



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Haida Gwaii	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 50
Developed by: Daniel Schulbeck	Date Developed: Nov. 2024
School Name: Daaxiigan Sk'adaa Nee	Principal's Name:
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Garden and Gather 10A, 10B, 11A, 11B, 12A, 12B	Grade Level of Course: 10 - 12
Number of Course Credits: 2 per course	Number of Hours of Instruction: 60 per course

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Special Training:

- *Experience with gardening both outdoors and in a greenhouse.*
- *Experience working with hydroponic systems.*
- *Experience working with local foods (ex. berries, mushrooms, deer, salmon, halibut, crab, clams, tuna).*

Facilities:

- *School Greenhouse*

Equipment:

- *vacuum packer, meat grinder, knives, pressure canner, meat slicer, dehydrator, freeze drier.*

Course Synopsis:

The courses have been designed to help students learn and develop their basic skills in understanding and engaging in local seasonal food procurement, processing, preserving and preparation.

Goals and Rationale:

Rationale:

Garden and Gather 10A & B, 11A & B, and 12A & B are designed to develop and deepen students' skills and literacy in the area of local Haida Gwaii food harvesting and processing. We are focused on the foods available from the surrounding lands and waters.

The concepts and skills involved in foraging, wildcrafting, and rewilding have existed on these beautiful islands since time immemorial. These courses aim to share and expand students' understanding of these traditional practices.

As shared by Gandaawngaay (Herb Jones) in recalling his grandmother's words: *"Only take enough for what you need. You don't need to take any more than that. Never get too greedy. If you look after it, it will always be there."*

Locally, food literacy includes understanding the importance and value of local foods, traditional methods of growing and harvesting, and preserving food for later use. It also encompasses preparing, enjoying, and sharing food in an affordable and healthy way.

These courses are offered as two-credit options in both semesters of Grades 10–12, allowing our small school to align them with other two-credit courses, such as Career Studies 10 and 11, as well as other locally developed courses like Leadership 10–12. While it is possible for a student to take all six course offerings, the learning and skill development in each will increase in complexity and depth—just as mastering a basketball layup requires repeated practice and benefits from coaching beyond the initial instruction.

A student taking the course more than once will experience a greater variety of food-related activities throughout the yearly food cycle. Even if they enroll at the same time of year, they will have opportunities to refine skills, deepen their understanding, and take on leadership roles in guiding younger or first-time students.

Each season presents unique learning experiences as local food availability changes. Fall may focus on berry harvesting, fish preservation, and root vegetables, while spring might include wild plant identification, seaweed gathering, and early garden planting. Returning students gain deeper insight into these seasonal cycles, strengthening their connection to the land and waters of Haida Gwaii.

Beyond basic skill-building, experienced students can refine advanced techniques, mentor peers, and explore the cultural significance of local foods. They may lead harvest outings, conduct hands-on workshops, or assist in preparing school-community meals. This leadership component fosters collaboration and intergenerational knowledge transfer, ensuring that traditional food practices continue.

By engaging in the course multiple times, students develop a holistic understanding of food systems, sustainability, and self-sufficiency, while also building skills that support future careers in agriculture, environmental conservation, and food security initiatives.

Goals:

- **Connect students to local foods** by increasing their skills and understanding of foraging, growing, storing, and serving local foods. Through repeated engagement with these activities, students will deepen their knowledge of seasonal food cycles and develop stronger connections to the land and waters of Haida Gwaii.
- **Increase students' understanding of concepts related to food security and sovereignty.** By participating in hands-on harvesting and preservation activities, students will gain insight into the importance of sustainable food practices and how they contribute to long-term food security within the community.
- **Deepen students' understanding of ecology, reinforce concepts of sustainability, and introduce potential agricultural career pathways.** As students progress through the courses, they will have the opportunity to refine advanced food processing techniques, experiment with different preservation methods, and explore the broader environmental impact of local food systems. This learning provides a foundation for future careers related to course content.
- **Explore how local foods provide connections to cultural identity.** Students will gain a deeper appreciation of the traditional knowledge and practices tied to food gathering, preparation, and sharing. Returning students will have the opportunity to take on leadership roles by mentoring younger peers and contributing to the preservation and continuation of local food traditions.
- **Promote healthy eating habits.** By engaging in a diverse range of food-related activities, students will develop skills to prepare and preserve local foods in ways that are nutritious, sustainable, and accessible.
- **Expand opportunities for hands-on skill development related to local foods.** Each progressive course taken by a student will refine their abilities, moving beyond basic skill acquisition to mastering advanced techniques. They will also take on greater responsibilities, such as organizing harvest outings, leading workshops, and assisting in planning and preparing community meals. These leadership opportunities foster collaboration and reinforce the value of intergenerational knowledge transfer.
- **Provide leadership opportunities** for students to mentor younger peers or those new to specific skills, reinforcing their own learning while fostering confidence, communication, and responsibility, within the context of a collaborative, community-based approach to food literacy.

Aboriginal Worldviews and Perspectives:

Traditional foods are central to every culture.

Haida Gwaii is fortunate to enjoy many local and traditional food sources still available to residents. Young people respond well to learning about locally relevant content.

'Potlatch as Pedagogy' by Haida scholar, Dr. Sara Davidson, outlines the basic principles of working with traditional practices and how this benefits all learners but has special meaning for the Haida:

- Learning emerges from Strong Relationships
- Learning emerges from Authentic Experiences
- Learning emerges from Curiosity
- Learning occurs through observation
- Learning occurs through contribution
- Learning occurs through recognizing and encouraging strengths
- Learning honours the power of the mind
- Learning honours history and story
- Learning honours aspects of spirituality and protocol

I feel working on local foods with young people genuinely engages them in learning in the ways outlined by Sara in her book.

BIG IDEAS

Working with Local Foods honours Place and Haida culture

Working with Local Foods empowers learners, especially hands-on learners

Working with Local Foods promotes a healthy lifestyle and diet

Preparing and preserving large amounts of Local Food for use in the School promotes a sense of contribution to a larger community

Working with Local foods is a springboard for learning practical, tacit skills that are relevant to life on Haida Gwaii

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Be safe, successful and sustainable in harvesting local foods • Be respectful of local food offerings • Be a member of a team in our ventures • Be a member of the larger school community when sharing foods • Be willing to engage in all aspects of food growing and gathering and learn the processes involved • Be willing to share knowledge they have with the group towards building a rich body of knowledge in the area of food growing and gathering • Try out the foods we work with unless compelling reasons to the contrary 	<p><i>Students are expected to <u>know</u> the following:</i></p> <ul style="list-style-type: none"> • Protocols for harvesting and working with local foods • Understand Seasonality • Identify wild foods • Identify foraging equipment and know when and how it is used • What makes soil suitable for growing different foods • Garden planning • Preparing garden beds for planting • Seed starting • General pest and disease management • General weed management • Companion planting • Composting • Seed saving • Equipment • Processing and storing the harvest • Growing food with community

Big Ideas – Elaborations

Working with Local Foods empowers learners, especially hands-on learners – the act of breaking down a fish placed before you offers a tangible opportunity to demonstrate learning and to receive immediate feedback.

Working with Local Foods promotes a healthy lifestyle and diet – by normalizing local, healthy food, learners are exposed to affordable and healthy habits which may be carried on into everyday life.

Preparing and preserving large amounts of Local Food for use in the school promotes a sense of contribution to a larger community – making a contribution to the school and/or larger community is a motivating factor for many young people. Working with local foods provides many-faceted opportunities for contributing.

Working with Local foods is a springboard for learning practical, tacit skills that are relevant to life on Haida Gwaii - by learning about things in school that are applicable to their lives outside of school, the school experience becomes more relevant for learners and this may be leveraged into learning about, say, Pythagoras.

Working with Local Foods honours Place and Haida culture – Place based education on Haida Gwaii involves experiencing things like a fish camp on the Yakoun River. “It allows the pages of a Social Studies textbook to come alive not with pictures depicting how it was once done, but with immersion in the culture of today, a culture that owes much to the past but also one that is living, one that continues today and will continue tomorrow. When we work on fish in the school we build a bridge to that lived culture, we live it ourselves as we work on fish, cutting, canning, smoking, and sharing fess.” *(Seifert and Schulbeck)*²

Curricular Competencies – Elaborations

Be safe, successful and sustainable in harvesting local foods

- How to be on the land safely and in comfort
- Where and when to go for different foods
- How much to take to allow for resource to renew itself

Be respectful of local food offerings

- Practice local and personal ceremony when harvesting foods

Be a member of a team in our ventures

- Be able to appreciate the value and power of working together towards a common goal. To be a proud part of something larger than oneself.

Be a member of the larger school community when sharing foods

- Be willing to engage in all aspects of food growing and gathering and learn the processes involved
- Once rationale and instructions are given, pick up the shovel/saw/knife/basket and get going on the task at hand

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- Be willing to share knowledge they have with the group towards building a rich body of knowledge in the area of food growing and gathering

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- Recognizing that there are many ways to skin a deer, young people are encouraged to share their existing knowledge in an area so that we can all add details/possibilities into our own adventures

Try out the foods we work with unless compelling reasons to the contrary

- Many amazing foods are the product of our work. Trying new things broadens our horizons and introduces new items to our palate

Content – Elaborations

Protocols for harvesting and working with local foods

- What are traditional Haida ways of honoring the land and the foods it offers?

Understand Seasonality

- What foods are available to us as the year unfolds?

Identify wild foods

- A spring salmon has looks, cooks and tastes different than a coho which affect how and when we use them. How can you tell this is a coho? A sockeye?
- Mushrooms, berries, potatoes and deer also come in varieties...

Identify foraging equipment and know when and how it is used

- Paper wrapping, vacuum packing and canning; are all done well if certain principles are observed. They also have circumstances where their use is most appropriate. How are each piece of equipment used best and when should they be used?

What makes soil suitable for growing different foods

- Soil is a living thing that has elements and compounds in it that help plants grow. How do we encourage soil to help us grow good crops?

Garden planning

- Growing food is a multi-layered affair. Fall crops are a real possibility. Starting strong in the spring needs planning and foresight. What do we need to do today in order to have crops growing all summer and ready for us in the fall?

Preparing garden beds for planting and Equipment

- Learning how to wield a shovel and balance a wheelbarrow are tacit skills that build strength and coordination?

Seed starting

- Using indoor grow lights and foresight help balance our low heat units and relatively short growing season.

General pest and disease management

- Ugh... aphids...

Companion planting

- Like people, plants can benefit from growing in the company of others. Who plays well with whom and how do we maximize what comes of our efforts?

Composting

- Organic materials are a resource not waste to be thrown in the landfill. How do we effectively and safely use community organic waste to nourish our plant friends?

Seed saving

- Not everything needs to be barged over to our place. Tomatoes, squash and more have seeds that can easily be saved and stored. What conditions are best for this and how do we go about it?

Content – Elaborations

Processing and storing the harvest

- How do we process 40 lbs of carrots effectively and how do we keep access to this amazing food source all winter? Potatoes? Leeks?

Growing food with community

- 2000 square feet of indoor and outdoor growing beds, hydroponic systems and a micro green operation don't run themselves... how can we work as a team to grow quality food in quantity?

Recommended Instructional Components:

- Engaging in Gardening practices interspersed with processing local foods as governed by the seasons

Formative Assessments may include:

- ongoing self-assessment for and as learning
- teacher feedback for learning
- setting goals for learning (what is a food source you would like to learn more about, how is it going, where to next? loop)

Summative Assessments may include:

- tasks related to food processing as checks for understanding (knowing, understanding)
- application of skills in authentic settings and with authentic tasks (doing, understanding, knowing)

Learning Resources:

- Local Food Gathering Knowledge Holders
- GMD Cookbook

Note:

- A lot of the rationale and elaborations draw heavily from the knowledge contained in:
 - Dr. Sara Florence Davidson and her Father Robert Davidson's book: "[Potlatch as Pedagogy – Learning through Ceremony](#)".
 - "[Foods Work – Doing what comes naturally on Haida Gwaii](#)" – Derek Seifert and Daniel Schulbeck