



PEPÁKĒN HÁUTW Native Plants & Garden Program

LÁU,WELŅEW Tribal School, Brentwood Bay BC

<p><u>Lesson Title:</u> ĆENTŌĒEN: Native Pollinators and Veggie Greens</p>	<p><u>Subject:</u> What are pollinators and how can we can feed them?</p>	<p><u>WELU,ĆISTENEK (Instructors):</u> Earl FETÁTIN Claxton Jr Judith Lyn Arney and Ashley PEPÁKĪYE Cooper</p>
<p><u>Grade Level:</u> SĒWĪĒĆ 3</p>	<p><u>Time Needed:</u> 45 mins</p>	<p><u>Date:</u> Feb 7, 2017 <u>ŁKALĪ:</u> ŅĪ,ŅENE</p>

Purpose

- ❖ Discuss pollinator species and consider the difference between native and non-native pollinators
- ❖ Identify different pollinator species and plants that support them
- ❖ Become familiar with a few specific native and non-native plants that attract pollinators
- ❖ Knowing which season to propagate plants cuttings
- ❖ Understand the importance of adding compost in when veggie planting seeds

Resources:

- ❖ Cuttings of WĪWQ,ĪĒĆ (Red Flowering Currant) & KIDE,ĀNEĒP (Honey suckle)
- ❖ Pots
- ❖ Soil
- ❖ Labels + Pens
- ❖ Vegetable seeds (Carrots, kale, spinach)
- ❖ Seeding trays

Resources Needed From Teachers:

- ❖ Name Tags
- ❖ Warm Clothing and footwear that's appropriate to get a little dirty

Ask the students

- ❖ What kind of native pollinators do we have here?
- ❖ How can we help them?
- ❖ Are native plant flowers important?



WORKSHOP ACTIVITIES

Time	SĆÁ (Activity)
4 min	<p>ŚELOQ I, EĆOSTONES TFE WELU,ĆISTENEK (Circle and introduce 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>Talk about pollinators: What are pollinator species? Can you name some of them? Look at the mason bees houses and photos of different pollinator species. What are some challenges pollinators face in the environment?</p> <p>Break into two groups.</p>
18 min	<p>Group 1:</p> <ol style="list-style-type: none"> 1. Discuss WIWQ,ILĆ (red flowering currant, <i>Ribes sanguinem</i>) and KIDE,ANELP (orange/western trumpet honeysuckle, <i>Lonicera ciliosa</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 PEPÁĶEN HÁUTW for safekeeping in the cooler weather. Discuss the heating bench and how it helps cuttings grow.
18 min	<p>Group 2:</p> <ol style="list-style-type: none"> 1. Fill the half a bed with rich compost and discuss what makes soil nutritional. 2. Examine the vegetable seeds and discuss the life cycles of seeds. Use trowel or fingers to create rows in the 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 PEPÁĶEN HÁUTW envelope in the staff room!

HÍ,SWĶE SIÁM!