



PEPÁKĒN HÁUTW Native Plants & Garden Program

LÁU, WELŅEW Tribal School, Brentwood Bay BC

<p><u>Lesson Title:</u> ĆENTŌĒN Winter Native Plants & Spring Vegetable Seeds</p>	<p><u>Subject:</u> Exploring dormant native plants, and planting veggies for spring</p>	<p><u>WELU,ĆISTENEK (Instructors):</u> Earl TEFÁTIN Claxton Jr, Judith Lyn Arney and PEPÁKĒYE Ashley Cooper</p>
<p><u>Grade Level:</u> NETE, IĒC I, ĆESE, IĒC 1 & 2</p>	<p><u>Time Needed:</u> 45 mins</p>	<p><u>Date:</u> Feb 14, 2017 <u>ĒKALĒ:</u> NI,ŅENE</p>

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

- ❖ Exploring the sleeping (dormant) plants in the native plant gardens
- ❖ Observing instructor demonstrating how to take clippings of dormant plants
- ❖ Participate in planting vegetable seeds for spring time
- ❖ Become familiar with SENĆŌFEN names for WIWQ, IĒC and KIDE ET SPEĒKĒTE / KIDE, AN EĒP

Materials provided by PEPÁKĒN HÁUTW

- ❖ Vegetable seeds
- ❖ Various plants: cuttings and seeds
- ❖ Pots, seed trays, soil, trowels
- ❖ Gloves

Materials needed from Teachers

- ❖ APPROPRIATE CLOTHES! Make sure students are wearing clothes that are warm and can get dirty
- ❖ Name tags + Water bottles

Ask the Students

- ❖ Why do we do cuttings in the winter?
- ❖ Who remembers the SENĆŌFEN names for the plants and animals we talked about today?
- ❖ Who is looking forward to seeing our cuttings in the spring when they bloom?



WORKSHOP ACTIVITIES

Time	SĆA (Activity)
4 min	<p>ŚELOQ I, EŁOSTONES TFE WELU,ĆISTENEK (Circle and introduce the instructors)</p> <p>Review what we learned in past workshops - what do you remember? What have been some of your favorite things? Review respect for tools, garden space and each other.</p> <p>Explain the activities for the workshop and discuss the work that will be happening at both stations.</p>
18 min	<p>Group 1</p> <ol style="list-style-type: none"> 1. Discuss WIWQ,IŁĆ (red flowering currant, <i>Ribessanguinem</i>) and KIDE,ANEŁP (orange/western trumpet honeysuckle, <i>Loniceraciliosa</i>) and look at photo cards of these plants in flower. 2. Review the process for doing cuttings: doing cuttings while the plant is 'dormant', cutting the youngest part of the plant stem, scraping the base of the cutting lightly to expose the cambium layer) 3. Do our cuttings! We will leave the cuttings at PEPÁKEN HÁUTW for safekeeping in the cooler weather.
18 min	<p>Group 2</p> <ol style="list-style-type: none"> 1. Fill trays or pots up with nutritional soil and explain the type of living conditions seeds need in order to sprout. 2. Examine the native flower seeds and discuss the life cycles of seeds. Use trowel or fingers to create rows in seed tray soil, and plant seeds. 3. Water the planted seeds, and discuss why plants need water, and how often to water seeds. 4. Bring seed trays into green house, and discuss why the seeds need to live in the green house instead of planting into the grown in the winter.
4 min	<p>ŚELOQ: What did you learn about today? What was your favourite part?</p>

Please fill out our feedback forms and leave them in the PEPÁKEN HÁUTW envelope in the staff room!

HÍ,SWKE SIÁM!