

BRIGHTWATER ECO-SCIENCE AND INDIGENOUS LEARNING CENTER - SPSD

Grade 10: Sustainability of Ecosystems

Learning Outcome: SCI10-CD1

Inquiry Question: How does the Brightwater Center incorporate human decision making concerning sustainable and alternative wellness resource educational programming?

9:30 am - Welcome to Brightwater Introduction

9:45 am – Session 1:

Group 1: Don't just *'talk the talk'* - *'walk the walk'*!

Group 2: Global Indigenous perspectives on wellness and sustainable relationships with nature.

10:45am- Session 2

Group 1: Global Indigenous perspectives on healing and sustainable relationships with nature.

Group 2: Don't just *'talk the talk'* – *'walk the walk'*!

11:45am – Closing Circle

12:00pm- Departure

Don't just *'talk the talk'* – *'walk the walk'*!

This session will focus on assisting students in finding practical applications for making choices that address sustainability. Discuss the three pillars of Sustainability (Environmental, Social, Economic). Divide the students into three groups. Assign a pillar to each of the groups. Have the students audit/list aspects of the building and Brightwater programming that demonstrate the pillars through Indigenous and Western perspectives.

Pre-teaching: Students research the three pillars of sustainability and Brightwater programming.

Post-teaching: Through discussion and/or writing, challenge students to identify and act upon changes they can make in their lives to become more actively involved in living more sustainably.

3 Pillars of Education for Sustainability	Environmental	Social	Economic
Indigenous Perspectives			
Western Perspectives			

Global Indigenous perspectives on wellness and sustainable relationships with nature.

This session focuses on human relationship with plants. How did people first learn how to use plants as food and medicine? Indigenous cultures tell us of a deep relationship and communion with other species, or ancestral spirits, where communication was said to inform people of which plants to use, how to gather them, and how to prepare them. All Indigenous cultures begin this process with long term observation and relationship building which includes the giving of gifts in various forms. In science, it is assumed that people became aware of plants that could be eaten and used to treat disease through trial and error. Many of the medicines we have today come from the old knowledge, the traditional peoples of the world and their plant uses. Science is very good at determining how and why a certain biochemical reaction may occur.

The hands-on activity for this session will be based on the season.

Early Spring (Mid March – Mid April – before the sap flows):

Balm of Gilead Salve Making:

The name of this salve shows it's indigenous Eurasian roots. It is referred to in the bible and other ancient texts. Gilead is a region in Jordan. Balm refers to any resinous gums that were valuable economically or ceremonial as perfume and medicine. The species used in the middle east was different than in Western Europe and North America. In Scotland, the resin from Black Poplars, *Populus nigra*, are used. In North America we have Balsam Poplar *Populus balsamifera*.

The facilitator will take the students out to collect buds in a respectful and sustainable way, following protocol of offering tobacco to the tree. The buds students collect will be stored in oil and used by a future group to make the salve. The students will make salve from buds that were previously collected and prepared by another school group.



Once the students have made the salve, it will be stored in a cool place, away from direct sunlight.

Medicinal Actions: Analgesic, anti-inflammatory, anti-rheumatic, antiseptic, expectorant.

Grey, Beverly. 2011. *The Boreal Herbal Wild Food and Medicine Plants of the North: A Guide to Harvesting Preserving and Preparing*. Toronto, Ont.