



Date: _____

Medicine Walk

ACKNOWLEDGEMENT

Please read this Acknowledgement before the start of this lesson to respect the knowledge that is being shared and the Land of the People where the knowledge originates.:

I would like to acknowledge the traditional, ancestral, unceded territory of the Stó:lō people on which we are learning, working and playing. I give thanks to our elders and knowledge keepers for passing down their knowledge and sharing it with our future generations. Ch'í:thóletsel - I thank you (all).

LEARNING OUTCOMES

Upon successful completion of this lesson plan, students will be able to:

1. Begin to understand that natural materials can be changed through physical and chemical processes.
2. Acknowledge local actions have global consequences and global actions have local consequences, and what humans do to the land affects all of us.
3. Identify three traditional Stó:lō medicines, gather, and prepare these medicines for long term storage.
4. Learn the language that identifies the land and its counterparts.

LIST OF ACTIVITIES

1. Medicine Walk

MATERIALS

- Medicine Walk Plant Prayer in Halq'emeylem and English
- Medicine Walk Plant ID Worksheet



Traditional Medicines

Origin

Sq'éwqel, Seabird Island, located on the traditional territory of the Stó:lō peoples. Comprised of seven strong nations, Seabird Island respects and honours those living and working in S'olh Temexw (Our Land; Our World).
Agassiz
British Columbia

Learning Level / Grade

2

Also: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11,
Youth (up to age 30)



60 mins

Related Subjects

Indigenous Language,
Science, Indigenous Ways of
Knowing & Being, Health

DESCRIPTION

This lesson plan provides students with a hands-on experience of gathering local, traditional medicines of the Stó:lō people.

HOLISM AND ALL OUR RELATIONS

This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:

- Language and Culture
- Participatory and experiential learning activities
- Intergenerational learning with Elders/Knowledge Holders
- Relationship with family, ancestors
- Connections are made with everyday life
- Nurturing healthy relationships in school and community
- Ethics in the classroom: care, truthfulness and trust, respect, integrity
- Healthy relationship with self and identity
- Relationship with the land

TEACHERS' GUIDE

Background/Foundational Information

- Educators will need to familiarize themselves with the plants and where to find them outside their school prior to lesson. This lesson needs to be done in May, when Yarrow is available.

ACTIVITIES

1 - Medicine Walk

Purpose

The students will have firsthand experience searching for and harvesting traditional Stó:lō medicines in a respectful way.

Time: 60 mins

Activity Instructions**Safety:**

- Students will be front loaded with safety precautions before heading outside
 - Stay together as a group
 - Do not wander off the path
 - Be mindful of where you step

Traditional Plant Introduction:

- Using images, students will be introduced to each plant: plantain, yarrow and clover. The educator will explain the benefit of each medicine and how each was used. The teacher will also use the Halq'eméylem names for the medicines:
 - Plantain: slháwels te pípehóm (literally frog's leaf)
 - Uses: "Leaves can be crumpled and used as a poultice. Also an antiseptic applied to open wound or blister (can be made into a salve for the same purpose). Plant can be used as medicine for rheumatism. Tea is good for stomach trouble."
 - Yarrow: xaweqál (literally carrot like)
 - Uses: "Tuberculosis medicine." Can also be used as an anti-inflammatory when made into a salve.
 - Clover: lhō:me
 - Uses: "Red flowers can be eaten." Clover can also be used for cuts and burns as a salve.

Medicine Walk:

- Students will be introduced to the Stó:lō prayer in Halq'eméylem that should be spoken to the plants before they are picked. We will do this as a group outside before we pick.
 - St'ólmexw Sts'eheyelh

Le th'exwstelemt Ō Chichelh Síyám.
 Maytólxwchexw.
 Th'exwmetólxwchexw.
 Lálhtset túlh tsós.
 Qex te shxwhókwixtset.
 Shxwemlólxwchexw.
 Yálhyúxkw'ashó:y.

- The students will be asked to identify clover, yarrow, and plantain during the walk and notify the educator
- The educator will model the plant prayer and encourage students to join in. It is important to explain that the Stó:lō people always thank living things for what they're offering to us, which is why we say the prayer before we harvest
- It is also important to explain that we only take what we need. Taking more than what we need is disrespectful to the plants, to any living thing and the Earth
- The students will be given time to pick some of the plants before returning back to class

Plant Preparation

- In class, the students will rinse any dirt or debris on the plants and lay them out on paper towel by the window to dry for a few days

Reflection

- While the students are working on the plant preparation, they will be asked to think about what they felt about the medicine walk. The educator will do a check-in with each student and receive verbal feedback of the lesson and activities.

Homework

- The students will be given a plant identification worksheet to take home to complete and return the next day.

Additional Background Information for this Activity

The educator should have a prior understanding of Stó:lō teachings or possibly have an Elder, Knowledge Holder or respected member of the community present for clarification when discussing the Stó:lō teachings.

This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

... in the following ways:

Spiritual

Traditional Stó:lō territory contains the plants and medicines responsible for the wellness of our people. The guidance of traditional healers has and continues to play a major role in community health. Much of today's youth are unaware of many of the traditional uses of our plants, and so intergenerational transmission of this knowledge will greatly benefit students who thrive off of relational learning.

Emotional

Though an activity, the medicine walk is very much representative of a much larger healing journey. The Elders who hold this knowledge serve as guides and teachers to our youth. The process that goes into the harvesting and creation of our medicines largely serves as a means of restoring balance in the mind, body, and spirit. It is also a means of helping our youth connect with their communities and local environment.

Physical

The entire process is experiential and hands-on and provides an exceptional opportunity for experiential learners to thrive. From the actual harvesting of local plants and medicines and preparation, to the creation of the final product – a salve, students are consistently given the opportunity to apply the acquired knowledge.

Intellectual

There are many ecological, nutritional, and medicinal facts that students will have to remember pertaining to plants and medicines. Students will also learn about the ways that plants adapt to survive within their environments. Typically, students think that many of these plants are weeds before being taught otherwise.

Materials

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Medicine Walk Plant Prayer in Halq'emeylem and English	File (Medicine Walk Plant Prayer.docx) 
This is an example of a Stó:lō prayer to say before picking plants. There may be other prayers one can say, too.	
Medicine Walk Plant ID Worksheet	File (Medicine Walk Plant ID Worksheet.docx) 

Resource Title	Type
Students can use this sheet to write and draw the medicinal plants they discover with the class and for homework.	

TEACHING NOTES

ASSESSMENT

This section contains information for assessing progress in students' learning. While Indigenous approaches to assessment may be highlighted, conventional assessment methods may also be discussed.

This particular lesson is an introductory lesson to an extended unit on local and traditional plants. A verbal check-in with each student as they work will only be required. The homework can be extended to a second lesson.

ADDITIONAL RESOURCES

Click the 'Link' to open and view videos.

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Resource Title	Type
Book: Upper Stó:lō Ethnobotany	Offline  
<p><i>Upper Stó:lō Ethnobotany</i> is an older text that lists most of the natural medicines and foods of the Stó:lō people. This booklet is an ethnobotany of the plants and trees known to the Upper Sto:lo people of the Fraser Valley. The names are given in the Upriver dialects of the Halq'emeylem Language. The book lists the name of the plant in Halq'emeylem, English and Latin. The identification of these plants was done by the elders of this area. The most interesting part of this book is that it lists the food or medicinal value of the plants (64 pages) This text is hard to find. Any natural medicines website will have information on these three medicines.</p>	
Book: Upper Sto:lo Plant Gathering	Offline  
<p>This booklet is a part of the grade 4 Sto:lo Sitel Curriculum Food Unit. The book includes root vegetables, green vegetables, wild berries, wild fruit, Indian tea and wild honey. The book also includes a short story that tells how plants were steamed long ago.</p>	

HOLISM AND ALL OUR RELATIONS

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Relationship with the land
The students will discover how close they really are to natural and traditional medicines as they walk through the school grounds. They may also discover the difference between the medicines that grow in the grass that gets cut by the mower and the medicines that grow near the edge of the forest. They may also discover how important it is to take care of the natural flora and fauna.
Participatory and experiential learning activities
Language and Culture
The students will be introduced to the Halq'emeylem plant prayer as well as the Halq'emeylem name of the plants. There are Stó:lō teachings embedded in why we say the prayer and why we take only what we need.
Relationship with family, ancestors
Students will be asked to bring home a medicine plant identification sheet. Their task is to look in their yard or near their home for the medicines they found at school. This is an activity they can do with their family or even ask if their family knows about traditional medicines.
Connections are made with everyday life

The students will develop an understanding of the importance of learning the medicinal properties of local plants and how close they really are to these plants that are usually treated as weeds today. The students can also consider how their ancestors may have used these plants without the medicines we have today.

Intergenerational learning with Elders/Knowledge Holders

Were Elders or Knowledge Holders involved in the development of this Lesson Plan? Yes
Can Elders or Knowledge Holders be invited to help teach part of this lesson plan? Yes

Intergenerational learning with Elders/Knowledge Holders**Ethics in the classroom: care, truthfulness and trust, respect, integrity**

The students will take the care and respect of our natural flora and fauna into consideration as we go through the medicine walk. They will discover the plants we are going to be looking at may just appear to be weeds but are actually plants the Stó:lō people used as medicine in the past and they can be used today for the same purposes.

Healthy relationship with self and identity

Students will be able to reflect on their identity during the lesson through discussion and potentially through student inquiry, considering the questions: who they are; where they and their ancestors are from; what is important to them?

OTHER DETAILS

RELATED LESSON PLANS

- [Making Spruce Gum Tea](#)

CONTRIBUTORS

Name	Role/Job Title	Place
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QUESTIONS/MORE DETAILS

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