



# PEPÁKEN HÁUTW Native Plants & Garden Education Program

LÁU, WELNEW Tribal School, Brentwood Bay BC

<p>Lesson Title/Topic: Native Plant Garden Restoration</p>	<p>Grade Level: 7-8</p>	<p>Subject: PEPÁKEN HÁUTW - Blossoming Place, restoring native plant gardens, learning SENĆOTEN plant names, transplanting, garden foods, native food ecosystems</p>
	<p><b>Time Needed: 45 mins</b></p>	<p><b>Date: September 23, 2014</b></p>

## Standards/Benchmarks/PLO's 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:

- Investigate and form hypotheses based on acquiring knowledge from the environment and peers
- Compare plants in different stages of their lifecycles and discuss plant survival strategies
- Discuss the reasons why planting food is important
- Understand the cultural relevance of native plants

**INSTRUCTIONAL ACTIVITIES:**

<b>Time</b>	<b>Activity</b>
2mins	<p>Introduction to workshop facilitators</p> <p>Ground rules for investigative learning (start with what you know, ask questions, make hypothesis- I think, I wonder, collaborate, test your idea, share, get a little dirty, use a knowledge circle)</p> <p>Break up into 2 groups</p>
25mins	<p>Garden Introduction:</p> <ol style="list-style-type: none"><li>1. Garden Investigations/Knowledge Share</li></ol> <p>What do you remember from last year, or from other gardening experiences? Brief tour of the garden with a chance to share and ask questions.</p> <ol style="list-style-type: none"><li>2. How do plants reproduce? Why are some plants standing up, how do they create seed? Brief talk about 'perfect' flowers and 'imperfect flowers'.</li><li>3. Cleaning out garden beds for fall planting.</li><li>4. What to think about when transplanting (importance of not disturbing the root system, giving plants the space to grow, looking at where the sun is, making sure to water before and after transplanting, watering the soil, not the plant (understanding the functions of root systems)).</li><li>6. Transplanting greens - Kale and Tatsoi</li></ol>
25mins	<p>Native Plant Garden Restoration:</p> <ol style="list-style-type: none"><li>1. Weed and plant in native plant gardens</li><li>2. Discussion on Garry oak meadows as unique ecosystems</li><li>3. Transplanting food plants into Garry oak native plant garden</li><li>3. SENĆOTEN terms</li></ol>

2mins Knowledge Circle/Closing: (taking some notes at this time might be a good idea)

Why is it important that we grow food locally?

Why is it important that we save seed locally?

What native foods are in Garry oak meadows?

**Materials Needed:**

- Gloves
- Trowels
- Seedlings

**Follow up investigations (in class):**

1. How do plants reproduce?
2. What are the components of soil?
3. What are Garry oak meadows? (in terms of biogeoclimatic zones)
4. Why are Garry oak meadows important to W̱SÁNEĆ?

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

**HÍ,SW̱KE SIÁM!**