



**PEPÁKEN HÁUTW TRIBAL SCHOOL PROGRAM
2022-2023
Annual Report**

ÍY SÇÁCEL MEQ SÁN! The main objective of the PEPÁKEN HÁUTW program at the ŁÁU, WELNEW Tribal School and the WSÁNEĆ Leadership Secondary School is to foster the next generation of land stewards. We do this through the empowerment of youth to learn about their culture, language, and WSÁNEĆ leadership values by active engagement in local food systems and ecosystem restoration work. Our model of hands-on, participatory education encourages students to take initiative and connect in personalised ways to create, restore, and maintain healthy land and food systems. We deliver weekly workshops at the PEPÁKEN HÁUTW native plant nursery & garden, which contains an abundance of healthy native species, two native plant gardens, and a vibrant food garden. We also offer ecosystem restoration workshops on the land at SNIDŹEŁ and throughout the WSÁNEĆ homelands. Our team is comprised of WSÁNEĆ knowledge keepers, experienced teachers, and ecosystem restoration practitioners to offer students well rounded, holistic, and rich outdoor educational experiences. Students deepen their SENĆOTEN while learning through traditional stories, fostering food sovereignty, and discovering the rich ecology of plants on the WSÁNEĆ territories.

ŁTS Weekly Workshops

Our PEPÁKEN HÁUTW garden program offers weekly workshops to students at ŁÁU, WELNEW Tribal School (ŁTS) from pre-kindergarden to grade 6. We focus our education on the grade 3/4 students since they are transitioning from stewarding our small garden ecosystem to utilising the skills they have learned to support active restoration sites within their homelands. The students return to the garden program every year gaining hands-on experience and building on previous knowledge to become increasingly comfortable with the natural world. We incorporate SENĆOTEN into all our workshops so that students from both the immersion and english stream are able to strengthen their language, cultural, and stewardship skills through hands on work. We strive to create a supportive and safe environment for students of all learning types to feel comfortable expressing themselves and focusing on achieving their personal goals.

The design of our annual elementary school program is based around the cultural teachings and practices associated with the 13 WSÁNEĆ moons.

ĆENITOLEŃSET: Autumn

Autumn Gardens & Native Plants

We welcomed the students back by to the garden sharing the bounty of food from last school year's hard work. During the first month of workshops, we ask the students which foods and medicines they remember harvesting and teach about the ones they may have forgotten. One of the students shared that they remembered how to identify KEXMIN along with the benefits this plant brings to the community. During the last few weeks of ĆENQOLEW we share the importance food plants are to organisms other than humans; we highlight the cycle of energy transfer within an ecosystem through examples of organisms consuming others, breaking down nutrients that are then released fertilising the soil and dispersing seeds for the next generation of plants and animals. Before the plants prepare for winter, we learn identifying characteristics and their names so the students are more comfortable recognizing these plants when they return in the Spring. Some plants share similar physiologies between native and non native species; for instance we share how to differentiate native and non native strawberry as well as the importance native species provide to the ecosystem compared to introduced species. Additionally we teach about the spaces in which cultivated crops can be beneficial, alongside basic transplanting skills to increase the yield of our garden.

Earth's Blanket

As autumn was coming to a close we explained to the students that plants in a garden setting need to be prepared and supported for their winter dormancy because they don't have the interconnectedness of a larger ecosystem. Since our workshops are not in a large forest but instead a small demonstration garden, we have to help support the ecosystem we have created by mimicking the processes a healthy ŚÍSEJ undergoes before dormancy. For the older students we began with removing invasive species so that the native plants have an extra advantage come Spring when these aggressive species inevitably return. As well, the educators collected ecosystem specific leaves and detritus which were laid at the base of all the plants by the students to act as insulation for the cold months, nutrients for the Spring, and habitat for eggs and hibernating animals. For the younger students it is mostly just a fun time playing with and throwing leaves, and experiencing what Fall feels like through all their senses.



S,ELEKTEĹ SCÁĆEL: Goldstream Day

Every year PEPÁKĚN HÁUTW goes to S,ELEKTEĹ with the grade 3 classes. We usually have success demonstrating how to dip net fish close to the picnic area. It was an extremely dry year so the water was very low and PEPAKIYE and Brandon George (E.A. from Grade 3 class) went to the Tsartlip side of the river. They fished in an area where they were able to catch about 4 salmon to bring back to the students. The students explored S,ELEKTEĹ with their teachers and walked back to the picnic area. Tracey had fired up her BBQ and was able to roast up some hot dogs and marshmallows. The following day Brandon had cleaned and cut the salmon, and we invited both classes down to PEPÁKĚN HÁUTW to enjoy the eating fried salmon at the garden



Transplanting PEPÁKĚN HÁUTW

Once we complete our work preparing the forest garden and cultivated crops for winter, we shift our focus to activities that can be done during the garden's latency. We begin to teach the students how to take cuttings and propagate native plants. While we are learning propagation techniques, our team makes sure to highlight the benefit of generating native plant cuttings as a form of active ecosystem restoration. The knowledge each student possesses from years of garden workshops was exemplified when we had a student teach their substitute teacher the proper technique for creating ELILE,ĹĆ cuttings based on what they remembered. Late Fall/early Winter is the perfect time to take hardwood cuttings because most plants focus their nutrients in the roots and stems, naturally sustaining themselves without undergoing photosynthesis. The cold start to Winter caused numerous classes to be cancelled. However, we were lucky enough to share the garden with the students during a snow day! Our snow workshops consisted of exploring the garden with our senses and following different animal tracks. Inevitably we could not keep the students focused for very long with all the snow around; So, we decided to make some snow art by using different plant parts from around the garden to create snow people. The snow was a great indication that we should begin to take our learning inside for the season.

ĆENITOLEN: Winter

Elder & Child Moon Workshops: Native W.A.S.P (Wildflower Aerial Seed Projectile), Cedar Weaving, and Mudpies

Winter is a time of the SIS,ET (Elder Moon); it is a time to be inside and learn from elders and the youth. Since the students were unable to visit the garden, we brought the plants to them. We began our indoor workshops making W.A.S.P.s (Wildflower Aerial Seed Projectile). W.A.S.P.s are a mix of soil, clay, and native plant seeds that dry over time and harden into balls. In the Spring the W.A.S.P.s can be thrown into different areas around the community and the seeds will have all their requirements (nutrients, water from rain, and sunlight) to sprout. We share with the students the benefits of restoring native ecosystems and how the W.A.S.P.s they create will actively generate habitat and provide food for native species. Each class was given a different seed type, from forest loving species like nettle, to sunny meadow species like camas; as well, the students shared what they knew about varying plant species and we shared the ecosystem and cultural importance of each class' plant.

For the second half of our Winter indoor workshops, we shared how we can create art using the materials we find in nature. For the older classes we taught basic cedar weaving and for the younger classes we made designs in mud using seeds, shells, sticks, leaves, and anything else we could find outdoors. For the upper grades we shared the SENĆOTEN names for the different cedar parts and weaving designs. The students were then shown how beautiful cedar weaving can be with examples of hats, baskets, jewellery, and more. Some students shared their experience with cedar and helped us teach the others that had yet to practice weaving. The weaving workshops also sparked conversations to share what they learned with family members as some of the students' families weave cedar. In the mud pie workshops we saw designs vary from a pie to a public library and everything in between. Following the intended practices during SIS,ET, we had each of the students share their completed art and how they came to the idea of their design.



TELÍKĚLP Yarrow *Achillea millefolium* Wildflower Aerial Seed Projectile

What are seeds?

Seeds are embryonic plants that are protected by an outer covering that also carries a food reserve within itself. It's enclosed in a protective outer covering.

What is yarrow?

Yarrow is a native perennial that grows in WSÁNEĆ. It grows to 3 feet tall with no branches except near the top. Leaves alternate 3-5 inches long with many leaflets on each side of the midrib, which are further divided into smaller leaflets which give them a feathery appearance. The flowers are arranged in compact clusters at the top of the stem. The cluster consisting of 1 or more flower heads. The flower head has 20-25 white flowers.

Where does it grow?

Water Use: Medium
Drought Tolerance: High
Soil Moisture: Dry
Light Requirement: Sun, Part Shade

When can I plant/throw the seeds?

Plant/throw your seed balls in the spring or early summer after the last frost. Frost can be dangerous for seeds and can stunt their growth!



Embracing the Cold

The WEXES Moon marked the return of our outdoor workshops. We also started incorporating Pre-K classes into our workshop rotation; the Pre-K class started with a tour of



PEPÁKEN HÁUTW and all the new senses it contained. For the Gr1-7 students we used this time to learn about identifying plants. Few early blooming plants were showing signs of waking up. Since there were only select plants showing leaves, this was a great opportunity to teach about leaf characteristics without the students being overwhelmed by the vast variation in leaf structure an entire ecosystem can have. We emphasised how the plants are our family and we need to learn how to recognize them and their names. The students learned the key features of XPÁ, JSÁY, SKEMÍEK so that they could introduce themselves and develop a relationship with the plants. For the older classes we focused on learning about camas and what it means for camas to be part of a larger ecosystem using the example of the KŁO,EL ENEÇ.

ĆENKI,LES: Spring

Welcoming the Sun

We welcomed the sun by greeting the bugs that were beginning to reemerge. Our workshops turned their focus to insects and other creatures that promote the health of our garden and ŚÍŚEJ. Insects play a vital role in all terrestrial ecosystems; our goal was to highlight the variety and extent that insects and other bugs have in our environment. We explored the garden looking for different places where insects and bugs could be found. In each of the main insect habitats, we shared why specific types of insects and bugs inhabit certain locales along with their role in the larger ecosystem.



The Spring started off colder than usual, resulting in the plants being late to bloom; this meant we could not harvest tea ingredients for our tea workshops. While we waited for the plants to develop, we planted various agricultural seeds in preparation for the growing season. Over the winter we collated all the seeds that have been donated to us over the years into a binder; we shared a binder of seeds with the students and they individually chose which seeds they were interested in learning where and how to plant. The students seemed to be much more engaged when they had autonomy over what they planted. One student found catmint seeds and planted them to bring home to their cat.



Forest Tea & Spring Gardens

Once the plants started to bloom, we shifted our focus to teas. We mixed teas while learning what plants we can harvest tea ingredients from. Each student made a tea bag to bring home and share with their friends and family. For the remainder of the school year, we tended to the garden, and observed the changes in plant and insect populations. During the last month of school, most of the food plants were ready to be harvested and eaten. The students enjoyed fistfuls of miner's lettuce, JSÁY, SKÉMÍEK, DIL,ÉK, kale, rhubarb, calendula, broccoli, chives, mint, and much more.

We had purchased our loose teas from Green Muse Herbs. We had selected Calendula, Cornflower, Spearmint, TEXTEX (nettle), KALK (rose) in large glass mason jars. We have everything but Cornflower growing at PEPÁKĚN HÁUTW, so we had small fresh cuttings of each plant for students to touch and smell. Students got to pass around the jars and smell the different aromas. We handed out tea bags for students to fill with their favourite ingredients. We handed out worksheets with the names of each tea, their nutritional value, and their medicinal value. Each student got to fill out their worksheet and circle what they had mixed into their teabag. A lot of students had specific people in mind that they were going to gift their teas to once they were made.

Workshops with Friends of PEPÁKĚN HÁUTW

Compost Education Centre Workshops

PEPÁKĚN HÁUTW partnered with the Compost Education Centre to deliver two microecology workshops this term. As well, four more workshops are planned for the following school year (2023-2024) building on the knowledge the students received from the first set. Students from grade 3-6 were involved in these microecology workshops. Each workshop implored the students to explore the PEPÁKĚN HÁUTW garden and wonder about what is in the soil; the students each collected a vile of soil to be examined under the microscope. Once the students returned to class with their samples, the Compost Education Center facilitators explained how to correctly set up a microscope slide. Each slide was then examined under the microscope. The

students were able to watch as the microscope's field of view was projected at the front of the class. The Compost Education Center facilitators taught the students about all the microorganisms they observed and how each of them acts to support an ecosystem that is unobservable to the human eye.

Red Cedar Moon

We took our annual trip to Red Cedar Moon which is a garden that was started by PEPAKIYE's great grandmother Esther Cooper, and was kept by her late auntie Marie Cooper, and is now tended to by Marie's partner Fran. It is a special place to visit with the students because it's



such an established garden just 4 doors down from the school. We had invited 3 classes this year instead of 2, and hope to increase the number of classes that visit next year. The students got to walk to the farm with teachers and E.A.s and gained valuable street safety skills in the process. Fran met us at the gate and we walked to the back to have a seat on the benches. Fran introduced herself and handed out some maps of the farm that she drew. We toured the gardens and explored the different types of foods and herbs she had available. We saw an 80 year old rose that PEPAKIYE's great grandma had planted. Fran had some young chickens in a pen for us to go visit. She has egg laying hens and some roosters too. At the end of our visit Fran handed out some candied rhubarb and all the students enjoyed that. On our way back we had asked the students how many of them wanted to have a farm and almost everyone had put their hand up!

Feedback from students

"Can we stay in for recess and continue weaving?" Grade 6

"That was fun. When do we go to the garden again?" Multiple grades

" I love to water the plants the best!" Grade 1

"My brother's class went to Red Cedar Moon! I want to go there too!" - Kindergarten

What was your favourite part of the workshop?

"Being here with you guys" - Grade 2

"Making medicine to help heal my mom" - Grade 2

Feedback from teachers

"There have been so many connections made between so many students between the native plant species they have learned about at PEPÁKEN HÁUTW and ones that they see during our ÁLENENEÇ Outdoor Ed trips or in class lessons and vice versa. There has been nothing students have enjoyed more than being able to apply their knowledge in different contexts: from the classroom/PEPÁKEN HÁUTW to Outdoor ed. The students truly appreciate the ability to identify native plants, and understand the implications of invasive plant species; the wandering and the learning they do at PEPÁKEN HÁUTW is so vital to the success of anything I teach about plants and medicines in the classroom and on our Outdoor ed trips!"

"...As a teacher I would notice a shift in my students after spending time in the garden. They would feel uplifted, and would be more engaged in the classroom. HÍSWKE HÁLE"

"The workshops are beneficial to my class. Being outside amongst the plants, insects, and animals is so soothing for the students. As well it stimulates a whole different level of thinking and being and learning, that we cannot create in the classroom. Digging in the dirt and watering the plants is therapeutic and they are contributing to the growth of the Garden. We are so blessed to be able to go there. I always take my class to the Garden outside of our classroom visits for the reasons above. They love it there!"

"The workshops were very well organized. You were always waiting for us and then greeted us with such a warm greeting. As soon as we got to you, we started. No waiting around which is important for this age group."

ŁTS Restoration Workshops

We had such a great time doing restoration workshops with the gr 3-6s this year! This 'restoration stream' of the PH Program is a great chance for students to deepen their connection to the practice of ecosystem restoration. The students were so enthusiastic and really put good energy into doing invasive species removal and taking care of their homelands. Their teachers supported them to be really aware of the importance of doing ecosystem restoration, and they were so proud of themselves for healing the land ecosystem so their traditional foods & medicines can thrive.

Most of our restoration days were spent at SNIDÇEL (Tod Inlet), the first WŚÁNEĆ village site and PEPÁKEN HÁUTW's home restoration project. This was a great anchor for the larger picture of ecosystem restoration as the students returned here throughout the year and saw the seasonal changes in this special place.

There were a few exciting trips out to the other places in the WŚÁNEĆ homelands as well! We visited the Horticulture Centre of the Pacific where PEPÁKEN HÁUTW has developed the WŚÁNEĆ Ethnobotany Trail. Students had the opportunity to see several different garden styles, including veggie gardens and



the Japanese garden, as well as walk the trail and learn about the native plants there. In spring, we travelled over to S,DÁYES (Pender Island) and pulled daphne laurel at QENENIᑭ, an important village site and an archaeologically sensitive place. We were joined there by Tsartlip cultural monitor Brandon Wilson, who shared with us the history of QENENIᑭ and ᑭSÁNEĆ protocols for working in such a sensitive area. After much trauma to the land here, it is so healing for the children to be laughing and doing this healing work! There was also a super fun ride filled with birthday songs to and from the ferries in the Community Action Bus!

Our final trip of the year was to SKTÁMEN (Sidney Island). Parks Canada generously organized the Sidney Island ferry to bring us all over, and provided food as well as tools for some beach restoration activities. ᑭSÁNEĆ knowledge keeper Carl Olsen also shared about clam gardens and culturally modified trees in the area, further imprinting on the students the long and unbroken connection that ᑭSÁNEĆ have to the islands surrounding the peninsula.

We are so honoured to have developed this restoration stream of our program for the elementary students and support the next generation of ᑭSÁNEĆ land stewards!

Feedback from Students

“We love taking care of our medicines” – Grade 4

“I feel like I’m at home when I’m at SNIDČEL” – Grade 3

“We are taking care of our lands!” – Grade 5

“I hope I see you next year, cos I’m gonna miss coming out to do restoration.” Grade 6

Feedback from Teachers

Did the restoration workshops complement your curriculum? Can you name any specific curriculum objectives or competencies that were met by the restoration workshops?

Fully tie into ᑭSÁNEĆ ŁKÁLJ (moons) work and ᑭSÁNEĆ and non-ᑭSÁNEĆ invasive IŁĆ (plants) as well as ÁLENEŃČ ŁTE (learning from our homeland).

Can you provide your thoughts regarding the value of these restoration days?

“The students loved them, seeming from the enthusiasm of the instructors, that made it work and they greatly looked forward to our restoration days.”

Can you provide a few comments from students about their experiences doing these restoration days?

“They loved their restoration work and would find invasive species on other learning from our homelands experiences. They were immensely proud of their work restoring their homelands by “helping the trees” and forest. Excellent opportunity we greatly hope to do again, thank you so much for including us!”

WLSS Restoration Workshops

This year, our intention with the secondary workshops was to design and implement meaningful experiences that complimented students' classroom learning. As our pedagogies are relational and informed by Indigenous ethical ways of being on land, students hear W̱SÁNEĆ stories to learn the history and cultural value of our sites and practise W̱SÁNEĆ ethics through restoration and land healing work. We invited teachers at WLSS to collaborate with us, and invited them to suggest topics from curriculum objectives that could be deepened by taking students out on land. One surprising discovery for PEPÁKĒN HÁUTW̱ was to learn that restoration skills align with curricular competencies in secondary Sciences and Social Studies courses. Further in Environmental Science 11, environmental stewardship and restoration skills are listed as content learning outcomes. In consideration of the climate crisis and growing student anxiety, we are confident that PEPÁKĒN HÁUTW̱ will continue to make invaluable contributions to classroom learning while supporting student wellness.

Our first workshop of the year took place at TIKEL. As students walked along the marshland, they learned about the cultural history and importance of food sovereignty for W̱SÁNEĆ peoples. PEPÁKIYE taught students how to identify birds through their songs and appearance. TIKEL has been an important site of restoration for over five years, so after their walk, students worked hard to remove invasive species and create space for native plants that belong to the rich marshland environment. For workshops leading into the winter months, students took on a leadership role with helping to ready plants to be moved to the new garden location, and to prepare for the Autumn Celebration.

To learn about food sovereignty as a right of W̱SÁNEĆ peoples, we designed a problem based approach to our workshop at the Horticulture Centre of the Pacific (HCP). Students were given an imaginary scenario: suddenly an event cut them off from all civilization and they couldn't obtain store bought supplies, so they would have to rely on their environment. To create a high interest activity for teenagers, we presented this dilemma as arising from a Zombie apocalypse. An important goal of the workshop was to encourage critical thinking skills as students considered what they needed to survive, ie. food, medicine, and shelter, while discerning how their environment could help meet these needs. Our team then split the students into three groups. The first explored different styles of gardening as a way to meet nutritional needs, and to highlight the diversity of cultivating plants. Another group learned to recognize different plant parts as identifiers, and gain confidence in choosing plants to eat outside of cultivated gardens. The final group walked through the native



ŚÍSEJ environment and learned how native ecosystems could sustain humans and other life forms. All students gained insight on how WŚÁNEĆ peoples create food gardens in forests in a way that is productive without depleting soil quality or clearing away ecosystems, and a healthy alternative to colonial gardens.

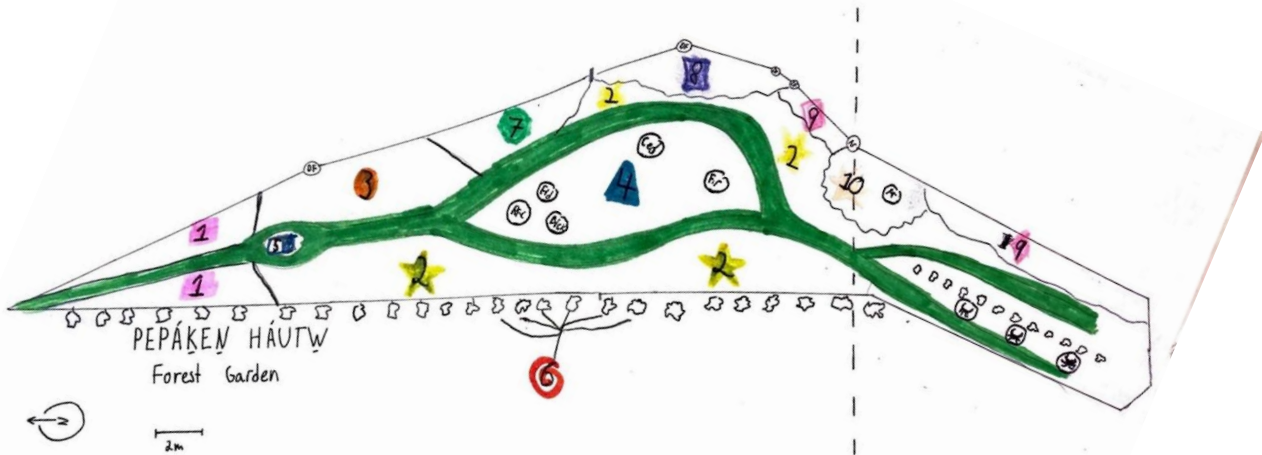
We had a second group of students come down to HCP to connect with the land and learn more about native ecosystems. The workshop began with a native plant walk where our team shared stories about the importance and identifying features of various native plants along with the English and SENĆOTEN names. Each student was given a worksheet that they were told to sketch and write about the plant that spoke to them most. Recording observations is an important tool in science; it opens up the ability to accurately compare and share information with others. Once we finished sharing about the native plant garden, the students explored the garden site on their own by playing games or relaxing.

In late Spring the students returned to SNIDZEŁ for our restoration and exploring workshop. The two classes attending the workshop were Earth Science 11 and Ancient Civilizations 7. Half of our workshop consisted of restoration. While we are conducting restoration we highlight the benefit restoring native ecosystems and connection to land has on the environment and ourselves. The other half of the workshop consisted of exploring SNIDZEŁ, by observing the environment in various lenses depending on the class. With the Earth Science 11 class we shared strategies and techniques for identifying plants and recording our observations. For the Ancient Civilizations 7 class we observed old cement structures and pollution left by the Portland Cement company contrasting it with the coexistence and care for the land that occurred for thousands of years during WŚÁNEĆ occupancy. Evidence of past WŚÁNEĆ existence at SNIDZEŁ is seen through shell middens and culturally modified trees. Both classes were able to focus on information relevant to their respective curriculums as well as actively restore their homelands.

Later in the school year our crew enjoyed another restoration day at SNIDZEŁ with a small group of students. Everyone shared their knowledge of music, SENĆOTEN, their experience in the education system, and of course native plants and animals. One of the teachers even shared a SENĆOTEN rap they were working on. This workshop was an excellent example of how being on the land can promote meaningful dialog that enriches learning of the students and the educators.

Our final event of the school year for the WŁSS students was a Salmon BBQ at SNIDZEŁ to celebrate all the hard work each of the students have shown over the course of the year. Earl Claxton Jr. taught the students how to fillet the STOKÍ (sockeye), on TESIP (Licorice Fern). The STOKÍ, was set up around the fire in KÁTEŁĆ (Oceanspray) stalks to cook for a few hours. While the STOKÍ, was cooking the students enjoyed the beach by relaxing, singing, and playing bone games. We learned a great deal from the challenges and successes that arose over the year; next school year we plan to elevate our program reaching more students and continuing to foster a safe space for education and connection to land.

New ŚÍŚEJ (Forest Garden)



PEPÁKEN HÁUTW

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| <p>1. <u>Thimbleberry</u></p> <p>2. <u>Wet Forest Plants</u></p> <ul style="list-style-type: none"> - Willow - Salmonberry - Sword Fern - Licorice Fern - Lady Fern - Sitka Willow <p>3. <u>Forest Flowers (swamp soil)</u></p> <ul style="list-style-type: none"> - Bleeding Heart - Fringed Cup - Columbine <p>4. <u>Forest Flowers (shade) / Associated species</u></p> <ul style="list-style-type: none"> - Fairy Lily - Trillium - False Lily of the Valley - Columbine - Red-flowered Madonia - Vanilla Leaf - Self Heal - Nettle <p>5. <u>HoneySuckle Signs</u></p> <ul style="list-style-type: none"> - Orange HoneySuckle | <p>6. <u>Rocky Species</u></p> <ul style="list-style-type: none"> - Stoneycrop - Native Strawberry - Kinship/witch - Seablush <p>7. <u>Huckleberry / Associated species</u></p> <ul style="list-style-type: none"> - Huckleberry - Salal - Low Oregon Grape <p>8. <u>Roses</u></p> <ul style="list-style-type: none"> - Indigenous Rose - Bullseye Rose - Nettle <p>9. <u>Forest Shrubs</u></p> <ul style="list-style-type: none"> - Ocean spray - Tall Oregon Grape - Salal/low Berry - Soursucker (Lum) <p>10. <u>Garry Oak Associated species</u></p> <ul style="list-style-type: none"> - Arbutus - Madroño Berry - Seablush - Camas - chiolele Lily |
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In anticipation of our move from the current PEPÁKEN HÁUTW Garden site due to the school's bus lot expansion, we planted a new ŚÍŚEJ. We created the garden design and plant list based on our observations of current surrounding native species, native species available to us, and native species that may have threatened ranges. Our current ŚÍŚEJ is around 13 years old and cannot be immediately replicated; so, we planted the new forest garden anticipating long term succession will occur. Fall is the best time to transplant because the plants are already concentrating their nutrients into stem and root support for the Winter. In late Fall just before the snow came, the PEPÁKEN HÁUTW team, a small number of volunteers, and students from LTS planted the forest garden in a day. All the plantings were from our native plant nursery, and either salvaged or propagated by the students. After the planting was completed all we could do was wait and hope as the forest went to sleep for the Winter.

PEPÁKEN HÁUTW Annual Events

Each year the PEPÁKEN HÁUTW team puts on three events for the whole school to celebrate all the amazing learning the students have done in our workshops! We always have so much fun on these special days with the kids.

ĆENITOLENSET Feast

The autumn celebration was our first outdoor autumn event! We had different activities for all age groups to try and enjoy. Our friends from the Lifecycles Project Society brought their apple press and apples for the students and staff to press. The juice was heated up to become a nice tasty apple cider, which was thoroughly enjoyed by everyone!

PEPAKIYE slow cooked the KŁO,EL that was harvested by the students. The students harvested the KŁO,EL from our KŁO,EL,ENEÇ at the PEPÁKEN HÁUTW garden, so we were able to clean and prepare those for cooking. They were steam cooked for about 48 hours. It was a first for a lot of students to have tried some KŁO,EL. We had smoked salmon ready for students to taste and eat. It was a nice balance of things to taste and try.

ĆENKI,LES Tea Festival

The classes enjoyed their time at the spring tea feast. Each class got to come down and enjoy their time in the garden. We had different teas such as: spearmint, calendula, cornflower, rose, and nettle. Students were able to enjoy their tea in the garden. As well, we had an art table set up with supplies for plant rubbings and a large communal drawing sheet for the students to get creative. The tea fest was a great way for the students to get excited about interacting with the garden and harvesting tea ingredients in the upcoming workshops.



ĆEN,QÁLES Celebration

Our final event of the school year was the ĆEN,QÁ,LES Celebration to acknowledge all the students' hard work and dedication they invested this year. Elder Earl and Kyle barbecued the clams on skewers for everyone to try and enjoy. S,OXE (clams) are a staple food for the WŚÁNEĆ, extremely nutritious and a favourite of many. This year we had SŤOKI, donated to us from Kaleb Child the principal of WŁSS. PEPAKIYE cleaned and filleted the fish and Kyle barbecued the salmon the day before the event. H.A.T. (Habitat Acquisition Trust) lent us an activity table for the students and adults to enjoy. It includes preserved species such as S,OLKE, Sharp-tailed Snake, and MOÍUIĆ (painted turtle). We had four glass water dispensers donated to use which we used at this event. We had frozen grapes, strawberries, and raspberries from the prior season to infuse in the water. We

also added different types of mints and lemon balm. Students explored the garden and picked fresh raspberries, strawberries, kale, lettuce, and rhubarb. Students filled up the small red watering cans to help water our garden beds.



We had an amazing time with all the Tribal School students this year! Despite the uncertainty about potentially moving our garden space all year, we completed another successful school year of workshops at PEPÁKĚN HÁUTW. We believe the students learned valuable lessons about how they fit into the natural world, and how they can become better land stewards. We hope the students felt comfortable in our workshops to continue developing their relationships with each other and the plant and animal kin that supports them.

HÍ,SWĚ SIÁM!

APPENDIX

ŁÁU,WELNEW Tribal School Weekly Workshop Schedule

ŁÁU,WELNEW Tribal School Weekly Workshop Example Lesson Plan

ŁÁU,WELNEW Tribal School Restoration Workshop Schedule

WŚANEĆ Leadership Secondary School Workshop Schedule



ŁÁU, WELNEW Tribal School Weekly Workshop Schedule 2022-2023

| Date | Class& Time | | Workshops |
|---------|--------------------|---------------|--|
| | 10:00-10:45 | 11:00-11:45 | |
| Sept 21 | MENEFIYE | Lindsay | ĆENITOLENSET: Welcome Back! |
| Sept 27 | Becky/Amber | Margo | ĆENITOLENSET: Autumn Gardens & Native Plants |
| Sept 28 | XEDXOLMEŁOT | SFX ILEMTENOT | ĆENITOLENSET: Autumn Gardens & Native Plants |
| Oct 4 | NENSIMU | PENÁ | ĆENITOLENSET: The Earth's Blanket |
| Oct 5th | Monique | Stacey | ĆENITOLENSET: The Earth's Blanket |
| Oct 11 | MENEFIYE / Lindsay | | S, ELEKTEL SCÁĆEL: Goldstream Day |
| Oct 12 | MENEFIYE | Lindsay | QOLEW, SCÁĆEL: Fish processing Day |
| Oct 18 | Traci | Amber | ĆENITOLENSET: The Earth's Blanket |
| Oct 19 | Berkley | Margo | ĆENITOLENSET: The Earth's Blanket |
| Oct 24 | MENEFIYE | Lindsay | ĆENITOLENSET: The Earth's Blanket |
| Oct 25 | XEDXOLMEŁOT | SFX ILEMTENOT | ĆENITOLENSET: The Earth's Blanket |
| Nov 1 | NENSIMU | PENÁ | ĆENITOLENSET: Transplanting PEPÁKEN HÁUTW |
| Nov 2 | Monique | Stacey | ĆENITOLENSET: Transplanting PEPÁKEN HÁUTW |
| Nov 8 | Traci | Amber | ĆENITOLENSET: Transplanting PEPÁKEN HÁUTW |
| Nov 9 | Berkley | Margo | ĆENITOLENSET: Transplanting PEPÁKEN HÁUTW |
| Nov 15 | Stacey | Monique | ĆENITOLENSET: Feast Prep |
| Nov 16 | Berkley | | ĆENITOLENSET: Feast Prep |
| Nov 17 | ALL | | ĆENITOLENSET: Fall Feast |
| Nov 22 | MENEFIYE | Lindsay | ĆENITOLENSET: Transplanting PEPÁKEN HÁUTW |
| Nov 23 | XEDXOLMEŁOT | | ĆENITOLENSET: Transplanting PEPÁKEN HÁUTW |
| Nov 29 | Monique | Berkley | ĆENITOLENSET: Transplanting PEPÁKEN HÁUTW |
| Nov 30 | MENEFIYE | Lindsay | ĆENITOLENSET: Transplanting PEPÁKEN HÁUTW |
| Dec 6 | Traci | Amber | ĆENITELON: Elder/Youth Workshops |
| Dec 7 | Berkley | Margo | ĆENITELON: Elder/Youth Workshops |
| Dec 13 | XEDXOLMEŁOT | SFX ILEMTENOT | ĆENITELON: Elder/Youth Workshops |
| Dec 14 | NENSIMU | PENÁ | ĆENITELON: Elder/Youth Workshops |

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| Jan 17 | Monique | Stacey | ĆENITELON: Elder/Youth Workshops |
| Jan 18 | MENEFIYE | Lindsay | ĆENITELON: Elder/Youth Workshops |
| Jan 24 | Traci | Amber | ĆENITELON: Elder/Youth Workshops |
| Jan 25 | Berkley | Margo | ĆENITELON: Elder/Youth Workshops |
| Jan 31 | XEDXOLMELOT | SFX ILEMTENOT | ĆENITELON: Elder/Youth Workshops |
| Feb 1 | NENSIMU | PENÁ | ĆENITELON: Elder/Youth Workshops |
| Feb 7 | Monique | Stacey | ĆENITELON: Elder/Youth Workshops |
| Feb 8 | MENEFIYE | Lindsay | ĆENITELON: Elder/Youth Workshops |
| Feb 14 | Traci | Amber | ĆENITOLEN: Embracing the Cold |
| Feb 15 | Berkley | Margo | ĆENITOLEN: Embracing the Cold |
| Feb 21 | XEDXOLMELOT | SFX ILEMTENOT | ĆENITOLEN: Embracing the Cold |
| Feb 22 | NENSIMU | PENÁ | ĆENITOLEN: Embracing the Cold |
| Feb 28 | Monique | Stacey | ĆENITOLEN: Embracing the Cold |
| Mar 1 | MENEFIYE | Lindsay | ĆENITOLEN: Embracing the Cold |
| Mar 7 | Traci | Amber | ĆENITOLEN: Embracing the Cold |
| Mar 8 | Berkley | Margo | ĆENITOLEN: Embracing the Cold |
| Mar 15 | XEDXOLMELOT | | ĆENKI,LES: Welcoming the Sun |
| April 4 | NENSIMU | PENÁ | ĆENKI,LES: Welcoming the Sun |
| April 5 | Monique | Stacey | ĆENKI,LES: Welcoming the Sun |
| April 11 | MENEFIYE | Lindsay | Earth Day Tea Festival Prep |
| April 12 | | ALL | ĆENKI,LES Earth Day Tea Fest |
| April 18 | Traci | Amber | ĆENKI,LES: Welcoming the Sun |
| April 19 | Berkley | Margo | ĆENKI,LES: Welcoming the Sun |
| April 25 | XEDXOLMELOT | SFX ILEMTENOT | ĆENKI,LES: Harvest Teas & Spring Gardens |
| April 26 | NENSIMU | PENÁ | ĆENKI,LES: Harvest Teas & Spring Gardens |
| May 3 | Lindsay and Traci | | Red Cedar Moon Farm Field Trip |
| May 4 | Menetiye + | | Red Cedar Moon Farm Field Trip |
| May 9 | Monique | Stacey | ĆENKI,LES: Harvest Teas & Spring Gardens |

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| May 10 | MENEFIYE | Lindsay | ĆENKI,LES: Harvest Teas & Spring Gardens |
| May 16 | Traci | Amber | ĆENKI,LES: Harvest Teas & Spring Gardens |
| May 17 | Berkley | Margo | ĆENKI,LES: Harvest Teas & Spring Gardens |
| May 23 | XEDXOLMEŁOT | SFX ILEM TENOT | ĆENKI,LES: Forest Tea & Spring Gardens |
| May 24 | NENSIMU | PENÁ | ĆENKI,LES: Forest Tea & Spring Gardens |
| May 30 | Monique | Stacey | ĆENKI,LES: Forest Tea & Spring Gardens |
| May 31 | MENEFIYE | Lindsay | ĆENKI,LES: Forest Tea & Spring Gardens |
| June 6 | Traci | Amber | ĆENKI,LES: Forest Tea & Spring Gardens |
| June 7 | Berkley | Margo | ĆENKI,LES: Forest Tea & Spring Gardens |
| June 13 | Stacey | Monique | Prep for celebration |
| June 14 | Berkley | | Prep for celebration |
| Jun 20 | ALL | | CENQALES CELEBRATION |



ŁTS School Wide Events – All Grades Welcome



FIELD TRIP DAYS



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|---|---|---|
| <u>Lesson Title:</u> Bugs and the Environment | <u>Subject:</u> Explore how bugs are a crucial aspect to the health of all ecosystems | <u>WELU,ĆISTENEK (Instructors):</u> PEPAKIYE Sarah Jim Kyle Clarke Earl TEFÁTIN Claxton Jr |
| <u>Grade Level:</u> 4-6 | <u>Suggested Time Needed:</u> ~45 mins | <u>Date:</u> April 3, 2023 <u>ŁKALJ:</u> PEXSISEN |

Purpose:

- ❖ To be interested in insects and other bugs
- ❖ To understand what an insect is and how to differentiate insects from other small creatures
- ❖ Learn the SENĆOFEN names of the insects and plants
- ❖ Understand the role insects play in supporting the environment and people
- ❖ Learn where to find insects and other bugs to observe how they are connected to the ecosystem

Learn how insects interact with plants and why creating more habitat is beneficial to numerous animals

Resources Provided by PEPÁKEN HÁUTW:

- **Plants**
- **Saanich Ethnobotany and/or Saanich Plant Info Cards**
- **Paper and Pens**

SENĆOFEN WORDS

- **STOTLE**, Leaf
- **SPAKEN** Flower
- **TIQEN; ŠTEMIĆEN** Seed
- **DIL, EKILĆ** Strawberry plant
- **KŁO, EL** camas
- **SQEU, LAXE**, Butterfly
- **KÁ, EN** Mosquito
- **SEMSEMÍ, E** bumblebee

- **WEWTEM, YÁĆ** cricket
- **KETKEĆOLE**, spider
- **STEQ** worm
- **SÍ, KSEN** centipede

Ask the Students

- ❖ What moon are we in and what does it mean?
- ❖ Has anyone seen any bugs this year?
- ❖ What is an insect? How is it different from other bugs?
- ❖ What do bugs do for the environment and people?
- ❖ Why are plants important for bugs and why are bugs important for plants?
- ❖ Where can we find bugs?

Caution Bugs are often quite robust, yet, if they have a tendency to break when removed from their homes to observe them. So, they must be carefully handled as we are much stronger than insects and may damage body parts by accident. Please observe the bugs with care. If you are concerned about injuring a bug, please let a PEPÁKEN HÁUTW staff member handle the bug to teach you how to properly handle it. Bugs need all of their parts to have the greatest chance of survival, so we try to exercise extreme caution when interacting with them.

WORKSHOP ACTIVITIES

| Time | SĆA (Activity) |
|--------|---|
| 10mins | <p>ŚELOQ I, ECOSTONES TFE WELU,ĆISTENEK (Circle and introduce instructors)</p> <p>Explain:</p> <ul style="list-style-type: none"> - What moon we are in -How/why is everything waking up from the winter and getting ready for spring -The diversity of insects and their role in the environment -What an insect is and how it differs from other small creatures - How to document observations (write or draw) and the benefit of sharing observations -Where we can find insects and observe how their roles vary depending on their environment <p>What are we doing today?</p> <ul style="list-style-type: none"> -We are searching for insects and other bugs in and around the PEPÁKEN HÁUTW forest garden to build the students understanding of the variation in insects and their role in different ecosystems |

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| | <p>Seek out: an area for students to observe insects or this can be done as a guided walk in a group</p> |
| 15 mins | <p>Activity 1</p> <ol style="list-style-type: none"> 1. Follow the instructor around the forest garden, compost area, and food garden to observe different bugs 2. Explain how specific insect features or habits usually determine their habitat and where you will most likely find them (eg. bees are found near flowers since they eat the nectar and pollen, centipedes are found in the ground since they consume decaying matter and don't have wings, etc.) 3. Visit the main areas where insects and bugs are found <ul style="list-style-type: none"> -Compost pile -Soil -Flowers -Under pots -Under logs or bark <p>Documenting observations is a critical component of science in order to compare observations with others and understand how observations may change over multiple visits</p> 4. While the students are looking, instructors will share about various insects that they know so they can explain how the different insects benefit the environment and us. 5. Bring the group back together to discuss their observations and share the features and types of insects they found most interesting based on their notes and drawings |
| 15 mins | <p>Activity 2</p> <p>-Now that we understand how insects and bugs support the world around us. We are going to promote insect health by increasing their habitat through planting native and agricultural plants</p> <ol style="list-style-type: none"> 1. The instructor will explain why the plants we are planting are beneficial to insects and how the insect will promote increased fruit production and other ecosystem services in the process 2. The instructor will refresh the student on how to properly plant in the garden and forest 3. Once the planting is finished the students will water the newly planted plants 4. We will learn the SENĆOŦEN names for the plant and insects we can identify and how they support us and the environment. We hope to create a relationship with the natural world around us; recognizing the plants and animals is a crucial step in connecting to the land. |

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| 5 mins | <p>ŚELOQ:</p> <p>Ask:</p> <ul style="list-style-type: none"> -What did you learn today? -Why are insects important? -What is an insect? -Why does the world need insects? -How can we promote insect and plant health? -Does anyone have a favorite insect or plant? -If they are comfortable sharing their drawings with the group? -Do you remember any of the SENĆOTEN names for the plants we interacted with? <p>Explain:</p> <ul style="list-style-type: none"> -Why understanding the role of insects is important to a healthy environment -How to tell what is and isn't an insect -How plants support insects and how insects support plants -How the student's observations allow them to compare plant and animal features to more easily identify the species |

HÍ,SWKE SIÁM!



LÁU, WELNEW Tribal School Restoration Days 2022-2023

We are so excited for another year of restoration days with the LTS students! We open and close these days with a sharing circle. At the beginning of the workshop, we share about the WSÁNEĆ places we are in as well as a special native plant or two for students to consider. We also ask what they know about “invasive species” and “restoration.” Each workshop has a core element of students doing actual ecosystem restoration activities to help heal the land.

We recommend teachers follow up these days with journal activities and a reflection on the plants they have learned about during the day. We have resources to support you! Please check out <https://pepakenhautw.com/resources/ph-worksheets/> and download these helpful teaching materials to support the learning we do with the students on the land.

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| Classes | Gr 3-6 |
| Time | 10am-12pm |

| date | location |
|-----------------|---|
| Thursday Oct 13 | SNIDÇEŁ (Tod Inlet) |
| Thursday Nov 3 | SNIDÇEŁ (Tod Inlet) |
| Thursday Nov 24 | Horticulture Centre of the Pacific (HCP, 505 Quayle Rd) |
| Thursday Mar 2 | SNIDÇEŁ (Tod Inlet) |
| Thursday Mar 16 | SNIDÇEŁ (Tod Inlet) |
| Thursday Apr 20 | QENENIW (on S,DÁYES/Pender Island) |
| Thursday May 11 | SNIDÇEŁ (Tod Inlet) |
| Thursday May 25 | Sidney Island |
| Thursday June 8 | SNIDÇEŁ (Tod Inlet) |

SNIDÇEŁ: an ongoing restoration project that has involved WSÁNEĆ community and youth since its start in 2010.

HCP: large volunteer run gardens and horticultural school. PH is working to increase awareness of native plants, ecosystems and W̱SÁNEĆ culture through the W̱SÁNEĆ Ethnobotany Trail.

QENENIW: a restoration project on the reserve land adjacent to Poet's Cove, W̱SÁNEĆ youth have come in almost every summer since 2020 to remove mostly daphne laurel and some broom.

Sidney Island: we will check with Parks Canada to see if we can participate in the restoration work out at Sidney Island!

*More information about PEPÁKEN HÁUTW restoration projects
can be found at pepakenhautw.com!*



WSÁNEĆ Leadership Secondary School Restoration Days 2022-2023

We are excited for another year of restoration days with the WLSS students! We open and close these days with a sharing circle. At the beginning of the workshop, we share about the WSÁNEĆ places we are in as well as a special native plant or two for students to consider. Students rotate through stations focussing on various aspects of native plants and ecosystems. Each workshop has a core element of students doing actual ecosystem restoration activities to help heal the land.

We recommend teachers follow up these days with journal activities and a reflection on what they have learned. We have resources to support you! Please check out <https://pepakenhautw.com/resources/ph-worksheets/> and download these helpful teaching materials to support the learning we do with the students on the land. Tracey also provides supportive materials in the lesson plans provided before each workshop.

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| Time | Workshops generally run from ~9am-12pm but can be catered to your classes schedule and timing |
| Events | Schoolwide, located at PH. WLSS students welcome to participate and/or take leadership roles! |
| WLSS Event | Event specifically for WLSS students located at the site indicated on the schedule for that day |

| Date | Location | Teacher(s) |
|-------------|---|-----------------------|
| October 14 | SNIDÇEĒ (Tod Inlet) | 7, 8, 9 Cohort |
| October 28 | TIKEL (end of Kersey Rd) | 7, 8, 9 Cohort |
| November 17 | ÇENITELONSET (Autumn) Feast | All |
| November 25 | PH transplanting | 7, 8, 9 Cohort |
| April 14 | Horticulture Centre of the Pacific (HCP, 505 Quayle Rd) | SXEDFELISIYE & STIWET |
| April 18 | Earth Day Tea Festival | All |
| April 27 | Horticulture Centre of the Pacific (HCP, 505 Quayle Rd) | Anton & Kristen |
| April 28 | Horticulture Centre of the Pacific (HCP, 505 Quayle Rd) | STIWET |
| May 4 | SNIDÇEĒ (Tod Inlet) | Anton & Kristen |
| May 12 | TIKEL (end of Kersey Rd) | 7, 8, 9 Cohort |
| May 26 | SNIDÇEĒ (Tod Inlet) | SXEDFELISIYE & STIWET |
| June 16 | Salmon BBQ at SNIDÇEĒ | WLSS |
| June 20 | ÇENQÁLES (Summer Celebration)/Cultural Day | All |

SNIDŪĒĻ: our home restoration project at the first W̄SÁNEĆ village site that has involved W̄SÁNEĆ community and youth since its start in 2010.

TIKEL: a restoration project initiated by W̄SB over 5 years ago but was not continued after its first year. A great opportunity to illustrate to students the impact that sustained stewardship can make!

HCP: large volunteer run gardens and horticultural school. PH is working to increase awareness of native plants, ecosystems, and W̄SÁNEĆ culture through the W̄SÁNEĆ Ethnobotany Trail.

*More information about PEPÁKEN HÁUTW restoration projects
can be found at pepakenhautw.com!*