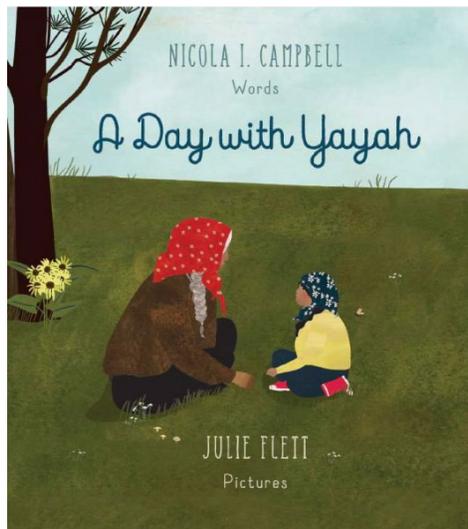




Gathering Information About Wild and Cultivated Plants

A Day with Yayah



The students will read *A Day with Yayah*, which features a Thompson River Salish family who harvest food together in the forest. Highlighting the Nl̓eʔkepmxcín language, readers can learn new words in addition to comparing and contrasting wild and cultivated plants we grow for food.

Subject Levels/ Suggested Grade

Intermediate

Grades 4-9

Written by Holly Johnson, BCAITC Education Specialist 2021-2022

Grade and Subject	Curriculum Connections
Science: 4-9	<ul style="list-style-type: none"> • First Peoples concepts of interconnectedness in the environment • First Peoples knowledge of changes in biodiversity over time • First Peoples knowledge of interconnectedness and sustainability
English Language Arts: 4-9	<ul style="list-style-type: none"> • Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. • Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding • Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world • Exchange ideas and perspectives to build shared understanding • Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking • Construct meaningful personal connections between self, text, and world • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts

Teacher Background

In this lesson students will participate in an introduction activity to spark their thinking about gathering food. The students will then read a book which tells the story about a girl who goes gathering in the forest outside her reservation with her grandmother (Yayah), who teaches her about which traditional plants to eat. After reading, students will participate in a discussion about the differences of wild/gathered versus cultivated/farmed plants, and have the opportunity to extend their learning through different activities.

Materials

- Paper and pencil
- *A Day with Yayah* by Nicola I. Campbell or [video of reading](#)
- Computer and Projector (if using video and digital copies of cards)
- [Wild Plant Cards](#)
- [Cultivated Plant Cards](#)
- Post- it notes
- Student handouts (optional extension)
 - Appendix 1

Procedure

HOOK:

- Ask students to sketch a picture of a meal they ate in the last few days. Once they have sketched the meal have them identify the ingredients and then list where they came from. Perhaps the student had eggs from their farm, or chicken from the grocery store, or a hamburger from a restaurant.
- Ask students to think of any other places we can get food. Lead them to into a discussion about fishing, hunting and gathering.
- Tell students the definition and importance of gathering to the First Peoples of British Columbia.

READ:

- Have students read *A Day with Yayah* in partners or watch [video of reading](#).
- Display [wild plant cards](#) and [cultivated plant cards](#) so students can refer to them while reading or viewing.

RESPOND:

- After reading, talk about the differences of wild/gathered versus cultivated/farmed plants. Discuss with students that cultivating means you intentionally raise and care for the plants. Ask how this is different from traditional gathering.
- Make a chart that discusses the benefits of eating wild/ gathered plants versus cultivated/farmed plants. (wild/gathered: *do not have to go to the store, eating from the land, less carbon footprint, follows seasons and contributes to sustainability, not always easy to find, possibly not enough for everyone.* farmed/cultivated: *often have to buy and costs money, can usually get any time of year, easy to find, has a large carbon footprint if grown across the world, supporting farmers who grow them, more supply, can often be grown in many places*)
- To review information have students write two benefits of gathering wild plants on a post it and then display to share with their classmates.

Other discussion questions:

- How do you think Yayah knows so much about these plants?
- Do you know of any plants in our area that are used for medicinal purposes?
- Which plant would you be most interested to try and why?
- Have you ever eaten any wild plants (with a grown up present)?
- What are some safety considerations related to gathering and eating wild plants?

Extension Activities

- Research plants native to your area which are gathered and eaten. Have students choose one and complete **Appendix 1**.
- Use the GrowBC Map and show students the [Potato Story](#) to compare and contrast wild and cultivated potatoes.
- Choose a food from the [First Nations Traditional Foods Fact Sheets](#) and bring it to class to eat and learn more about it.
- Explore lessons and activities from [Going Wild! Teaching about Wild Products from BC's Rainforests](#).

- Use [Common Ground: A Strawberry Project Teacher Handbook](#) for more ideas and lessons.

Credit

<https://werklund.ucalgary.ca/teaching-leaSrning/day-yayah>

<https://www.teacherspayteachers.com/Product/A-Day-with-Yayah-Teachers-Guide-5916486?st=7fe5d4adf9bf433492b497ca633f0b94>

<https://www.teacherspayteachers.com/Product/A-Day-with-Yayah-by-Nicola-A-Campbell-Activity-for-Global-Read-Aloud-GRA18-384964>

Appendix 1:

My Local Plant Project	
By: _____	
Name of plant (local Indigenous language)	Name of plant (English)
Three Facts 1. 2. 3.	Drawing of Plant