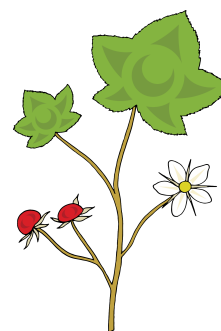




## PEPÁKEN HÁUTW PROGRAM ANNUAL REPORT 2021-2022

ÍY SÇÁCĚL! The main objective of the PEPÁKEN HÁUTW program at the LÁU, WELNEW Tribal 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 WŚÁNEĆ 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 personalized 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 SNIDČEĚ and throughout the WŚÁNEĆ homelands. Our team is comprised of WŚÁNEĆ knowledge keepers, experienced teachers, and ecosystem restoration practitioners to offer students well rounded, holistic, and rich outdoor educational experiences. Students deepen their SENĆOFEN while learning through traditional stories, fostering food sovereignty, and discovering the rich ecology of plants on the WŚÁNEĆ territories.



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## **PEPÁKEN HÁUTW TEAM**

PEPAKIYE Cooper (WJOLELP) – LTS Program Director

Judith Lyn Arney – Ecosystems Director

Earl Claxton Jr. (STÁUTW) – Elder

Sarah Jim (WSÍ,KEM) – Stewardship Coordinator

Tracey Murphy – WLSS Program Coordinator

Kyle Clarke – Stewardship Instructor

Hannah Glass – Restoration Crew



## **PEPÁKEN HÁUTW WORKSHOPS**

**Sept 2021-June 2022**

**LTS WEEKLY WORKSHOPS @ PH**

- Served students from grades K to 7 by offering weekly workshops
- Introduced students to PEPÁKEN HÁUTW and experiential learning in the garden
- Reconnected students to the garden work to engage curiosity and relationships lost in the pandemic
- Offered structured workshops based on the WSÁNEĆ moons and seasonal practices of food sovereignty
- Emphasized to teachers the value of our garden as a communal space of learning and encouraged teachers to independently make use of the garden

PEPÁKEN HÁUTW offers weekly workshops to kindergarten - grade 7 students from LAU, WELNEW Tribal School. Students have the opportunity to experience our outdoor classroom located at PEPÁKEN HÁUTW. This year, educators PEPAKIYE Cooper and Tracey Murphy focused on kindergarten students to give them first hand and sensory experience of our program and learning outdoors. This was important as many children experienced social isolation during the pandemic.

The design of our workshop schedule (see LTS schedule) emerges from the 13 WSÁNEĆ moons. The end of summer and early fall is dedicated to final harvests and preparing for the winter

season by covering plants with leaves – an Earth Blanket, so that students can learn about how leaves decompose and the mulch protects and returns nutrients to the soil. In the winter, we create a cozy space for Elders to visit and teach classes. This year, in light of the ongoing pandemic risks on Elder’s health, we decided to have a youth lead craft project. Sarah Jim led the winter workshops with a youth craft project, where every student at LTS designed and painted a wooden cutout for our garden fence.



*Installing cutouts from winter art workshops*

In February, we began outdoor workshops to plant vegetable seeds in the green house, so students could identify when it was a good time to plant similar foods at home. In March, students learned how to plant cuttings from Salmonberries, Thimbleberries, and Trailing Blackberries. Spring bloomed through April to June, and so we shifted our focus to the beauty that spring brings as plants begin to wake up and move along in their life cycle. We sought to show students how each plant worked hard to undergo vast change that will soon provide gifts for us and the Earth. We shared how plants grow through nutrient uptake, hydration, and photosynthesis; as well as how our actions such as composting, watering, and mulching encourage a healthy garden. When the flowers started to bloom in the garden, we explained how their beauty expressed the reciprocal relationship between flowers and pollinators, and promoted future plant and insect generations. In the final weeks of the school year most of the food plants were ready to harvest. Students had time to explore the gardens and try harvesting and eating different foods. We emphasized the gifts that plants share as a result of the students' care throughout the year. By pointing out the yearly cycles of plants and animals, students learn that their attention and hard work within the garden promotes the persistence of this great place for the next year.



## ETS RESTORATION WORKSHOPS

- 55 students in grades 3, 5, and 6 were scheduled in 5 workshops
- Skill building to do land restoration work
- Expansion of SENĆOFEN through ecological and cultural knowledge sharing
- Built esteem as students saw outcomes over the duration of the workshops
- Students developed a deeper connection to their identity by learning about the traditional stories of SNIDĆEEL (Tod Inlet)

ETS students from Lindsay Graham Carlson's gr 3 class, Monique Sam's grade 5 class and Berkeley Lott's grade 6 class participated in ecosystem restoration workshops at SNIDĆEEL! Judith Arney and Sarah Jim taught students how to pull out a large patch of english ivy, which is ideal for students of this age group. Students did an incredible job! Students observed how they could see their progress at the end of the work day and when they returned for another day of restoration. For every visit we included a walk around around SNIDĆEEL, to teach students about one or two native plants. The purpose was to demonstrate to students how one plant was part of a larger ecosystem. While we shared cultural and ecological knowledge, students had opportunities to touch the plants. During the restoration workshops, we started with an opening circle to ground students in their place and shared the stories of SNIDĆEEL, while connecting the history of the place to the present day. At the end of every workshop, we had closing circles for students to share feelings and reflections on restoration work. These students took great pride in their work to heal land at their original village site of SNIDĆEEL! Many of their reflections included how students felt a sense of home and enhanced connection to SNIDĆEEL and how they expanded their knowledge of the plant medicines (see 'Teacher & Student Feedback' section for quotes).



SELEKTEL SCÁCEL is a day that the PEPÁKEN HÁUTW team hosts a workshop at SELEKTEL (Goldstream) with Lindsay Graham and MENEFIYE's grade 3 classes in October.



The objective of the day was for the students to connect to a culturally significant place in WSÁNEĆ, creating an experience for students to remember, for students to witness community members fishing and demonstrating how to clean and filet a QOL,EW (chum salmon). The PEPÁKEN HÁUTW team got a fire started at SELEKTEL for students to warm up by on the rainy autumn day. Students arrived, ate lunch, and headed down to the river to watch PEPAKIYE and Brandon George (community member and EA of grade 3 class) demonstrate how to dipnet as a team. They caught QOL,EW (salmon) to show the students and then Elder Earl Claxton Jr. demonstrated how to clean and filet the salmon while sharing stories and teachings about the salmon spawn. All of the salmon were smoked on a separate day and shared with the class and community members.

## WLSS WORKSHOPS

**March 11, April 8, May 6, May 27, June 10**

- 40 students in grades 7, 8, and 9 participated in 5 half day workshops
- Introduced secondary students to future careers related to land restoration, art, and cultural revitalization
- Expanded students repertoire of restoration skills
- Encouraged students to reflect on their identity and roles as young leaders in community
- Illustrated to students through experiential learning, the connections between art, culture, and land knowledge
- Exposed students to the extensive work being done on the peninsula to revitalize relationships with land

PEPÁKĒN HÁUTW offered WLSS students a series of land based workshops for their elective programming on Fridays. We met with students from grades 7, 8, and 9 for five workshops at different locations on the peninsula (see WLSS schedule). Each workshop had a unique theme to teach WSÁNEĆ students about their identity and culture through land based learning and restoration. Additionally, we encouraged students to reflect on their roles in their community as young leaders. We began this series at SNIDČEĒ so students could reflect on their identity and place through the story of SĒMEW, the first WSÁNEĆ person. Students learned the skills and safety protocols to do land restoration work with Judith Lyn Arney and removed invasive species at SNIDČEĒ.

For the second workshop, students met with Beangka Elliott at the Tsartlip Health Centre. Beangka described how the colonialism of land paralleled the colonialism of Indigenous bodies. As students removed weeds and cared for the health center garden, they were encourage to explore ideas around wellness, consent, and the natural laws of the WSÁNEĆ peoples.

The third workshop took place at the Horticulture Centre of the Pacific (HCP), where students explored the WSÁNEĆ Ethnobotany Trail & Restoration Project, a partnership project between the PEPÁKĒN HÁUTW Foundation and the HCP. Themes of creativity and innovation were evident in this workshop as PEPÁKIYE taught students how to harvest and weave willow bark. In addition, students used the HCP and PH collaborated trail pamphlet to walk through the trails and were elated to see plant signs with SENČOFEN and Sarah's artwork.

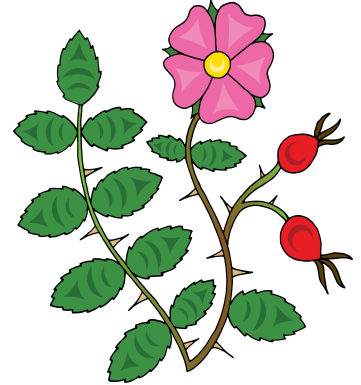
Students practiced their leadership skills during the fourth workshop, returning to SNIDČEĒ for team building activities and continued building their relationship to land through restoration.

Elder Earl Claxton Jr. did a traditional salmon barbecue for our fifth workshop with stories of the salmon as the secondary school gathered together on the beach at SNIDČEĒ for a feast. While the salmon roasted on the fire, students chose to do art activities, help Earl with the salmon, go off on a scavenger hunt, do cedar rope weaving, or play bone games. We are keen to further develop ideas and leadership workshops, particularly to facilitate experience in land restoration work as students consider their futures!



## SAEC Workshops

PEPÁKĒN HÁUTW planned a series of five workshops in the spring of 2022 with the SENĆOŦEN IST program (see SAEC schedule). Due to circumstances outside of our control, we were only able to meet with this group once and had an amazing workshop touring PEPÁKĒN HÁUTW's WŚÁNEĆ Ethnobotany Trail Project at the Horticulture Centre of the Pacific. We also did some willow, hardhack, and rose propagation through cuttings. We look forward to formalizing a schedule in the new school year to do more enriched cultural and ecological programming with the SAEC students!



## EVENTS

Every year PEPÁKĒN HÁUTW puts on three school wide events for students and staff at WSB. These events are always fun opportunities to celebrate the students and their hard work learning about native plants and food systems!

### ĆENITOLEŦSET HARVEST FEAST DAY

**November 18**

- Served 350 students, staff, and community members
- Students, staff and community to prepared for and celebrated the transition to winter
- Leadership by grade six students in preparation and delivery of the feast
- Harvested food for community meal
- Activity station engaged students with fun activities and hands-on learning about the ecology of the WŚÁNEĆ territory
- Offered cultural connections, songs, and community building

ĆENITOLEŦSET Harvest Feast celebrated the abundance of food from our garden and the transition to winter months. Students spent the months leading up to the feast learning how to get garden beds ready for the winter. In every workshop, students covered the garden beds with blankets of leaves and sang lullabies to the plants. For the feast,

Tracey Murphy worked with a number of generous community volunteers as well as our partners at Habitat Acquisition Trust (HAT) to collect food from our garden and help out with the feast day. Local fishers and school teachers, Georgeann and Lisa, provided delicious smoked salmon. Saanich Organics donated local organic vegetables and Lifecycles Project Society donated local apples to add to the feast table. Grade 6 students from Berkeley Lott's class took a leadership role to work alongside volunteers preparing food, cooking and serving the meal. The feast included teas made with WSÁNEĆ plants. Additionally, we set up a learning station filled with plant based activities, information and live native plants from our nursery. While students, staff, and guests lined up for food, Elder Earl Claxton Jr. told stories about the seasons and traditions of the WSÁNEĆ peoples. WLSS principal Kaleb Child sang songs to welcome the feast and express gratitude for the rich



abundance of food that comes from the WSÁNEĆ territories. While we took care to follow COVID protocols, and rotated classes in limited numbers, this opportunity gave time for students, teachers, and community to come together and begin transitioning to the winter.

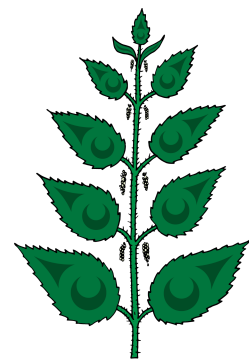


## Earth Day Tea Festival

April 12

- 350 elementary, secondary students, and adult education students rotated through the tea festival
- Green Muse Herbs and other local groups donated dried plants and loose teas
- Students helped transition the garden from winter to spring
- Students made tea blends from native plant teas and learned about the medicinal/health uses
- Students learned and practiced the SENĆOŦEN words for native plants
- Creating tea bags as gift for families was a central feature of the festival

Our popular tea festival offers an opportunity to welcome spring as students begin to wake up the garden and learn about the life cycles of plants by planting the vegetable and flower starters that they started in February and March. To prepare for the event, PEPÁKĚN HÁUTW gathered dried plants and loose teas donated from Green Muse Herbs and other local donors. The dried teas included KÁLK (Rose), TEXTEX (Stinging nettle), TIHIŁĆ (Labrador tea), Peppermint, SKÉMÍEK + JSÁY (Balsam and Douglas fir tips) KĚL, EK (Rosehips) TELIKĚLP (Yarrow). Spring weather was unseasonably cold this year. April 12 was a particularly cold and rainy day, so tea stations at the garden offered a warm place to meet up, socialize, and talk about the upcoming spring season. Students, staff, and guests were invited to open up the jars of tea and describe the different smells, and then experiment by adding different tea mixtures to their tea bags. Additionally, everyone was invited to make a tea bag as a gift, as a way to express care and love for someone in their lives. Students from every grade attended the event and were excited to create unique tea blends. PEPÁKĚN HÁUTW staff encouraged students to describe their tea blends through the senses, learn about traditional uses for plants, and practice SENĆOŦEN words.



## ĆENQÁLES Summer Celebration

June 20

- Elementary and Secondary students attended, and adult school students were invited to drop by
- Collaborated with ŁTS Cultural Day to celebrate the end of a successful school year
- Encouraged community building by inviting groups to set up experiential learning stations
- Students took leadership roles to introduce guests to the garden space
- Seasonal food was picked from the garden and shared

As we have for many previous years, PEPÁKEN HÁUTW collaborated with the ŁTS Cultural Day to finish the year with a fantastic event! ĆENQÁLES was an opportunity to celebrate a successful year of learning and the hard work of students to create a vibrant garden space. This event encourages community building, and this year included the following contributions:

- Habitat Acquisition Trust (HAT) set up an information table with coloring pages, face painting, bubbles and professional development information for teachers
- Ken Josephson from UVic Community Mapping Office offered vegan dips made from pine and spruce with crackers, and spruce infused water as an example of a healthy snack that supported food sovereignty
- The Living Lab assistants Desiree Jones and Lyndsey Joseph facilitated a tea station
- Elder Earl Claxton Jr. barbecued clams
- PEPÁKEN HÁUTW crew members Hannah Glass and Kyle Clarke ran a sensory and touch curiosity table to generate student interest in the complexity and beauty of the natural world. Students were shown and interacted with: native plants and seeds, mosses, bird's nests, skeletons, insects, dragon flies, butterflies, beach touch tank, minerals, and mushrooms.
- The garden was busy as students tried out harvest food in the garden like rhubarb and strawberries, and introduced the garden to guests.



## What are Students and Teachers Saying?

### Teachers:

Did our workshops meet the learning objectives of the lesson plan?

*"Yes"*

Are the lesson plans helpful?

*"Very helpful"*

Have you noticed a difference in student engagement when using the outdoor space at PEPÁKEN HÁUTW?

*"Not many things can compete with fresh air and dirty hands in terms of student learning and engagement"*

*"Engagement has been consistently high"*

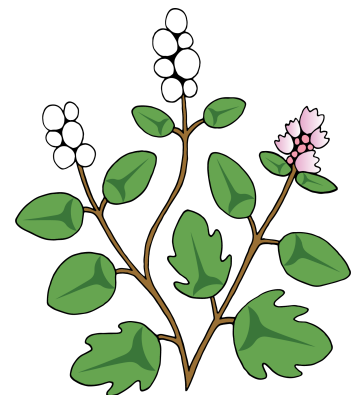
Is this program beneficial to your class?

*"Very valuable and extremely valuable"*

### Students:

*"I feel so good that we're restoring our medicines"*

*"When I'm working at SNIDŪĒĒ I feel like I'm at home"*



*“PEPÁKEN HÁUTW\_ is important to me because I get to plant salmonberries”*

*“I like to water plants and plant salmonberries, and taste things and make tea”*

*“You don’t know how important PEPÁKEN HÁUTW\_ is to me. I like to make tea, I like to make medicine for our loved and sick ones. I also love learning about plants, and plants that we can use. I wouldn’t have made it this far without PEPÁKEN HÁUTW\_”*

*“I like to learn about native plants”*

*“I like to taste the plants at PEPÁKEN HAUTW. The miner’s lettuce tastes good”*

*“I really like to make tea at PEPÁKEN HÁUTW\_”*

*“I like to make tea and grow plants. PEPÁKEN HÁUTW\_ is important”*



# PEPÁKEN HÁUTW Native Plants & Garden Program

## 2021-2022 Workshop Schedule

Date	Workshop	Class& Time		
		1030-1130	12:30-1:30	1:30-2:30
Sept 28	ÍY ØENSTÁCEL: Welcome Back!		Menetiye (2-3)	Lindsay (3)
Oct 5	ĆENITELONSET: Autumn Gardens & Native Plants	Traci (2)	Katia (k-1)	Margo (1)
Oct 12	ĆENITELONSET: Autumn Gardens & Native Plants	Menetiye (2-3)	Stacey (4-5)	NENSIMU (4)
Oct 19	ĆENITOLENSET: Autumn Gardens & Native Plants	Becky	Amber (K)	Janice (K)
Oct 26	S,ELEKTEL SCÁCEL: Goldstream Day!		Menetiye / Lindsay	
Oct 29	ĆENITOLENSET: The Earth's Blanket	Stacey (4-5)	Monique (5)	Pena(5)
Nov 2	ĆENITOLENSET: The Earth's Blanket	Katia (K-1)	Traci (2)	Margo (1)
Nov 9	ĆENITOLENSET: The Earth's Blanket	Becky (K)	Amber (K)	Janice (K)
Nov 16	ĆENITOLENSET: The Earth's Blanket	NENSIMU (4)	Menetiye (2-3)	Lindsay (3)
<b>Nov 18</b>	<b>ĆENITOLENSET HARVEST FEAST DAY</b>		<b>ALL</b>	
Nov 23	ĆENITOLENSET Workshops		Amber (K)	Janice (K)
Nov 30	ĆENITOLENSET Workshops		Becky (K)	Katia (K-1)
Dec 7	ĆENITOLENSET Workshops		Margo (1)	Traci (2)
Dec 14	ĆENITOLENSET Workshops		Menetiye (2-3)	Lindsay (3)
Jan 18	ĆENITOLENSET Workshops	Monique (5)	Stacey (4-5)	NENSIMU (4)
Jan 25	ĆENITOLENSET Workshops	Berkeley (6)	PENA (5)	Ms G (6)
Feb 1	ĆENTOLEN: Winter Native Plants & Spring Vegetable Seeds	Pena (5)	Berkeley (6)	Monique (5)
Feb 8	ĆENTOLEN: Winter Native Plants & Spring Vegetable Seeds	Stacey (4-5)	Katia (K-1)	Margo (1)
Feb 15	ĆENTOLEN: Winter Native Plants & Spring Vegetable Seeds	NENSIMU (4)	Amber (K)	Janice (K)
Feb 22	ĆENTOLEN: Winter Native Plants & Spring Vegetable Seeds	Menetiye (2-3)	Traci (2)	Becky (K)
Mar 1	ĆENTOLEN: Winter Native Plants & Spring Cuttings	Amber	Monique (5)	Ms G (5)
Mar 8	ĆENTOLEN: Winter Native Plants & Spring Cuttings	Katia	Menetiye (2-3)	Lindsay (3)
Mar 15	ĆENKILES: Spring Native Plants & Garden Transplanting	Janice	Stacey (4-5)	NENSIMU (4)
Apr 7	ĆENKILES: Spring Native Plants & Garden Transplanting	Becky	Pena (6)	Berkeley (6)

Apr 14	<b>ĆENKI,LES:</b> Spring Native Plants & Garden Transplanting	Menetiye (2-3)	Monique (5)	PENA (5)
Apr 12	<b>EARTH DAY TEA FESTIVAL</b>		<b>ALL</b>	
April 19	<b>ĆENKI,LES:</b> Forest Tea & Spring Gardens		Katia (K-1)	Margo (1)
April 26	<b>ĆENKI,LES:</b> Forest Tea & Spring Gardens		Amber (K)	Janice (K)
May 3	<b>Red Cedar Moon Farm Field Trip</b>		MENETIYE	LINDSAY
May 10	<b>ĆENKI,LES:</b> Forest Tea & Spring Gardens		Stacey (4-5)	NENSIMU (4)
May 17	<b>ĆENKI,LES: Forest Tea &amp; Spring Gardens</b>		Becky (K)	Traci (2)
May 24	<b>ĆENKI,LES:</b> Forest Tea & Spring Gardens		Berkeley (6)	Ms G (6)
May 31	<b>ĆENKI,LES:</b> Forest Tea & Spring Gardens		Menetiye (2-3)	Lindsay (3)
Jun 7	<b>ĆENKI,LES:</b> Forest Tea & Spring Gardens		Monique (5)	Pena (5)
Jun 20	<b>ĆENQÁLES CELEBRATION</b>		<b>ALL</b>	



LTS School Wide Events – All Grades Welcome



FIELD TRIP DAYS – Grade



PEPÁKEN HÁUTW Foundation  
pepakenhautw.com

## W,SENĆOFEN IST Program Schedule Spring-Summer 2022

<b>date</b>	<b>activity</b>	<b>location</b>
Thursday February 3	WŚÁNEĆ Ethnobotany Trail walk and wetland plant cuttings (SXOLE,IĚĆ, hardhack, NEĆIM SXOLE IĚĆ)	HCP
Friday March 25	SNIDĆEĚ restoration, SXOLE and/or XPÁ twine	SNIDĆEĚ
Tuesday April 12	connect to PH tea festival	PH
Thursday April 21	SNIDĆEĚ restoration, mural discussion	SNIDĆEĚ
Tuesday May 10	TIKEL restoration & reefnet talk	Kersey Rd
Thursday May 26	Meadow Pollinator Garden (w Beangka Elliott)	Tsartlip Health Building
Friday June 10	join WLSS for restoration and salmon barbeque	QENENIW_(S,DÁYES)



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## WSÁNEĆ Leadership Secondary School Spring-Summer Schedule 2022

<b>date</b>	<b>activity</b>	<b>location</b>
March 11	Identity & Grounding Ecosystem restoration	SNIDÇEŁ
April 8	Pollinator meadow Restoration Consent and colonization	Tsartlip Health Building
May 6	Ethnobotany trail walk Weaving	HCP Horticulture Centre of the Pacific
May 27	Ecosystems Restoration Storytelling	SNIDÇEŁ
June 10	Summer Festival	QENENIW_(S,DÁYES)





## PEPÁKEN HÁUTW Native Plants & Garden Program

LÁU,WELNEW Tribal School, Brentwood Bay BC

<b><u>Lesson Title:</u></b> ĆENITĚŁONSET: Autumn Gardens & Native Plants	<b><u>Subject:</u></b> Planting in the autumn veggie garden and exploring the native plant gardens	<b><u>WĚLU,ĆISTENEK (Instructors):</u></b>
<b><u>Grade Level</u></b> 3-5	<b><u>Time Needed:</u></b> 44 mins	<b><u>Date:</u></b> October 12, 2021 <b><u>ŁKALJ:</u></b> PEKELÁNEW

### Purpose:

- ❖ Harvesting carrots and beans from the garden
- ❖ Planning and transplanting veggie starters into the veggie garden
- ❖ Learning and practicing **SENĆOTEN** plant names
- ❖ Experiencing time around native plants
- ❖ Looking at and comparing the **ĶĹO,EL** seeds and bulbs
- ❖ Transplanting some **DEĶEN,ĬĆ. ELILE,ĬĆ**, in forest garden

### Resources Needed by LTS Teachers:

- ❖ Name tags for students
- ❖ Warm and appropriate clothing and shoes that are okay getting dirty

### Resources Provided:

- ❖ Veggie starters (Spinach, peas, beets, broccoli, cauliflower)
- ❖ **ĶĹO,EL** bulbs and seeds
- ❖ Trowels and shovels

### Questions for The Students

- ❖ What is **ĶĹO,EL**? Why is it important?
- ❖ How long does it take for **ĶĹO,EL** to flower?
- ❖ What did you harvest today?
- ❖ Do you remember any of the **SENĆOTEN** names of plants?
- ❖ Has anyone tried **ELILE** or **DEĶEN** before?



## WORK SHOP ACTIVITIES

Time	SĆA (Activity)
7 min	<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>
15 min	<p><b>Group 1:</b></p> <ol style="list-style-type: none"> <li>1. Explore the garden. What do we remember? Explore the herb garden and different tastes and smells. Taste the kale, herbs (rosemary, lemon balm, thyme, fennel), rhubarb, beans, and carrots.</li> <li>2. Weed out part of a veggie bed and make some room for some veggie starters such as spinach, peas, beets, broccoli, cauliflower.</li> <li>3. Teach students how to take a dig an appropriate sized hole for veggie starter, how to massage the roots apart, and plant firmly into the soil. Depending on of its raining or not, students can water the starters</li> </ol>
15 min	<p>Switch groups</p> <p><b>Group 2:</b></p> <ol style="list-style-type: none"> <li>1. Explore the forest garden to get refamiliarized. Ask students what they remember about it. Take that time to answer some of their questions about what's growing.</li> <li>2. Weed out some of the creeping buttercup from around the <b>ELILE,ILĆ</b> (Salmonberry shrub) or <b>DEKEN,ILĆ</b> (thimbleberry shrub). Dig an appropriate sized hole for a mate cutting. And add cutting once the soil is loose and ready. Depending on if its raining or not, students can water their plantings.</li> <li>3. If time, explore the camas meadow. Look and compare the <b>KŁO,EL</b> bulbs and seeds.</li> </ol>
7 min	<p><b>ŚELOQSET (Make a circle):</b> What did you learn about today? What was your favourite part?</p>

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

**HÍ,SWKE SIÁM!**



## PEPÁKEN HÁUTW Native Plants & Garden Education Program

ŁÁU, WELNEW Tribal School, Brentwood Bay BC

<b>Lesson Title:</b> <b>ĆENITOLENSET:</b> The earth's blanket	<b>Subject:</b> Putting the garden to bed	<b>WELU, ĆISTENEK (Instructors):</b>
<b>Grade Level:</b> K	<b>Time Needed:</b> 40 -50 mins	<b>Date:</b> November 9, 2021 <b>ŁKALJ: WESALÁNEW</b>

### Purpose:

- ❖ Getting familiar with the veggie and native plant gardens
- ❖ Exploring the gardens with our senses
- ❖ Tasting some of the food and herbs that are available
- ❖ Tucking the garden in for the fall and winter with leaves
- ❖ Recognizing the changes in the garden and identify plants

### Resources Needed From LTS Teachers

- ❖ APPROPRIATE CLOTHING (Sweaters, jackets or rain gear)
- ❖ NAME TAGS

### Resources Provided by PEPÁKEN HÁUTW:

- ❖ Food from garden: Carrots, rhubarb, herbs (rosemary, lemon balm, mint, fennel)
- ❖ Oak leaves and maple leaves

### Questions for the students:

- ❖ What kind of veggie or herb did you taste?
- ❖ Why do we need to put leaves on garden beds?
- ❖ What kind of critters or bugs enjoy the leaves?
- ❖ Are the leaves food for the garden?



# WORKSHOP ACTIVITIES

Time	<b>SĆA (Work)</b>
5 -10 mins	<p style="text-align: center;"><b>ŚELOQ I, ECOSTONES TTE WELU,ĆISTENEK I, STELIŦKEL</b> (Circle and introduce instructors and students):</p> <p>Introduce ourselves and the space. Talk about what kind of garden we are and who it's for</p> <p>Explain ground rules for working with the garden (respectful use of tools, respect for shared space) and introduce today's activities.</p> <p>Break into 2 groups</p>
15 mins	<p><b>Group 1:</b></p> <ol style="list-style-type: none"> <li>1. Tour the garden, and see what interests the students. Explore with our senses. What can we see, touch, smell, and taste? Are there any seed pods we can listen to? harvest carrots and practice saying <b>SÁ,ŦEK</b> (carrot)</li> <li>2. Gather the leaves from the leaf pile and bring them to the veggie beds. Tuck beds in with the leaves and make sure the soil is covered. Discuss the benefits of why we do this in the fall. We are mimicking fall, feeding the beds with leaf mulch, providing home for critters and bugs.</li> </ol>
15 mins	<p><b>SWITCH GROUPS</b></p> <p><b>Group 2:</b></p> <ol style="list-style-type: none"> <li>1. Explore the <b>ĶŁO,EL,ENEŦ</b> (Camas meadow) and <b>ŚÍŚEJ</b> (forest) with our senses. What catches our eye? What can we touch, taste, and smell? Are there any seed pods available to listen to?</li> <li>2. Gather the leaves from the leaf piles and bring them to the <b>ĶŁO,EL,ENEŦ</b> (Camas meadow) and <b>ŚÍŚEJ</b> (forest) to tuck in the gardens. Discuss the benefits of why we are tucking in the garden. What kind of critters or bugs are we providing a home for? Will this nourish the gardens?</li> </ol>
5-10 mins	<p><b>ŚELOQ</b> (Closing circle)</p> <p>Review what you learned in the workshop. Ask students if there's any <b>SENĆOFEN</b> names they remember. What did they try today? Would they try it again? What are some goals for the garden this year?</p>

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

**HÍ,SWŦE SIÁM!**



NAME:

\_\_\_\_\_

DATE:

\_\_\_\_\_

Come down and visit PEPÁKEN HÁUTW!  
Complete the sentences below after your visit.

• Today I went to PEPÁKEN HÁUTW and...

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

• I was excited to...

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

• I had the opportunity to see/smell/touch/taste...

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

• My favorite part of the visit...

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## PEPÁKEN HÁUTW Native Plants & Garden Education Program

ŁÁU, WELNEW Tribal School, Brentwood Bay BC

<b>Lesson Title:</b> ĆENITOLENSET: Art workshop	<b>Subject:</b> Painting cut out wood leaves and flowers	<b>WELU, ĆISTENEK (Instructors):</b>
<b>Grade Level:</b> 1-2	<b>Time Needed:</b> 30-40 mins	<b>Date:</b> December 14 2021 <b>ŁKAL:</b> SJELĆÁSEN

### IN YOUR CLASSROOM

#### Purpose:

- ❖ Painting wooden leaves or flowers for the garden fence
- ❖ Personalizing the garden space
- ❖ Listening to Elder Earl Claxton Jr share stories

#### Resources Needed From LTS Teachers

- ❖ Name tags for the students
- ❖ Paper/ plastic sheet to put in tables
- ❖ Paint smocks
- ❖ A space to store the painted cutouts to dry until Thursday or Tuesday.

#### Resources Provided by PEPÁKEN HÁUTW:

- ❖ Wooden cut out leaves / flowers
- ❖ Paint
- ❖ Paint brushes

We will need about 5 minutes to set up before we get the activity set up

#### Activity:

- Circle and introduce ourselves. Talk about our activity and why we're doing it and where it will go.
- Sarah will talk about her art.
- Have students go to their tables and put on painting smocks.

- We will hand out wooden cut outs for students to paint. They can work on one separately or together on one. Teachers, instructors and staff can help guide students at their tables.
- Earl will also be sharing stories and teachings during this workshop too
- Put painted cutouts somewhere safe to dry and clean up



## PEPÁKEN HÁUTW Native Plants & Garden Education Program

ŁÁU, WELNEW Tribal School, Brentwood Bay BC

<b><u>Lesson Title:</u></b> ĆENKLES: Forest Tea & Spring Gardens	<b><u>Subject:</u></b> Planting flowers for the pollinators and making tea to take home	<b><u>WELU,ĆISTENEK (Instructors):</u></b>
<b><u>Grade Level:</u></b> Grade 4	<b><u>Time Needed:</u></b> 50 mins	<b><u>Date:</u></b> May 10th, 2022 <b><u>ŁKALJ:</u></b> SXÁN,EL

### Purpose:

- Learning about pollinators and what they eat
- Maintaining a strong relationship to caring for the land, animals, and plant kin
- Building confidence in the outdoor space at PEPÁKEN HÁUTW
- Gaining knowledge in what parts of plants can be used for tea
- Experimenting mixing different dried teas to customize a tea blend

### Resources Needed From LTS Teachers

- Warm and appropriate outdoor clothing
- Name tags

### Resources Provided by PEPÁKEN HÁUTW

- Flower starters
- Trowels and gloves
- Planting containers
- Soil
- Shovels
- Dried tea (nettle, rose, mint, blackberry and raspberry leaf)
- Tea worksheet



Time	Activity
5 mins	<p>Gather under the shelter and sit down on the benches. Talk for a couple minutes to introduce ourselves to the students. Discuss what we remember from previous workshops.</p> <p>Break into two groups. One group will go to the ŚÍŚEJ garden. Group 2 will go into the veggie garden and nursery.</p>
20 mins	<p><b>Group 1:</b></p> <ul style="list-style-type: none"> <li>● Gather around the table to listen to PEPÁKEN HÁUTW_crew introduce students to the different dried teas.</li> <li>● Open Jars and smell the different aromas. Which ones smell good to you?</li> <li>● Demonstrate how to fill and close the bag. Make sure to circle each ingredient on the tea blend worksheet.</li> <li>● Folder paper and put tea bag into pocket</li> </ul>
20 mins	<p><b>Group 2:</b></p> <ul style="list-style-type: none"> <li>● Explore the garden and nursery. Talk about what you remember and recognize from the past? What's edible? What's your favorite snack from the gardens? Is it herbs, veggies or berries?</li> <li>● Transplanting flowers activity. Fill containers with soil and explore the soil. Investigate the flowers that will be planted. Talk about pollen and what it is. Who eats it? Explore how the roots look and what their purpose is. Loosen the roots and add to the container and fill with soil.</li> </ul>
5 mins	<p>Ending circle under the shelter and on the benches. Talk about what we did today and what we learned.</p>



## PEPÁKEN HÁUTW Native Plants & Garden Program

EÁU,WELNEW\_Tribal School, Brentwood Bay BC

<p><b><u>Lesson Title:</u></b> SNIDŪĒĒ Forests of the WŚÁNEĆ” (The emerging people)</p>	<p><b><u>Subject:</u></b> Land Healing &amp; Restoration Listening and Working Together Plant Identification</p>	<p><b><u>WELU,ĆISTENEK (Instructors):</u></b></p>
<p><b><u>Grade Level:</u></b> 7-9</p>	<p><b><u>Time Needed:</u></b> <b>1-2 hours classroom prep</b> <b>2 hours on site workshop</b></p>	<p><b><u>Date:</u></b> October 14, 2022</p>

### Purpose:

- ❖ Students will be able to describe what a healthy ecosystem means, and the importance of maintaining healthy systems.
- ❖ Students will be able to identify the following plants, learn their **SENĆOTEN** names and cultural value to WŚÁNEĆ peoples:

Cedar Tree Maple Tree Grand Fir Snowberry Fireweed Liquorice Root Trailing Blackberry  
Honeysuckle Coastal Sage Miner’s Lettuce

### Resources Needed From Teachers

- ❖ APPROPRIATE CLOTHES! Make sure students are wearing clothes that can get dirty and are warm
- ❖ Name Tags + Water bottles

### Resources

- ❖ pencils, clipboards
- ❖ <https://pepakenhautw.com/llab-guides/>  
<https://learning.royalbcmuseum.bc.ca/pathways/native-plants-south-coast/> First Peoples  
Science: <http://www.fnesc.ca/science-first-peoples/>  
<https://itservices.cas.unt.edu/~montler/Saanich/WordList/>



## Ask the Students

- ❖ **Pre-Activity, done before the workshop:**
- ❖ Students will have identified the list of plants and trees
- ❖ Tell students to imagine they have been asked by a TV reporters in Victoria to give a detailed description of what *SNIDŪĒĒ* is like.
- ❖ This activity focuses on ecosystems but prompting students to reflect on the history of human activity is important too.
- ❖ Brainstorm a list of questions that would lead to a complete description of the forest. Some example questions include: What kinds of trees are there? Are there more of some kinds of trees than others? Are they all about the same size and age or are there many different sizes present? What is the soil like? Is the area wet or dry? How much light reaches the forest floor? What plants can you find other than trees? What signs are there of animal life?
- ❖ What signs of former habitation do you see? What do you think are the impacts?
- ❖ **Action:** Each pair of students will have one question about *SNIDŪĒĒ* to share out with the group.

## On Site Activities

### 2. Walking the Forest, 15- 20 minutes:

Walk the class along one of the paths, using the map. Once you've found an area that is diverse for a study, ask students to individually spread out. They will spend five minutes observing the area. Tell students to use their senses: listen to sounds, any smells that seem distinct, sight of plants, colours etc.

**Action:** quiet contemplation for five minutes



### 3. Recording Observations, 15- 20 minutes

Have the students work in pairs. One student is designated the reporter. Assign each pair an area of study and try to make the study areas diverse. The area of study will be defined by walking out ten feet by ten feet square (approximately). The pair walks slowly through the designated area recording qualitative and quantitative observations according to the worksheets provided.

**Action:** Students will record observations from prompts on the worksheet

#### Forest Observation Sheet

**Names:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. Give a general description of the area (what are your first impressions?)

2. Is it hilly or flat?

3. Is it wet or dry?

4. Is the area dense with plants and trees or sparse?

5. What sounds did you hear?



What lives in the forest?

Plant/Species/ Animal- what do you see ?  Include at least one tree	Features:  height, colour, leaves, smell, location etc.	How could you find this plant/tree again? Do you know the <b>SENĆOTEN</b> name?

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

**HÍ,SWKE SIÁM!**