



PEPÁKEN HÁUTW Native Plants & Garden Education Program

LÁU, WELNEW Tribal School, Brentwood Bay BC

Lesson Title/Topic: Native and Invasive Plants orientation	Grade Level: 4/5	Subject: PEKALÁNEW Moon/Native Plant Walk, restoring native plant gardens (ecological restoration), learning SENĆOFEN plant names
	Time Needed: 45 mins	Date: Sept 30th, 2014

BC Min of Ed Learning Outcomes addressed in this lesson:

- Science 4 make predictions, supported by reasons and relevant to the content
- Science 4 use data from investigations to recognize patterns and relationships and reach conclusions
- Science 4 compare the structures and behaviors of local animals and plants in different habitats and communities
- Science 4 demonstrate awareness of the Aboriginal concept of respect for the environment
- Science 4 determine how personal choices and actions have environmental consequences
- (waves, travels in all directions)
- Science K to 7 (2005) 5 analyse how the Aboriginal concept of interconnectedness of the environment is reflected in responsibility for and caretaking of resources
- Science K to 7 (2005) 5 describe potential environmental impacts of using BC's living and non-living resources
- Science K to 7 (2005) 5 identify methods of extracting or **harvesting** and processing BC's resources
- Social Studies K to 7 (2006)4 apply critical thinking skills in including comparing, imagining, inferring, identifying patterns, and summarizing selected problems and issues
- Social Studies K to 7 (2006)4 gather information from a variety of sources
- Social Studies K to 7 (2006)4 identify alternative perspectives on a selected event or issue
- Social Studies K to 7 (2006)4 distinguish characteristics of various Aboriginal cultures in BC and Canada
- Social Studies K to 7 (2006)4 identify effects of early contact between Aboriginal societies and European explorers and settlers
- Social Studies K to 7 (2006)4 describe technologies used by Aboriginal people in BC and Canada
- Social Studies K to 7 (2006)4 describe technologies used in exploration, including: food preservation
- Social Studies K to 7 (2006)4 describe Aboriginal peoples relationship with the land and natural resources
- Social Studies K to 7 (2006)5 apply critical thinking skills including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing to a range of problems and issues
- Social Studies K to 7 (2006)5 gather a body of information from a variety of primary and secondary sources
- Social Studies K to 7 (2006)5 explain why sustainability is important
- Social Studies K to 7 (2006)5 analyse environmental effects of settlement in early BC and Canada

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

- Understand the difference between native, non-native and invasive species
- Discuss the impact of European settlers bringing non-native plants to W̱SÁNEĆ territory
- Discuss the European myth of the Aboriginal ‘non-cultivator’
- Learn restoration techniques and the use of simple hand tools

INSTRUCTIONAL ACTIVITIES:

Time	Activity
2mins	Knowledge Circle (meet at PEPÁKĒN HÁUTW) What are some of the things we learned in the last lesson (if applicable)? An introduction to ecological restoration...what we are doing today? Ground rules and things to remember, respectfully working with tools
35 mins	Instructional Activities (Checking for understanding, modeling, guided practice, independent practice) <ol style="list-style-type: none">1. Walk over to the LE,NOŅET Trail. Explain and show the difference between native, non-native and invasive plants. Use demonstration of arbutus, kale and scotch broom. Ask questions around why invasive species spread so quickly, and why would we want to control them.2. Talk about where the invasive species came from, open up a conversation about non-native plants and European Settlers...what do the children think about this process? (Settler myth of non-cultivation)3. What is ecological restoration? Why is it important?4. Walk the trail, could do ‘treasure hunt’ with native plant cards, and then walk around and try to find and describe native plants.5. Invasive Species Removal.
2mins	Knowledge Circle/Closing: To the students; now that you have had an introduction to the trail, “What do you wonder about? How can you investigate further before we meet again?”

Materials Needed:

- Gloves
- Pruners
- Saw
- Buckets
- Native Plant Cards

Optional follow up activities/ questions:

Taking time to explore the parallels between European contact, and how plants and food changed at that time.

Spending additional time working on restoring the trail, talk about the value in caring for/connecting to the natural world.

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

HÍ,SW̄KE SIÁM!