



## PEPÁKEN HÁUTW Food Systems Education Program

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<b><u>Lesson Title:</u></b> ĆENKĪ,LES Native Plants & Garden Transplanting	<b><u>Subject:</u></b>	<b><u>Month:</u></b> March-April <b><u>LKALJ:</u></b> PEXSISEN <i>"The moon of the opening hands – the blossoming out moon"</i>
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### Purpose:

- ❖ Practice the SENĆOFEN name for native plants
- ❖ Give students opportunity to learn how to identify culturally important plants to the WSÁNEĆ
- ❖ Observe the native plants waking up from winter and learning about plant life cycles
- ❖ Distinguish the difference between seedlings and seed
- ❖ Gain experience transplanting veggies into beds
- ❖ Pick and taste 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

### Ask the Students

- ❖ What are the SENĆOFEN 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)
	<p><b>ŚELOQ I, EĆOSTONES TFE WELUIĆISTENEK</b> (Circle and introduce instructors)            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>ŚÍSEJ</b> (forest) and explore what plants are waking up and blossoming.</li> <li>2. Harvests a few different types of leaves and needles to taste. Talk about harvesting protocols about offering prayers and giving thanks before taking from the plants. Harvest some of the <b>JSÁY</b> and <b>SĆEMÍEK</b> (douglas and grand fir) needles, and <b>TEXEN,ILĆ</b> (Indian plum) leaves and compare tastes.</li> <li>3. Discuss the lifecycle of plants and how plants “wake up” in spring. Explore the vegetable garden by looking for vegetables and herbs we recognize and enjoy. Ask questions such as Remember the beans climbing the fence last year? Remember how big the rhubarb gets? Look inside the nursery and ask the students 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 and ask students “Do we need to add some compost to make the soil healthier?” Let’s do it!</li> <li>5. Discuss the 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>STEMIĆEN</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? Share a song and prayer if the time permits.</li> <li>2. Observe the <b>ĆŁO,ELENEĆ</b> (camas meadow) and search for the <b>PEPAKEN TFE ĆŁO,EL</b> (blossoming camas). Compare the small <b>ĆŁO,EL</b>(camas)to the mature flowering <b>ĆŁO,EL</b>. Discuss the seed to bulb life cycle and how long it takes for <b>ĆŁO,EL</b> to flower.</li> <li>3. Touch and taste <b>SKEX</b> (nodding onions) and discuss what they taste like. Observe and compare the <b>ĆÁLK</b> (bud) to the <b>SPAKEN</b> (flower) of the <b>SKEX</b>. Demonstrate how to take 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</li> </ol>
	<p><b>ŚELOQSET (Make a circle):</b> What did you learn about today? What was your favourite part?</p>