



## FIRST NATIONS PLANT TECHNOLOGY

**Theme:** The mystery of plants

**Objectives:**

- ✧ Learn about First Nations plant technology.
- ✧ Demonstrate how to weave a mat using leaves.

**Duration:** Each station is 35 min for activities, 5 min for reflection, 5 min to move on

ACTIVITY	TIME	EQUIPMENT
<p><b>Introduction:</b>            Different plants are just like different people – they like different living conditions and so they have different characteristics. This is a special place because there is a lake and a marsh and plants live here that don't mind having wet toes. Ask if they notice any plants that seem like wetland plants?            If there are different plants in a wetland than in a field or forest, what else might be different? (i.e. insects, birds, amphibians, mammals)            First Nations used plants from wetlands – one of their technologies with plants was to weave mats and baskets from them.            Ask which plants might be good for weaving mats?</p>	5 min	Rubber boots
<p><b>Activity:</b>            Exploring the marsh, the facilitator points out cattails and rushes. (this activity will use dead leaves for conservation reasons but First Nations would have used green leaves) Students may also see other plants with dead leaves good for weaving (yellow iris).            Students harvest several long lengths of dead leaves.            Returning to the station, the facilitator demonstrates a weaving technique. Students then cut their leaves to length, lay them out and make their weaving.            During weaving the facilitator can show examples from First Nations technology with plants.            Then a story is told or read.</p>	30 min	Scissors - 8  Darning needles - 8  Dental floss  story
<p><b>Reflection:</b>            Review station page in journal.</p>	5 min	



## SILENT WALK

**Theme:** Silent observation as a skill

**Objectives:**

- ✧ Demonstrate skills of observation and memorization.
- ✧ Classify objects, as to which belong in the natural setting and which do not.

**Duration:** Each station is 35 min for activities, 5 min for reflection, 5 min to move on

**Set-up:** Place a 10 meter rope along a trail near a hedgerow. Place 20 objects along the trail at different heights on and off the ground and in hidden and obvious spots.

ACTIVITY	TIME	EQUIPMENT
<p><b>Introduction:</b> Sometimes our mind or eyes seem to play tricks with us and we really don't see what is visible to us. This is often because we don't take enough time to observe carefully, or we may be thinking about something else than what we are doing. We're going to play a game that tests how well we see, how carefully we note what is around us in nature. The game is called a Silent Walk.</p>	25 min	20 objects
<p><b>Activity:</b> Give instructions that the students must go very slowly, by themselves, one at a time, silently down the path. (Another method is for the leader to walk the group along the path, with the students behind them and silent). Students look for objects that are out of place and try to remember them. When finished, one at a time, students share an object that they saw. (Leaders can make a list while students recall the objects, then compare the list to another list [hidden from the students] of what's out there). Ask why that object does not belong. Tell them what is missing from their recall, send them back again to find missing objects. Continue until all objects have been found.</p>		List of Objects Dry Erase pen Wet cloth Paper & Pencil for Recording 2 – 1m stakes 10 m rope Tarp for ground
<p><b>Reflection:</b> Record in their journal one object that does not belong and why.</p>	5 min	
<p><b>Extension:</b> Joseph Cornell's Sounds game. Have students sit on the ground with both hands in the air and their eyes closed. Every time someone hears a new bird song s/he lifts a finger. Who is listening well? For fun, see if you can count to ten before hearing a bird sing. Vary the game by listening for general animal sounds – or for any sounds at all, like wind in the grass, falling leaves, rushing water. Or see if you can follow the wind through the trees.</p>	10 min	

## SSI Conservancy Stewards in Training Program

### Silent Walk Items

Abalone Shell		Flicker Feather	
Beaver Stick		Golf Ball	
Camouflage Plane		Granola Bar Wrapper	
Conch Shell		Hawk Feather	
Cork		Indian Corn	
Deer jaw		Pine cone	
Deer skull		Orange Peel	
Deer vertebrae		Plastic Frog	
Driftwood		Turkey Vulture Feather	
Easter Egg		Bird Nest	