore 2023
- Psicologia ambientale, sostenibilità e comportamenti ecologici, Bonnes, Carrus, Passafaro – Carocci 2006
- La nuova economia ambientale. Sostenibilità e giustizia, Laurent – UTET Università 2022
- Il pianeta di tutti, Vandana Shiva – Feltrinelli 2020
- Mangiare è un atto agricolo, Wendell Berry – Lindau 2024
- Possiamo salvare il mondo prima di cena, Jonathan Safran Foer – Guanda 2019

UNIT	ENCOUNTER NUMBER	LESSON NUMBER	TOPIC	ACTIVITIES	TECHING AIDS AND MATERIALS
1 - Little Ecological Guide: theory and practice	1	1, 2	Introduction the principles of environmental sustainability and nature protection	Through theoretical ideas, based on the specialized literature and on the 2030 European Agenda, get to know what sustainability in general may concern, and how to live in a sustainable way on our planet, respecting social, healthy and natural needs.	Specialised, literature, worksheets, videos, handouts
	2	3, 4	Social and Environmental Engagement	Teach the learners how to produce and reproduce respectful attitudes about nature, biodiversity conservation and environmental protection. Show to the participants a list of best practices (for example a list of ten simple rules) to follow and to realize in their daily life and to share with their family and community.	Specialised Literature, handouts



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## DOMAČA ZELIŠČNA LEKARNA

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## OBLIKA POUČEVANJA: UČILNICA IN TERENSKI POUK

ŠTEVILO UR: 40

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### IZOBRAŽEVALNI CILJI:

- Usposobiti udeležence za uporabo osnovnega znanja fitoterapije v vsakdanjem življenju.
- Seznaniti udeležence z anatomijo, sistematiko, učinki in uporabo regionalnih zdravilnih rastlin.
- Izobraziti udeležence o sušenju in shranjevanju zelišč ter izdelavi zeliščnih pripravkov.
- Spodbuditi udeležence k skrbi za okolje in ohranjanju naravnih rastlinskih habitatov s pridobivanjem znanja o pravih načinih nabiranja in gojenja rastlin za osebne potrebe.
- Motivirati udeležence, da pridobljeno znanje prenesejo v svojo lokalno skupnost.

### REZULTATI:

Na podlagi pridobljenega znanja bodo udeleženci sposobni prepoznati različne vrste rastlin in njihovo učinkovito uporabo za specifične zdravstvene namene. Udeleženci bodo pridobili znanja za identificiranje in opisovanje različnih delov rastlin ter funkcij posameznih rastlinskih organov. S pomočjo specializirane literature in mobilnih aplikacij bodo sposobni prepoznati različne vrste rastlin v njihovem naravnem habitatu. Udeleženci se bodo naučili, kako nabirati, sušiti in shranjevati rastline ter izdelovati zeliščne pripravke. Prav tako se bodo izobrazili o obrezovanju, sajenju in razmnoževanju rastlin.

### LITERATURA:

- Martinčič, A. et al: Mala flora Slovenije: ključ za določanje praprotnic in semenk. Ljubljana, 1986, Tehniška založba Slovenije.
- Toplak Galle, K.: Zdravilne rastline na Slovenskem. Ljubljana, 2000, Mladinska knjiga, 2000, Tehniška založba Slovenije.
- Krajča, J., L. Šomšak: Rastlinski svet Evrope. Ljubljana, 1998, Mladinska knjiga.
- Seliškar, A., Wraber, T.: Travnike rastline na Slovenskem. 1986, Prešernova družba.
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- Greiner, K., A. Weber: Zelišča od A do Ž. Kranj, 2007, Narava d.o.o.
- Kreft Samo, Kočvar Glavač Nina, Sodobna fitoterapija, Slovensko farmacevtsko društvo, 2013
- Wilfort Richard, Zdravilne rastline in njih uporaba, Obzorja 1971



ENOTA	ŠTEVILKA SREČANJA	ŠTEVILKA URE	VSEBINA	AKTIVNOSTI	UČNI PRIPOMOČKI
1. MAHJEN VODNIK PO FITOTERAPIJI	1.	1.	1. Uvod	Uvod: predstavitev mentorja in programa. Osrednji del: spoznajte udeležence in njihove motive za udeležbo, pričakovanja od izobraževanja in izkušnje pri delu z rastlinami in zeliščnimi izdelki. Zaključek: predstavite temo naslednjega srečanja.	Računalnik, projektor, specializirana literatura
		2. 3.	2. Morfologija in anatomija rastlin	Uvod: učno uro začnite z vprašanjem: Ali poznate pojma morfologija in anatomija? Na podlagi odgovorov z udeleženci določite morfologijo in anatomijo rastlin. Osrednji del: naštejte rastlinske organe, razdelite jih na vegetativne in generativne dele rastlin in določite vlogo vsakega rastlinskega organa. Opisujte glavne morfološke značilnosti lista (preprosti in sestavljeni listi, opis glede na listno ploskev, ožiljenost oz. venacijo in robove listne ploskve). Opisujte glavne morfološke značilnosti korenine in stebela. Opisujte zgradbo cveta in naštejte vrste socvetij. Opisujte vrste plodov. Zaključek: sistematizirajte informacije, pojasnite nejasnosti in predstavite temo naslednjega srečanja.	Računalnik, projektor, specializirana literatura, gradivo za udeležence



	2.	4. 5. 6.	3. Regionalne rastlinske vrste: - Šentjanževka ( <i>Hypericum perforatum</i> L.) - Kopriva ( <i>Urtica dioica</i> L.) - Kamilica ( <i>Matricaria recutita</i> ) - Regrat ( <i>Taraxacum officinale</i> F. H. Wigg) - Ozkolistni trpotec ( <i>Plantago lanceolata</i> L.)	Uvod: preko pogovora z udeleženci naštejte rastlinske vrste, ki jih prepoznajo v svojem okolju (pogovorna imena). Osrednji del: določite latinska in pogovorna imena rastlinskih vrst, opišite vsako rastlinsko vrsto (organografija), opišite habitat in kemijsko sestavo rastline. Navedite učinke in uporabo posamezne rastline. Naštejte podobne vrste. Zaključek: sistematizirajte informacije.	Računalnik, projektor, specializirana literatura, gradivo za udeležence, učni listi
	3.	7. 8. 9.	3. Regionalne rastlinske vrste: - Baldrijan ( <i>Valeriana officinale</i> ) - Navadni gabez ( <i>Symphytum officinale</i> ) - Navadni timijan ( <i>Thymus vulgaris</i> L.) - Rman ( <i>Achillea millefolium</i> L.) - Črni bezeg ( <i>Sambucus nigra</i> L.)	Uvod: ponovite opis in učinke šentjanževke, koprive, kamilice in regrata. Osrednji del: določite latinska in pogovorna imena rastlinskih vrst, opišite vsako rastlinsko vrsto (organografija), opišite habitat in kemijsko sestavo rastline. Navedite učinke in uporabo. Naštejte podobne vrste. Zaključek: sistematizirajte informacije. Predstavite temo naslednjega srečanja.	Računalnik, projektor, specializirana literatura
2. PREPOZNAVANJE, NABIRANJE IN GOJENJE SAMOZRASLIH RASTLIN	4.	10. 11.	4. Klasifikacija in identifikacija rastlinskih vrst	Uvod: Na primeru koprive ( <i>Urtica dioica</i> L., <i>Urticaceae</i> ) in mrtve koprive ( <i>Lamium</i> spp. L., <i>Lamiaceae</i> ) poudarite pomen identifikacije vrste, družine in rodu, kamor rastlina spada. Osrednji del: opišite taksonomijo rastlin na več primerih. Omenite Carla Linnéa, očeta taksonomije. Z uporabo primerov razložite dvočlensko in tričlensko poimenovanje. Razložite razliko v učinkih in uporabi rastlin, ki pripadajo isti družini, a različnemu tipu in podtipu, še posebej za rastlinske vrste, ki lahko ob napačni uporabi negativno vplivajo na človeško telo. Zaključek: delovni list za ponovitev predelane vsebine.	Računalnik, projektor, specializirana literatura, gradivo za udeležence, učni listi



		12.	5. Priprava na terenske/učne ure na prostem	<p>Uvod: pogovorite se z udeleženci o njihovih izkušnjah z nabiranjem rastlin.</p> <p>Osrednji del: naštejte orodja, embalažo in drugo opremo, ki je potrebna za nabiranje in sušenje rastlin. Določite čas nabiranja glede na rastlinski del, ki bo kasneje uporabljen. Predlagajte dobre prakse nabiranja divjih rastlin za ohranjanje in varovanje rastlinskih habitatov. Naštejte metode sušenja zelišč. Priporočite metode shranjevanja in ustrezne posode za shranjevanje suhih zelišč. Zaključek: obvestite udeležence o lokaciji učne ure na prostem, predlagajte ustrezna oblačila in obutev za učenje na prostem.</p>	Računalnik, projektor, specializirana literatura
	5.	13. 14. 15.	6. Ogled mestnega parka	<p>Uvod: srečajte se z udeleženci na dogovorjeni lokaciji.</p> <p>Osrednji del: prepoznavanje samoraslih in gojenih rastlin med ogledom mestnega parka z uporabo specializirane literature za določanje vrste in podvrste najdenih rastlinskih vrst. Udeležence opozorite na dejstvo, da so zdravilna zelišča povsod okoli nas. Zaključek: obvestite udeležence o lokaciji naslednjega srečanja.</p>	Specializirana literatura, mobilna aplikacija
	6.	16. 17. 18.	7. Prepoznavanje in nabiranje zdravilnih rastlin	<p>Uvod: srečajte se z udeleženci na dogovorjeni lokaciji, razdelite orodja in opremo, potrebno za nabiranje zdravilnih zelišč.</p> <p>Osrednji del: sprehodite se po lokaciji, prepoznajte in pravilno naberite ustrezno količino zdravilnih zelišč, ki jih boste kasneje uporabili. Pripravite rastline za sušenje in izdelavo zeliščnih pripravkov.</p> <p>Zaključek: obvestite udeležence o lokaciji naslednjega srečanja.</p>	Specializirana literatura, mobilna aplikacija, škarje za obrezovanje, platnena/papirnata vrečka.
	7.	19. 20. 21.	8. Prepoznavanje, nabiranje in gojenje samoraslih rastlin	<p>Uvod: srečajte se z udeleženci na dogovorjeni lokaciji, razdelite orodja in opremo, ki je potrebna za nabiranje in gojenje zdravilnih rastlin.</p> <p>Osrednji del: sprehodite se po lokaciji, prepoznajte, naberite in pravilno obrežite rastline, ki bodo kasneje uporabljene. Pripravite rastline za sušenje in sajenje. Zaključek: zberite vtise udeležencev.</p>	Specializirana literatura, mobilna aplikacija, škarje za obrezovanje, platnena/papirnata vrečka.





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3. DOMAČA LEKARNA / ZELIŠČNI PRIPRAVKI	8.	22. 23.	9. Gojenje samoraslih rastlin	<p>Uvod: pripravite vsa potrebna orodja in materiale.</p> <p>Osrednji del: razložite metode gojenja samoraslih rastlin: sejanje ali zeleni potaknjenci. Naštejte pogoje potrebne za kalitev in rast. Po predstavitvi vsak udeleženec posadi zelene potaknjence v ustrezne lončke in poseje semena. Zaključek: čiščenje in urejanje delovnih površin, orodij in pripomočkov.</p>	Specializirana literatura, humusna zemlja, škarje za obrezovanje, sadilni lonec.
		24. 25.	10. Izdelava tinktur	<p>Uvod: začnite pogovor z vprašanjem: ste že kdaj uporabili tinkturo?</p> <p>Osrednji del: določite pojem tinktura, pojasnite volumski delež alkohola in razložite razliko med hidrofilnimi in hidrofobnimi topili. Naštejte prednosti in slabosti uporabe zeliščnih tinktur ter možne kontraindikacije. Mentor pokaže pripravo tinkture, udeleženci pa v parih pripravijo tri različne tinkture: tinkturo iz koprivine korenine – za adenom prostate, tinkturo iz timijana – za boleče grlo in tinkturo iz baldrijana – za umirjanje stresa, pomiritev in boljši spanec.</p> <p>Zaključek: izbira prave embalaže, čiščenje in urejanje delovnih površin ter laboratorijske opreme.</p>	Laboratorijska steklovina in oprema, embalaža za shranjevanje zdravilne oblike (30 ml steklenička s kapalko, 30 ml steklenička z razpršilko), nalepka.
	9.	26. 27. 28. 29. 30.	11. Priprava sirupa	<p>Uvod: naštejte vrste sirupov, ki jih uporabljamo. Kdaj običajno jemljemo sirupe?</p> <p>Osrednji del: določite pojem sirup, naštejte različne metode priprave sirupov. Mentor pokaže pripravo sirupa, udeleženci pa v parih pripravijo, po navodilih: sirup simplex, sirup iz trpotca in navadnega timijana za kašelj, sirup iz navadnega timijana in cvetov bezga za kašelj.</p> <p>Zaključek: izbira prave embalaže, čiščenje in urejanje delovnih površin ter laboratorijske opreme.</p>	Laboratorijska steklovina in oprema, embalaža za shranjevanje zdravilne oblike (125 ml steklenička s pipeto), nalepka



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	10.	31. 32. 33. 34. 35.	12. Priprava čajev in čajnih mešanic	<p>Uvod: preko pogovora ugotovite, ali so udeleženci seznanjeni z različnimi vrstami vodnih izvlečkov (poparki in prevretki). Podajte primere.</p> <p>Osrednji del: v različnih razmerjih zmešajte zeliščna zdravila, kot so list trpotca, list regrata, zeleni rman, zeleni timijan in bezgovo cvetje, da pripravite čajne mešanice za kašelj, prehlad, prebavo. Mentor pokaže pripravo, udeleženci pa v parih pripravijo čajne mešanice po navodilih.</p> <p>Zaključek: izbira prave embalaže, čiščenje in urejanje delovnih površin ter laboratorijske opreme.</p>	Laboratorijska steklovina in oprema, embalaža za shranjevanje zdravilne oblike (papirnata vrečka), nalepka
	11.	36. 37. 38. 39. 40.	13. Priprava oljnega macerata in mazila	<p>Uvod: določite pojem oljni macerat, opišite postopek priprave, razložite pojem nepolarno topilo, predlagajte rastlinska olja in maščobe, ki se uporabljajo za pripravo oljnih macerata.</p> <p>Osrednji del: prikažite pripravo oljnega macerata in mazila. Udeleženci v parih po navodilih pripravijo: šentjanževac oljni macerat – za rane in hemoroide, gabezova korenina rastlinski oljni macerat – za celjenje pri zvinih in podpludbah. Prikažite pripravo mazila. Udeleženci v parih po navodilih pripravijo mazilo iz gabeza in šentjanževke, ki se uporablja za zgoraj omenjene težave. Zaključek: izbira prave embalaže, čiščenje in urejanje delovnih površin ter laboratorijske opreme.</p> <p>Razprava o prednostih in slabostih zeliščnih pripravkov, pripravljenih med tečajem.</p>	Laboratorijska steklovina in oprema, embalaža za shranjevanje zdravilne oblike (30 ml steklenička s pipeto, 50 g kozmetični lonček), nalepka



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**MINI UČNI NAČRT ZA  
TRAJNOSTNI RAZVOJ IN VARSTVO  
OKOLJA**

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## OBLIKA POUČEVANJA: UČILNICA

ŠTEVILO UR: 4

### IZOBAŽEVALNI CILJI:

- Razviti odnos do potrebe po varovanju narave in ohranjanju kakovosti okolja ter potrebe po osebni vpletenosti in osebnem prispevku vsakega posameznika k varovanju narave
- Razumeti in sprejeti potrebo po ohranjanju narave in okolja ter navesti možnosti lastnega prispevka k temu
- Spoznati pomen tehnike in tehnologije v celotnem človeškem življenju
- Razviti ozaveščenost o osebni odgovornosti za zdravje
- Naučiti se aktivno sodelovati v družbenih vprašanjih in o njih izražati mnenje in se tako izoblikovati kot aktiven udeleženec javnega življenja

### REZULTATI:

Na podlagi znanja o trajnostnem razvoju ter na podlagi večje ozaveščenosti o spoštovanju narav eter javne min osebnem zdravju, bodo udeleženci sposobni te principe prakticirati v svoji družini in skupnosti. Udeleženci bodo upoštevali preprosta dnevna pravila in stališča, kis o se jih naučili, npr.: kako ne zapravljati preprostih naravnih virov, kako ohranяти lokalno okolje (s preprečevanjem nastajanja odpadkov) ali kako aktivno sodelovati v svoji skupnosti za zaščito lokalne biotske raznosvrstnosti in zmanjšati njeno ogroženost.

### LITERATURE:

- Primavera silenziosa (Silent Spring), Rachel Carson – Feltrinelli Editore 2023
- Psicologia ambientale, sostenibilità e comportamenti ecologici, Bonnes, Carrus, Passafaro – Carocci 2006
- La nuova economia ambientale. Sostenibilità e giustizia, Laurent – UTET Università 2022
- Il pianeta di tutti, Vandana Shiva – Feltrinelli 2020
- Mangiare è un atto agricolo, Wendell Berry – Lindau 2024
- Possiamo salvare il mondo prima di cena, Jonathan Safran Foer – Guanda 2019

ENOTA	ŠTEVILKA SREČANJA	ŠTEVILKA URE	VSEBINA	AKTIVNOSTI	UČNI PRIPOMOČKI
1 – Mali ekološki priručnik; teorija in praksa	1	1, 2	Uvod v načela trajnostnega razvoja okolja in varstva narave	S pomočjo teoretičnih idej, ki temeljijo na strokovni literaturi in Evropski Agendi 2030, spoznati, kaj pomeni trajnost na splošno, kako živeti trajnostno in hkrati spoštovati naravne, zdravstvene in socialne potrebe.	Strokovna literatura, delovni listi, videoposnetki, gradiva za udeležence
	2	3, 4	Družbeno in okoljsko delovanje	Udeležencem predstaviti, kako razvijati in širiti spoštljiv odnos do narave, ohranjanja biotske raznovrstnosti in varovanja okolja. Pokazati seznam dobrih praks (na primer seznam desetih preprostih pravil), ki jih lahko udeleženci vključijo v vsakdanje življenje, ter delijo s svojo družino in skupnostjo.	Strokovna literatura, gradiva za udeležence



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## HOME HERBAL PHARMACY PROGRAM

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## TEACHING FORM: CLASSROOM AND FIELD/OUTDOOR LESSONS

NUMBER OF LESSONS: 40

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### EDUCATIONAL GOALS:

- Train the participants to apply basic phytotherapy knowledge in everyday life
- Inform the participants on anatomy, systemisation, effect and use of regional medicinal plants
- Educate the participants about drying and storing herbs and the production of herbal remedies
- Encourage the participants to look after the environment, preserving natural plant habitats by acquiring knowledge related to proper ways to harvest and cultivate plants for personal needs
- Motivate the participants to transfer the acquired knowledge through, to their local community

### OUTCOMES:

Based on the knowledge acquired the participants will be able to recognize different plant species and their effective use for specific health goals. They will have the knowledge to identify and describe different parts of a plant and the function of different plant organs. They will be able to recognize different plant species in their natural habitat using specialised literature and mobile applications. The participants will learn how to harvest, dry and store plants and make herbal remedies. They will also be prepared for pruning, planting and plant propagation.

### LITERATURE:

- Martinčič, A. et al: Mala flora Slovenije: ključ za določanje praprotnic in semenk. Ljubljana, 1986, Tehniška založba Slovenije.
- Toplak Galle, K.: Zdravilne rastline na Slovenskem. Ljubljana, 2000, Mladinska knjiga, 2000, Tehniška založba Slovenije.
- Krajča, J., L. Šomšak: Rastlinski svet Evrope. Ljubljana, 1998, Mladinska knjiga.
- Seliškar, A., Wraber, T.: Travniške rastline na Slovenskem. 1986, Prešernova družba.
- Kromar, J., P. Rožnik: Zdravilne rastline, 1000 izbranih receptov. Murska Sobota, 1975, Pomurska založba.
- Kromar, J.: Strupene rastline. Ljubljana, 1979, Založba Borec.
- Greiner, K., A. Weber: Zelišča od A do Ž. Kranj, 2007, Narava d.o.o.
- Kreft Samo, Kočevar Glavač Nina, Sodobna fitoterapija, Slovensko farmacevtsko društvo, 2013
- Wilfort Richard, Zdravilne rastline in njih uporaba, Obzorja 1971

UNIT	ENCOUNTER NUMBER	LESSON NUMBER	TOPIC	ACTIVITIES	TECHING AIDS AND MATERIALS
1. SMALL PHYTOTHERAPY GUIDE	1.	1.	1. Introduction	<p><u>Lead-in:</u> introduce yourself, present the program to the participants</p> <p><u>Main part:</u> get to know the participants, find out about their motive to join the education, their expectations form the education, their experience working with plants and herbal products.</p> <p><u>Conclusion:</u> introduce the next topic.</p>	Computer, screen projector, specialised literature.
		2. 3.	2. Morphology and anatomy of plants	<p><u>Lead-in:</u> start with the question: are you familiar with the terms morphology and anatomy? Based on the answers and the discussion with the participants define morphology and anatomy of plants.</p> <p><u>Main part:</u> List the plant organs, divide by vegetative and generative plant parts, define the role of each plant organ. Describe the main morphological features of a leaf (simple and compound leaves, description based on the leaf blade, venation and blade edges). Describe the main morphological features of a root and a stem. Describe the flower structure and list the types of inflorescence. Describe fruit types.</p> <p><u>Conclusion:</u> systemize the information, clarify ambiguities and introduce the next topic.</p>	Computer, screen projector, specialised literature, handouts
	2.	4. 5. 6.	3. Regional plant species:  -St. John's worth ( <i>Hypericum perforatum</i> L.), -Nettle ( <i>Urtica dioica</i> L.), -Chamomile ( <i>Matricaria recutita</i> ), -Dandelion ( <i>Taraxacum officinale</i> F. H. Wigg), -Narrow leaf plantain ( <i>Plantago lanceolata</i> L.)	<p><u>Lead- in:</u> through a conversation with the participants list the plant species they can recognize in their surrounding (common names).</p> <p><u>Main part:</u> appoint Latin and common names for plant species, describe each plant species (organography), describe the habitat and the chemical composition of the plant. Indicate the effects and use. List similar species.</p> <p><u>Conclusion:</u> systemize the information.</p>	Computer, screen projector, specialised literature, worksheet/handouts



	3.	7. 8. 9.	3. Regional plant species:  -Valerian ( <i>Valeriana officinale</i> ), - Common comfrey ( <i>Symphytum officinale</i> ), -Common Thyme ( <i>Thymus vulgaris</i> L.) -Yarrow ( <i>Achillea millefolium</i> L), - Black Elder ( <i>Sambucus nigra</i> L. )	<u>Lead-in:</u> repeat the description and the effects of: St. John's worth, nettle, sage and dandelion <u>Main part:</u> appoint Latin and common names for plant species, describe each plant species (organography), describe the habitat and the chemical composition of the plant. Indicate the effects and use. List similar species <u>Conclusion:</u> systemize the information. Introduce the next topic	. Computer, screen projector, specialised literature
2. IDENTIFYING, COLLECTING AND CULTIVATING SELF-GROWN PLANTS	4.	10. 11.	4. Classification and identification of plant species	<u>Lead-in:</u> Using Nettle ( <i>Urtica dioica</i> L., <i>Urticaceae</i> ) and Dead-nettle ( <i>Lamium spp. L., Lamiaceae</i> ) as examples, emphasise the importance of the identification of the species, family and genus the plant is classified into. <u>Main part:</u> describe the taxonomy of plants on several examples. Mention Carl Linnéus, the father of taxonomy. Using examples explain binary and ternary nomenclature. Explain the difference in effect an use of the plant that belongs to the same family but different type and subtype, especially for plant species that, if misused, can have negative effects on human body. <u>Conclusion:</u> worksheet that focuses on repetition	Computer, screen projector, specialised literature, worksheet/handouts
		12.	5.Preparation for outdoor/field lessons	<u>Lead-in:</u> discuss with the participants about their experience with plant harvesting <u>Main part:</u> list the tools, packaging and other equipment necessary/needed for harvesting and drying. Define harvesting time based on the plant organ that will be used later on. Propose good practices of wild plant picking methods in order to conserve and protect plant habitats. List herb-drying methods. Recommend storage methods and appropriate containers for storing dry herbs <u>Conclusion:</u> inform the participants about the outdoor class location, suggest appropriate clothes and footwear for outdoor lessons.	Computer, screen projector, specialised literature

	5.	13. 14. 15.	6. City park tour	<p><u>Introduction:</u> meet the participants at the agreed location</p> <p><u>Main part:</u> identifying self grown and cultivated plants during the city park tour using specialised literature to determine the type and the subtype of encountered plant species. Make the participants aware of the fact that medicinal herbs are all around us.</p> <p><u>Conclusion:</u> inform the participants about the outdoor location for the next encounter.</p>	specialised literature, mobile application
	6.	16. 17. 18.	7. Identifying and collecting medicinal plants	<p><u>Introduction:</u> meet the participants at the agreed location, hand out the tools and equipment needed for collecting medicinal herbs.</p> <p><u>Main part:</u> walk around the location, identify and collect properly the right amount of medicinal herbs that will be used later on. Prepare the plants for drying and making herbal remedies.</p> <p><u>Conclusion:</u> inform the participants about the outdoor location for the next encounter.</p>	specialised literature, mobile application, pruning shears, cloth/paper bag.
	7.	19. 20. 21.	8. Identifying, collecting and cultivating self-grown plants	<p><u>Introduction:</u>. meet the participants at the agreed location, hand out the tools and equipment needed for collecting and cultivating medicinal plants.</p> <p><u>Main part:</u> walk around the location, identify, collect and prune properly plants that will later on be used. Prepare the plants for drying and planting.</p> <p><u>Conclusion:</u> collect impressions from the participants</p>	specialised literature, mobile application, pruning shears, cloth/paper bag.
3. HOME PHARMACY HERBAL REMEDIES	8.	22. 23.	9. Cultivating self-grown plants	<p><u>Introduction:</u> prepare all necessary tools and materials</p> <p><u>Main part:</u> explain the cultivation methods of self-grown plants: sowing or green cuttings. List the conditions necessary for the germination and growth. After the demonstration every participants plants green cuttings in appropriate planting pots and sows the seeds.</p> <p><u>Conclusion:</u> cleaning and tidying up work surfaces, tools and accessories</p>	Specialised literature, humus soil, pruning shears, planting pot.
		24. 25.	10. Making tinctures	<p><u>Introduction:</u> start the conversation with the question: have you ever used a tincture ?</p>	Laboratory glassware and

			<p><u>Main part:</u> define the term tincture, clarify the volume fraction of alcohol and explain the difference between hydrophilic and i hydrophobic solvents. List the benefits and disadvantages of using herbal tinctures and possible contra-indications. The educator demonstrates the preparation of a tincture and the participants, in pairs, prepare three different tinctures: Nettle root tincture – for prostate adenoma, Common Thyme leaf tincture – for sore throat and Valerian tincture for stress relief, relaxation and better sleep.</p> <p><u>Conclusion:</u> choosing the right packaging, cleaning and tidying up work surfaces and laboratory equipment</p>	<p>equipment, storage packaging for the medicinal form (30 ml glass bottle with a dropper , 30 ml glass bottle with a spray nozzle), a lable</p>
9.	26. 27. 28. 29. 30.	11. Making a syrup	<p><u>Introduction:</u> list the syrup types we use. When do we usually take syrups?</p> <p><u>Main part:</u> define the term syrup, list different syrup preparation methods. The educator demonstrates the preparation of a syrup and the participants, in pairs, prepare, according to the regulation: Syrups simplex, Plantain and Common Thyme cough syrup , Common Thyme and Elder flower cough syrup.</p> <p><u>Conclusion:</u> choosing the right packaging, cleaning and tidying up work surfaces and laboratory equipment</p>	<p>Laboratory glassware and equipment, storage packaging for the medicinal form (125 ml glass bottle with a tap), a lable</p>
10.	31. 32. 33. 34. 35.	12. Making teas and tea mixtures	<p><u>Introduction:</u> through a conversation find out if the participants are familiar with different types of water infusions ( infusions and decoctions)? Give examples.</p> <p><u>Main part:</u> combine, in different ratios, herbal medicines such as Plantain leaf, Dandelion leaf, green Yarrow, green Thyme and Elder flower to make tea mixtures for: cough, cold, digestion. The educator demonstrates the preparation and the participants, in pairs, prepare tea mixtures according to the regulation.</p> <p><u>Conclusion:</u> choosing the right packaging, cleaning and tidying up work surfaces and laboratory equipment</p>	<p>Laboratory glassware and equipment, storage packaging for the medicinal form (paper bag), a lable</p>
11.	36. 37. 38.	13. Making oil macerate and ointment	<p><u>Introduction:</u> define the term oil macerate, describe the preparation procedure, explain the term Non-polar solvent, suggest vegetable oils and fat used for making</p>	<p>Laboratory glassware and equipment, storage</p>

		39. 40.		<p>oil macerates.</p> <p><u>Main part:</u> demonstrate the preparation of an oil macerat and an ointment. The participants, in pairs, according to the regulation, prepare: St. John's worth oil macerate – for wounds and hemorrhoids, Comfrey root oil macerat – for healing sprains and bruises. Demonstrate the preparation of an ointment. The participants, in pairs, according to the regulations, prepare Comfrey root ointment and St. John's ointment used for the conditions mentioned above.</p> <p><u>Conclusion:</u> choosing the right packaging, cleaning and tidying up work surfaces and laboratory equipment          Discussion about the advantages and disadvantages of herbal remedies prepared during the course.</p>	<p>packaging for the medicinal form (30 ml glass bottle with a tap , 50 g. cosmetic pot ), a lable</p>
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## MINI CURRICULUM ON SUSTAINABILITY AND ENVIRONMENTAL PROTECTION

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## TEACHING FORM: CLASSROOM

### NUMBER OF LESSONS: 4

### EDUCATIONAL GOALS:

- to develop attitudes about the need to protect nature and preserve the quality of the environment and the need for personal involvement and personal contribution of each individual
- to understand and accept the need to preserve nature and the environment and list the possibilities of your personal contribution
- to get to know the meaning of technique and technology in the overall human life
- to develop awareness of individual responsibility for health
- to learn to participate actively in social issues and to express an opinion on social issues, to form as an active participant in public life

### OUTCOMES:

Based on the knowledge about environmental sustainability and greater awareness in nature's respect and about public and individual health, the participants will be able to practice these principles in their family and community. The participants would follow simple daily rules and easy responsible attitudes learned, about how not to waste natural resources, how to preserve local environment (not to produce waste for example) or to be participant and active in their community to protect local biodiversity and to reduce its threats.

### LITERATURE:

- Primavera silenziosa (Silent Spring), Rachel Carson – Feltrinelli Editore 2023
- Psicologia ambientale, sostenibilità e comportamenti ecologici, Bonnes, Carrus, Passafaro – Carocci 2006
- La nuova economia ambientale. Sostenibilità e giustizia, Laurent – UTET Università 2022
- Il pianeta di tutti, Vandana Shiva – Feltrinelli 2020
- Mangiare è un atto agricolo, Wendell Berry – Lindau 2024
- Possiamo salvare il mondo prima di cena, Jonathan Safran Foer – Guanda 2019

UNIT	ENCOUNTER NUMBER	LESSON NUMBER	TOPIC	ACTIVITIES	TECHING AIDS AND MATERIALS
1 - Little Ecological Guide: theory and practice	1	1, 2	Introduction the principles of environmental sustainability and nature protection	Through theoretical ideas, based on the specialized literature and on the 2030 European Agenda, get to know what sustainability in general may concern, and how to live in a sustainable way on our planet, respecting social, healthy and natural needs.	Specialised, literature, worksheets, videos, handouts
	2	3, 4	Social and Environmental Engagement	Teach the learners how to produce and reproduce respectful attitudes about nature, biodiversity conservation and environmental protection. Show to the participants a list of best practices (for example a list of ten simple rules) to follow and to realize in their daily life and to share with their family and community.	Specialised Literature, handouts



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**ΠΡΟΓΡΑΜΜΑ ΦΑΡΜΑΚΕΙΟΥ  
ΒΟΤΑΝΩΝ ΟΙΚΙΑ**

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## ΕΙΔΟΣ ΔΙΔΑΣΚΑΛΙΑΣ: ΜΑΘΗΜΑΤΑ ΣΕ ΑΙΘΟΥΣΑ ΚΑΙ ΣΤΗΝ ΥΠΑΙΘΡΟ

ΑΡΙΘΜΟΣ ΜΑΘΗΜΑΤΩΝ: 40

.

### ΜΑΘΗΣΙΑΚΟΙ ΣΤΟΧΟΙ:

- Εκπαίδευση των συμμετεχόντων ώστε να μπορούν να εφαρμόζουν βασικές γνώσεις φυτοθεραπείας στην καθημερινή τους ζωή
- Ενημέρωση των συμμετεχόντων για την ανατομία, τη συστηματοποίηση, τις ιδιότητες και τη χρήση των τοπικών φαρμακευτικών φυτών
- Εκπαίδευση των συμμετεχόντων σχετικά με την αποξήρανση και την αποθήκευση βοτάνων, καθώς και την παρασκευή φυτικών φαρμάκων
- Ενθάρρυνση των συμμετεχόντων να φροντίζουν το περιβάλλον, να προστατεύουν δηλαδή το φυσικό περιβάλλον των φυτών μέσω της απόκτησης γνώσεων σχετικά με τους κατάλληλους τρόπους συλλογής και καλλιέργειας φυτών για προσωπική χρήση
- Παρακίνηση των συμμετεχόντων να μεταφέρουν τις γνώσεις που απέκτησαν στην τοπική τους κοινότητα

### ΑΠΟΤΕΛΕΣΜΑΤΑ:

Με βάση τις γνώσεις που απέκτησαν, οι συμμετέχοντες θα είναι σε θέση να αναγνωρίζουν διάφορα είδη φυτών και την αποτελεσματική χρήση τους για συγκεκριμένους στόχους υγείας. Θα μάθουν να ταυτοποιούν και να περιγράφουν τα διάφορα μέρη ενός φυτού και τη λειτουργία των οργάνων του. Θα είναι σε θέση να αναγνωρίζουν διάφορα είδη φυτών στο φυσικό τους περιβάλλον, χρησιμοποιώντας εξειδικευμένη βιβλιογραφία και κινητές εφαρμογές. Οι συμμετέχοντες θα μάθουν να συλλέγουν, να αποξηραίνουν και να αποθηκεύουν φυτά, έτσι ώστε να παρασκευάσουν φυτικά φάρμακα. Επίσης, θα προετοιμαστούν κατάλληλα για το κλάδεμα, τη φύτευση και τον πολλαπλασιασμό των φυτών.

### ΒΙΒΛΙΟΓΡΑΦΙΑ:

- Della, A., Paraskeva-Hadjichambi, D. & Hadjichambis, A.C. An ethnobotanical survey of wild edible plants of Paphos and Larnaca countryside of Cyprus. J Ethnobiology Ethnomedicine 2, 34 (2006). <https://doi.org/10.1186/1746-4269-2-34>



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- Karousou, R., & Deirmentzoglou, S. (2011). The herbal market of Cyprus: Traditional links and cultural exchanges. *Journal of Ethnopharmacology*, 133(1), 191–203. <https://doi.org/10.1016/j.jep.2010.09.034>
- John Steel www.lakestelecom.net. (n.d.). Cyprus Wild Flowers Database. <https://cypruswildflowers.com/cgi-bin/site/main.pl?action=edible>
- Dokos, C. (2014). Ethnopharmacological survey of endemic medicinal plants in Paphos district of Cyprus. Auth. [https://www.academia.edu/710029/Ethnopharmacological\\_Survey\\_of\\_Endemic\\_Medicinal\\_Plants\\_in\\_Paphos\\_District\\_of\\_Cyprus](https://www.academia.edu/710029/Ethnopharmacological_Survey_of_Endemic_Medicinal_Plants_in_Paphos_District_of_Cyprus)
- Gokcebag, M. (2017). Home Garden Herbs and medicinal plants of Lefke, Cyprus. www.academia.edu. [https://www.academia.edu/109901134/Home\\_Garden\\_Herbs\\_and\\_Medicinal\\_Plants\\_of\\_Lefke\\_Cyprus?uc-sb-sw=11273091](https://www.academia.edu/109901134/Home_Garden_Herbs_and_Medicinal_Plants_of_Lefke_Cyprus?uc-sb-sw=11273091)
- Loucas Savvides. (2000). Edible Wild Plants of the Cyprus Flora.
- Zannettou, Kyriaki. (2014). The medicinal plants of Cyprus.

ΕΝΟΤΗΤΑ	ΣΕΙΡΑ ΕΜΦΑΝΙΣΗΣ	ΑΡΙΘΜΟΣ ΜΑΘΗΜΑΤΟΣ	ΘΕΜΑ	ΔΡΑΣΤΗΡΙΟΤΗΤΕΣ	ΕΚΠΑΙΔΕΥΤΙΚΑ ΒΟΗΘΗΜΑΤΑ ΚΑΙ ΥΛΙΚΟ
1. ΜΙΚΡΟ ΕΓΧΕΙΡΙΔΙΟ ΦΥΤΟΘΕΡΑΠΕΙΑΣ	1.	1.	1. Εισαγωγή	<p><u>Εισαγωγή:</u> Συστηθείτε, παρουσιάστε το πρόγραμμα στους συμμετέχοντες</p> <p><u>Κυρίως μέρος:</u> Γνωρίστε τους συμμετέχοντες, μάθετε τι τους ώθησε να συμμετάσχουν στο πρόγραμμα, τις προσδοκίες τους από το πρόγραμμα, την εμπειρία τους με τα φυτά και τα φυτικά προϊόντα.</p> <p><u>Κλείσιμο:</u> Παρουσιάστε το επόμενο θέμα.</p>	Υπολογιστής, προτζέκτορας, εξειδικευμένη βιβλιογραφία
		2. 3.	2. Μορφολογία και ανατομία των φυτών	<p><u>Εισαγωγή:</u> Ξεκινήστε με την ερώτηση: γνωρίζετε τους όρους μορφολογία και ανατομία; Ανάλογα με τις απαντήσεις και τη συζήτηση με τους συμμετέχοντες, ορίστε τη μορφολογία και την ανατομία των φυτών.</p> <p><u>Κυρίως μέρος:</u> Καταγράψτε τα όργανα των φυτών, κάντε διαχωρισμό ανάμεσα στα φυτικά και τα παραγωγικά μέρη των φυτών, ορίστε τον ρόλο του κάθε οργάνου. Περιγράψτε τα κύρια μορφολογικά χαρακτηριστικά ενός φύλλου (απλά και σύνθετα φύλλα, περιγραφή ανάλογα με το έλασμα του</p>	Υπολογιστής, προτζέκτορας, εξειδικευμένη βιβλιογραφία, φωτοτυπίες



				<p>φύλλου, τη νεύρωση και τα περιθώρια του φύλλου). Περιγράψτε τα κύρια μορφολογικά χαρακτηριστικά της ρίζας και του βλαστού. Περιγράψτε τη δομή του άνθους και καταγράψτε τα είδη ταξιανθίας. Περιγράψτε τα είδη των καρπών. <u>Κλείσιμο:</u> Συστηματοποιήστε τις πληροφορίες, διευκρινίστε τυχόν ασάφειες και παρουσιάστε το επόμενο θέμα.</p>	
2.	4. 5. 6.	<p>3. Είδη τοπικών φυτών:</p> <ul style="list-style-type: none"> <li>- Μελισσόχορτο (<i>Melissa officinalis</i> L.)</li> <li>- Τσουκνίδα (<i>Urtica dioica</i> L.),</li> <li>- Σπατζιά/Φασκόμηλο (<i>Salvia officinalis</i> L.),</li> <li>- Μυροφόρες/Λεβάντα (<i>Lavandula angustifolia</i> L.)</li> <li>- Λαψάνα (<i>Sinapis alba</i> L.)</li> </ul>	<p><u>Εισαγωγή:</u> Μέσω συζήτησης με τους συμμετέχοντες, καταγράψτε τα είδη φυτών που μπορούν να αναγνωρίσουν γύρω τους (κοινή ονομασία). <u>Κυρίως μέρος:</u> Ορίστε τη λατινική και την κοινή ονομασία για τα είδη φυτών, περιγράψτε το κάθε είδος (οργανογραφία), περιγράψτε το φυσικό περιβάλλον και τη χημική σύνθεση του φυτού. Αναφέρετε τις ιδιότητες και τη χρήση τους. Καταγράψτε παρόμοια είδη. <u>Κλείσιμο:</u> Συστηματοποιήστε τις πληροφορίες.</p>	<p>Υπολογιστής, προτζέκτορας, εξειδικευμένη βιβλιογραφία, εργασίες/φωτοτυπίες</p>	
3.	7. 8. 9.	<p>3. Είδη τοπικών φυτών:</p> <ul style="list-style-type: none"> <li>- Βαλσαμόχορτο (<i>Hypericum perforatum</i> L.),</li> <li>- Λασμαρί/Δεντρολίβανο (<i>Rosmarinus officinalis</i> L.),</li> <li>- Θρούμπι (<i>Thymus capitatus</i> L.)</li> <li>- Ματζουράνα (<i>Origanum majorana</i> L.)</li> <li>- Δάφνη (<i>Laurus nobilis</i> L.)</li> </ul>	<p><u>Εισαγωγή:</u> Επαναλάβετε την περιγραφή και τις ιδιότητες του βαλσαμόχορτου, της τσουκνίδας και του φασκόμηλου. <u>Κυρίως μέρος:</u> Ορίστε τη λατινική και την κοινή ονομασία για τα είδη φυτών, περιγράψτε το κάθε είδος (οργανογραφία), περιγράψτε το φυσικό περιβάλλον και τη χημική σύνθεση του φυτού. Αναφέρετε τις ιδιότητες και τη χρήση τους. Καταγράψτε παρόμοια είδη. <u>Κλείσιμο:</u> Συστηματοποιήστε τις πληροφορίες και παρουσιάστε το επόμενο θέμα.</p>	<p>Υπολογιστής, προτζέκτορας, εξειδικευμένη βιβλιογραφία</p>	



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2. ΤΑΥΤΟΠΟΙΗΣΗ, ΣΥΛΛΟΓΗ ΚΑΙ ΚΑΛΛΙΕΡΓΕΙΑ ΑΥΤΟΦΥΩΝ ΦΥΤΩΝ	4.	10. 11.	4. Κατηγοριοποίηση και ταυτοποίηση των ειδών φυτών	<p><u>Εισαγωγή:</u> Φέρνοντας την Τσουκνίδα (<i>Urtica dioica</i> L., <i>Urticaceae</i>) και το Λάμιο (<i>Lamium spp. L., Lamiaceae</i>) ως παραδείγματα, τονίστε τη σημασία της ταυτοποίησης του είδους, της οικογένειας και του γένους στο οποίο κατατάσσεται το φυτό.</p> <p><u>Κυρίως μέρος:</u> Περιγράψτε την ταξινομία των φυτών με διάφορα παραδείγματα. Αναφέρετε τον Καρλ Λινέ, τον πατέρα της ταξινομίας. Χρησιμοποιώντας παραδείγματα, εξηγήστε την διωνυμική και τριωνυμική ονοματοδοσία. Εξηγήστε τη διαφορά στις ιδιότητες και τη χρήση ενός φυτού που ανήκει στην ίδια οικογένεια αλλά σε διαφορετική κλάση και υποκλάση, ειδικά για είδη φυτών που μπορεί να έχουν αρνητική επίδραση στον ανθρώπινο οργανισμό εάν χρησιμοποιηθούν λανθασμένα.</p> <p><u>Κλείσιμο:</u> Εργασία για επανάληψη</p>	Υπολογιστής, προτζέκτορας, εξειδικευμένη βιβλιογραφία, εργασίες/φωτοτυπίες
		12.	5. Προετοιμασία για μαθήματα στην ύπαιθρο	<p><u>Εισαγωγή:</u> Συζητήστε με τους συμμετέχοντες για την εμπειρία που έχουν με τη συλλογή φυτών</p> <p><u>Κυρίως μέρος:</u> Καταγράψτε τα εργαλεία, τις συσκευασίες και οποιονδήποτε άλλον εξοπλισμό που χρειάζεται για τη συλλογή και την αποξήρανση. Καθορίστε το χρόνο συλλογής με βάση το όργανο του φυτού που θα χρησιμοποιηθεί αργότερα. Υποδείξτε καλές πρακτικές μεθόδων συλλογής άγριων φυτών για τη διατήρηση και την προστασία του φυσικού περιβάλλοντος των φυτών. Καταγράψτε μεθόδους αποξήρανσης των βοτάνων. Προτείνετε μεθόδους αποθήκευσης και τα κατάλληλα δοχεία για την αποθήκευση των αποξηραμένων βοτάνων.</p> <p><u>Κλείσιμο:</u> Ενημερώστε τους συμμετέχοντες για την τοποθεσία που θα διεξαχθεί το υπαίθριο μάθημα και προτείνετε κατάλληλα ρούχα και παπούτσια για αυτό.</p>	Υπολογιστής, προτζέκτορας, εξειδικευμένη βιβλιογραφία



	5.	13. 14. 15.	6. Περιήγηση σε πάρκο της πόλης	<p><u>Εισαγωγή:</u> Συναντήστε τους συμμετέχοντες στη συμφωνημένη τοποθεσία</p> <p><u>Κυρίως μέρος:</u> Ταυτοποίηση αυτοφυών και καλλιεργούμενων φυτών κατά την περιήγηση στο πάρκο της πόλης χρησιμοποιώντας εξειδικευμένη βιβλιογραφία για τον προσδιορισμό του τύπου και του υποτύπου των ειδών που συναντώνται. Κάντε τους συμμετέχοντες να συνειδητοποιήσουν πως τα φαρμακευτικά φυτά υπάρχουν παντού γύρω μας.</p> <p><u>Κλείσιμο:</u> Ενημερώστε τους συμμετέχοντες για την τοποθεσία που θα διεξαχθεί το επόμενο υπαίθριο μάθημα</p>	Εξειδικευμένη βιβλιογραφία, κινητή εφαρμογή
	6.	16. 17. 18.	7. Ταυτοποίηση και συλλογή φαρμακευτικών φυτών	<p><u>Εισαγωγή:</u> Συναντήστε τους συμμετέχοντες στη συμφωνημένη τοποθεσία, μοιράστε τα εργαλεία και τον εξοπλισμό που θα χρειαστούν για τη συλλογή φαρμακευτικών φυτών.</p> <p><u>Κυρίως μέρος:</u> Κάντε μια βόλτα στην τοποθεσία, ταυτοποιήστε και συλλέξτε κατάλληλα τη σωστή ποσότητα φαρμακευτικών βοτάνων που θα χρησιμοποιηθούν αργότερα. Προετοιμάστε τα φυτά για αποξήρανση και για την παρασκευή φυτικών φαρμάκων.</p> <p><u>Κλείσιμο:</u> Ενημερώστε τους συμμετέχοντες για την τοποθεσία που θα διεξαχθεί το επόμενο υπαίθριο μάθημα</p>	Εξειδικευμένη βιβλιογραφία, κινητή εφαρμογή, κλαδευτήρια, υφασμάτινη/χάρτινη σακούλα.
	7.	19. 20. 21.	8. Ταυτοποίηση, συλλογή και καλλιέργεια αυτοφυών φυτών	<p><u>Εισαγωγή:</u> Συναντήστε τους συμμετέχοντες στη συμφωνημένη τοποθεσία, μοιράστε τα εργαλεία και τον εξοπλισμό που θα χρειαστούν για τη συλλογή και την καλλιέργεια φαρμακευτικών φυτών.</p> <p><u>Κυρίως μέρος:</u> Κάντε μια βόλτα στην τοποθεσία, ταυτοποιήστε, συλλέξτε και κλαδέψτε κατάλληλα τα φυτά που θα χρησιμοποιηθούν αργότερα. Προετοιμάστε τα φυτά για αποξήρανση και φύτευση.</p> <p><u>Κλείσιμο:</u> Μαζέψτε εντυπώσεις από τους συμμετέχοντες.</p>	Εξειδικευμένη βιβλιογραφία, κινητή εφαρμογή, κλαδευτήρια, υφασμάτινη/χάρτινη σακούλα.
3. ΣΠΙΤΙΚΟ ΦΑΡΜΑΚΕΙΟ-ΦΥΤΙΚΑ	8.	22. 23.	9. Καλλιέργεια αυτοφυών φυτών	<p><u>Εισαγωγή:</u> Ετοιμάστε όλα τα απαραίτητα εργαλεία και υλικά.</p> <p><u>Κυρίως μέρος:</u> Εξηγήστε τις μεθόδους καλλιέργειας</p>	Εξειδικευμένη βιβλιογραφία, χρώμα με χούμο,



ΦΑΡΜΑΚΑ				<p>αυτοφυών φυτών: από σπόρο ή από μόσχευμα. Καταγράψτε τις συνθήκες που είναι απαραίτητες για τη βλάστηση και την ανάπτυξη. Ύστερα από επίδειξη, κάθε συμμετέχων φυτεύει τα μοσχεύματα σε κατάλληλες γλάστρες φύτευσης και σπέρνει τους σπόρους.</p> <p><u>Κλείσιμο:</u> Καθαρισμός και τακτοποίηση των πάγκων εργασίας, των εργαλείων και των εξαρτημάτων.</p>	<p>κλαδευτήρια, γλάστρες.</p>
		24. 25.	10. Παρασκευή βαμμάτων	<p><u>Εισαγωγή:</u> Ξεκινήστε τη συζήτηση με μία ερώτηση: έχετε χρησιμοποιήσει ποτέ βάμματα;</p> <p><u>Κυρίως μέρος:</u> Προσδιορίστε τον όρο βάμμα, διευκρινίστε το ποσοστό όγκου της αλκοόλης και εξηγήστε τη διαφορά μεταξύ υδρόφιλων και υδρόφοβων διαλυτών. Καταγράψτε τα υπέρ και τα κατά της χρήσης φυτικών βαμμάτων και τις πιθανές αντενδείξεις. Ο εκπαιδευτικός επιδεικνύει στους συμμετέχοντες πώς να παρασκευάσουν ένα βάμμα και στη συνέχεια οι συμμετέχοντες, σε ζευγάρια, παρασκευάζουν τρία διαφορετικά βάμματα: Βάμμα ρίζας τσουκνίδας για αδένωμα του προστάτη, βάμμα φύλλων φασκόμηλου για πονόλαιμο και βάμμα φύλλων δενδρολίβανου για καλύτερη πέψη.</p> <p><u>Κλείσιμο:</u> Επιλογή της κατάλληλης συσκευασίας, καθαρισμός και τακτοποίηση των πάγκων εργασίας, των εργαλείων και των εξαρτημάτων.</p>	<p>Γυάλινα σκεύη και εξοπλισμός εργαστηρίου, συσκευασία αποθήκευσης για το φαρμακευτικό σκεύασμα (γυάλινη φιάλη των 30ml με σταγονόμετρο, γυάλινη φιάλη των 30ml με ψεκαστήρα), μια ετικέτα</p>
	9.	26. 27. 28. 29. 30.	11. Παρασκευή σιροπιού	<p><u>Εισαγωγή:</u> Καταγράψτε τα είδη σιροπιών που χρησιμοποιούμε. Πότε παίρνουμε συνήθως σιρόπι;</p> <p><u>Κυρίως μέρος:</u> Προσδιορίστε τον όρο σιρόπι, καταγράψτε τις διάφορες μεθόδους παρασκευής σιροπιού. Ο εκπαιδευτικός επιδεικνύει πώς παρασκευάζεται ένα σιρόπι και οι συμμετέχοντες παρασκευάζουν σιρόπια σε ζευγάρια σύμφωνα με τις οδηγίες: Απλό σιρόπι βάλαμου λεμονιού, απλό σιρόπι λεβάντας και σιρόπι βήχα θυμαριού.</p> <p><u>Κλείσιμο:</u> Επιλογή της κατάλληλης συσκευασίας, καθαρισμός και τακτοποίηση των πάγκων εργασίας, των εργαλείων και των εξαρτημάτων.</p>	<p>Γυάλινα σκεύη και εξοπλισμός εργαστηρίου, συσκευασία αποθήκευσης για το φαρμακευτικό σκεύασμα (γυάλινη φιάλη των 125ml με βρυσάκι), μια ετικέτα</p>



	10.	31. 32. 33. 34. 35.	12. Παρασκευή τσαγιού και μιγμάτων τσαγιού	<p><u>Εισαγωγή:</u> Μέσω συζήτησης μάθετε αν οι συμμετέχοντες είναι εξοικειωμένοι με τους διάφορους τύπους εγχύσεων νερού (εκχύλισμα και αφέψημα). Δώστε παραδείγματα.</p> <p><u>Κυρίως μέρος:</u> Συνδυάστε, σε διαφορετικές αναλογίες, φυτικά φάρμακα για να φτιάξετε μείγματα τσαγιού για: βήχα, κρυολόγημα, χώνεψη. Ο εκπαιδευτής επιδεικνύει την προετοιμασία και οι συμμετέχοντες, σε ζευγάρια, παρασκευάζουν μείγματα τσαγιού σύμφωνα με τις οδηγίες.</p> <p><u>Κλείσιμο:</u> Επιλογή της κατάλληλης συσκευασίας, καθαρισμός και τακτοποίηση των πάγκων εργασίας, των εργαλείων και των εξαρτημάτων.</p>	Γυάλινα σκεύη και εξοπλισμός εργαστηρίου, συσκευασία αποθήκευσης για το φαρμακευτικό σκεύασμα (χάρτινη σακούλα), μια ετικέτα
	11.	36. 37. 38. 39. 40.	13. Παρασκευή εκχυλίσματος και αλοιφών	<p><u>Εισαγωγή:</u> Προσδιορίστε τον όρο εκχύλισμα, περιγράψτε τη διαδικασία παρασκευής, εξηγήστε τον όρο μη πολικός διαλύτης και προτείνετε φυτικά έλαια και λίπη που χρησιμοποιούνται για την παρασκευή</p> <p><u>Κυρίως μέρος:</u> Παρουσιάστε την παρασκευή ενός εκχυλίσματος ελαίου. Οι συμμετέχοντες, σε ζευγάρια και σύμφωνα με τις οδηγίες, παρασκευάζουν: Εκχύλισμα βαλσαμόχορτου για πληγές και αιμορροΐδες, εκχύλισμα λεβάντας για περιποίηση του δέρματος. Παρουσιάστε την παρασκευή μιας αλοιφής. Οι συμμετέχοντες, σε ζευγάρια και σύμφωνα με τις οδηγίες παρασκευάζουν: αλοιφή λεβάντας και αλοιφή βαλσαμόχορτου για τις χρήσεις που αναφέρθηκαν παραπάνω.</p> <p><u>Κλείσιμο:</u> Επιλογή της κατάλληλης συσκευασίας, καθαρισμός και τακτοποίηση των πάγκων εργασίας, των εργαλείων και των εξαρτημάτων. Συζήτηση σχετικά με τα υπέρ και τα κατά των φυτικών φαρμάκων που παρασκευάστηκαν κατά τη διάρκεια του προγράμματος.</p>	Γυάλινα σκεύη και εξοπλισμός εργαστηρίου, συσκευασία αποθήκευσης για το φαρμακευτικό σκεύασμα (γυάλινη φιάλη των 30ml με βρυσάκι, καλλυντικό δοχείο των 50gr.), μια ετικέτα



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**ΜΊΝΙ ΠΡΟΓΡΑΜΜΑ ΣΠΟΥΔΩΝ ΓΙΑ  
ΤΗ ΒΙΩΣΙΜΌΤΗΤΑ ΚΑΙ ΤΟ  
ΠΕΡΙΒΆΛΛΟΝ  
ΠΡΟΣΤΑΣΙΑ**

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## ΦΟΡΜΑ ΔΙΔΑΣΚΑΛΙΑΣ: CLASSROOM

### ΑΡΙΘΜΟΣ ΜΑΘΗΜΑΤΩΝ: 4

### ΕΚΠΑΙΔΕΥΤΙΚΟΙ ΣΤΟΧΟΙ:

- να αναπτύξουν στάσεις σχετικά με την ανάγκη προστασίας της φύσης και διατήρησης της ποιότητας του περιβάλλοντος και την ανάγκη προσωπικής συμμετοχής και προσωπικής συμβολής του καθενός
- να κατανοήσετε και να αποδεχτείτε την ανάγκη διατήρησης της φύσης και του περιβάλλοντος και να απαριθμήσετε τις δυνατότητες της προσωπικής σας συμβολής
- να γνωρίσουν τη σημασία της τεχνικής και της τεχνολογίας στη συνολική ανθρώπινη ζωή
- να αναπτύξουν την ευαισθητοποίηση της ατομικής ευθύνης για την υγεία
- να μάθουν να συμμετέχουν ενεργά σε κοινωνικά θέματα και να εκφράζουν γνώμη για κοινωνικά θέματα, να διαμορφώνονται ως ενεργός συμμετέχων στη δημόσια ζωή

### ΑΠΟΤΕΛΕΣΜΑΤΑ:

Με βάση τις γνώσεις για την περιβαλλοντική βιωσιμότητα και τη μεγαλύτερη ευαισθητοποίηση στο σεβασμό της φύσης και στη δημόσια και ατομική υγεία, οι συμμετέχοντες θα είναι σε θέση να εφαρμόσουν αυτές τις αρχές στην οικογένειά τους και την κοινότητά τους. Οι συμμετέχοντες θα ακολουθήσουν απλούς καθημερινούς κανόνες και εύκολες υπεύθυνες συμπεριφορές που έμαθαν, σχετικά με το πώς να μην σπαταλούν τους φυσικούς πόρους, πώς να διατηρούν το τοπικό περιβάλλον (για παράδειγμα να μην παράγουν απόβλητα) ή να συμμετέχουν και να δραστηριοποιούνται στην κοινότητά τους για την προστασία της τοπικής βιοποικιλότητας και τη μείωση των απειλών της.

### ΒΙΒΛΙΟΓΡΑΦΙΑ::

- Primavera silenziosa (Silent Spring), Rachel Carson - Feltrinelli Editore 2023
- Psicologia ambientale, sostenibilità e comportamenti ecologici, Bonnes, Carrus, Passafaro - Carocci 2006
- La nuova economia ambientale. Sostenibilità e giustizia, Laurent - UTET Università 2022
- Il pianeta di tutti, Vandana Shiva - Feltrinelli 2020
- Mangiare è un atto agricolo, Wendell Berry - Lindau 2024
- Possiamo salvare il mondo prima di cena, Jonathan Safran Foer - Guanda 2019

ΕΝΟΤΗΤΑ	ΣΕΙΡΑ ΕΜΦΑΝΙΣΗΣ	ΑΡΙΘΜΟΣ ΜΑΘΗΜΑΤΟΣ	ΘΕΜΑ	ΔΡΑΣΤΗΡΙΟΤΗΤΕΣ	ΕΚΠΑΙΔΕΥΤΙΚΑ ΒΟΗΘΗΜΑΤΑ ΚΑΙ ΥΛΙΚΟ
1 - Μικρός Οικολογικός Οδηγός: θεωρία και πράξη	1	1, 2	Εισαγωγή των αρχών της περιβαλλοντικής βιωσιμότητας και της προστασίας της φύσης	Μέσα από θεωρητικές ιδέες, βασισμένες στην εξειδικευμένη βιβλιογραφία και στην Ευρωπαϊκή Ατζέντα 2030, θα γνωρίσετε τι μπορεί να αφορά γενικά την αειφορία και πώς μπορούμε να ζούμε με βιώσιμο τρόπο στον πλανήτη μας, σεβόμενοι τις κοινωνικές, υγιείς και φυσικές ανάγκες.	Εξειδικευμένα, βιβλιογραφία, φύλλα εργασίας, βίντεο, φυλλάδια
	2	3, 4	Κοινωνική και περιβαλλοντική δέσμευση	Διδάξτε στους μαθητές πώς να παράγουν και να αναπαράγουν συμπεριφορές σεβασμού για τη φύση, τη διατήρηση της βιοποικιλότητας και την προστασία του περιβάλλοντος. Δείξτε στους συμμετέχοντες έναν κατάλογο βέλτιστων πρακτικών (για παράδειγμα έναν κατάλογο με δέκα απλούς κανόνες) που πρέπει να ακολουθήσουν και να υλοποιήσουν στην καθημερινή τους ζωή και να μοιραστούν με την οικογένειά τους και την κοινότητά τους.	Εξειδικευμένη βιβλιογραφία, φυλλάδια



Co-funded by  
the European Union



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## HOME HERBAL PHARMACY PROGRAM

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## TEACHING FORM: CLASSROOM AND FIELD/OUTDOOR LESSONS

NUMBER OF LESSONS: 40

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### EDUCATIONAL GOALS:

- Train the participants to apply basic phytotherapy knowledge in everyday life
- Inform the participants on anatomy, systemisation, effect and use of regional medicinal plants
- Educate the participants about drying and storing herbs and the production of herbal remedies
- Encourage the participants to look after the environment, preserving natural plant habitats by acquiring knowledge related to proper ways to harvest and cultivate plants for personal needs
- Motivate the participants to transfer the acquired knowledge, to their local community

### OUTCOMES:

Based on the knowledge acquired the participants will be able to recognize different plant species and their effective use for specific health goals. They will have the knowledge to identify and describe different parts of a plant and the function of different plant organs. They will be able to recognize different plant species in their natural habitat using specialised literature and mobile applications. The participants will learn how to harvest, dry and store plants and make herbal remedies. They will also be prepared for pruning, planting and plant propagation.

### LITERATURE:

- Della, A., Paraskeva-Hadjichambi, D. & Hadjichambis, A.C. An ethnobotanical survey of wild edible plants of Paphos and Larnaca countryside of Cyprus. *J Ethnobiology Ethnomedicine* 2, 34 (2006). <https://doi.org/10.1186/1746-4269-2-34>
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- Loucas Savvides. (2000). Edible Wild Plants of the Cyprus Flora.
- Zannettou, Kyriaki. (2014). The medicinal plants of Cyprus.

UNIT	ENCOUNTER NUMBER	LESSON NUMBER	TOPIC	ACTIVITIES	TECHING AIDS AND MATERIALS
1.SMALL PHYTHO THERAP Y GUIDE	1.	1.	1.Introduction	<p><u>Lead-in:</u> introduce yourself, present the program to the participants</p> <p><u>Main part:</u> get to know the participants, find out about their motive to join the education, their expectations form the education, their experience working with plants and herbal products.</p> <p><u>Conclusion:</u> introduce the next topic.</p>	Computer, screen projector, specialised literature.
		2. 3.	2.Morphology and anatomy of plants	<p><u>Lead-in:</u> start with the question: are you familiar with the terms morphology and anatomy? Based on the answers and the discussion with the participants, define morphology and anatomy of plants.</p> <p><u>Main part:</u> List the plant organs, divide by vegetative and generative plant parts, define the role of each plant organ. Describe the main morphological features of a leaf (simple and compound leaves, description based on the leaf blade, venation and blade edges). Describe the main morphological features of a root and a stem. Describe the flower structure and list the types of inflorescence. Describe fruit types.</p>	Computer, screen projector, specialized literature, handouts



				<p><u>Conclusion:</u> systemize the information, clarify ambiguities and introduce the next topic.</p>	
	2.	4. 5. 6.	<p>3. Regional plant species:</p> <ul style="list-style-type: none"> <li>- Lemon balm (<i>Melissa officinalis</i> L.)</li> <li>- Nettle (<i>Urtica dioica</i> L.),</li> <li>- Sage (<i>Salvia officinalis</i> L.),</li> <li>- Wild Lavender (<i>Lavandula angustifolia</i> L.)</li> <li>- White mustard (<i>Sinapis alba</i> L.)</li> </ul>	<p><u>Lead-in:</u> through a conversation with the participants list the plant species they can recognize in their surroundings (common names). <u>Main part:</u> appoint Latin and common names for plant species, describe each plant species (organography), describe the habitat and the chemical composition of the plant. Indicate the effects and use. List similar species. <u>Conclusion:</u> systemize the information.</p>	<p>Computer, screen projector, specialised literature, worksheet/handouts</p>
	3.	7. 8. 9.	<p>3.Regional plant species:</p> <ul style="list-style-type: none"> <li>- St. John's wort (<i>Hypericum perforatum</i> L.),</li> <li>- Rosemary (<i>Rosmarinus officinalis</i> L.),</li> <li>- Conehead thyme (<i>Thymus capitatus</i> L.)</li> <li>- Marjoram (<i>Origanum majorana</i> L.)</li> <li>- Bay tree (<i>Laurus nobilis</i> L.)</li> </ul>	<p><u>Lead-in:</u> repeat the description and the effects of: St. John's wort, nettle, sage and dandelion <u>Main part:</u> appoint Latin and common names for plant species, describe each plant species (organography), and describe the habitat and the chemical composition of the plant. Indicate the effects and use. List similar species <u>Conclusion:</u> systemize the information. Introduce the next topic</p>	<p>. Computer, screen projector, specialised literature</p>
2. IDENTIFYING, COLLECTING AND CULTIVATING SELF-GROWN PLANTS	4.	10. 11.	4. Classification and identification of plant species	<p><u>Lead-in:</u> Using Nettle (<i>Urtica dioica</i> L., <i>Urticaceae</i>) and Dead-nettle (<i>Lamium spp. L., Lamiaceae</i>) as examples, emphasise the importance of the identification of the species, family and genus the plant is classified into. <u>Main part:</u> describe the taxonomy of plants on several examples. Mention Carl Linnéus, the father of taxonomy. Using examples explain binary and ternary nomenclature. Explain the difference in effect and use of the plant that belongs to the same family but different types and subtypes, especially for plant species that, if misused, can have negative effects on the human body. <u>Conclusion:</u> worksheet that focuses on repetition</p>	<p>Computer, screen projector, specialised literature, worksheet/handouts</p>
		12.	5.Preparation for outdoor/field lessons	<p><u>Lead-in:</u> discuss with the participants about their experience with plant harvesting <u>Main part:</u> list the tools, packaging and other equipment necessary/needed for harvesting and drying. Define</p>	<p>Computer, screen projector, specialised literature</p>



				<p>harvesting time based on the plant organ that will be used later on. Propose good practices of wild plant picking methods to conserve and protect plant habitats. List herb-drying methods. Recommend storage methods and appropriate containers for storing dry herbs</p> <p><u>Conclusion:</u> inform the participants about the outdoor class location, and suggest appropriate clothes and footwear for outdoor lessons.</p>	
	5.	13. 14. 15.	6. City park tour	<p><u>Introduction:</u> Meet the participants at the agreed location</p> <p><u>Main part:</u> identifying self-grown and cultivated plants during the city park tour using specialised literature to determine the type and the subtype of encountered plant species. Make the participants aware of the fact that medicinal herbs are all around us.</p> <p><u>Conclusion:</u> inform the participants about the outdoor location for the next encounter.</p>	specialised literature, mobile application
	6.	16. 17. 18.	7. Identifying and collecting medicinal plants	<p><u>Introduction:</u> meet the participants at the agreed location, hand out the tools and equipment needed for collecting medicinal herbs.</p> <p><u>Main part:</u> walk around the location, identify and collect properly the right amount of medicinal herbs that will be used later on. Prepare the plants for drying and making herbal remedies.</p> <p><u>Conclusion:</u> inform the participants about the outdoor location for the next encounter.</p>	specialised literature, mobile application, pruning shears, cloth/paper bag.
	7.	19. 20. 21.	8. Identifying, collecting and cultivating self-grown plants	<p><u>Introduction:</u> meet the participants at the agreed location, hand out the tools and equipment needed for collecting and cultivating medicinal plants.</p> <p><u>Main part:</u> walk around the location, identify, collect and prune properly plants that will later on be used. Prepare the plants for drying and planting.</p> <p><u>Conclusion:</u> collect impressions from the participants</p>	specialised literature, mobile application, pruning shears, cloth/paper bag.
3. HOME PHARMACY	8.	22. 23.	9. Cultivating self-grown plants	<p><u>Introduction:</u> prepare all necessary tools and materials</p> <p><u>Main part:</u> explain the cultivation methods of self-grown plants: sowing or green cuttings. List the conditions</p>	Specialised literature, humus soil, pruning shears,



HERBAL REMEDIES				necessary for the germination and growth . After the demonstration every participants plants green cuttings in appropriate planting pots and sows the seeds. <u>Conclusion:</u> cleaning and tidying up work surfaces, tools and accessories	planting pot.
		24. 25.	10. Making tinctures	<u>Introduction:</u> start the conversation with the question: have you ever used a tincture? <u>Main part:</u> define the term tincture, clarify the volume fraction of alcohol and explain the difference between hydrophilic and hydrophobic solvents. List the benefits and disadvantages of using herbal tinctures and possible contra-indications. The educator demonstrates the preparation of a tincture and the participants, in pairs, prepare three different tinctures: Nettle root tincture – for prostate adenoma, Sage leaf tincture – for sore throat and Rosemary leaf tincture for better digestion. <u>Conclusion:</u> choosing the right packaging, cleaning and tidying up work surfaces and laboratory equipment	Laboratory glassware and equipment, storage packaging for the medicinal form (30 ml glass bottle with a dropper , 30 ml glass bottle with a spray nozzle ), a lable
	9.	26. 27. 28. 29. 30.	11. Making a syrup	<u>Introduction:</u> list the syrup types we use. When do we usually take syrups? <u>Main part:</u> define the term syrup, list different syrup preparation methods. The educator demonstrates the preparation of a syrup and the participants, in pairs, prepare, according to the regulation: Lemon Balm simple syrup, Levander simple syrup and Thyme cough syrup. <u>Conclusion:</u> choosing the right packaging, cleaning and tidying up work surfaces and laboratory equipment	Laboratory glassware and equipment, storage packaging for the medicinal form (125 ml glass bottle with a tap), a lable
	10.	31. 32. 33. 34. 35.	12. Making teas and tea mixtures	<u>Introduction:</u> through a conversation find out if the participants are familiar with different types of water infusions ( infusions and decoctions)? Give examples. <u>Main part:</u> combine, in different ratios, herbal medicines such as Lemon Balm, Levander and Thyme to make tea mixtures for anxiety and stress, etc. or Sage, Nettle	Laboratory glassware and equipment, storage packaging for the medicinal form (paper bag), a lable





				and Lemon balm for antioxidant and anti-inflammatory benefits. The educator demonstrates the preparation and the participants, in pairs, prepare tea mixtures according to the regulation. <u>Conclusion:</u> choosing the right packaging, cleaning and tidying up work surfaces and laboratory equipment	
	11.	36. 37. 38. 39. 40.	13. Making oil macerate and ointment	<u>Introduction:</u> define the term oil macerate, describe the preparation procedure, explain the term Non-polar solvent, and suggest vegetable oils and fat used for making oil macerates. <u>Main part:</u> demonstrate the preparation of an oil macerate and an ointment. The participants, in pairs, according to the regulation, prepare: St. John's wort oil macerate – for wounds and haemorrhoids, and Levander macerate – for skin care. Demonstrate the preparation of an ointment. The participants, in pairs, according to the regulations, prepare Levander ointment and St. John's ointment used for the conditions mentioned above. <u>Conclusion:</u> choosing the right packaging, cleaning and tidying up work surfaces and laboratory equipment Discussion about the advantages and disadvantages of herbal remedies prepared during the course.	Laboratory glassware and equipment, storage packaging for the medicinal form (30 ml glass bottle with a tap , 50 g. cosmetic pot ), a label



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## MINI CURRICULUM ON SUSTAINABILITY AND ENVIRONMENTAL PROTECTION

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## TEACHING FORM: CLASSROOM

## NUMBER OF LESSONS: 4

## EDUCATIONAL GOALS:

- to develop attitudes about the need to protect nature and preserve the quality of the environment and the need for personal involvement and personal contribution of each individual
- to understand and accept the need to preserve nature and the environment and list the possibilities of your personal contribution
- to get to know the meaning of technique and technology in the overall human life
- to develop awareness of individual responsibility for health
- to learn to participate actively in social issues and to express an opinion on social issues, to form as an active participant in public life

## OUTCOMES:

Based on the knowledge about environmental sustainability and greater awareness in nature's respect and about public and individual health, the participants will be able to practice these principles in their family and community. The participants would follow simple daily rules and easy responsible attitudes learned, about how not to waste natural resources, how to preserve local environment (not to produce waste for example) or to be participant and active in their community to protect local biodiversity and to reduce its threats.

## LITERATURE:

- Primavera silenziosa (Silent Spring), Rachel Carson – Feltrinelli Editore 2023
- Psicologia ambientale, sostenibilità e comportamenti ecologici, Bonnes, Carrus, Passafaro – Carocci 2006
- La nuova economia ambientale. Sostenibilità e giustizia, Laurent – UTET Università 2022
- Il pianeta di tutti, Vandana Shiva – Feltrinelli 2020
- Mangiare è un atto agricolo, Wendell Berry – Lindau 2024
- Possiamo salvare il mondo prima di cena, Jonathan Safran Foer – Guanda 2019

UNIT	ENCOUNTER NUMBER	LESSON NUMBER	TOPIC	ACTIVITIES	TECHING AIDS AND MATERIALS
1 - Little Ecological Guide: theory and practice	1	1, 2	Introduction the principles of environmental sustainability and nature protection	Through theoretical ideas, based on the specialized literature and on the 2030 European Agenda, get to know what sustainability in general may concern, and how to live in a sustainable way on our planet, respecting social, healthy and natural needs.	Specialised, literature, worksheets, videos, handouts
	2	3, 4	Social and Environmental Engagement	Teach the learners how to produce and reproduce respectful attitudes about nature, biodiversity conservation and environmental protection. Show to the participants a list of best practices (for example a list of ten simple rules) to follow and to realize in their daily life and to share with their family and community.	Specialised Literature, handouts



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## FARMACIA HERBAL EN EL HOGAR

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**FORMA DE ENSEÑANZA: CLASES EN EL AULA Y EN EL CAMPO/AL AIRE LIBRE**

**NÚMERO DE LECCIONES: 40**

### **OBJETIVOS EDUCATIVOS:**

- Capacitar a los participantes para aplicar los conocimientos básicos de fitoterapia en la vida cotidiana
- Informar a los participantes sobre la anatomía, sistematización, efecto y uso de las plantas medicinales regionales
- Educar a los participantes sobre el secado y almacenamiento de hierbas y la producción de remedios herbales
- Animar a los participantes a cuidar el medio ambiente, preservando los hábitats naturales de las plantas mediante la adquisición de conocimientos relacionados con las formas adecuadas de cosechar y cultivar plantas para las necesidades personales.
- Motivar a los participantes a transferir los conocimientos adquiridos a través de , a su comunidad local

### **RESULTADOS:**

A partir de los conocimientos adquiridos, los participantes serán capaces de reconocer diferentes especies de plantas y su uso efectivo para objetivos específicos de salud. Tendrán el conocimiento para identificar y describir diferentes partes de una planta y la función de los diferentes órganos de la planta. Serán capaces de reconocer diferentes especies de plantas en su hábitat natural utilizando literatura especializada y aplicaciones móviles. Los participantes aprenderán a cosechar, secar y almacenar plantas y a hacer remedios herbales. También se prepararán para la poda, plantación y propagación de plantas.

### **LITERATURA:**

- Alberts B., Bray D., Lewis J., Raff M., Roberts K., Watson J.D., (1996): Biología Molecular de las Células Flora Croatica – Tercera Edición, Omega, Barcelona.
- Castellotti C. (1999): El Botiquín de las Hadas, Tikal Ediciones, Madrid.
- Encina J., Cresí S., Sureda J. (1982): Los Bosques de Las Islas Baleares. La problemática de los incendios forestales. Caja de Baleares "Sa Nostra", Palma de Mallorca
- Webster D., Peacock G., Ross D., Mellish S., (1996): Plantas Medicinales. Guía de las 200 plantas medicinales más comunes. Susaeta Ediciones, Madrid.
- Apelian N., Ph.D. (2020): El libro de los remedios herbales olvidados. El poder curativo de las plantas. Global Brother SRL, Nevada.
- Gros M. and Riboulet B. (2023): Lunario para el huerto - Edición Fot, Tarragona.
- Scott Cunningham S. (2008): Enciclopedia de las hierbas mágicas - Arkano Books, Minnesota.



UNIDAD	NÚMERO DE ENCUENTRO	NÚMERO DE LECCIÓN	TEMA	ACTIVIDADES	AYUDAS TÉCNICAS Y MATERIALES
1. PEQUEÑA GUÍA DE FITOTERAPIA	1.	1.	1. Introducción	<p><u>Introducción:</u> preséntate, presenta el programa a los participantes</p> <p><u>Parte principal:</u> conocer a los participantes, averiguar sobre sus motivos para unirse a la educación, sus expectativas de la educación, su experiencia trabajando con plantas y productos herbales.</p> <p><u>Conclusión:</u> introducir el siguiente tema.</p>	Computadora, proyector de pantalla, literatura especializada.
		2. 3.	2. Morfología y anatomía de las plantas	<p><u>Introducción:</u> comience con la pregunta: ¿está familiarizado con los términos morfología y anatomía? A partir de las respuestas y de la discusión con los participantes, definir la morfología y la anatomía de las plantas.</p> <p><u>Parte principal:</u> Enumerar los órganos de la planta, dividir por partes vegetativas y generativas de la planta, definir el papel de cada órgano de la planta. Describir las principales características morfológicas de una hoja (hojas simples y compuestas, descripción basada en el limbo, la venación y los bordes de la hoja). Describir las principales características morfológicas de una raíz y un tallo. Describa la estructura de la flor y enumere los tipos de inflorescencia. Describa los tipos de frutas.</p> <p><u>Conclusión:</u> sistematizar la información, aclarar ambigüedades e introducir el siguiente tema.</p>	Computadora, proyector de pantalla, literatura especializada, folletos
	2.	4. 5. 6.	3. Especies vegetales regionales: <ul style="list-style-type: none"> <li>● Eucalipto (Eucalyptus)</li> <li>● Tomillo común (Thymus vulgaris L.)</li> <li>● Scullcap (Scutellaria Balearica)</li> </ul>	<p><u>Introducción:</u> a través de una conversación con los participantes, enumere las especies de plantas que pueden reconocer en su entorno (nombres comunes).</p> <p><u>Parte principal:</u> designar nombres latinos y comunes para las especies vegetales, describir cada especie vegetal (organografía), describir el hábitat y la composición química de la planta. Indicar los efectos y el uso. Haz una lista de especies similares.</p> <p><u>Conclusión:</u> sistematizar la información.</p>	Computadora, proyector de pantalla, literatura especializada, hoja de trabajo/folletos



	3.	7. 8. 9.	<p>3. Especies vegetales regionales:</p> <ul style="list-style-type: none"> <li>• Verbena (Verbena officinalis L.)</li> <li>• Espigol (Lavandula Angustifolia)</li> <li>• Canela (Cinnamomum verum)</li> <li>• Mejorana (Origanum majorana)</li> <li>• Romero (Rosmarinus officinalis L.)</li> <li>• Salvia (Salvia officinalis L.)</li> <li>• Limón (Citrus limonum)</li> </ul>	<p><u>Introducción:</u> repetir la descripción y los efectos de: Verbena, Espigol, Canela, Mejorana, Romero, Salvia y Limón.</p> <p><u>Parte principal:</u> designar nombres latinos y comunes para las especies vegetales, describir cada especie vegetal (organografía), describir el hábitat y la composición química de la planta. Indicar los efectos y el uso. Listar especies similares</p> <p><u>Conclusión:</u> sistematizar la información. Introducción al siguiente tema</p>	. Ordenador, proyector de pantalla, literatura especializada
2. IDENTIFICACIÓN, RECOLECCIÓN Y CULTIVO DE PLANTAS AUTOCULTIVADAS	4.	10. 11.	4. Clasificación e identificación de las especies vegetales	<p><u>Introducción:</u> Utilizando Verbena (Verbena officinalis L.) y Espigol (Lavandula Angustifolia) como ejemplos, enfatizamos la importancia de la identificación de la especie, familia y género en el que se clasifica la planta.</p> <p><u>Parte principal:</u> describir la taxonomía de las plantas en varios ejemplos. Menciona a Carl Linnéaus, el padre de la taxonomía. A través de ejemplos, explique la nomenclatura binaria y ternaria. Explique la diferencia en el efecto y el uso de la planta que pertenece a la misma familia pero a diferentes tipos y subtipos, especialmente para las especies de plantas que, si se usan incorrectamente, pueden tener efectos negativos en el cuerpo humano.</p> <p><u>Conclusión:</u> hoja de trabajo que se centra en la repetición</p>	Computadora, proyector de pantalla, literatura especializada, hoja de trabajo/folleto
		12.	5. Preparación para las clases al aire libre/de campo	<p><u>Introducción:</u> discuta con los participantes sobre su experiencia con la cosecha de plantas</p> <p><u>Parte principal:</u> enumere las herramientas, el embalaje y otros equipos necesarios para la cosecha y el secado. Defina el tiempo de cosecha en función del</p>	Ordenador, proyector de pantalla, literatura especializada





				<p>órgano de la planta que se utilizará más adelante. Proponer buenas prácticas de recolección de plantas silvestres para conservar y proteger los hábitats vegetales. Haz una lista de los métodos de secado de hierbas. Recomendar métodos de almacenamiento y recipientes apropiados para almacenar hierbas secas</p> <p><u>Conclusión:</u> informar a los participantes sobre la ubicación de las clases al aire libre, sugerir ropa y calzado adecuados para las clases al aire libre.</p>	
5.	13. 14. 15.	6. Recorrido por el parque de la ciudad o la playa		<p><u>Introducción:</u> encuentro de los participantes en el lugar acordado</p> <p><u>Parte principal:</u> identificación de plantas autocultivadas y cultivadas durante el recorrido por el parque de la ciudad y/o la playa utilizando literatura especializada para determinar el tipo y el subtipo de especies de plantas encontradas. Hacer que los participantes tomen conciencia del hecho de que las hierbas medicinales están a nuestro alrededor.</p> <p><u>Conclusión:</u> informar a los participantes sobre la ubicación al aire libre para el próximo encuentro.</p>	Literatura especializada, Aplicación móvil
6.	16. 17. 18.	7. Identificación y recolección de plantas medicinales		<p><u>Introducción:</u> encuentro con los participantes en el lugar acordado, entrega de las herramientas y equipos necesarios para la recolección de hierbas medicinales.</p> <p><u>Parte principal:</u> camine por el lugar, identifique y recoja adecuadamente la cantidad correcta de hierbas medicinales que se utilizarán más adelante. Prepare las plantas para el secado y la elaboración de remedios a base de hierbas.</p> <p><u>Conclusión:</u> informar a los participantes sobre la ubicación al aire libre para el próximo encuentro.</p>	Literatura especializada, aplicación móvil, tijeras de podar, bolsa de tela/papel.
7.	19. 20. 21.	8. Identificar, recolectar y cultivar plantas cultivadas por uno mismo		<p><u>Introducción:</u> Reunirse con los participantes en el lugar acordado, entregar las herramientas y el equipo necesarios para recolectar y cultivar plantas medicinales.</p> <p><u>Parte principal:</u> caminar por el lugar, identificar, recolectar y podar adecuadamente las plantas que luego se utilizarán. Prepare las plantas para el secado y la plantación.</p>	Literatura especializada, aplicación móvil, tijeras de podar, bolsa de tela/papel.



				<p><u>Conclusión:</u> recoger las impresiones de los participantes</p>	
<p>3. FARMACIA A DOMICILIO</p> <p>REMEDIOS A BASE DE HIERBAS</p>	<p>8.</p>	<p>22. 23.</p>	<p>9. Cultivo de plantas autocultivadas</p>	<p><u>Introducción:</u> preparar todas las herramientas y materiales necesarios</p> <p><u>Parte principal:</u> explicar los métodos de cultivo de plantas cultivadas por uno mismo: siembra o esquejes verdes. Enumere las condiciones necesarias para la germinación y el crecimiento. Después de la demostración, cada participante planta esquejes verdes en macetas apropiadas y siembra las semillas.</p> <p><u>Conclusión:</u> limpieza y orden de superficies de trabajo, peajes y accesorios</p>	<p>Literatura especializada, tierra de humus, tijeras de podar, maceta de plantación.</p>
		<p>24. 25.</p>	<p>10. Hacer tinturas</p>	<p><u>Introducción:</u> inicie la conversación con la pregunta: ¿alguna vez ha usado una tintura?</p> <p><u>Parte principal:</u> definir el término tintura, aclarar la fracción de volumen del alcohol y explicar la diferencia entre disolventes hidrófilos e hidrofóbicos. Enumere los beneficios y desventajas de usar tinturas de hierbas y las posibles contraindicaciones. El educador demuestra la preparación de una tintura y los participantes, en parejas, preparan dos tinturas diferentes: <i>Tintura n.º 1 contra el resfriado, la tos, la fiebre y la bronquitis</i> utilizando Tomillo Común (<i>Thymus vulgaris</i> L.), Espigol (<i>Lavandula Angustifolia</i>); Canela (<i>Cinnamomum verum</i>); Mejorana (<i>Origanum majorana</i>); Eucalipto (<i>Eucalyptus</i>) / <i>Tintura nr.2 para mejorar la circulación sanguínea y contra el reumatismo y la fatiga muscular</i> con Espígol (<i>Lavandula Angustifolia</i>); Romero (<i>Rosmarinus officinalis</i> L.); Salvia (<i>Salvia officinalis</i> L.)</p> <p><u>Conclusión:</u> elegir el embalaje adecuado, limpiar y ordenar las superficies de trabajo y el equipo de laboratorio</p>	<p>Cristalería y equipo de laboratorio, embalaje de almacenamiento para la forma medicinal (frasco de vidrio de 30 ml con gotero, frasco de vidrio de 30 ml con boquilla rociadora), una etiqueta</p>



9.	26. 27. 28. 29. 30.	11. Hacer un jarabe	<p><u>Introducción:</u> enumerar los tipos de jarabes que utilizamos. ¿Cuándo solemos tomar jarabes?</p> <p><u>Parte principal:</u> defina el término jarabe, enumere diferentes métodos de preparación de jarabe. El educador demuestra la preparación de un jarabe y los participantes, en parejas, preparan, de acuerdo con el reglamento: <i>Jarabe 1. contra la tos y la bronquitis</i> usando la Tintura nr.1 y <i>Jarabe 2. contra la tos y la bronquitis</i> usando Hiedra (Hereda Hélix)</p> <p><u>Conclusión:</u> elegir el embalaje adecuado, limpiar y ordenar las superficies de trabajo y el equipo de laboratorio</p>	Cristalería y equipo de laboratorio, embalaje de almacenamiento para la forma medicinal (frasco de vidrio de 125 ml con grifo), una etiqueta
10.	31. 32. 33. 34. 35.	12. Preparación de tés y mezclas de té	<p><u>Introducción:</u> a través de una conversación, averigüe si los participantes están familiarizados con los diferentes tipos de infusiones de agua (infusiones y decocciones). Dé ejemplos.</p> <p><u>Parte principal:</u> combinar, en diferentes proporciones, hierbas medicinales como <i>Infusion nr.1 para proteger las neuronas, relajarse y para un mejor sueño</i> usando Scullcap (<i>Scutellaria Balearica</i>); Verbena (<i>Verbena officinalis L.</i>) e <i>Infusión nr.2 para energizar, para una mejor digestión, y para mejorar su bienestar</i> utilizando Ortiga (<i>Urtica dioica L.</i>), Menta (<i>Mentha piperita</i>); Menta verde (<i>Mentha spicata</i>); Ortiga (<i>Urtica dioica</i>); Salvia (<i>Salvia officinalis L.</i>).</p> <p>El educador demuestra la preparación y los participantes, en parejas, preparan mezclas de té de acuerdo con el reglamento.</p> <p><u>Conclusión:</u> elegir el embalaje adecuado, limpiar y ordenar las superficies de trabajo y el equipo de laboratorio</p>	Cristalería y equipo de laboratorio, embalaje de almacenamiento para la forma medicinal (bolsa de papel), una etiqueta
11.	36. 37. 38. 39. 40.	13. Hacer macerado de aceite y ungüento	<p><u>Introducción:</u> definir el término macerado de aceite, describir el procedimiento de preparación, explicar el término solvente no polar, sugerir aceites y grasas vegetales utilizados para la elaboración de macerados de aceite.</p> <p><u>Parte principal:</u> demostrar la preparación de un macerado de aceite y una pomada. Los participantes,</p>	Cristalería y equipo de laboratorio, embalaje de almacenamiento para la forma medicinal (frasco de vidrio de 30 ml con



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				<p>en parejas, de acuerdo con el reglamento, preparan: <i>Aceite Macerado nr.2 contra el resfriado y la tos, y ayuda a mejorar la memoria y energizar el cuerpo y la mente</i> utilizando Eucalipto (<i>Eucalyptus</i>); Tomillo común (<i>Thymus vulgaris L.</i>); <i>Macerado de aceite nr.1 contra mosquitos y para curar picaduras de insectos</i> con Geranio (<i>Geranio</i>); Espigol (<i>Lavandula Angustifolia</i>); limón (<i>Citrus limonum</i>); Tomillo común (<i>Thymus vulgaris L.</i>). Demostrar la preparación de un ungüento. Los participantes, de acuerdo con el reglamento, preparan ungüentos utilizados para las condiciones mencionadas anteriormente.</p> <p><u>Conclusión:</u> elegir el embalaje adecuado, limpiar y ordenar las superficies de trabajo y el equipo de laboratorio Discusión sobre las ventajas y desventajas de los remedios herbales preparados durante el curso.</p>	<p>grifo, bote de cosméticos de 50 g.), una etiqueta</p>
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## MINI CURRÍCULO SOBRE SOSTENIBILIDAD Y MEDIO AMBIENTE PROTECCIÓN

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## FORMA DIDÁCTICA: AULA

## NÚMERO DE LECCIONES: 4

## OBJETIVOS EDUCATIVOS:

- Desarrollar actitudes sobre la necesidad de proteger la naturaleza y preservar la calidad del medio ambiente y la necesidad de la participación personal y la contribución personal de cada individuo.
- Comprender y aceptar la necesidad de preservar la naturaleza y el medio ambiente y enumerar las posibilidades de su contribución personal
- Conocer el significado de la técnica y la tecnología en la vida humana en general.
- Desarrollar la conciencia de la responsabilidad individual en materia de salud;
- Aprender a participar activamente en los asuntos sociales y a expresar una opinión sobre los temas sociales, a formarse como un participante activo en la vida pública

## RESULTADOS:

A partir del conocimiento sobre la sostenibilidad ambiental y una mayor conciencia en el respeto a la naturaleza y sobre la salud pública e individual, los participantes podrán practicar estos principios en su familia y comunidad. Los participantes seguirían reglas diarias sencillas y actitudes responsables fáciles de aprender, sobre cómo no desperdiciar los recursos naturales, cómo preservar el medio ambiente local (no producir residuos, por ejemplo) o ser partícipes y activos en su comunidad para proteger la biodiversidad local y reducir sus amenazas.

## LITERATURA:

- Primavera silenciosa, Rachel Carson – Feltrinelli Editore 2023
- Psicología Ambiental, Sustentabilidad y Comportamiento Ecológico, Bonnes, Carrus, Passafaro – Carocci 2006
- La nueva economía ambiental. Sostenibilidad y Justicia, Laurent – Universidad UTET 2022
- El planeta de todos, Vandana Shiva – Feltrinelli 2020
- Comer es un acto agrícola, Wendell Berry – Lindau 2024
- Podemos salvar el mundo antes de la cena, Jonathan Safran Foer – Guanda 2019



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UNIDAD	NÚMERO DE ENCUENTRO	NÚMERO DE LECCIÓN	TEMA	ACTIVIDADES	AYUDAS TÉCNICAS Y MATERIALES
1 - Pequeña Guía Ecológica: teoría y práctica	1	1, 2	Introducción a los principios de sostenibilidad ambiental y protección de la naturaleza	A través de ideas teóricas, basadas en la literatura especializada y en la Agenda Europea 2030, conocer qué puede interesar a la sostenibilidad en general, y cómo vivir de forma sostenible en nuestro planeta, respetando las necesidades sociales, saludables y naturales.	Especializado, literatura, hojas de trabajo, videos, folletos
	2	3, 4	Compromiso Social y Ambiental	Enseñar a los alumnos a producir y reproducir actitudes respetuosas sobre la naturaleza, la conservación de la biodiversidad y la protección del medio ambiente. Muestre a los participantes una lista de las mejores prácticas (por ejemplo, una lista de diez reglas simples) para seguir y realizar en su vida diaria y para compartir con su familia y comunidad.	Literatura especializada, folletos



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## HOME HERBAL PHARMACY PROGRAM

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## TEACHING FORM: CLASSROOM AND FIELD/OUTDOOR LESSONS

NUMBER OF LESSONS: 40

### EDUCATIONAL GOALS:

- Train the participants to apply basic phytotherapy knowledge in everyday life
- Inform the participants on anatomy, systemisation, effect and use of regional medicinal plants
- Educate the participants about drying and storing herbs and the production of herbal remedies
- Encourage the participants to look after the environment, preserving natural plant habitats by acquiring knowledge related to proper ways to harvest and cultivate plants for personal needs
- Motivate the participants to transfer the acquired knowledge through , to their local community

### OUTCOMES:

Based on the knowledge acquired the participants will be able to recognize different plant species and their effective use for specific health goals. They will have the knowledge to identify and describe different parts of a plant and the function of different plant organs. They will be able to recognize different plant species in their natural habitat using specialized literature and mobile applications. The participants will learn how to harvest, dry and store plants and make herbal remedies. They will also be prepared for pruning, planting and plant propagation.

### LITERATURE:

- Alberts B., Bray D., Lewis J., Raff M., Roberts K., Watson J.D., (1996): *Biología Molecular de las Células Flora Croatica – Tercera Edición*, Omega, Barcelona.
- Castellotti C. (1999): *El Botiquín de las Hadas*, Tikal Ediciones, Madrid.
- Alzina J., Cresí S., Sureda J. (1982): *Els Boscos de Les Illes Balears. La problematica dels incendis forestals*. Caja de Baleares “Sa Nostra”, Palma de Mallorca



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- Webster D., Peacock G., Ross D., Mellish S., (1996): Plantas Medicinales. Guía de las 200 plantas medicinales más comunes. Susaeta Ediciones, Madrid.
- Apelian N., Ph.D. (2020): El libro de los remedios herbales olvidados. El poder curativo de las plantas. Global Brother SRL, Nevada.
- Gros M. and Riboulet B. (2023): Lunario para el huerto - Edición Fot, Tarragona.
- Scott Cunningham S. (2008): Enciclopedia de las hierbas mágicas - Arkano Books, Minnesota.

UNIT	ENCOUNTER NUMBER	LESSON NUMBER	TOPIC	ACTIVITIES	TECHING AIDS AND MATERIALS
1.SMALL PHYTHO THERAP Y GUIDE	1.	1.	1.Introduction	<p><u>Lead-in:</u> introduce yourself, present the program to the participants</p> <p><u>Main part:</u> get to know the participants, find out about their motive to join the education, their expectations from the education, their experience working with plants and herbal products.</p> <p><u>Conclusion:</u> introduce the next topic.</p>	Computer, screen projector, specialized literature.
		2. 3.	2.Morphology and anatomy of plants	<p><u>Lead-in:</u> start with the question: are you familiar with the terms morphology and anatomy? Based on the answers and the discussion with the participants, define morphology and anatomy of plants.</p> <p><u>Main part:</u> List the plant organs, divide by vegetative and generative plant parts, define the role of each plant organ. Describe the main morphological features of a leaf (simple and compound leaves, description based on the leaf blade, venation and blade edges). Describe the main morphological features of a root and a stem. Describe the flower structure and list the types of inflorescence. Describe fruit types.</p> <p><u>Conclusion:</u> systemize the information, clarify ambiguities and introduce the next topic.</p>	Computer, screen projector, specialized literature, handouts



	2.	4. 5. 6.	<p>3. Regional plant species:</p> <ul style="list-style-type: none"> <li>• Eucalyptus (Eucalyptus)</li> <li>• Common Thyme (Thymus vulgaris L.)</li> <li>• Scullcap (Scutellaria Balearica)</li> </ul>	<p><u>Lead-in:</u> through a conversation with the participants list the plant species they can recognize in their surrounding (common names). <u>Main part:</u> appoint Latin and common names for plant species, describe each plant specie (organography), describe the habitat and the chemical composition of the plant. Indicate the effects and use. List similar species. <u>Conclusion:</u> systemize the information.</p>	Computer, screen projector, specialised literature, worksheet/handouts
	3.	7. 8. 9.	<p>3.Regional plant species:</p> <ul style="list-style-type: none"> <li>• Verbena (Verbena officinalis L.)</li> <li>• Espigol (Lavandula Angustifolia)</li> <li>• Cinnamon (Cinnamomum verum)</li> <li>• Marjoram (Origanum majorana)</li> <li>• Rosemary (Rosmarinus officinalis L.)</li> <li>• Sage (Salvia officinalis L.)</li> <li>• Lemon (Citrus Limonum)</li> </ul>	<p><u>Lead-in:</u> repeat the description and the effects of: Verbena, Espigol, Cinnamon, Marjoram, Rosemary, sage and Lemon. <u>Main part:</u> appoint Latin and common names for plant species, describe each plant species (organography), describe the habitat and the chemical composition of the plant. Indicate the effects and use. List similar species <u>Conclusion:</u> systemize the information. Introduce the next topic</p>	. Computer, screen projector, specialised literature



2. IDENTIFYING, COLLECTING AND CULTIVATING SELF- GROWN PLANTS	4.	10. 11.	4. Classification and identification of plant species	<p><u>Lead-in:</u> Using Verbena (Verbena officinalis L.) and Espigol (Lavandula Angustifolia) as examples, emphasize the importance of the identification of the species, family and genus the plant is classified into.</p> <p><u>Main part:</u> describe the taxonomy of plants in several examples. Mention Carl Linnéus, the father of taxonomy. Using examples explain binary and ternary nomenclature. Explain the difference in effect and use of the plant that belongs to the same family but different type and subtype, especially for plant species that, if misused, can have negative effects on the human body.</p> <p><u>Conclusion:</u> worksheet that focuses on repetition</p>	Computer, screen projector, specialized literature, worksheet/handouts
		12.	5. Preparation for outdoor/field lessons	<p><u>Lead-in:</u> discuss with the participants about their experience with plant harvesting</p> <p><u>Main part:</u> list the tools, packaging and other equipment necessary/needed for harvesting and drying. Define harvesting time based on the plant organ that will be used later on. Propose good practices of wild plant picking methods in order to conserve and protect plant habitats. List herb-drying methods. Recommend storage methods and appropriate containers for storing dry herbs</p> <p><u>Conclusion:</u> inform the participants about the outdoor class location, suggest appropriate clothes and footwear for outdoor lessons.</p>	Computer, screen projector, specialised literature
	5.	13. 14. 15.	6. City park tour and or beach tour	<p><u>Introduction:</u> meet the participants at the agreed location</p> <p><u>Main part:</u> identifying self grown and cultivated plants during the city park tour and/or beach using specialised literature to determine the type and the subtype of encountered plant species. Make the participants aware of the fact that medicinal herbs are all around us.</p> <p><u>Conclusion:</u> inform the participants about the outdoor location for the next encounter.</p>	specialised literature, mobile application



	6.	16. 17. 18.	7. Identifying and collecting medicinal plants	<p><u>Introduction:</u> meet the participants at the agreed location, hand out the tools and equipment needed for collecting medicinal herbs.</p> <p><u>Main part:</u> walk around the location, identify and collect properly the right amount of medicinal herbs that will be used later on. Prepare the plants for drying and making herbal remedies..</p> <p><u>Conclusion:</u> inform the participants about the outdoor location for the next encounter.</p>	specialised literature, mobile application, pruning shears, cloth/paper bag.
	7.	19. 20. 21.	8. Identifying, collecting and cultivating self-grown plants	<p><u>Introduction:</u>. meet the participants at the agreed location, hand out the tools and equipment needed for collecting and cultivating medicinal plants.</p> <p><u>Main part:</u> walk around the location, identify, collect and prune properly plants that will later on be used. Prepare the plants for drying and planting.</p> <p><u>Conclusion:</u> collect impressions from the participants</p>	specialised literature, mobile application, pruning shears, cloth/paper bag.
3. HOME PHARMACY HERBAL REMEDIES	8.	22. 23.	9. Cultivating self-grown plants	<p><u>Introduction:</u> prepare all necessary tools and materials</p> <p><u>Main part:</u> explain the cultivation methods of self-grown plants: sowing or green cuttings. List the conditions necessary for the germination and growth . After the demonstration every participants plants green cuttings in appropriate planting pots and sows the seeds.</p> <p><u>Conclusion:</u> cleaning and tidying up work surfaces, tools and accessories</p>	Specialised literature, humus soil, pruning shears, planting pot.
		24. 25.	10. Making tinctures	<p><u>Introduction:</u> start the conversation with the question: have you ever used a tincture ?</p> <p><u>Main part:</u> define the term tincture, clarify the volume fraction of alcohol and explain the difference between hydrophilic and i hydrophobic solvents. List the benefits and disadvantages of using herbal tinctures and possible contra-indications. The educator demonstrates the preparation of a tincture and the participants, in pairs, prepare two different tinctures: <i>Tincture nr. 1 against cold, cough, fever and bronchitis</i> using Common Thyme (<i>Thymus vulgaris</i> L.), Espigol (<i>Lavandula Angustifolia</i>); Cinnamon (<i>Cinnamomum</i></p>	Laboratory glassware and equipment, storage packaging for the medicinal form (30 ml glass bottle with a dropper , 30 ml glass bottle with a spray nozzle ), a lable



				verum); Marjoram ( <i>Origanum majorana</i> ); Eucalyptus ( <i>Eucalyptus</i> ) / <i>Tincture nr.2 to improve blood circulation and against rheumatism and muscle fatigue</i> using Espígol ( <i>Lavandula Angustifolia</i> ); Rosemary ( <i>Rosmarinus officinalis L.</i> ); Sage ( <i>Salvia officinalis L.</i> ) <u>Conclusion:</u> choosing the right packaging, cleaning and tidying up work surfaces and laboratory equipment	
9.	26. 27. 28. 29. 30.	11. Making a syrup		<u>Introduction:</u> list the syrup types we use. When do we usually take syrups? <u>Main part:</u> define the term syrup, list different syrup preparation methods. The educator demonstrates the preparation of a syrup and the participants, in pairs, prepare, according to the regulation: <i>Syrup 1. against cough and bronchitis</i> using the <i>Tincture nr.1</i> and <i>Syrup 2. against cough and bronchitis</i> using Hiedra ( <i>Hereda Hélix</i> ) <u>Conclusion:</u> choosing the right packaging, cleaning and tidying up work surfaces and laboratory equipment	Laboratory glassware and equipment, storage packaging for the medicinal form (125 ml glass bottle with a tap), a lable
10.	31. 32. 33. 34. 35.	12. Making teas and tea mixtures		<u>Introduction:</u> through a conversation find out if the participants are familiar with different types of water infusions ( infusions and decoctions)? Give examples. <u>Main part:</u> combine, in different ratios, herbal medicines such as <i>Infusion nr.1 to protect neurons, to relax and for a better sleep</i> using Scullcap ( <i>Scutellaria Balearica</i> ); <i>Verbena (Verbena officinalis L.)</i> and <i>Infusion nr.2 for energizing, for a better digestion, and to improve your wellbeing</i> using Nettle ( <i>Urtica dioica L.</i> ), Peppermint ( <i>Mentha piperita</i> ); Spearmint ( <i>Mentha Spicata</i> ); Nettle ( <i>Urtica dioica</i> ); Sage ( <i>Salvia officinalis L.</i> ). The educator demonstrates the preparation and the participants, in pairs, prepare tea mixtures according to the regulation. <u>Conclusion:</u> choosing the right packaging, cleaning and tidying up work surfaces and laboratory equipment	Laboratory glassware and equipment, storage packaging for the medicinal form (paper bag), a lable
11.	36. 37. 38.	13. Making oil macerate and ointment		<u>Introduction:</u> define the term oil macerate, describe the preparation procedure, explain the term Non-polar solvent, suggest vegetable oils and fat used for making	Laboratory glassware and equipment, storage



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		39. 40.		<p>oil macerates.</p> <p><u>Main part:</u> demonstrate the preparation of an oil macerat and an ointment. The participants, in pairs, according to the regulation, prepare: <i>Oil Macerate nr.2 against cold and cough, and helps to improve memory and energize the body and the mind</i> using Eucalyptus (Eucalyptus); Common Thyme (Thymus vulgaris L.); <i>Oil Macerate nr.1 against mosquitos and to cure insect stings</i> using Geranium (Geranium); Espigol (Lavandula Angustifolia); Lemon (Citrus Limonum); Common Thyme (Thymus vulgaris L.). Demonstrate the preparation of an ointment. The participants, according to the regulations, prepare ointments used for the conditions mentioned above.</p> <p><u>Conclusion:</u> choosing the right packaging, cleaning and tidying up work surfaces and laboratory equipment</p> <p>Discussion about the advantages and disadvantages of herbal remedies prepared during the course.</p>	<p>packaging for the medicinal form (30 ml glass bottle with a tap , 50 g. cosmetic pot ), a lable</p>
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## MINI CURRICULUM ON SUSTAINABILITY AND ENVIRONMENTAL PROTECTION

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## TEACHING FORM: CLASSROOM

### NUMBER OF LESSONS: 4

### EDUCATIONAL GOALS:

- to develop attitudes about the need to protect nature and preserve the quality of the environment and the need for personal involvement and personal contribution of each individual
- to understand and accept the need to preserve nature and the environment and list the possibilities of your personal contribution
- to get to know the meaning of technique and technology in the overall human life
- to develop awareness of individual responsibility for health
- to learn to participate actively in social issues and to express an opinion on social issues, to form as an active participant in public life

### OUTCOMES:

Based on the knowledge about environmental sustainability and greater awareness in nature's respect and about public and individual health, the participants will be able to practice these principles in their family and community. The participants would follow simple daily rules and easy responsible attitudes learned, about how not to waste natural resources, how to preserve local environment (not to produce waste for example) or to be participant and active in their community to protect local biodiversity and to reduce its threats.

### LITERATURE:

- Primavera silenziosa (Silent Spring), Rachel Carson – Feltrinelli Editore 2023
- Psicologia ambientale, sostenibilità e comportamenti ecologici, Bonnes, Carrus, Passafaro – Carocci 2006
- La nuova economia ambientale. Sostenibilità e giustizia, Laurent – UTET Università 2022
- Il pianeta di tutti, Vandana Shiva – Feltrinelli 2020
- Mangiare è un atto agricolo, Wendell Berry – Lindau 2024
- Possiamo salvare il mondo prima di cena, Jonathan Safran Foer – Guanda 2019



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UNIT	ENCOUNTER NUMBER	LESSON NUMBER	TOPIC	ACTIVITIES	TECHING AIDS AND MATERIALS
1 - Little Ecological Guide: theory and practice	1	1, 2	Introduction the principles of environmental sustainability and nature protection	Through theoretical ideas, based on the specialized literature and on the 2030 European Agenda, get to know what sustainability in general may concern, and how to live in a sustainable way on our planet, respecting social, healthy and natural needs.	Specialised, literature, worksheets, videos, handouts
	2	3, 4	Social and Environmental Engagement	Teach the learners how to produce and reproduce respectful attitudes about nature, biodiversity conservation and environmental protection. Show to the participants a list of best practices (for example a list of ten simple rules) to follow and to realize in their daily life and to share with their family and community.	Specialised Literature, handouts