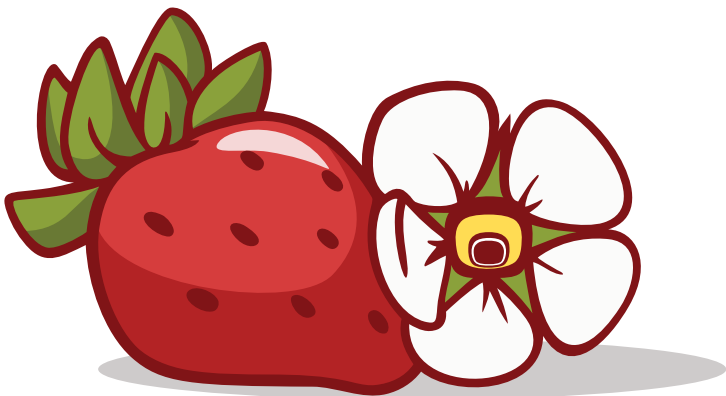




# COMMON GROUND THE STRAWBERRY PROJECT



## Common Ground: The Strawberry Project

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# TABLE OF CONTENTS



Introduction	1
Goals and Objectives	1
Welcome	2
First Peoples Principles of Learning	3
BC Curriculum Connections	4
Teacher Background Information	7
<b>Lesson 1: Acknowledging Our Place in BC</b>	10
<b>Lesson 2: What I Know, What I Want to Know, And What I've Learned About Strawberries</b>	15
<b>Lesson 3: What Is It? Taking A Closer Look Through Mindful Eating</b>	19
<b>Lesson 4: Strawberry Life Cycle</b>	25
<b>Lesson 5: A Race Around the Strawberry Patch</b>	29
<b>Lesson 6: Strawberry Growth</b>	32
<b>Lesson 7: Strawberry Stories</b>	39
<b>Lesson 8: Traditional First Peoples' Strawberry Recipe</b>	46
List of Resources	52

# INTRODUCTION

Welcome to the BC Agriculture in the Classroom Foundation's **Common Ground: The Strawberry Project.**

The Strawberry Project was created to nurture relationships among students across the province and develop a greater understanding of native plant species. The project sets goals for students to engage in relations of peace and understanding through a common activity of planting and maintaining strawberries and subsequent pen-pal letters/electronic exchanges between participating schools.

Teachers enrolled in The Strawberry Project will receive a Classroom Kit delivered to their schools starting in January, including wild and everbearing strawberry seedlings, nursery pots, and funds to purchase potting soil from a local garden centre for use with the activities found in this booklet.

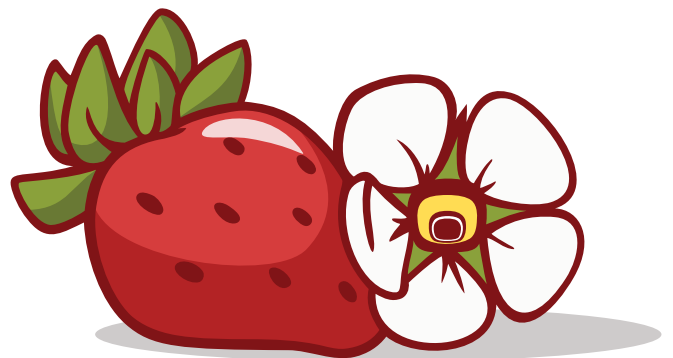
With the help of their teachers, students will plant their strawberry seedlings indoors in January and engage in a variety of interdisciplinary, curriculum-linked activities, including the opportunity to connect with other schools in the province participating in the program. In June, as their plants grow, students will be able to enjoy their berry crop as part of their school experience.

## GOALS AND OBJECTIVES

While providing all participating schools with the learning resources to fulfill the project, the goals for The Strawberry Project are as follows:

- Develop students' literacy skills, which contribute to their development as informed global citizens.
- Increase motivation for agricultural learning and the interconnectivity of our ecosystems.
- Teach students valuable scientific skills while learning about the local environment, including predicting, observing, measuring, and recording data.
- Foster an appreciation of cultures in each community through education and exchange.
- Encourage themes of friendship, respect, and diversity and sustainability through a common planning project.
- Connect cultural, literacy, and relationship building skills to the British Columbia Curriculum.
- Promote community, leadership, sustainability, and connection to the local land.

We hope that you will enjoy The Strawberry Project with your students!



# WELCOME

Common Ground: The Strawberry Project involves a series of activities that takes place over several months. Schools will register in September, and First Nation schools will be matched with other registered schools in BC prior to December. One of the aims of the program is that through a cultural exchange between Indigenous and non-Indigenous youth on growing native plant species, and through topics relevant to sustainability, teachers will be able to promote learning about agricultural and the importance of food, all while increasing engagement with Indigenous Ways of Knowing and Understanding.

The classroom activities will begin in January, when classroom kits are delivered to schools. Classroom kits will include wild and everbearing strawberry seedlings, nursery pots, and funds to purchase potting soil from a local garden centre for use with the activities found in this booklet. In January, with the assistance of teachers, students will plant their seedlings in the nursery pots indoors and will engage in a variety of activities, observing and measuring the plants as they grow. During this time, classes that have been matched together will be able to continue to share learnings through a pen-pal letters or virtual exchange with their paired registered classrooms. This communication is flexible in that they could use email, group letters, individual letters, video exchanges, or even online meetings using platforms such as Zoom, Teams and Google classroom. The classes will be matched with another approximately the same grade range and growing zone. Teachers can arrange classroom exchange details.

As this program pairs students with others in different communities and touches on cultural exploration, this is a great time to discuss safety, respectful interaction, and desirable communication prior to connecting with partner class. A minimum of three communication exchanges is recommended, and the strawberry plants that the students are growing may be used as a starting point of conversation between students. A BCAITC Program Coordinator will email tips and conversation starters throughout the program to all participating classes. Some suggested conversation prompts are: Which type of plant has been most prolific so far? Is there one plant among all of them that is a particularly robust plant? What features are your plants showing right now? Any new insights with the lessons and or the growing journey? What is something you would continue or try differently next time?

In June, students will be able to enjoy their berry crop as part of the program experience.

## WHY STRAWBERRIES?

Strawberries are grown in every province in Canada. These fruits, which are not considered a “true berry” are members of the rose family, just like apples and plums. The strawberry plant is an excellent plant to study, as it has all of the key features of a typical plant species. Additionally, strawberry plants have several unique features, including being the only fruit that wears their seeds on the outside. Students will also appreciate the sensory and textural qualities of this plant as they learn growing them from seedlings to fruiting stage.

# FIRST PEOPLES PRINCIPLES OF LEARNING

In 2006-2007, the Ministry of Education partnered with the First Nations Education Steering Committee (FNESC) to create the English First Peoples 12 course. This course was developed with significant input from Aboriginal knowledge keepers and educators. The First Peoples Principles of Learning was one of the products of this partnership.

The First Peoples Principles of Learning represent an attempt to identify common elements in the varied teaching and learning approaches that prevail within First Peoples' societies, but it must be recognized that they do not capture the full reality of the approach used in any single First Peoples' society. Each lesson in this program attempts to teach in a manner that honours the First Peoples Principles of Learning as identified below.

## First Peoples Principles of Learning

The First Peoples Principles of Learning reflect a respectful and holistic approach to teaching and learning.

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Thanks also to FNESC (First Nations Education Steering Committee [www.fnesc.ca](http://www.fnesc.ca)) for their informative First Peoples Principles of Learning poster, which has helped guide this resource. This poster is available from the FNESC website at: [www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP-POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf](http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP-POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf).

# BC CURRICULUM CONNECTIONS

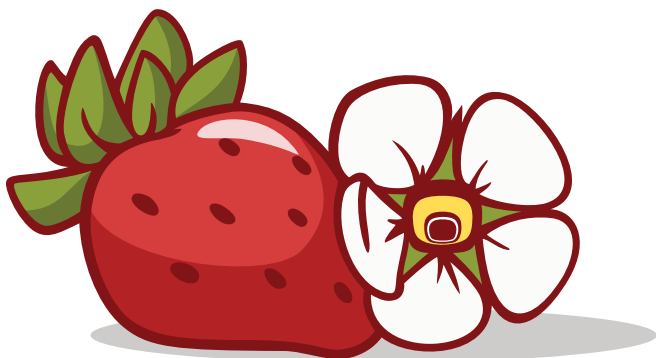
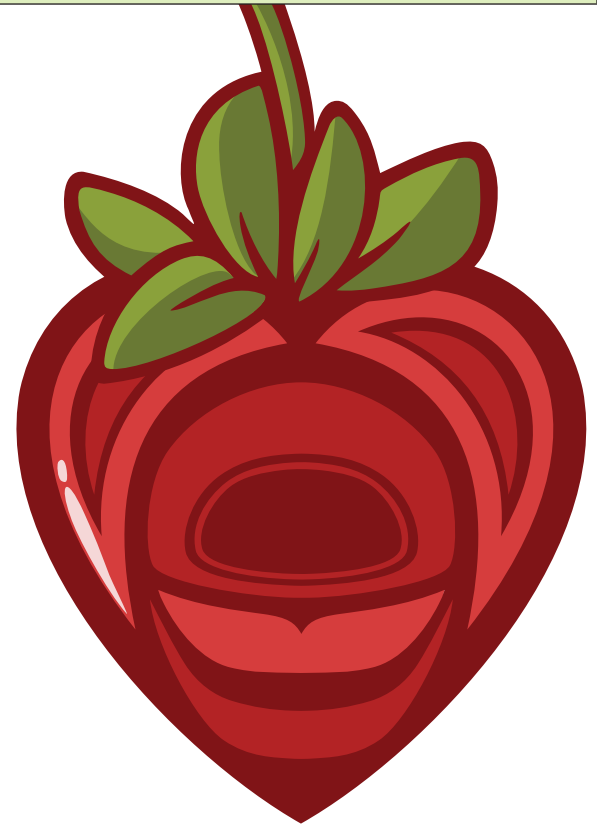
The lessons designed in this package are aligned with K-9 Curriculum Connections. Specifically, topics in the subject areas of Science, Applied Design, Skills and Technologies, Mathematics, English Language Arts, Physical and Health, and Art Education are addressed.

SUBJECT	CURRICULAR COMPETENCIES	CONTENT CONNECTIONS
<b>Physical and Health Education</b>	<b>Healthy and Active Living</b>	<ul style="list-style-type: none"> <li>• Identify opportunities to make choices that contribute to health and well-being</li> <li>• Explain the relationship of healthy eating to overall health and well-being</li> <li>• Identify and describe factors that influence healthy choices</li> <li>• Analyze and describe the connections between eating, physical activity, and mental well-being</li> <li>• Describe the impacts of personal choices on health and well-being</li> </ul>
	<b>Mental Well-Being</b>	<ul style="list-style-type: none"> <li>• Describe and assess strategies for promoting mental well-being, for self and others</li> </ul>
<b>Science</b>	<b>Questioning and Predicting</b>	<ul style="list-style-type: none"> <li>• Demonstrate curiosity about the natural world</li> <li>• Observe objects and events in familiar contexts</li> <li>• Identify questions about familiar objects and events that can be investigated scientifically</li> <li>• Make observations in familiar or unfamiliar contexts</li> </ul>
	<b>Planning and Conducting</b>	<ul style="list-style-type: none"> <li>• Make observations about living and non-living things in the local environment</li> <li>• Observe, measure, and record data, using appropriate tools, including digital technologies</li> </ul>
	<b>Processing and Analyzing Data and Information</b>	<ul style="list-style-type: none"> <li>• Experience and interpret the local environment</li> <li>• Demonstrate an openness to new ideas and consideration of alternatives</li> <li>• Identify First Peoples' perspectives and knowledge as sources of information</li> </ul>
<b>Mathematics</b>	<b>Reasoning and Analyzing</b>	<ul style="list-style-type: none"> <li>• Use reasoning to explore and make connections</li> <li>• Estimate reasonably</li> <li>• Develop mental math strategies and abilities to make sense of quantities</li> <li>• Use technology to explore mathematics</li> <li>• Model mathematics in contextualized experiences</li> </ul>

SUBJECT	CURRICULAR COMPETENCIES	CONTENT CONNECTIONS
<b>English Language Arts</b>	<b>Comprehend and Connect</b> (reading, listening, viewing)	<ul style="list-style-type: none"> <li>• Consider different purposes, audiences, and perspectives in exploring texts</li> <li>• Apply a variety of thinking skills to gain meaning from texts</li> <li>• Identify how differences in context, perspectives, and voice influence meaning in texts</li> <li>• Recognize the role of language in personal, social, and cultural identity</li> </ul>
	<b>Create and Communicate</b> (writing, speaking, representing)	<ul style="list-style-type: none"> <li>• Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world</li> <li>• Respond to text in personal and creative ways</li> <li>• Recognize how literary elements, techniques, and devices enhance meaning in texts</li> <li>• Show an increasing understanding of the role of organization in meaning</li> <li>• Demonstrate awareness of the oral tradition in First Peoples' cultures and the purposes of First Peoples' texts</li> <li>• Identify how story in First Peoples' cultures connects people to land</li> </ul>
<b>Art</b>	<b>Exploring and Creating</b>	<ul style="list-style-type: none"> <li>• Choose artistic elements, processes, materials, movements, technologies, tools, techniques and environments using combinations and selections for specific purposes in art making</li> <li>• Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</li> </ul>
	<b>Reasoning and Reflecting</b>	<ul style="list-style-type: none"> <li>• Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations</li> <li>• Reflect on creative processes and make connections to other experiences</li> <li>• Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art</li> </ul>
	<b>Communicating and Documenting</b>	<ul style="list-style-type: none"> <li>• Interpret how symbols are used through the arts</li> <li>• Express feelings, ideas, stories, observations, and experiences through the arts</li> <li>• Describe and respond to works of art</li> <li>• Experience, document, and share creative works in a variety of ways</li> </ul>



SUBJECT	CURRICULAR COMPETENCIES	CONTENT CONNECTIONS
<b>Applied Design, Skills and Technologies</b>	Making and Sharing	<ul style="list-style-type: none"> <li>• Construct the final product, incorporating planned changes</li> <li>• Decide on how and with whom to share their product</li> <li>• Demonstrate their product and describe their process</li> <li>• Determine whether their product meets the objective and contributes to the individual, family, community, and/or environment</li> <li>• Reflect on their design thinking and processes, and their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain a co-operative work space</li> </ul>



# TEACHER BACKGROUND INFORMATION

Strawberries are grown in every province in Canada and throughout BC, from the Peace River area to southern BC and Vancouver Island. They grow and ripen quickly and are one of the first fruit crops of the summer. Once you have successfully registered and your application is accepted, BC Agriculture in the Classroom Foundation will send the following:

## A strawberry growing kit, which includes:

1. 10 - Wild strawberry plant plugs
2. 20 - Everbearing strawberry bare roots
3. 30 - Nursery pots
4. Funds to purchase potting soil
5. Common Ground: The Strawberry Project step-by-step handbook



## PREPARING BARE ROOTS

Bare root strawberry plants are dormant plants that have not yet been planted in soil. Instead, they appear as bare roots with shrivelled foliage attached. Soak the root portion of the bare root strawberry plants for 20 minutes in a bucket of water. Remember not to submerge the entire plant, but only the root systems. This allows the roots to rehydrate and break their dormant cycle.

## PLANTING YOUR STRAWBERRY SEEDLINGS (PLUGS AND BARE ROOTS)

- Ensure the potting soil you have purchased is dry and able to be worked.
- Have students fill their individual pots 3/4 full of soil.
- Ask students to dig a hole in the middle of the pot, making sure it is big enough to spread out the roots of each strawberry plant.
- Have them create a mound of soil in the bottom of the hole that is flush with the surrounding soil level.
- Provide each student with either a plant plug or pre-soaked bare root. (Note: Let students know that there are two different varieties and that they will be able to compare their strawberry variety with others in their classroom.)
- Have students put the strawberry plant on top of the mound inside the hole so that the crown (where the roots meet the stem) is at soil level, and spread the roots out and down the sides of the mound.
- Fill in the hole and ensure that the soil level is even with the middle of the crown. (If the strawberries are planted too shallow, this may cause the roots to dry out before they establish. If the strawberries are planted too deep, it can damage growing leaves and flowers.)
- Press to firm the soil around the roots, then once the plants are planted, water thoroughly.
- Mark the nursery pots with the strawberry plant variety, either wild or everbearing, using masking tape and a permanent marker, and if you like, each student can mark a nursery pot with their name.

## WATER REQUIREMENTS FOR GROWING STRAWBERRIES

Growing strawberry plants requires a constantly moist environment, so regular watering is needed.

- Have students check their strawberry plants daily to ensure the soil in their pots always remains just-moist and never soggy.
- Remind students that, while water is critically important when growing strawberries, they do not like to sit in standing water, so be careful not to overwater them.
- Make sure that you place containers in such a way that allows them to drain adequately. (If the soil stays soggy, even beneath the surface, microbes, mould, and mildew can drastically affect plant health and survival.)



## HARVESTING STRAWBERRIES

Depending on your variety of plant, strawberries should begin to be harvested in early to mid-June, approximately 4-6 weeks after the plant flowers. Strawberries should completely ripen on the plant before harvesting and should be left on the plant for one or two days after the strawberries have gained full colour.

Strawberries are quite fragile plants and can be easily damaged and bruised. Remind students to be gentle with their plants when picking fruit. To pick a ripe strawberry, students should release it using the fingernails of their thumb and forefinger to sever the stem directly above the berry. The cap and part of the stem should still remain attached to the berry instead of just pulling the strawberry itself.

## GROWING STRAWBERRIES FOR A SECOND YEAR

Amazingly, strawberry plants don't actually die during the winter months, and if cared for properly, can produce fruits for several years. During the winter, strawberry plants enter a state of dormancy where they are still living, but their metabolic processes are drastically slowed down. This reduces the metabolic demands that are present normally to a bare minimum. Potted plants may be kept over the winter and placed indoors when temperatures fall below freezing. As the temperatures rise in the spring, these plants may once again grow and flourish, providing even more berries in years 2 and 3 of their life cycle.



# LESSON 1: ACKNOWLEDGING OUR PLACE IN BC

## Overview:

It has become common practice in BC schools to begin meetings and events with an acknowledgement of the local Indigenous territory on which the meeting or event is taking place. When we think about land, we often think of it simply as a place we reside. In First Peoples' teachings, the land is viewed as a living being that must be honoured and treated with care. An Acknowledgement of Traditional Territory can be done by anyone and is a way to share awareness of, and respect for, the Indigenous Traditional Owners of the land who took care of it for thousands of years before the arrival of Europeans.

The practice of acknowledging traditional territory is an important way to both respect and learn about local First Peoples. Before beginning an event or class, it is proper protocol to acknowledge the host nation, its people, and the land. For example, you may hear someone begin an event by saying something like this:

"Before we begin, I would like to acknowledge that we are meeting today on the traditional territories of the \_\_\_\_\_ people (or Nation). We thank them for allowing us to meet and learn together on their territory."

The following link provides an interactive map developed by the First Peoples' Cultural Council in collaboration with First Nations communities and Indigenous artists, language champions, elders, knowledge keepers, and cultural workers: [www.maps.fpcc.ca/](http://www.maps.fpcc.ca/). This interactive map may be useful in determining the cultural heritage of areas by searching specific geographical locations.

Note: When teaching about the experiences of others it is extremely important to approach the topic with curiosity, humility, and respect.

## Materials:

- Electronic devices to access the internet
- Internet access
  - [www.maps.fpcc.ca/](http://www.maps.fpcc.ca/)
  - [www.firstvoices.com](http://www.firstvoices.com)
  - [www.orcabook.com/speakingourtruth/PDFs/Speaking-Our-Truth-Teachers-Guide.pdf](http://www.orcabook.com/speakingourtruth/PDFs/Speaking-Our-Truth-Teachers-Guide.pdf)
- Student handout:
  - Acknowledging Traditional Territory in BC - Activity 1

## SCIENCE

### Curricular Competencies

#### Questioning and Predicting

- Demonstrate curiosity about the natural world
- Make observations in familiar or unfamiliar contexts

#### Processing and Analyzing Data and Information

- Experience and interpret the local environment
- Demonstrate an openness to new ideas and consideration of alternatives
- Identify First Peoples' perspectives and knowledge as sources of information

### Content Connections

- First Peoples' concepts of interconnectedness in the environment

# ART

## Curricular Competencies

### Reasoning and Reflecting

- Reflect on creative processes and make connections to other experiences
- Connect knowledge and skills from other areas of learning in planning

## Content Connections

- Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment

## Procedure:

1. Begin by asking students if they have ever heard an Acknowledgement of Traditional Territory in an assembly or at school.
2. Ask them why they believe an Acknowledgement of Traditional Territory might be important. Inform students that an Acknowledgement of Traditional Territory is a way to share awareness of, and respect for, the Indigenous Traditional Owners of the land who took care of it for thousands of years before the arrival of Europeans and who still continue to advocate for the land and natural resources today.
3. Read the poem, "A Love Letter to the Land," by Wade Clifford Vaneltski. This poem can be found on page 30 of the book, *Speaking Our Truth* — Teacher Guide, by Tash Henry and can be accessed here: [www.orcabook.com/speakingourtruth/PDFs/Speaking-Our-Truth-Teachers-Guide.pdf](http://www.orcabook.com/speakingourtruth/PDFs/Speaking-Our-Truth-Teachers-Guide.pdf)
4. Discuss the following questions with students regarding the poem you have just read to them:
  - In the poem, "A Love Letter to the Land," the author talks about how the environment and animals instruct his knowledge. Do you think Canada's First Peoples view nature, animals, and the environment differently from other cultures? If so, how?
  - How would you describe the author's relationship with the land? Is it a positive or negative relationship? What evidence in the poem shows this?
  - If the land had a message to the adults of today, what do you think it would be?
  - If the land had a message to the youth of today, what do you think it would be?
5. Let students know that when we think about land, we often think of it simply as a place where we live but that First Peoples' teachings remind us that the land is viewed as something living.
6. Have students reflect on one thing they love most about the natural environment in which they live, and share this with a partner.
7. Ask them to think about a certain outdoor place in our province that makes them feel happy. It may be their backyards or elsewhere. Have them think about whether the place has changed over time.
8. Let students know that our land in BC has drastically changed. Provide them with information on who lived here historically and who lives here now. Remind students that for thousands of years, the First Peoples travelled through these lands, harvested here, held ceremonies here, and took care of the land before the Europeans arrived.
9. Have students watch the video, "Land of Our Ancestors": [www.youtube.com/watch?v=1NC5\\_g-32V8](http://www.youtube.com/watch?v=1NC5_g-32V8)
10. Using the interactive map developed by the First Peoples' Cultural Council found here [www.maps.fpcc.ca/](http://www.maps.fpcc.ca/), ask students to complete the Land Acknowledgement worksheet.
11. Have students go to the [www.firstvoices.com](http://www.firstvoices.com) website and have them find out how to say "hello" and "thank you" in the local language(s) spoken in that area. Students can use these words (and a few others that they choose, such as good morning, good afternoon, etc.) as part of their Land Acknowledgement.
12. For those students who feel comfortable, have them share their Land Acknowledgment with the classroom.

## Useful Resources:

- [www.youtube.com/watch?v=nG\\_iMUHFuOg](https://www.youtube.com/watch?v=nG_iMUHFuOg)
- [www.opentextbc.ca/indigenizationfoundations/chapter/acknowledging-traditional-territories/](https://www.opentextbc.ca/indigenizationfoundations/chapter/acknowledging-traditional-territories/)
- [www.heartandart.ca/?p=9055](https://www.heartandart.ca/?p=9055)
- [www.native-land.ca/wp/wp-content/uploads/2019/03/teacher\\_guide\\_2019\\_final.pdf](https://www.native-land.ca/wp/wp-content/uploads/2019/03/teacher_guide_2019_final.pdf) <https://locallove.ca/issues/what-are-land-acknowledgements-and-why-do-they-matter/#.YLgHqpNKjOR>
- [www.nccie.ca/lessonplan/land-and-treaties-indigenous-orientation-toolkit-for-newcomers-to-canada/](https://www.nccie.ca/lessonplan/land-and-treaties-indigenous-orientation-toolkit-for-newcomers-to-canada/)
- [www.orcabook.com/speakingourtruth/PDFs/Speaking-Our-Truth-Teachers-Guide.pdf](https://www.orcabook.com/speakingourtruth/PDFs/Speaking-Our-Truth-Teachers-Guide.pdf)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# ACKNOWLEDGING TRADITIONAL TERRITORY IN BC



Photo cred: [https://en.wikipedia.org/wiki/Geography\\_of\\_British\\_Columbia](https://en.wikipedia.org/wiki/Geography_of_British_Columbia)

In British Columbia, there are over 200 distinct First Peoples' communities and a strong Métis presence, and each has its own language, art, and cultural traditions.

The First Peoples' Map can be used to view Indigenous language regions, artists and artworks, place names, and community landmarks. Go to the map at [www.maps.fpcc.ca/](http://www.maps.fpcc.ca/) and find where you live.

1. What are the First Peoples' communities in the area where you live?

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2. What languages were traditionally spoken in the area where you live?

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3. What are some of the First Peoples' communities near the area in where you live?

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4. Are there any traditional artists or art spaces located in your area?

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5. Are there any "points of interest" located on the map that are in the area where you live? If so, what are they?

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6. What type of events do you think should include an Acknowledgement of Traditional Territory statement?

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The First Voices is a website that works with over 70 communities in BC, Canada, and around the world to document and share their First Peoples' and Indigenous languages. Go to [www.firstvoices.com](http://www.firstvoices.com) and find out how to say a few words in various traditional languages.

7. How do you say the following words in several different languages? Be sure to include the the languages you identified in Question #2.

	Language 1: _____	Language 2: _____	Language 3: _____	Language 4: _____
Hello				
Goodbye				
Thank you				
You're welcome				
My name is				
Good morning				
People				

8. Based on the information you have researched, complete your own Acknowledgement of Traditional Territory statement below. Include at least two words in a traditional Indigenous language and make sure to include the translations of the words.

“Before we begin, I would like to acknowledge that we are meeting today on the traditional territories of the \_\_\_\_\_ people (or Nations), where they traditionally speak the \_\_\_\_\_ language(s). We thank them for allowing us to meet and learn together on their territory.”

# LESSON 2: WHAT I KNOW, WHAT I WANT TO KNOW, AND WHAT I'VE LEARNED ABOUT STRAWBERRIES

## Overview:

Strawberries are grown in every province in Canada. These fruits, which are not considered a “true berry” are members of the rose family, just like apples and plums. The strawberry plant is an excellent plant to study, as it has all of the key features of a typical plant species. Additionally, strawberry plants have several unique features, such as being the only fruit that wears their seeds on the outside.

In this lesson, students will use a KWL chart to recall knowledge and track their learning progress. There are many reasons to use a KWL chart in your classroom. Specifically, they:

- are easy to use
- demonstrate the level of knowledge and gaps in understanding of each student
- motivate and engage students in the learning process
- present a simple method for organizing notetaking

## Materials:

- Electronic devices to access the internet
- Internet access
  - [www.firstvoices.com/](http://www.firstvoices.com/)
- Student handout:
  - Know-Want to Know-Learn (KWL) Chart - Activity 2

## SCIENCE

### Curricular Competencies

#### Questioning and Predicting

- Demonstrate curiosity about the natural world
- Observe objects and events in familiar contexts
- Identify questions about familiar objects and events that can be investigated scientifically
- Make observations in familiar or unfamiliar contexts

#### Planning and Conducting

- Make observations about living and non-living things in the local environment
- Observe, measure, and record data, using appropriate tools, including digital technologies

#### Processing and Analyzing Data and Information

- Experience and interpret the local environment
- Demonstrate an openness to new ideas and consideration of alternatives
- Identify First Peoples' perspectives and knowledge as sources of information

### Content Connections

- Make observations about living and non-living things in the local environment
- Observe, measure, and record data, using appropriate tools, including digital technologies

## PHYSICAL AND HEALTH EDUCATION

### Curricular Competencies

#### Healthy and Active Living

- Identify opportunities to make choices that contribute to health and well-being
- Explain the relationship of healthy eating to overall health and well-being
- Identify and describe factors that influence healthy choices
- Analyze and describe the connections between eating, physical activity, and mental well-being
- Describe the impacts of personal choices on health and well-being

#### Mental well-being

- Describe and assess strategies for promoting mental well-being, for self and others

### Content Connections

- Practices that promote health and well-being, including those relating to physical activity, nutrition, and illness prevention

## ENGLISH LANGUAGE ARTS

### Curricular Competencies

- Consider different purposes, audiences, and perspectives in exploring texts
- Apply a variety of thinking skills to gain meaning from texts
- Identify how differences in context, perspectives, and voice influence meaning in texts
- Recognize the role of language in personal, social, and cultural identity
- Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world
- Respond to text in personal and creative ways
- Recognize how literary elements, techniques, and devices enhance meaning in texts
- Show an increasing understanding of the role of organization in meaning
- Demonstrate awareness of the oral tradition in First Peoples' cultures and the purposes of First Peoples' texts
- Identify how story in First Peoples' cultures connects people to land

### Content Connections

#### Story/text

- forms, functions, and genres of text
- text features
- literary elements
- literary devices
- evidence

#### Strategies and processes

- reading strategies
- oral language strategies
- metacognitive strategies
- writing processes

#### Language features, structures, and conventions

- features of oral language
- paragraph structure
- sentence structure and grammar
- conventions

**Procedure:**

1. Hand each student a KWL chart and explain that this will be the tool they use to record their learning throughout the unit.
2. Starting in the "Know" column, have students list five to ten points that they know about strawberry plants and/or the planting process — if there is nothing concrete that they know, have them write down what they want to know under the category "Want to Know." (Note: Depending on age of students, you may request that they add more or less details to this column.)
3. Ask for volunteers to read out some of their points, or have the class participate in a gallery walk activity to view their peers' responses. As students compile new ideas, they can add them to the "Learned" section or the "Want to Know" section of their charts throughout the unit.
4. Have students go to the First Voices website at <https://www.firstvoices.com/> and type "strawberry" into the search bar. Have students listen to the word in various First Peoples' language dialects and have them practice saying them.
5. Request that students include the number of forms of the word that are included on the site as well as 2-3 of these into the "Learned" section of their worksheets.
6. At the end of each subsequent lesson, have students add more information to their charts, filling in the "Want to Know" and "Learned" sections.



# TOPIC: Strawberry Plants

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**KNOW**

**K**

**WANT TO  
KNOW**

**W**

**LEARNED**

**L**

# LESSON 3: WHAT IS IT? TAKING A CLOSER LOOK THROUGH MINDFUL EATING

## Overview:

The 2019 Canada's Food Guide promotes mindful eating as a core, healthy habit for all Canadians. In fact, mindful consumption, eating with a community, and taking your time to enjoy a meal are incredibly important factors in a holistic approach to eating that has been a long-standing tradition among BC First Peoples. This lesson will explore the concept of mindful eating and encourage students to develop their skills of being aware of how, what, when, and why they eat. Activities in the section will include:

- Students will use their senses to observe and record observations of a mystery food item (strawberry).
- Students will participate in a teacher-led mindfulness eating exercise in which they pay attention to the aromas, textures, flavours, and taste of food, then reflect on their usual eating habits.

## Materials:

- Mystery food item: strawberries (1 strawberry per bag)
- Opaque plastic or paper bags (enough for class)
- Napkins
- Student handouts:
  - What Is It? Taking a Closer Look through Mindful Eating - Activity 3
  - Family Traditions in Eating - Activity 4
- Teacher handout:
  - Mindful Eating Script

## SCIENCE

### Curricular Competencies

#### Questioning and Predicting

- Demonstrate curiosity about the natural world
- Observe objects and events in familiar contexts
- Identify questions about familiar objects and events that can be investigated scientifically
- Make observations in familiar or unfamiliar contexts

#### Planning and Conducting

- Make observations about living and non-living things in the local environment
- Observe, measure, and record data, using appropriate tools, including digital technologies

#### Processing and Analyzing Data and Information

- Experience and interpret the local environment
- Demonstrate an openness to new ideas and consideration of alternatives
- Identify First Peoples' perspectives and knowledge as sources of information

### Content Connections

- First Peoples' concepts of interconnectedness in the environment
- Characteristics of life

# PHYSICAL AND HEALTH EDUCATION

## Curricular Competencies

## Content Connections

### Healthy and Active Living

- Identify opportunities to make choices that contribute to health and well-being
- Explain the relationship of healthy eating to overall health and well-being
- Identify and describe factors that influence healthy choices
- Analyze and describe the connections between eating, physical activity, and mental well-being
- Describe the impacts of personal choices on health and well-being

### Mental well-being

- Describe and assess strategies for promoting mental well-being, for self and others

- Practices that promote health and well-being, including those relating to physical activity, nutrition, and illness prevention

## Procedure:

### Part 1

1. Have students prepare for the activity by letting them know that they will be working with food and that they should wash their hands prior to beginning the activity.
2. Place one strawberry in each bag prior to the lesson. Distribute student handouts and bags containing strawberries, reminding students that inside each bag is a mystery food item.
3. Guide the exploration by having students reach into the mystery bag and touch the food without looking inside. Let students know that the item in the bag may be a little squishy, but they should do their best to keep the item intact.
4. Ask students to indicate their mystery item prediction on the What Is It? Taking a Closer Look through Mindful Eating student handout.
5. Without looking at the object, ask students to continue to use their sense of touch and sense of smell to make further observations. Have students record these observations using the chart on the handout provided.
6. Ask students to identify what they think is inside their bags. Once the strawberry has been correctly identified, have students look inside their bags and complete the chart, except the taste section.

### Part 2

1. Ask the class if they use all five senses when eating at lunch. Ask them to explain why or why not, and which sense(s) they rely on most.
2. Next, have students shut their eyes and let them know they will be eating the strawberry using mindful eating practices as they do so.
3. Read out loud the Mindful Eating Script.
4. Once complete, ask students the following questions:
  - What parts of the mindful eating activity did you enjoy? What part of the activity did you not enjoy or find difficult?
  - How did it feel to slow down your eating and notice the food?
  - Does your family engage in mindful eating practices at home?

### Part 3

1. Ask students to think about their eating practices at home. Allow them to think-pair-share with a partner about their home eating practices and share with their partner information about eating, including whether family members eat together or alone, whether they have many small meals or just a few large ones, and what time of day family members eat.
2. Let students know that many families develop their own eating practices over time. The eating habits of British Columbians today are a reflection of changes in demographics throughout time.
3. In British Columbia, there are over 200 distinct First Peoples' communities and a strong Métis presence, and each has its own art, language, culture, and food traditions.
4. Favourite foods of British Columbians vary from region to region, and are strongly dependent on family heritage and demographics.
5. Among First Peoples on the west coast of BC, different families have different responsibilities regarding cooking and eating/feasting practices, however there are some common themes around who eats and when.
6. In many First Peoples' families:
  - It is common to allow guests to eat first, then elders, then the rest of the family from oldest to youngest.
  - Roles are divided up so that some people are responsible for gathering and harvesting, whereas others are responsible for cooking; oftentimes, roles are based on the abilities and skills of an individual. If your gift is cooking, you may consistently end up with that responsibility.
  - Sharing is absolutely integral to culture and tradition. (For example, if you have 10 people to feed and only 5 strawberries, you would cut them in halves.)
  - Eating a meal is often a celebration with talking and laughter; ceremonies are often preceded by a meal.
7. Have students begin the worksheet, Family Traditions in Eating, then compare their answers with others in the classroom to complete the worksheet.



## MINDFUL EATING SCRIPT

Begin by connecting with your breath and body. Plant your feet firmly on the ground, and sit up straight in your chair, becoming aware of your experience in this moment. With your awareness in this moment, notice any thoughts, sensations, or emotions you are experiencing. Notice your breathing and close your eyes, taking a deep breath in through your nose, and out through your mouth. Tune in to the sensations you have in your body. You might be feeling hungry or full; perhaps you are thirsty or craving a specific food. Notice these sensations without judgment, simply building awareness for the information your body provides.

Now, bring your attention to the item of food. Hold it in the palm of your hand or between your thumb and forefinger. Imagine that you are an alien from outer space and you have never seen anything like this before. Notice its colour, shape, and size. Let your eyes scan every inch of it, looking into the cracks and crevices, observing any asymmetries or unique features. Imagine everything that helped get this item into your hand: the sunshine, water, and soil that fuelled the plant's growth, the people who harvested each plant with care, the knowledge and innovation behind the farming, transportation, storage, and delivery of this food. Fill yourself with a sense of gratitude for everyone involved in the cultivation and preparation of this food item.

Now, close your eyes and turn your attention to the sensation of the food in your hands. Move the item between your fingers and feel its texture. Explore any ridges or folds and notice its temperature. Is it cool, wet, smooth, or sticky? Or maybe it's bumpy. Bring the item to your nose, holding it a couple of centimetres away. With every inhalation, become aware of any smells or aromas. Does this smell cause any memories to arise? Notice any sensations or reactions in your body in response to the smell. You may find your stomach growling or your mouth watering in preparation for the food.

As you bring the item to your lips, notice how your arm and hand perfectly position it in your mouth without conscious thought. Do not chew yet. Instead, allow the food to just be in your mouth, exploring it with your tongue or rolling it around to different parts of your mouth. Continue to breathe and build awareness of any physical sensations or reactions within your body. When you are ready, take one or two slow bites and focus on the sensations in your mouth; the burst of flavour and waves of taste that follow as you chew; the sound of the food squeaking or your teeth. Notice how the sensations and flavour change over time. Then, explore how the object itself is changing, dissolving, and slowly disappearing. Detect the intention to swallow when it first arises. When you do finally swallow, imagine the path the food follows from your mouth, down your esophagus, to your stomach. Notice any sensations that linger in your mouth.

Then, reconnect with your body and breath. What sensations are you experiencing at this moment? To close this practice, return to your breath. Inhale deeply (pause and breathe in through your nose) and exhale, releasing any negative energy (pause and breathe out through your mouth). Take two more deep breaths in and out (pause and model two breaths). When you are ready, open your eyes and bring yourself back to this classroom.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# WHAT IS IT?

## TAKING A CLOSER LOOK THROUGH MINDFUL EATING

I predict my mystery food item is: \_\_\_\_\_

How does your mystery food item SMELL? (aromatic, sweet, floral...)	
How does your mystery food item FEEL? (texture, moisture, temperature...)	
How does your mystery food item TASTE? (salty, sweet, sour, bitter, savoury, spicy...)	
How does your mystery food item LOOK? (colour, size, texture, shape...)	
How does your mystery food item SOUND? (Listen to the sounds made by the food when you eat it and listen to your body — Are you hungry? Thirsty? Full?)	

My mystery food item is: \_\_\_\_\_

**Here is a drawing of my mystery food item:**

### Questions:

1. Describe your eating environment at lunchtime. At dinner time.

\_\_\_\_\_

2. Where do you eat? Who do you eat with? Is it busy or calm?

\_\_\_\_\_

3. Do you take time to enjoy your food?

\_\_\_\_\_

4. What are at least three reasons people don't eat mindfully?

\_\_\_\_\_

5. What are three things we can do to remind ourselves to eat mindfully at school and at home?

\_\_\_\_\_

# FAMILY TRADITIONS IN EATING

In British Columbia, there are over 200 distinct First Peoples' communities and a strong Métis presence, and each has its own art, language, culture, and food traditions. Favourite foods of British Columbians vary from region to region, and are strongly dependent on family heritage and demographics.

Among First Peoples on the west coast of BC, different families have different responsibilities regarding cooking and eating/feasting practices, however there are some common themes around who eats and when. For example, harvesting is done in one's own family area. Additionally, sustainability is a guiding principle, with the philosophy of taking one fruit and leaving two; the two are left in order for (i) the plant to regrow, and (ii) the animals to feed. These selective harvesting practices could mean people would need to travel long distances to gather enough food for the family.

Complete the chart below by investigating BC First Peoples' traditions, as well as sharing your family traditions with others in your class. Because there is so much diversity in BC's Indigenous communities, you can focus on the distinct practices of just one community when filling out the "BC First Peoples' Traditions" column of the chart.

	BC First Peoples' Traditions	My Family Traditions	My Classmate's Family Traditions	My Classmate's Family Traditions
What foods are eaten during a celebration or feast?				
Why are these foods important to your family?				
How are these foods gathered for preparation?				
Who prepares or cooks these foods?				
Who serves these foods to the family on a daily basis? In a celebration?				
Is there an order or way in which people eat?				
Are there any rituals or ceremonies associated with these foods?				
Other interesting facts about eating practices.				

# LESSON 4: STRAWBERRY LIFE CYCLE

## Overview:

Strawberries are grown in every province in Canada and throughout BC, from the Peace River area to southern BC and Vancouver Island. They grow and ripen quickly and are one of the first fruit crops of the summer.

First Peoples in British Columbia have been harvesting and enjoying wild strawberries for hundreds of years. Sometimes they would mix strawberries and their leaves with other berries, drying them to make medicinal tea (to treat sore throats), but oftentimes these fruits were simply enjoyed fresh off the plant. Coastal and wild strawberries are ancestors of our modern cultivated strawberry. In this lesson:

- Students will complete an activity of labelling strawberry plant parts and investigating their respective functions.
- Students will learn how different parts of the strawberry plant have been used traditionally by First Peoples in BC for foods and medicine.

## Materials:

- Electronic devices to access the internet
- Student handout:
  - Strawberry Life Cycle - Activity 5

## SCIENCE

### Curricular Competencies

#### Questioning and Predicting

- Demonstrate curiosity about the natural world
- Observe objects and events in familiar contexts
- Identify questions about familiar objects and events that can be investigated scientifically
- Make observations in familiar or unfamiliar contexts

#### Planning and Conducting

- Make observations about living and non-living things in the local environment
- Observe, measure, and record data, using appropriate tools, including digital technologies

#### Processing and Analyzing Data and Information

- Experience and interpret the local environment
- Demonstrate an openness to new ideas and consideration of alternatives
- Identify First Peoples' perspectives and knowledge as sources of information

### Content Connections

- First Peoples' concepts of interconnectedness in the environment
- Characteristics of life

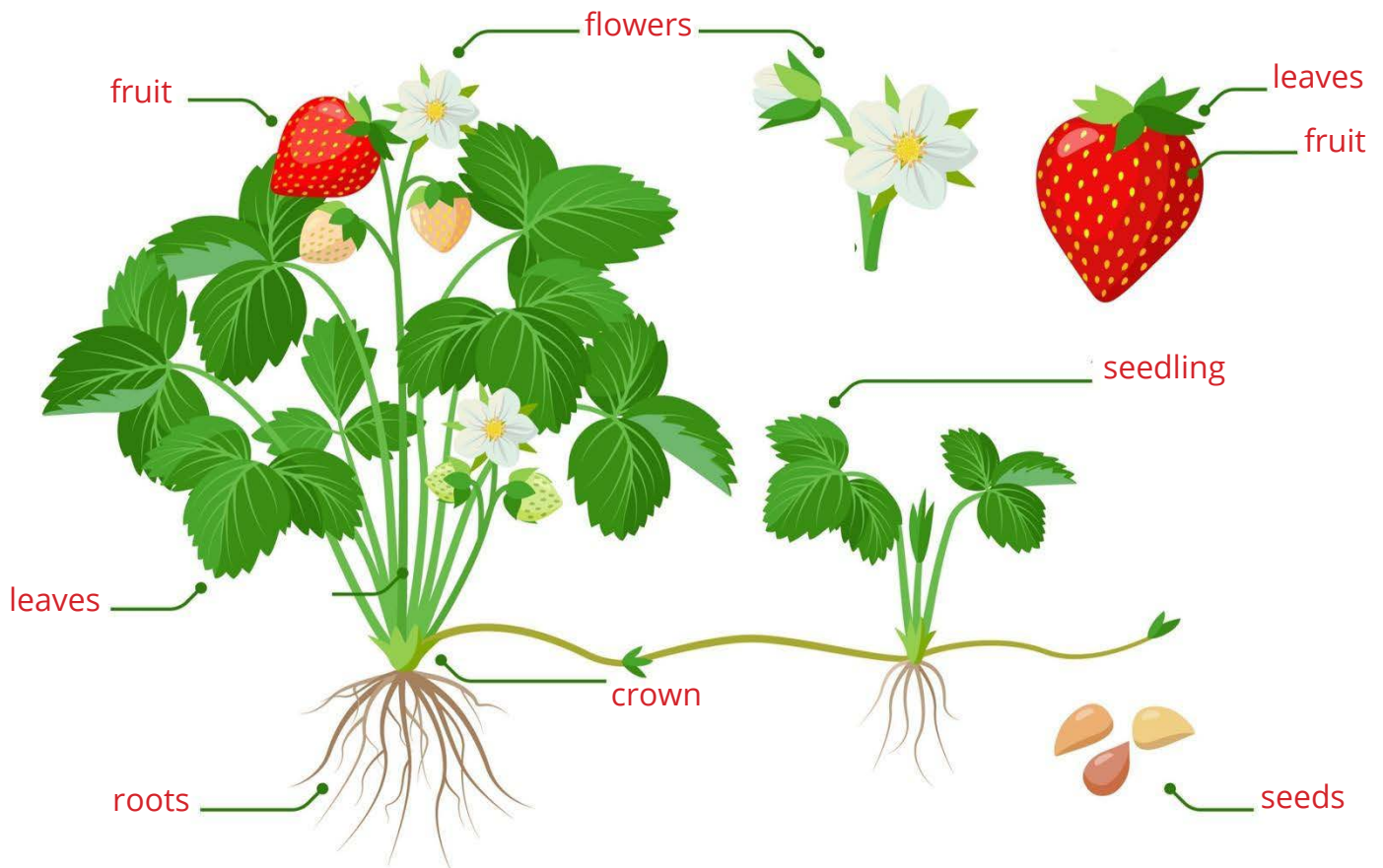
## Procedure:

1. Begin the class by asking students if they know anything about how strawberries grow.
2. Show the videos [www.youtu.be/xlSeTvp9ql8](http://www.youtu.be/xlSeTvp9ql8) and [www.youtube.com/watch?v=CDy2\\_OhfUoA](http://www.youtube.com/watch?v=CDy2_OhfUoA), which demonstrate strawberry growth.
3. Ask students to identify any plant parts that they recognize in the videos and share their ideas with a partner.
4. Distribute the Strawberry Life Cycle handout and have students complete the worksheets in pairs or individually. Depending on the age group, students may require more or less support to complete the activity.
5. Bring class together and review responses.

## KEY

Teacher KEY - Strawberry Life Cycle - Activity 5

### STRAWBERRY PLANT PARTS



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# STRAWBERRY LIFE CYCLE

Strawberries come in all different shapes and sizes. Some varieties are as big as the palm of your hand, whereas wild strawberries are usually tiny and only about the size of your fingernail.

Strawberries are grown in every province in Canada and throughout BC, from the Peace River area to southern BC and Vancouver Island. They grow and ripen quickly and are one of the first fruit crops of the summer. Strawberry plants are called perennials. This means that they rest during the winter months and start to grow again as soon as the soil warms in early spring. That's the best time to plant the new runners or **seeds**. Each runner or seed becomes a **seedling**, and as the seedling's **stems** spread and grow bigger, they develop flower buds and **leaves**. The part of the plant just above the hairy roots but below the green shoots is called the **crown**. Strawberry plants are planted with their crown above ground so that the new growth gets light and fresh air. The **roots** grow downward, holding the plant securely in the soil while absorbing water and nutrients. White **flowers** open when they're ready for bees, or the wind, to pollinate them. When the **flower petals** fall, a strawberry forms from the bud. Soon a ripe red **fruit** will be ready for picking and eating!

Use the bolded, underlined words to label the plant parts below.  
You may use words more than once.

## STRAWBERRY PLANT PARTS




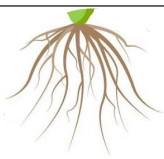


# STRAWBERRY LIFE CYCLE

Wild strawberries grow in woodlands, roadsides, and open fields throughout BC. Like many fruits, such as apples, apricots, and plums, wild strawberries belong to the rose family of plants. Strawberries are different from other fruits, however, because they have their seeds on the outside.

First Peoples in British Columbia have been harvesting and enjoying wild strawberries for hundreds of years. Sometimes they would mix strawberries and their leaves with other berries, drying them to make medicinal tea (to treat sore throats), but mostly these fruits were enjoyed fresh off the vine. Coastal and wild strawberries are ancestors of our modern cultivated strawberry. "To cultivate" means to nurture and help grow. Cultivated fruits are those farmers grow and typically sell.

Early settlers took wild North American strawberries back to Europe with them and planted them near other varieties that grew in those areas. Once grown together, they formed a natural mixed-plant that was larger and more productive. With the same sweet flavour of both of its wild parent plants, this new berry was soon cultivated around the world, and eventually returned to Canada.

Label the parts of a strawberry plant in the table and write a short description of what each part does and what it is used for in the space provided:

	WHAT IT DOES	WHAT IT IS USED FOR
 _____		
 _____		
 _____		
 _____		

# LESSON 5: A RACE AROUND THE STRAWBERRY PATCH

## Overview:

Strawberries are grown in every province in Canada and throughout BC, from the Peace River area to southern BC and Vancouver Island. They grow and ripen quickly and are one of the first fruit crops of the summer. These fruits, which are not considered a “true berry” are members of the rose family, just like apples and plums. In this lesson, students will be able to play an interactive game called “A Race Around The Strawberry Patch,” in which they will learn many fun facts about strawberry plants! It is recommended that teachers arrange a time in which students can play the game with their pen-pals virtually. In this lesson, students will learn about the strawberry, including uses and significance of the fruit by First Peoples, by playing an interactive board game all about strawberries. As an extension, students will be able to create their own strawberry-themed questions to add to the game.

## Materials:

- Electronic devices to access the internet
- Power Point: A Race Around The Strawberry Patch
  - [www.bcaitc.ca/resources/race-around-strawberry-patch-board-game](http://www.bcaitc.ca/resources/race-around-strawberry-patch-board-game)
- Dice and tokens (optional)
- Student handouts:
  - A Race Around Strawberry Patch Game Board (printout of Slide 1 of Powerpoint)
  - A Race Around The Strawberry Patch Game Cards (optional)

## SCIENCE

### Curricular Competencies

#### Questioning and Predicting

- Demonstrate curiosity about the natural world
- Observe objects and events in familiar contexts
- Identify questions about familiar objects and events that can be investigated scientifically
- Make observations in familiar or unfamiliar contexts

#### Planning and Conducting

- Make observations about living and non-living things in the local environment
- Observe, measure, and record data, using appropriate tools, including digital technologies

#### Processing and Analyzing Data and Information

- Experience and interpret the local environment
- Demonstrate an openness to new ideas and consideration of alternatives
- Identify First Peoples’ perspectives and knowledge as sources of information

### Content Connections

- First Peoples’ concepts of interconnectedness in the environment
- Characteristics of life



# PHYSICAL AND HEALTH EDUCATION

## Curricular Competencies

## Content Connections

### Healthy and Active Living

- Identify opportunities to make choices that contribute to health and well-being
- Explain the relationship of healthy eating to overall health and well-being
- Identify and describe factors that influence healthy choices
- Analyze and describe the connections between eating, physical activity, and mental well-being
- Describe the impacts of personal choices on health and well-being

### Mental well-being

- Describe and assess strategies for promoting mental well-being, for self and others

- Practices that promote health and well-being, including those relating to physical activity, nutrition, and illness prevention

## Procedure:

1. Begin the class by asking students what they remember about strawberry plants. Allow students to provide responses to share with the class.
2. Tell students that they will be playing A Race Around The Strawberry Patch which is in an electronic slideshow format.
3. Divide the class into groups of four and provide each group with an electronic device to access the internet.
4. Share the A Race Around The Strawberry Patch PowerPoint so that students can access the file: [www.bcaitc.ca/resources/race-around-strawberry-patch-board-game](http://www.bcaitc.ca/resources/race-around-strawberry-patch-board-game). If using this slideshow in another platform and the links are problematic, these are the links used within the slideshow: Video link from Question 2: [www.youtube.com/watch?v=2gWmhMLlxwo](https://www.youtube.com/watch?v=2gWmhMLlxwo)
5. Ask students to open the file, and provide them each with the printout of the board game.
6. Have students open the file in Presentation mode/slideshow. Click the arrows at the bottom left of the screen to advance to the next slide.
7. Click links for video, sounds, enlarged images, or backside for question cards. Click the "X" at the top right hand corner when viewing the backside of question cards to continue the game.
8. Review the following rules of the game with students:
  - The goal of the game is to be the first person to reach the finish line.
  - To begin, each player places their pawn on the Start square. Player 1 rolls the die to indicate how many spaces they can move.
    - For example, if Player 1 rolls a two, and they answer correctly, their pawn moves forward two spaces on the board. If they answer incorrectly, their pawn remains stationary, and the play moves to the person on the left.
  - The first team or player to land at the finish line wins the game.

## Extensions:

- Have students create their own question/answer sets about strawberries and substitute their questions with those already included in the game.
- Have students meet their pen-pals virtually and play the game online, using a video conferencing tool such as Microsoft Teams or Zoom.



# LESSON 6: STRAWBERRY GROWTH

## Overview:

Strawberries are the only fruit that wear their seeds on the outside, and on average are adorned with between 150 and 200 seeds per strawberry. In this lesson, students will collect observations and data about their own growing plants, then aggregate class data. Students will measure plant and leaf growth, and count seeds from one of the strawberries they will harvest. Students will then be able to compare their class data with their pen-pals and discuss their results.

## Materials:

- Whiteboard/blackboard
- Strawberry cut-outs
- Magnets and/or tape
- Student handouts:
  - Strawberry Growth and Life Cycle - Activity 6
  - Strawberry Growth and Life Cycle Graphs - Activity 7

## SCIENCE

### Curricular Competencies

#### Questioning and Predicting

- Demonstrate curiosity about the natural world
- Observe objects and events in familiar contexts
- Identify questions about familiar objects and events that can be investigated scientifically
- Make observations in familiar or unfamiliar contexts

#### Planning and Conducting

- Make observations about living and non-living things in the local environment
- Observe, measure, and record data, using appropriate tools, including digital technologies

#### Processing and Analyzing Data and Information

- Experience and interpret the local environment
- Demonstrate an openness to new ideas and consideration of alternatives
- Identify First Peoples' perspectives and knowledge as sources of information

### Content Connections

- First Peoples' concepts of interconnectedness in the environment
- Characteristics of life

## MATHEMATICS

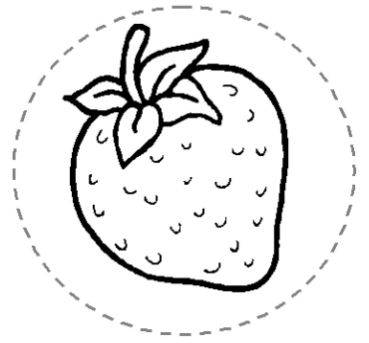
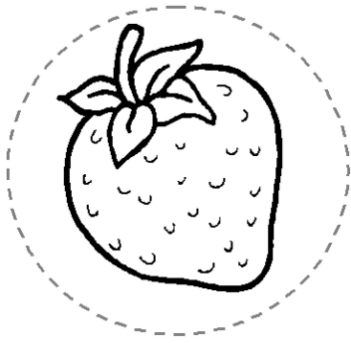
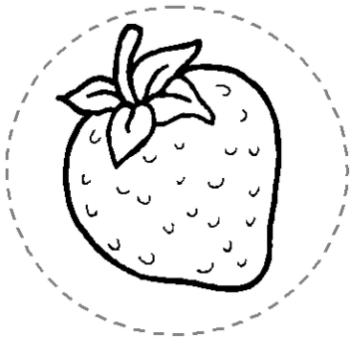
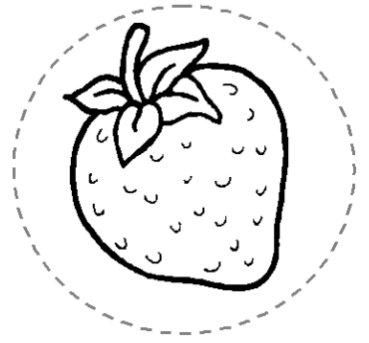
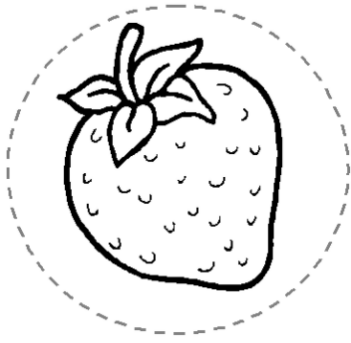
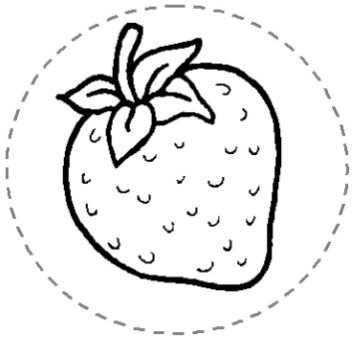
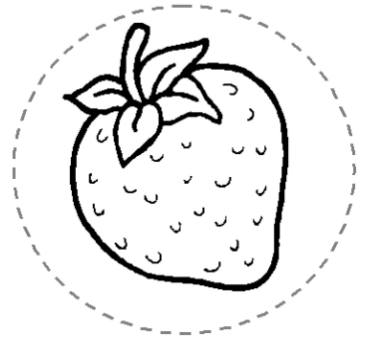
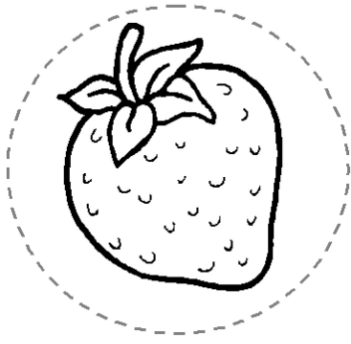
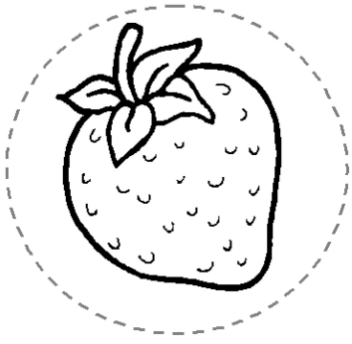
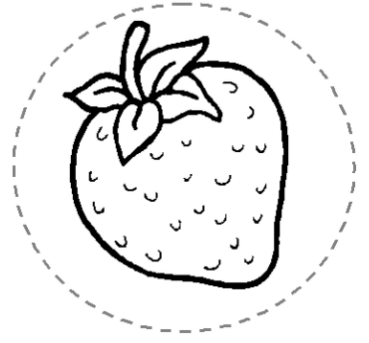
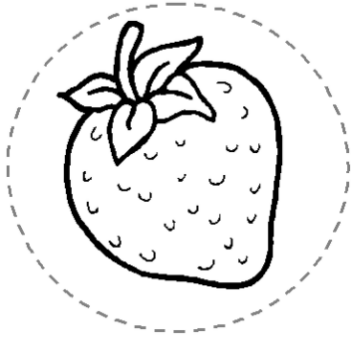
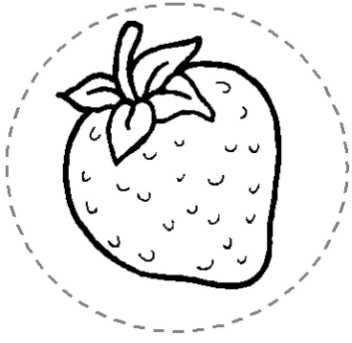
### Curricular Competencies

- Use reasoning to explore and make connections
- Estimate reasonably
- Develop mental math strategies and abilities to make sense of quantities
- Use technology to explore mathematics
- Model mathematics in contextualized experiences

### Content Connections

- number concepts
- addition problems
- subtraction problems
- multiplication problems
- division problems
- measurement with nonstandard and standard units





Name: \_\_\_\_\_ Date: \_\_\_\_\_

# STRAWBERRY GROWTH AND LIFE CYCLE

While humans and animals eat plants and other animals as food, plants can make their own food. Plants do this using a process called photosynthesis.

**Photosynthesis** is the process by which green plants use sunlight to make their own food. **Photosynthesis** is necessary for life on Earth. Without it, there would be no green plants, and without green plants, there would be no animals. **Photosynthesis** requires sunlight, chlorophyll, water, and carbon dioxide gas.

## STRAWBERRY PLANTS


Things that a plant needs to grow (for photosynthesis)	Things that a plant produces as waste (during photosynthesis)

Indicate in the box below what factors might affect how your plant grows. What might help the plant grow faster? What may cause your plant to grow slower?

Things that may speed up or slow down plant growth

# STRAWBERRY GROWTH AND LIFE CYCLE GRAPHS


Use the chart below to graph the growth of your strawberry plants over time by recording the number of leaves on your plant each week.

19									
18									
17									
16									
15									
14									
13									
12									
11									
10									
9									
8									
7									
6									
5									
4									
3									
2									
1									
	WEEK 2	WEEK 4	WEEK 6	WEEK 8	WEEK 10	WEEK 12	WEEK 14	WEEK 16	WEEK 18

Use the chart below to graph the growth of your strawberry plants over time by recording the number of total runners from the plant each week.


7								
6								
5								
4								
3								
2								
1								
	WEEK 2	WEEK 4	WEEK 6	WEEK 8	WEEK 10	WEEK 12	WEEK 14	WEEK 16

Strawberry plants usually take 3 months to grow. Use the chart below to graph the growth of your strawberry plants over time by recording the number of flowers on your plant in regular intervals.

10									
9									
8									
7									
6									
5									
4									
3									
2									
1									
	WEEK 4	WEEK 6	WEEK 8	WEEK 10	WEEK 12	WEEK 14	WEEK 16	WEEK 18	WEEK 20



Strawberry plants usually take 3 months to grow. Use the chart below to graph the growth of your strawberry plants over time by recording the number of fruiting bodies on your plant in regular intervals.

12									
11									
10									
9									
8									
7									
6									
5									
4									
3									
2									
1									
	WEEK 4	WEEK 6	WEEK 8	WEEK 10	WEEK 12	WEEK 14	WEEK 16	WEEK 18	WEEK 20



# LESSON 7: STRAWBERRY STORIES

## Overview:

Often referred to as the “heart berry” because of its shape, the wild or natural strawberry is an important food and medicine in many Indigenous cultures in North America. The heart berry helps us understand the connection between the mind, body, spirit, and emotions. Symbolically, it represents peace and forgiveness. In this lesson, students will listen to oral traditional stories about the strawberry. Following this, students will create an original story of their own about a concept, such as friendship or forgiveness, that incorporates the strawberry. Have students share their stories with their pen-pals.

## Materials:

- Electronic devices to access the internet
- Projector
- Student handouts:
  - Elements of Creative Narrative Writing - Activity 8
  - Narrative Story Map - Activity 9

## PHYSICAL AND HEALTH EDUCATION

### Curricular Competencies

#### Healthy and Active Living

- Describe the impacts of personal choices on health and well-being

#### Mental well-being

- Describe and assess strategies for promoting mental well-being, for self and others

### Content Connections

- Practices that promote health and well-being, including those relating to physical activity, nutrition, and illness prevention

## ENGLISH LANGUAGE ARTS

### Curricular Competencies

- Consider different purposes, audiences, and perspectives in exploring texts
- Apply a variety of thinking skills to gain meaning from texts
- Identify how differences in context, perspectives, and voice influence meaning in texts
- Recognize the role of language in personal, social, and cultural identity
- Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world
- Respond to text in personal and creative ways
- Recognize how literary elements, techniques, and devices enhance meaning in texts
- Show an increasing understanding of the role of organization in meaning
- Demonstrate awareness of the oral tradition in First Peoples’ cultures and the purposes of First Peoples’ texts
- Identify how story in First Peoples’ cultures connects people to land

### Content Connections

#### Story/text

- forms, functions, and genres of text
- text features
- literary elements
- literary devices
- evidence

#### Strategies and processes

- reading strategies
- oral language strategies
- metacognitive strategies
- writing processes

#### Language features, structures, and conventions

- features of oral language
- paragraph structure
- sentence structure and grammar conventions

# ART

## Curricular Competencies

### Reasoning and Reflecting

- Choose artistic elements, processes, materials, movements, technologies, tools, techniques, and environments using combinations and selections for specific purposes in art making
- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

### Reasoning and Reflecting

- Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations
- Reflect on creative processes and make connections to other experiences
- Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art

### Communicating and Documenting

- Interpret how symbols are used through the arts
- Express feelings, ideas, stories, observations, and experiences through the arts
- Describe and respond to works of art
- Experience, document, and share creative works in a variety of ways

## Procedure:

### Part 1

1. Begin by telling students that stories can teach us important lessons about nature and our feelings. As a hook, share the following story with your students, written by an Indigenous Support Worker and First Nations / Métis woman in Abbotsford, British Columbia:

*My ancestral name is Spéshelewét. My English name is Chris Kelly. I am First Nations, StoLo from Semath, my father is Spésh, Elwin Kelly, my Grandmother is Dora Munroe, Métis from Trois Rivières, Quebec, my grandfather is Andrew Kelly, from Semath. My great grandparents are Harry and Mary Ann Kelly and Armos and Maude Munroe from Port Douglas, BC.*

*When I was young, I remember getting up early to go pick strawberries. We always had to get up sooo early to go pick. I asked why we had to always go early, and Gramma said because the berries were bigger in the morning. As a child I accepted her answer, as an adult I found out why the berries were bigger in the morning. In the morning any dew from the night before will keep the berries plump and full of juice. We live in the valley so when the winds blow in the morning, they are moist winds bringing the air from off the ocean, going up to our valley to the interior. In the afternoon when the winds return, they are pulling the dry air from the interior, so will dry the berries out. And there is also the sun which is much hotter in the afternoons! My Gramma was right, the berries are bigger in the morning!*

Let students know that sometimes stories will tell us the lesson, but sometimes, the story won't tell us the lesson, and we need to figure it out for ourselves.

2. Ask students if they've ever heard the expression, "You are my sunshine."
3. Let them know that this means that just as the sun can bring joy, warmth, and happiness,

## Content Connections

- visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition
- personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment

when you say “You are my sunshine” to someone, it can mean that they make you happy, bringing you warmth and joy.

4. Next, ask students what forgiveness means. Ask students if an apology is required for forgiveness to take place and if they can think of a time when they have forgiven someone or been forgiven themselves. Remind students that forgiveness means letting go of hard feelings like anger, sadness, or frustration that happen when you or someone else makes a mistake. Remember to also stress that forgiveness doesn't mean that someone hasn't wronged or hurt you, but that you have found it in your heart to let go of your feelings of hurt and move past the situation; in some cases, this includes accepting an apology.
5. Share the video, “The First Strawberries: A Cherokee Story, retold by Joseph Bruchac” [www.youtube.com/watch?v=q6gHUkxjZt0](http://www.youtube.com/watch?v=q6gHUkxjZt0)
6. Tell students that they are going to try out some role playing. Ask students to move into pairs and have them act out/demonstrate the following:  
What does forgiveness look like when...
  - Your friend accidentally breaks your favourite toy
  - Your sister ruins your favourite shirt
  - You promised your mom you'd clean your room but you forgot (forgiving yourself)
  - You borrowed your sister's computer without asking and spilled juice all over the keyboard (forgiving yourself)
  - Your brother takes something of yours without asking
7. If any students would like to share, have them perform their role play in front of the class.
8. Tell students that they will be creating a narrative writing piece about forgiveness. Students should be reminded that the purpose of a narrative is to share a story, and that any time they are telling their friends and family about an incident or event, it is a form of narration.
9. Next, spend some time reviewing the basic components of a narrative, including:
  - Plot
  - Characters
  - Point of View
  - Descriptive Language
  - Theme
10. Write the information on elements of narration on a piece of chart paper or on the board so that students can refer to it as they work on their stories.
11. Ask students to think about a time when they have forgiven someone or been forgiven themselves. Tell them to take 2-3 minutes to share this experience with a partner, including details such as who, what, where, when, and why.
12. Have students complete the Elements of Creative Narrative Writing worksheet and Narrative Story Map.
13. Students should then be instructed to write a story about forgiveness using the directions on the Narrative Story Map to begin.
14. Have students create a rough draft of their stories about forgiveness.
15. Request that students submit a draft of their short stories to you for review and feedback. Provide thoughtful feedback and return stories for further review.

## Part 2

1. After students have completed their rough drafts and you have had time to provide feedback, have students work with a partner to peer edit the draft. Students should be reminded that as peer editors, they have a responsibility to provide critical feedback in a respectful manner.
2. Once drafts are edited, students can begin creating their final draft of their narrative writing piece. Remind students that special attention should be paid to the elements of the story, as well as spelling and grammar.
3. Ask students to illustrate their stories and create a picture book to share with others in their class and their pen-pals.

**Extension:**

1. Have students visit a kindergarten class to share their stories about strawberries with other students.
2. Convert the picture books and narrative stories into an online format (e.g. PowerPoint or Prezi).
3. Remind students that when we practice forgiveness, we allow our hearts to be healed from whatever hurt us. We also help heal the hearts of people who may have hurt us unintentionally. Have students draw something that means a lot to them inside the shape of a heart and cut it into 10-15 jigsaw puzzle pieces. Have a partner put the pieces back together again to show how forgiveness helps us heal.

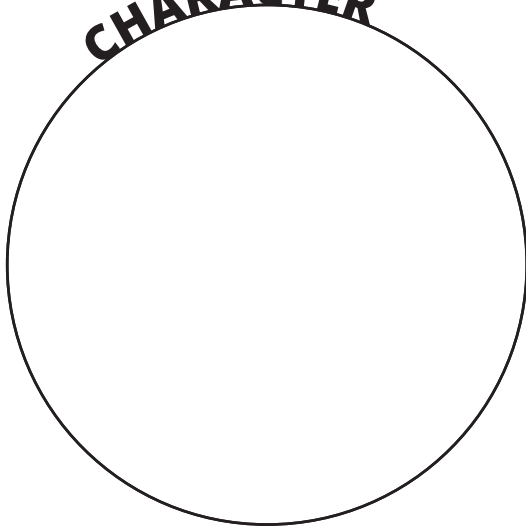
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# ELEMENTS OF CREATIVE NARRATIVE WRITING

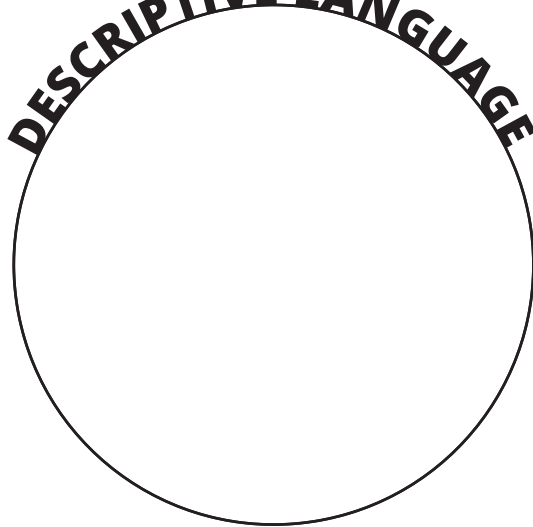
Key things to remember when writing a narrative:

- 
- 
- 

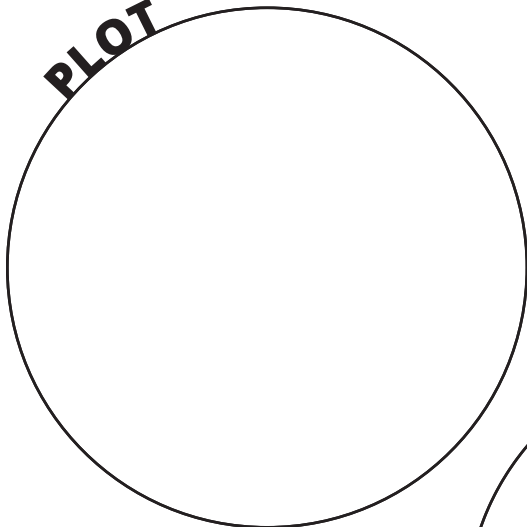
**CHARACTER**



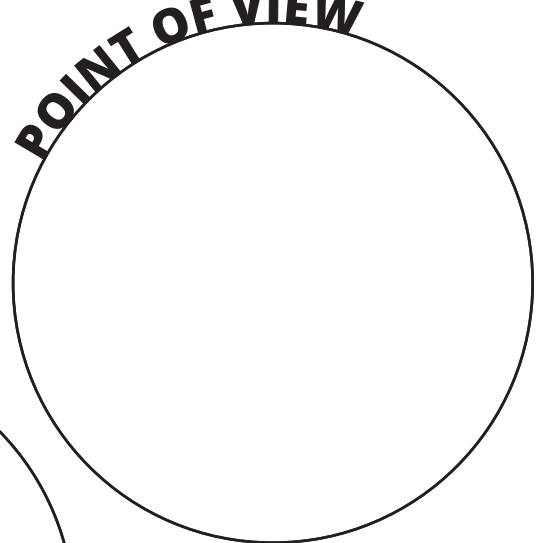
**DESCRIPTIVE LANGUAGE**



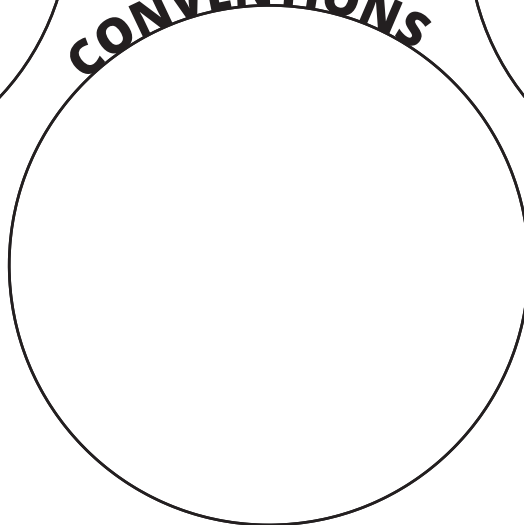
**PLOT**



**POINT OF VIEW**



**CONVENTIONS**



# ELEMENTS OF CREATIVE NARRATIVE WRITING

Key things to remember when writing a narrative :

- Think of a person, place, or moment in your life that matters, and write a story about it
- Focus on one episode and write with descriptive details
- The author is you, so try to tell the story from your point of view (1st person or 3rd person)

## CHARACTER

- Strong lead character
- Character actions and dialogue show character personality and traits

## DESCRIPTIVE LANGUAGE

- Adjectives
- Imagery
- Dialogue (tone)
- Imagery
- Show don't tell

## PLOT

- Setting
- Interesting conflict
- Action
- Climax
- Falling action
- Resolution

## POINT OF VIEW

- Most narratives use 1st or 3rd person
- Stick to one point of view throughout

## CONVENTIONS

- Spelling
- Grammar
- Correctly written sentences with punctuation

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# NARRATIVE STORY MAP

A story map is a strategy that helps you to outline a story by identifying the setting, characters, plot, problem, and solution before you begin writing. It helps to ensure that you include the most important elements when you are writing a story.

## THEME: Forgiveness

<b>Setting:</b> <b>Where:</b>  <b>When:</b>		
↓		
<b>Major Characters:</b>  <b>Minor Characters:</b>		
↓		
<b>Plot/Problem:</b>		
↓		
<b>Event 1:</b>	<b>Event 2:</b>	<b>Event 3:</b>
↓	↓	↓
<b>Outcome:</b>		



# LESSON 8: TRADITIONAL FIRST PEOPLES' STRAWBERRY RECIPE

## Overview:

Food is often at the centre of celebration, festival, and community in First Peoples' communities around BC. Certain Indigenous foods and plants often carry deep meaning. For example, the strawberry, known fondly among First Peoples as the "heart berry," symbolizes love, forgiveness, and reconciliation. This fruit, in Indigenous teachings, inspires us to be connected to families and communities, and through a strawberry feast with pen-pals. In this lesson students will:

- create a traditional First Peoples' recipe using strawberries (Bannock & Berries)
- share in a virtual feast with their pen-pals through an online meeting via an electronic platform (e.g. Zoom, Microsoft Teams)

## Materials:

- Electronic devices to access the internet
- Student handouts:
  - Traditional Bannock and Berries Recipe - Activity 10
  - Sweet Bannock Recipe
- Group sets of the necessary kitchen tools:
  - Mixing bowls
  - Measuring cups
  - Measuring spoons
  - Wooden Spoons
  - Frying pan
  - Slotted turner spoon
  - Baking sheet
  - Paper towels
  - Grater (for lemon rind)
  - Medium saucepan
  - Serving plates
- Group sets of the following ingredients (see recipe for amounts dependent on class size):
  - Bannock
    - Flour
    - Baking powder
    - Sugar
    - Salt
    - Vegetable oil
  - Strawberry Topping
    - Strawberries
    - Sugar
    - Lemons
    - Salt

## PHYSICAL AND HEALTH EDUCATION

### Curricular Competencies

#### Healthy and Active Living

- Identify opportunities to make choices that contribute to health and well-being
- Explain the relationship of healthy eating to overall health and well-being
- Identify and describe factors that influence healthy choices
- Analyze and describe the connections between eating, physical activity, and mental well-being
- Describe the impacts of personal choices on health and well-being

#### Healthy and Active Living

- Describe and assess strategies for responding to discrimination, stereotyping, and bullying
- Describe and apply strategies for developing and maintaining healthy relationships
- Describe and apply strategies that promote a safe and caring environment

#### Mental well-being

- Describe and assess strategies for promoting mental well-being, for self and others

### Content Connections

- Practices that promote health and well-being, including those relating to physical activity, nutrition, and illness prevention

## ART

### Curricular Competencies

#### Reasoning and Reflecting

- Choose artistic elements, processes, materials, movements, technologies, tools, techniques, and environments using combinations and selections for specific purposes in art making
- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

#### Reasoning and Reflecting

- Reflect on creative processes and make connections to other experiences
- Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art

#### Communicating and Documenting

- Interpret how symbols are used through the arts
- Express feelings, ideas, stories, observations, and experiences through the arts

### Content Connections

- personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment

## APPLIED DESIGN, SKILLS, AND TECHNOLOGIES

### Curricular Competencies

- Use materials, tools, and technologies in a safe manner, and with an awareness of the safety of others, in both physical and digital environments

#### Making

- Construct the final product, incorporating planned changes

#### Sharing

- Decide on how and with whom to share their product
- Demonstrate their product and describe their process
- Determine whether their product meets the objective and contributes to the individual, family, community, and/or environment
- Reflect on their design thinking and processes, and their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain a co-operative work space

### Content Connections

#### Food Studies

- Basic food handling and simple preparation techniques and equipment
- Factors in ingredient use, including balanced eating/nutrition, function, and dietary restrictions
- Factors that influence food choices, including cost, availability, and family and cultural influences

## Procedure:

1. Let students know that they will be preparing the Traditional Bannock and Berries Recipe in class.
2. Ask students if they know what bannock is. If any students have tried it, ask them to describe it and what it tastes like. Ask students if they can think of any common foods that might resemble bannock.
3. Share with students the following important information about bannock:
  - Bannock is a type of fry bread
  - It originates from Scotland and was brought to Canada by Scottish explorers and traders
  - It was adopted by First Peoples of Canada over the 18th and 19th centuries
  - It was inexpensive, easy to make, and a good source of carbohydrates
  - It was typically made with corn flour by Canada's First Peoples
  - It was a staple food for explorers, hunters, and trappers
  - The word "bannock" stems from the Gaelic word "bannach," which means "morsel"
  - It was usually prepared as a large biscuit that could be broken up or wrapped around a stick
  - Most Indigenous families have their own unique recipes, which are passed down from generation to generation
4. Provide students with the Traditional Bannock and Berries Recipe handout. Demonstrate how to prepare the recipe by having all ingredients measured and prepared prior to the class. As you demonstrate the recipe, have students complete the fill-in-the-blanks on their handout.
5. Have students prepare the recipe in their cooking groups using appropriate kitchen safety and food handling techniques. For younger students, ensure there are adult volunteers that can assist.
6. Have students connect with their pen-pals via electronic device. Tell them to take the first 3 minutes to try out their cooking by using mindful eating techniques, then describe the food they created to their pen-pals. Give their pen-pals time to do the same.
7. Allow pen-pals to discuss the planting and growth of their strawberry plants.

## Extension:

- Have students try a strawberry recipe of their own choosing and share with the class.
- Encourage students to try other First Peoples' recipes from Indigenous cookbooks such as: *Feeding 7 Generations: A Salish Cookbook* by Elise Krohn and Valerie Segrest.
- Create a recipe exchange between class members and pen-pals by providing an online forum where students can exchange recipes and comment on their creations.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# TRADITIONAL BANNOCK AND BERRIES RECIPE

## WHAT IS BANNOCK?

- Bannock is a type of \_\_\_\_\_ bread.
- It originates from \_\_\_\_\_.
- It was adopted by First Peoples of Canada over the \_\_\_\_\_ centuries.
- Bannock was traditionally made with \_\_\_\_\_ flour by First Peoples.
- It was inexpensive, easy to make, and a good source of \_\_\_\_\_.

## INGREDIENTS

### Bannock

- 1½ cups \_\_\_\_\_
- 1½ tbsp baking powder
- ¼ cup \_\_\_\_\_
- ½ tsp salt
- Vegetable oil for frying

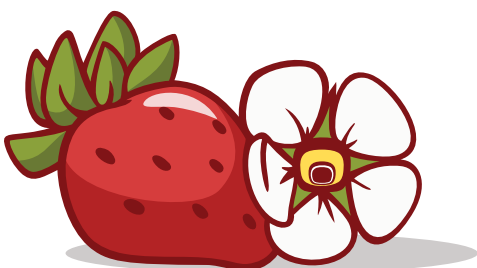
### Strawberry Topping

- 1 cup \_\_\_\_\_
- ¼ cup white sugar
- ¼ \_\_\_\_\_, juice and rind
- 1 pinch salt



## INSTRUCTIONS

1. Mix the flour, sugar, baking powder, and salt together in a medium-sized bowl.
2. Add water and mix it until dough becomes \_\_\_\_\_. Be sure not to over-mix or the dough will become very tough.
3. Roll the dough into a large ball and slice into \_\_\_\_\_.
4. Flatten each ball of dough with your hands to about ½" to ¾" thickness.
5. Warm a greased frying pan to medium heat. Gently place balls of dough onto the heated frying pan, allowing each side to cook until \_\_\_\_\_ for approximately 10-15 minutes. (It is also possible to bake bannock at 350 degrees Fahrenheit for 25-30 minutes, or cook the bannock as traditionally done, \_\_\_\_\_.)
6. Place the bannock on a paper towel to soak up the \_\_\_\_\_.
7. For the strawberry topping, wash the berries and place them on some paper towel.
8. Hull berries by removing their green caps and \_\_\_\_\_. Slice or quarter them, then cook the berries in a saucepan over medium heat until soft.
9. Add the sugar, lemon juice, rind, and salt. Ensure you continue stirring the mixture so it does not burn. Turn the heat down to low, if necessary.
10. Continue cooking until all the sugar is \_\_\_\_\_.
11. Serve the \_\_\_\_\_ drizzled with the strawberry topping.



# TRADITIONAL BANNOCK AND BERRIES RECIPE

## WHAT IS BANNOCK?

- Bannock is a type of FRY bread.
- It originates from SCOTLAND.
- It was adopted by First Peoples of Canada over the 18<sup>TH</sup> AND 19<sup>TH</sup> centuries.
- Bannock was traditionally made with CORN flour by First Peoples.
- It was inexpensive, easy to make, and a good source of CARBOHYDRATE ENERGY.

## INGREDIENTS

### Bannock

- 1½ cups FLOUR
- 1½ tbsp baking powder
- ¼ cup SUGAR
- ½ tsp salt
- Vegetable oil for frying

### Strawberry Topping

- 1 cup STRAWBERRIES
- ¼ cup white sugar
- ¼ LEMON, juice and rind
- 1 pinch salt

## INSTRUCTIONS

1. Mix the flour, sugar, baking powder, and salt together in a medium-sized bowl.
2. Add water and mix it until dough becomes THICK AND STICKY. Be sure not to over-mix or the dough will become very tough.
3. Roll the dough into a large ball and slice into 6 EQUAL PIECES.
4. Flatten each ball of dough with your hands to about ½" to ¾" thickness.
5. Warm a greased frying pan to medium heat. Gently place balls of dough onto the heated frying pan, allowing each side to cook until GOLDEN BROWN for approximately 10-15 minutes. (It is also possible to bake bannock at 350 degrees Fahrenheit for 25-30 minutes, or cook the bannock as traditionally done, OVER AN OPEN FLAME.)
6. Place the bannock on a paper towel to soak up the EXCESS GREASE.
7. For the strawberry topping, wash the berries and place them on some paper towel.
8. Hull berries by removing their green caps and CORE. Slice or quarter them, then cook the berries in a saucepan over medium heat until soft.
9. Add the sugar, lemon juice, rind, and salt. Ensure you continue stirring the mixture so it does not burn. Turn the heat down to low, if necessary.
10. Continue cooking until all the sugar is DISSOLVED.
11. Serve the WARM BANNOCK drizzled with the strawberry topping.

# SWEET OVEN BANNOCK RECIPE

## INGREDIENTS

### Bannock

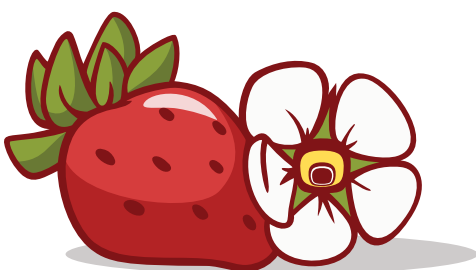
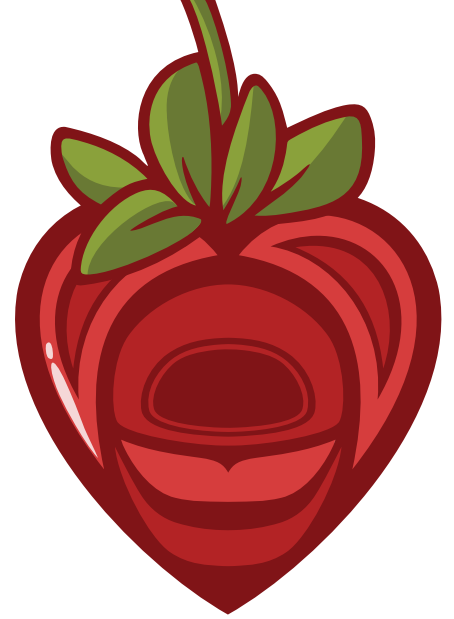
- 5 cups flour
- 3 tbsp baking powder
- 3 tbsp sugar
- $\frac{3}{4}$  cup canola or vegetable oil (or 2 tbsp melted lard)
- 2 cups warm water (or buttermilk)
- 1 cup fresh or dried berries

## INSTRUCTIONS

1. Mix dry ingredients in a bowl.
2. Add the oil and water or milk. Mix with a big spoon, then when it forms a ball, knead it about 10 times. Turn out of bowl onto a greased pan. I like to make mine into a circle.
3. Bake for 30 minutes at 350 degrees Fahrenheit or until just golden brown. I serve warm with more crushed berries on top. Tastes like summer!

Bannock is a universal food that has been eaten in variety of forms in countries all around the world. The word “bannock” is an Old English word of Celtic origin. When Europeans came to our country, they brought their recipes from their homelands. Indigenous people began making bannock with government-issued staples, and valued this tasty addition to their diet. Today, most Indigenous communities enjoy bannock at gatherings, both social and ceremonial, as well as for everyday meals. A traditional recipe would not have been done by measurements. Rather, the instructions would have been like, “You mix for 5 handfuls of flour about two spoonfuls of baking powder in a pinch of salt and sugar then add two or three spoonfuls of lard and some water or milk if you have the milk will make it softer.” Roll your bannock into a snake and wrap it around the stick. Cook it over an open fire. Sadly, now we can’t always cook over an open fire, so I have shared this measured recipe with you.

### Spéshelewét (Chris Kelly)



# LIST OF RESOURCES

[www.fnesc.ca/first-peoples-principles-of-learning/](http://www.fnesc.ca/first-peoples-principles-of-learning/)  
[www.sites.google.com/a/ualberta.ca/our-garden/plants/wild-strawberries?authuser=0](http://www.sites.google.com/a/ualberta.ca/our-garden/plants/wild-strawberries?authuser=0)  
[www.bcfoodhistory.ca/strawberries-native-british-columbia/](http://www.bcfoodhistory.ca/strawberries-native-british-columbia/)  
[www.learning.royalbcmuseum.bc.ca/pathways/native-plants-south-coast/](http://www.learning.royalbcmuseum.bc.ca/pathways/native-plants-south-coast/)  
[www.fnesc.ca/science-first-peoples/](http://www.fnesc.ca/science-first-peoples/)  
[www.officialkidsmag.com/2019/05/01/kids-grow/](http://www.officialkidsmag.com/2019/05/01/kids-grow/)  
[www.kids.kiddle.co/Strawberry](http://www.kids.kiddle.co/Strawberry)  
[www.homeschoolpreschool.net/parts-of-a-strawberry-plant-worksheet/](http://www.homeschoolpreschool.net/parts-of-a-strawberry-plant-worksheet/)  
[www.study.com/academy/lesson/strawberry-facts-lesson-for-kids.html](http://www.study.com/academy/lesson/strawberry-facts-lesson-for-kids.html)  
[www.kidsgrowingstrong.org/strawberries-yum-m-m/](http://www.kidsgrowingstrong.org/strawberries-yum-m-m/)  
[www.strawberryplants.org/strawberry-plant/](http://www.strawberryplants.org/strawberry-plant/)  
[www.en.wikipedia.org/wiki/Strawberry](http://www.en.wikipedia.org/wiki/Strawberry)  
[www.pinterest.ca/pin/125045327135224250/](http://www.pinterest.ca/pin/125045327135224250/)  
[www.maps.fpcc.ca/](http://www.maps.fpcc.ca/)  
[www.firstvoices.com](http://www.firstvoices.com)  
[www.orcabook.com/speakingourtruth/PDFs/Speaking-Our-Truth-Teachers-Guide.pdf](http://www.orcabook.com/speakingourtruth/PDFs/Speaking-Our-Truth-Teachers-Guide.pdf)  
[www.youtube.com/watch?v=1NC5\\_g-32V8](http://www.youtube.com/watch?v=1NC5_g-32V8)  
[www.youtube.com/watch?v=nG\\_iMUHFuOg](http://www.youtube.com/watch?v=nG_iMUHFuOg)  
[www.opentextbc.ca/indigenizationfoundations/chapter/acknowledging-traditional-territories/](http://www.opentextbc.ca/indigenizationfoundations/chapter/acknowledging-traditional-territories/)  
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For more programs and other teacher resources visit:  
**BCAITC.CA**

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## **COMMON GROUND** **THE STRAWBERRY PROJECT**

