



# **Student Workbook**

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**THE UNIVERSITY OF BRITISH COLUMBIA**

**English as an Additional Language Programs**

Okanagan School of Education



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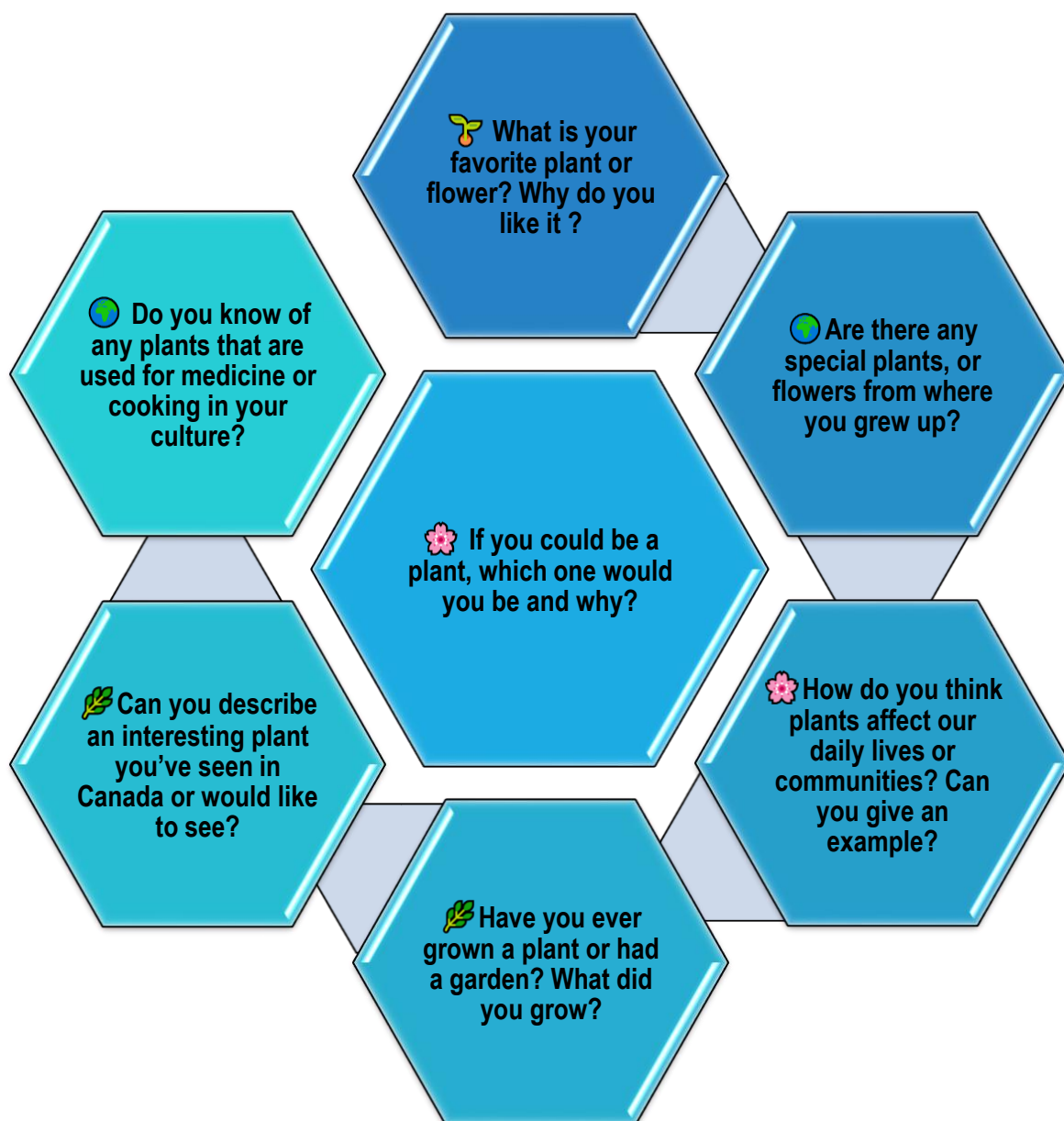
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## 🌿 Activity A: Discussion

Discuss the following questions in pairs or small groups.

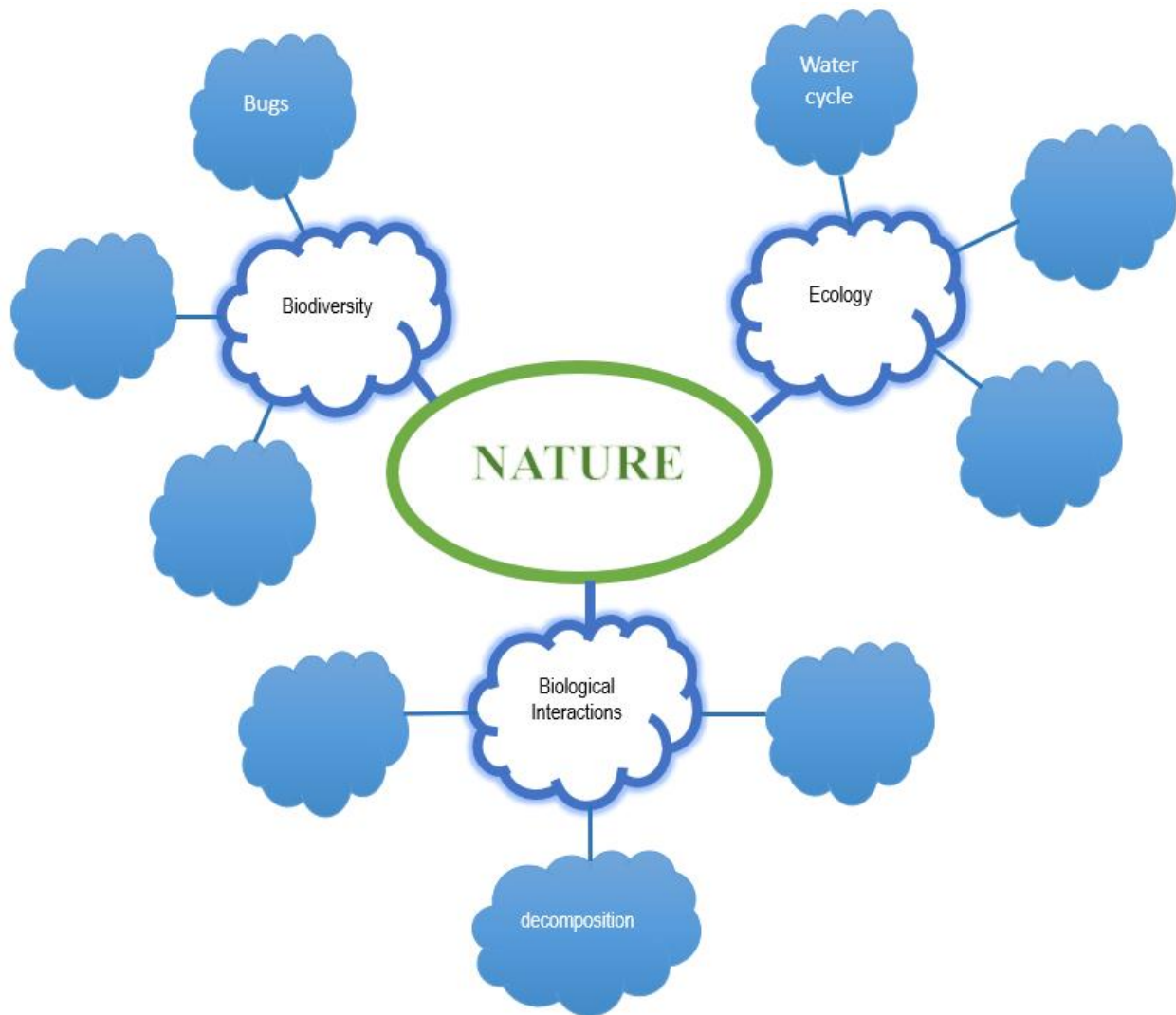
🌱 Personal Preference  
🌿 Personal Experience  
🌍 Cultural Connection  
🌸 Creative Thinking



## 🌱 Activity B: Concept Map (part one)

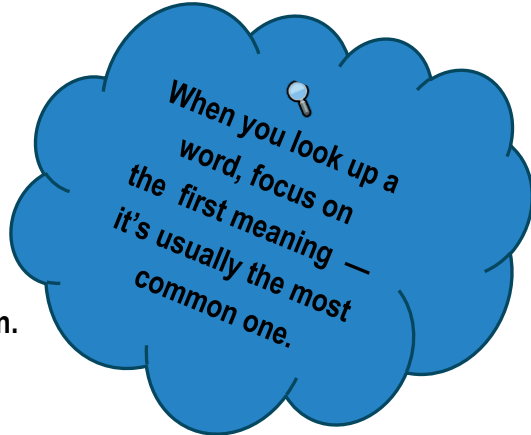
With a partner or small group, take turns saying words related to ecology, biological interactions, and biodiversity. Use the space below to jot down your ideas.

There are no wrong answers! You can share any idea that comes to mind.



## Activity C1: Vocabulary

With a partner, brainstorm the possible meanings of each word, check an English-English dictionary and write down a short definition.



TERM	SHORT DEFINITION
BIODIVERSITY	
DROUGHT	
ECOSYSTEM	
ENDANGERED	
INDIGENOUS	
INVASIVE	
NATIVE	
POLLINATION	
PRESERVATION	
RESTORATION	

## Activity C2: Vocabulary - Fill in the Blanks

Pause to recall what each word in the word bank means before deciding where it belongs.

Use the word bank below to fill in the blanks with the correct word.

biodiversity, drought, ecosystem, endangered, indigenous, invasive, native, pollination, preservation, restoration.

1. Many animals become \_\_\_\_\_ when their natural habitats are destroyed by human activity.
2. The forest \_\_\_\_\_ project aimed to bring back the trees and wildlife that had disappeared over the years.
3. A long \_\_\_\_\_ can harm crops and cause water shortages in many regions.
4. Bees play a key role in \_\_\_\_\_, helping plants grow fruits and seeds.
5. Some scientists work to protect \_\_\_\_\_ areas where different species live and interact.
6. The rabbit is not \_\_\_\_\_ to Australia; it was brought there by settlers.
7. The government is investing in \_\_\_\_\_ efforts to protect historic buildings and natural landscapes.
8. When a new species enters an environment and causes harm, it is considered \_\_\_\_\_.
9. European powers tried to \_\_\_\_\_ many parts of the world during the 17th and 18th centuries.
10. The rainforest has high \_\_\_\_\_, with thousands of different plants, animals, and insects living together.



## Activity D: Video Comprehension Activity

Please watch this video before answering the following questions:

[https://youtu.be/R7Nv\\_G0HcQo](https://youtu.be/R7Nv_G0HcQo)

This video shows Elders Pamela and Grouse Barnes welcoming study participants they had previously connected with. It shows the difference between a land acknowledgement and a welcome—not to be used as a general welcome for others or us.

1. What did Elder Pamela Barnes mean when she framed the land as being “borrowed from the future”? (*Hint: Think about our responsibility to those who come after us*)

2. How does Elder Pamela Barnes connect the concept of land stewardship to future generations? (*Hint: Think about her emphasis on responsibility and long-term thinking*)

3. What role does storytelling play in how Elder Pamela Barnes conveys Indigenous perspectives on land and the environment? (*Hint: Consider how stories are used to pass down knowledge and values*)



### Activity E: Explore the Pond (Video or Podcast)

**As you watch the video, write down the names of the species mentioned and note their key features or characteristics. Your notes will help you complete the check-mark activity that follows.**

Both versions cover the same material, so you can complete the exercise based on either the video or the podcast.

### Your Notes:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Use the photos to help you identify each species correctly.

## 🌿 Activity F: Nature Walk Species Checklist

For each species listed in your booklet, check the box to indicate whether it is native or introduced, and whether you observed it during your walk.

(Note: this activity should be done while listening to the podcast or the video.)




### Species 1: Nootka Rose (*nsylxcən* term: not provided)

Observation Questions	Your Answers
🌲 Did you find this species?	<input type="checkbox"/> Yes <input type="checkbox"/> No
🌱 Is this species native or introduced?	<input type="checkbox"/> Native <input type="checkbox"/> Introduced
📝 Notes or Description	





**Species 2: Blue Spruce (*nsyilxcən* term: not provided)**

Observation Questions	Your Answers
 Did you find this species?	<input type="checkbox"/> Yes <input type="checkbox"/> No
 Is this species native or introduced?	<input type="checkbox"/> Native <input type="checkbox"/> Introduced
 Notes or Description	





**Species 3: Japanese Spires (*nsyilxcən* term: not provided)**

Observation Questions	Your Answers
🌲 Did you find this species?	<input type="checkbox"/> Yes <input type="checkbox"/> No
🌱 Is this species native or introduced?	<input type="checkbox"/> Native <input type="checkbox"/> Introduced
📝 Notes or Description	



**Species 4: Common Yarrow (nsyilxcən term: kwətskwətswixwups)**

Observation Questions	Your Answers
🌲 Did you find this species?	<input type="checkbox"/> Yes <input type="checkbox"/> No
🌱 Is this species native or introduced?	<input type="checkbox"/> Native <input type="checkbox"/> Introduced
📝 Notes or Description	





**Species 5: Broadleaf cattail (*nsylxcən* term: not provided)**

Observation Questions	Your Answers
🌿 Did you find this species?	<input type="checkbox"/> Yes <input type="checkbox"/> No
🌱 Is this species native or introduced?	<input type="checkbox"/> Native <input type="checkbox"/> Introduced
📝 Notes or Description	



**Species 6: Saskatoon (*nsyilxcən* term: *siya?*)**

Observation Questions	Your Answers
🌲 Did you find this species?	<input type="checkbox"/> Yes <input type="checkbox"/> No
🌱 Is this species native or introduced?	<input type="checkbox"/> Native <input type="checkbox"/> Introduced
📝 Notes or Description	





**Species 7: Western Ponderosa pine (nsyilxcən term: sʔatqʷłp)**

Observation Questions	Your Answers
🌲 Did you find this species?	<input type="checkbox"/> Yes <input type="checkbox"/> No
🌱 Is this species native or introduced?	<input type="checkbox"/> Native <input type="checkbox"/> Introduced
📝 Notes or Description	



**Species 8: Arrowleaf Balsamroot (*nsyilxcən* term: *smúkwaʔxn*)**

Observation Questions	Your Answers
🌲 Did you find this species?	<input type="checkbox"/> Yes <input type="checkbox"/> No
🌱 Is this species native or introduced?	<input type="checkbox"/> Native <input type="checkbox"/> Introduced
📝 Notes or Description	





**Species 9: Choke Cherry (nsyilxcən term: 4ux<sup>w</sup>4x<sup>w</sup>i4p)**

Observation Questions	Your Answers
🌲 Did you find this species?	<input type="checkbox"/> Yes <input type="checkbox"/> No
🌱 Is this species native or introduced?	<input type="checkbox"/> Native <input type="checkbox"/> Introduced
📝 Notes or Description	



**Species 10: Oregon grape (nsyilxcən term: sc'istml'x )**

Observation Questions	Your Answers
🌲 Did you find this species?	<input type="checkbox"/> Yes <input type="checkbox"/> No
🌱 Is this species native or introduced?	<input type="checkbox"/> Native <input type="checkbox"/> Introduced
📝 Notes or Description	







## Activity G: Grounding with your Senses

This is an opportunity to pause, ground yourself, and get in touch with your senses to take in your surroundings.

Once you have found and taken notes about the key species from the activity F, and before you head back inside, we want to invite you to participate in a sensing activity.

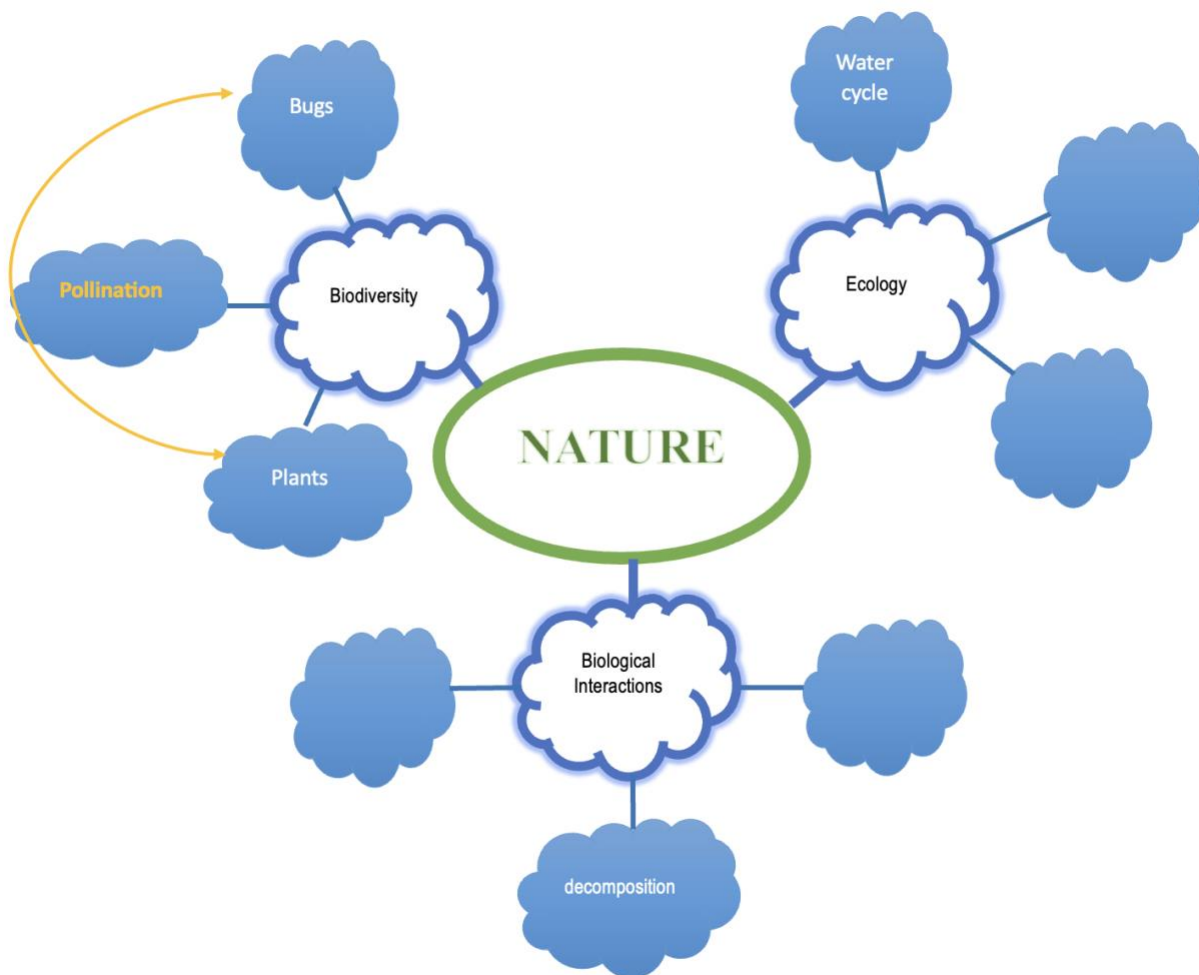
### Sensing Activity Questions:

1. What is one sound you hear right now that you hadn't noticed before?  
*(Hint: Try closing your eyes and just listening for a moment)*
2. What do you smell in the air?  
*(Hint: It might be earthy, floral, fresh, or even hard to describe—try your best)*
3. What can you feel around you?  
*(Hint: Think about the air, the ground beneath your feet, the sun or shade on your skin)*
4. Look around slowly. What is one small detail you notice in nature that you hadn't seen until now?
5. How does being outside and observing nature make you feel at this moment?

## 🍀 Activity H: Concept Map (part Two)



Write down some more words related to ecology, biological interactions, and Biodiversity. This time use the new vocab you've learned throughout this workbook. Look for connections between the words. You can draw lines to show relationships or write short sentences explaining the links. Be ready to share your ideas with the class.



**Example:** bugs, such as bees, help with plant reproduction through the process of pollination.



## Activity I: Extension Activity

### Option 1: Nature Storytelling

Write or share a short story about a time when you felt especially connected to nature. Use the 5 W's (who, what, where, when, why) to help you. For example, what were you doing? What did you see, hear, or feel?

### Option 2: Design a Conservation Poster

Choose a species or habitat that is important to you and create a poster that shows why protecting it is essential. You can use pictures, slogans, facts, and even companies to convince others to care about nature.

### Option 3: Create a Land Acknowledgment

Think about the different parts of a land acknowledgment that you heard in Activity D & E. Try to write your own land acknowledgment, either for being on the Syilx Okanagan land or the land where you have lived. You might find it interesting to look up the ancestors of the land where you grew up. You can make it as personal as you want.



## Credits

Cover Photo: Pond at the University of British Columbia. Retrieved June 13, 2025, from <https://sustain.ok.ubc.ca/policies/rainwater/the-pond/>

YouTube Video (Page 8): UBC Okanagan Faculty of Education Channel.  
[https://youtu.be/R7Nv\\_G0HcQo](https://youtu.be/R7Nv_G0HcQo)

Photos (Pages 10–19): Originals taken by Jordy Decker and Elnaz Zamanzade during our nature walk (May 2025).

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Background Photo (Page 22): Photo by Alena Koval, from Pexels.  
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Nsyilxcen Terms and Pronunciations: RDCO Syilx-Okanagan Partnerships and FirstVoices – Nsyilxcen Kids Category