



PEPÁKEN HÁUTW Native Plants & Garden Education Program

LÁU, WELNEW Tribal School, Brentwood Bay BC

Lesson Title/Topic: Autumn Gardens & Native Plant Restoration	Grade Level: 7/8	Subject: compost, soils, native plant propagation, plant identification, transplanting, ecosystem restoration
	Time Needed: 60mins	Date: Oct 7 th , 2014

BC Min of Ed Learning Outcomes addressed in this lesson:

- Social Studies K to 7 (2006) 7 apply critical thinking skills including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions to a range of problems and issues
- Science K to 7 (2005) 7 analyse the roles of organisms as part of interconnected food webs, populations, communities, and ecosystems
- Science K to 7 (2005) 7 assess survival needs and interactions between organisms and the environment
- Science K to 7 (2005) 7 assess the requirements for sustaining healthy local ecosystems
- Science K to 7 (2005) 7 evaluate human impacts on local ecosystems
- Science 8 (2006) 8 demonstrate ethical, responsible, cooperative behaviour
- Science 8 (2006) 8 demonstrate knowledge of the characteristics of living things
- Social Studies 8 to 10 (1997) 8 assess a variety of positions on controversial issues
- Social Studies 8 to 10 (1997) 8 identify and clarify a problem, an issue, or an inquiry
- Social Studies 8 to 10 (1997) 8 assess the impact of contact, conflict, and conquest on civilizations
- Social Studies 8 to 10 (1997) 8 demonstrate awareness of artistic expression as a reflection of the culture in which it is produced
- Social Studies 8 to 10 (1997) 8 analyse how people interacted with and altered their environments, in terms of - population - settlement patterns - resource use - cultural development

Objectives -Through these learning activities, the student will demonstrate the ability to:

- Explore ecological restoration and native plant characteristics
- Understand some basic restoration principles and why restoration is important
- Investigate soils, discuss their importance, and learn how we can build soil
- Discuss biodiversity and seed genetics while saving seed

INSTRUCTIONAL ACTIVITIES:

Time	Activity
5mins	<p>Knowledge Circle (meet at PEPÁKEN HÁUTW)</p> <p>What are some of the things we learned in the last lesson (if applicable)?</p> <p>An introduction to what we will do today including building soil and seed saving</p> <p>Ground rules and things to remember, respectfully working with tools</p>
25mins	<p>Garden Activities (Checking for understanding, modeling, guided practice, independent practice)</p> <ol style="list-style-type: none">1. Looking at different types of soil, talking about components of soil- sand, silt, clay, making seed balls.2. Discuss the importance of soil, what is happening to our topsoil and why and how we can amend it through composting- demonstrate browns and greens and what compost needs.3. Look at garden, and see plants growing from last workshop, talk about beans and seed saving.4. Go and dig in hole for digstor (3 people)5. Collect and label bean seeds (3people)6. Plant Kale in garden if time permits (3 people)
25mins	<p>Native Plant Activities</p> <ol style="list-style-type: none">1. Introduction to JSÁY (<i>Douglas fir/Pseudotsuga menziesii</i>) native plant garden2. Restoration basics: observe sunlight, soil/drainage patterns (dig a small soil pit)3. Discuss "reference" ecosystems. What ecosystem are we trying to restore and why?4. Choose 2-3 plants based on our discussion and plant them, using tools
5mins	<p>Knowledge Circle/Closing:</p> <p>To the students, what is one thing you learned today? What is one thing you wonder about? Thanks!</p>

Materials Needed:

- Gloves, shovels, trowels
- Envelopes for seed saving and markers for labeling
- Kale starts
- Small amounts, sand, silt, clay, organic matter
- Approx 6-8 native plants for restoration area

Optional follow up activities/ questions:

1. Investigating questions about soil. Why is soil essential for human survival? How quickly is global topsoil being lost? What is desertification? How does compost work? What are some of the important soil organisms that break down waste into soil?

In the classroom, take a spoonful of garden soil and look at it under a microscope, draw what you see.

2. Investigate questions about seeds and seed diversity. Why is seed diversity important? What are the ways the WŚÁNEĆ peoples traditionally saved seed?

3. Investigate relationships between plants and their different needs and requirements. Observe the native ecosystems around you. Where do certain plants usually live? What other plants do they usually live with?

4. Observe disturbed ecosystems around you. How would you restore them? Why?

Please fill out our feedback forms and leave them in the envelope at the front office!

HÍ,SWĶE SIÁM!