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| <b>Lesson Title:</b><br>ĆENKILLES Native Plants & Garden<br>Transplanting | <b>Subject:</b><br>Observing native plants life cycles<br>and transplanting veggies into<br>garden beds | <b>Month:</b><br><b>LKALJ:</b> |
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### Purpose:

- ❖ Practicing the SENĆOTEN name for native plants
- ❖ Identifying culturally important plants to the WSÁNEĆ
- ❖ Observing the native plants waking up from winter and learning about plant life cycles
- ❖ Distinguishing the difference between seedlings and seed
- ❖ Gaining experience transplanting veggies into beds
- ❖ Picking and tasting native plants and veggies from the garden

### Resources:

- ❖ Wheel Barrow and shovels
- ❖ Trowels and gloves
- ❖ Compost
- ❖ Native plants seeds and transplants
- ❖ Vegetable seeds and transplants

### Questions:

- ❖ What are the SENĆOTEN names of the plants you learnt about today?
- ❖ What will happen with our veggies now they in the garden?
- ❖ What will happen to these buds on the native plants?
- ❖ What are some of the foods/medicines you got to taste today?



## WORK SHOP ACTIVITIES

| Time | SĆA (Activity)  |
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|      | <p><b>ŚELOQ I, ECOSTONES TFE WELUIĆISTENEK</b> (Circle and introduce instructors)<br/>           Review what we learned in past workshops - What do you remember? What have been some of your favorite things? Review respect and rules for garden space, tools and each other.</p> <p>Break into two groups.</p>   |
|      | <p><b>Group 1</b></p> <ol style="list-style-type: none"> <li>1. Take a walk into the <b>ŚISEJ</b> (forest) and explore what plants are waking up and blossoming.</li> <li>2. Taste some of the <b>JSÁY</b> and <b>SKEMÍEK</b> (douglas and grand fir) needles. Harvest and taste some of the <b>TEXEN,ILĆ</b> (Indian plum) leaves.</li> <li>3. Talk about the lifecycle of plants and how plants “wake up” in spring. Explore the vegetable garden, looking for vegetables and herbs we recognize and enjoy eating. Remember the beans climbing the fence last year? Remember how big the rhubarb gets? Look inside the nursery. What is growing all over the ground (miner’s lettuce)? Let’s try some! What is the plant that sticks to us and lives in the forest (cleavers)?</li> <li>4. Examine the garden beds. Do we need to add some compost to make the soil healthier? Let’s do it!</li> <li>5. Talk about how we need to plant certain plant seeds at certain times of the year. Early spring is a great time to plant salad greens and flowers! Plant kale, mustard, spinach, mesclun and calendula seeds. Water them in after we plant (this is the fun part!).</li> </ol> <p><b>Group 2</b></p> <ol style="list-style-type: none"> <li>1. Look around the shade house and observe the native plants that are <b>PEPAKEN</b> (blossoming) such as the <b>KEXMIN</b> (Indian celery) and compare the <b>SPAKEN</b> (flower) and <b>STEMIČEN</b> (seeds). Taste the green leaves that are growing. Ask students: What do the greens taste like? Whose seen these seeds before? Whose tried the tea? Does anyone harvest this?</li> <li>2. Share a song and prayer if the time permits.</li> <li>3. Observe the <b>ĶĻO,ELENEČ</b> (camas meadow) and search for the <b>PEPAKEN TFE ĶĻO,EL</b> (blossoming camas). Compare the small <b>ĶĻO,EL</b>(camas)to the mature flowering <b>ĶĻO,EL</b>. Discuss the seed to bulb life cycle and how long it takes for <b>ĶĻO,EL</b> to flower.</li> <li>4. Touch and taste <b>SKEX</b> (nodding onions) and discuss what they taste like. Observe and compare the <b>ĶÁLK</b> (bud) to the <b>SPAKEN</b> (flower) of the <b>SKEX</b>. Demonstrate how to take</li> </ol> |

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|  | apart the bulbs and have students practice separating the bulbs themselves. Students will fill their own small container of freshly sifted composted soil and pot their very own <b>SKEX</b> to take home |
|  | <b>ŚELOQSET (Make a circle):</b> What did you learn about today? What was your favourite part?  |

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

**HÍ,SWKE SIÁM!**