PEPÁḴEN̲ HÁUTW̲ Native Plants & Garden Education Program

ŁÁU,WELN̲EW̲ Tribal School, Brentwood Bay BC

Workshop: **Welcome to PEPÁḴEN̲ HÁUTW, the Blossoming Place/ĆENQOLEW̲ Moon**	Grade Level: 4/5	Subject: Plant Identification, exploration, learning SENĆOŦEN names of plants, planting seeds
	Time Needed: 45mins	**Date: Sept 16, 2014**

BC Min of Ed Learning Outcomes addressed in this lesson (and subsequent lessons):

- Science 4 make predictions, supported by reasons and relevant to the content
- Science 4 use data from investigations to recognize patterns and relationships and reach conclusions
- Science 4 compare the structures and behaviors of local animals and plants in different habitats and communities
- Science 4 demonstrate awareness of the Aboriginal concept of respect for the environment
- Science 4 determine how personal choices and actions have environmental consequences
- (waves - travels in all directions)
- Science K to 7 (2005) 5 analyse how the Aboriginal concept of interconnectedness of the environment is reflected in responsibility for and caretaking of resources
- Science K to 7 (2005) 5 describe potential environmental impacts of using BC's living and non-living resources
- Science K to 7 (2005) 5 identify methods of extracting or **harvesting** and processing BC's resources
- Social Studies K to 7 (2006) 4 apply critical thinking skills including comparing, imagining, inferring, identifying patterns, and summarizing selected problems and issues
- Social Studies K to 7 (2006) 4 gather information from a variety of sources
- Social Studies K to 7 (2006) 4 identify alternative perspectives on a selected event or issue
- Social Studies K to 7 (2006) 4 distinguish characteristics of various Aboriginal cultures in BC and Canada
- Social Studies K to 7 (2006) 4 identify effects of early contact between Aboriginal societies and European explorers and settlers
- Social Studies K to 7 (2006) 4 describe technologies used by Aboriginal people in BC and Canada
- Social Studies K to 7 (2006) 4 describe technologies used in exploration, including:
  food preservation
- Social Studies K to 7 (2006) 4 describe Aboriginal peoples relationship with the land and natural resources
- Social Studies K to 7 (2006) 5 apply critical thinking skills including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing to a range of problems and issues
- Social Studies K to 7 (2006) 5 gather a body of information from a variety of primary and secondary sources
- Social Studies K to 7 (2006) 5 explain why sustainability is important
- Social Studies K to 7 (2006) 5 analyse environmental effects of settlement in early BC and Canada

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

- Ask questions and form hypotheses based on investigations and knowledge sharing
- Compare plants in different stages of their lifecycles and discuss plant strategies
- Discuss the reasons why planting food is important
- Understand the cultural relevance of native plants

INSTRUCTIONAL ACTIVITIES:

Time	**Activity**
2mins	Introduction to workshop facilitators Ground rules for investigative learning (start with what you know, ask questions, make hypothesis- I think, I wonder, collaborate, test your idea, share, get a little dirty, use a knowledge circle) Break up into 2 groups
20mins	Instructional Activities (Checking for understanding, modeling, guided practice, independent practice) Vegetable Garden Introduction: 1. Vegetable/Plant investigation: Each group has a picture of a garden vegetable, they match the pictures up with what is growing in the garden and then tell the class about what they observed. "What do you already know about this plant? What did it, look, smell, taste like? Why do you think it is important to grow it? Who else knows something about this plant? What questions do you still need to investigate?" 2. Lifecycle- what is happening to the plants in this bed that are standing straight up? What do you already know about a plants' lifecycle? What do you think the plants' 'strategies' are for keeping it's species going? 3. Taste test using your senses: carrots, tomatoes etc. How do we harvest and process foods? 4. Why is growing local food important?
20 mins	Native Plant Introduction 1. Tour of native plant nursery: taste, touch, smell 2. SENĆOŦEN terms for three plants: Yerba buena *Satureja douglasii* - TI,IŁĆ Garry oak *Quercus garryana* - ĆEN̲ÁŁĆ Camas *Camassia spp.* - ӾŁOEL 3. Discussion of ethnobotany for these three plants 4. Seed ӾŁOEL (camas) seeds in ĆEN̲ÁŁĆ (Garry oak) native plant garden 5. Discussion of ӾŁOEL lifecycle (requires overwintering, harvest time when flowers are visible)

2mins	Knowledge Circle/Closing: (taking notes here might be helpful). To the students, now that you have had an introduction into the garden, "What do you wonder about?" "How can you investigate further before we meet again?"

Materials Needed:

- Knife (to cut carrots before lesson)
- Garden Plant 'treasure hunt' cards
- Garden Gloves and Trowels
- Magnifying glasses
- Plant starts
- ƘŁOEL (*Camassia spp*) seeds

Follow up Activities:

1. Take samples of plants from the garden at different parts of their lifecycle, and continue to investigate the parts of the plant. (Activity 1 from teacher's lesson plan).
2. What 'I wonder' or 'I think' questions came up out of the knowledge building circle? How can these be investigated further?

Optional Follow Up Activities:

1. Group Created Fact Sheets - Write guiding questions in the middle of individual chart paper sheets

Example Questions:

- What do we receive from a garden?
- How does a garden help feed a community? (Physically, Mentally, Emotionally, Spiritually, etc.)
- What are seeds and why are they important?
- What does a garden need from us?
- Which of the plants you learned about grew here before European settlers came?
- How are various plants you investigated important to your culture?
- How is food an environmental/ sustainability issue?
- What are native plants?
- What are culturally important plants?
- How can you use some native plants?
- What native plants do you see every day? How are they used?

2. Separate students into small groups and assign each group to a sheet. Allow students to brainstorm and record numerous responses.

3. Rotate students to another sheet, allow students to brainstorm and record several responses.

4. Review each question as a whole group, revising facts as needed and discussing responses to broaden student's understanding.

Please fill out our feedback forms and leave them in the envelope at the front office!

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