



# PEPÁKEN HÁUTW Native Plants & Garden Education Program

ŁÁU,WELÑEW Tribal School, Brentwood Bay BC

Workshop: **Welcome to PEPÁKEN HÁUTW, the Blossoming Place/ĆENQOLEW Moon**

Grade Level: 3

Subject: Plant identification, exploration, learning SENĆOTEN names of plants, planting seeds

**Time Needed: 45 mins**

**Date: Sept 16, 2014**

**BC Min of Ed Learning Outcomes** addressed in this lesson:

- *Science*
  - compare familiar plants according to similarities and differences in appearance and life cycles
  - describe ways in which plants are important to other living things and the environment
  - describe how plants are harvested and used throughout the seasons
- *Social Studies-Human and Physical Environment*
  - demonstrate a sense of responsibility for the local environment
  - research and report on how BC Aboriginal peoples use plants for food, medicine, and products.
- *Processes of Science*
  - Ask questions that foster investigations and explorations relevant to the content

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

- Investigate and identify different food plants
- Compare plants in different stages of their lifecycles
- Discuss the reasons why planting food is important
- Use their senses to experience the garden (sight, smell, taste, touch, interact with)
- Explore the importance of plants roots

## INSTRUCTIONAL ACTIVITIES:

Time	Activity
2mins	Introduction to workshop facilitators  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)  Break up into 2 groups
20 mins	Instructional Activities (Checking for understanding, modeling, guided practice, independent practice)  Vegetable Garden Introduction:  1. Vegetable/Plant treasure hunt:  Each group has a picture of a garden vegetable, they match the pictures up with what is growing in the garden and then tell the class about what they observed. "What do you already know about this plant?"

What did it, look, smell, taste like? Why do you think it is important to grow it?"

2. Lifecycle- what is happening to the plants in this bed that are standing straight up? What do you already know about a plants' lifecycle?

3. Roots: comparing different roots - carrots, beans (with nodules), lettuce, tomatoes- why are roots important?

5. Taste test using your senses: carrots, tomatoes etc.

6. Transplanting greens (if time).

20  
mins

Native Plant Introduction

1. Tour of native plant nursery: taste, touch, smell

2. SENĆOŦEN terms for three plants: Yerba buena *Satureja douglasii* - TI,ĪĹĆ  
Garry oak *Quercus garryana* - ĆENĀĹĆ  
Camas *Camassia spp.* - KĹOEL

3. Discussion of ethnobotany for these three plants

4. Seed KĹOEL (camas) seeds in ĆENĀĹĆ (Garry oak) native plant garden

5. Discussion of KĹOEL lifecycle (requires overwintering, harvest time when flowers are visible)

2mins

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

To the students, now that you have had an introduction into the garden, "What do you wonder about? How can you investigate further before we meet again?"

Next time we meet we will be getting the garden ready for fall, saving seeds, and "putting the garden to bed"!

### Materials Needed:

- Knife (to cut carrots before lesson)
- Garden Plant 'treasure hunt' cards
- Garden Gloves and Trowels
- Magnifying glasses
- Plant starts
- KĹOEL (*Camassia spp.*) seeds

### Follow up Activities:

1. Take samples of plants from the garden at different parts of their lifecycle, and continue to investigate the parts of the plant. (Activity 1 from teacher's lesson plan).
2. What 'I wonder' or 'I think' questions came up out of the knowledge building circle? How can these be investigated further?

### **Optional Follow Up Activities:**

1. Group-created fact sheets, write guiding questions in the middle of individual chart paper sheets.

Example Questions:

- What do we receive from a garden?
- How does a garden help feed a community? (Physically, mentally, emotionally, spiritually, etc.)
- What are seeds and why are they important?
- What does a garden need from us?
- What are native plants?
- What are culturally important plants?
- How can you use some native plants?
- What native plants do you see every day?

2. Separate students into small groups and assign each group to a sheet. Allow students to brainstorm and record numerous responses.
3. Rotate students to another sheet, allow students to brainstorm and record several responses.
4. Review each question as a whole group, revising facts as needed and discussing responses to broaden student's understanding.

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

**HÍ,SWĶE SIÁM!**