

## **Galiano Conservancy Association (GCA) Native Plant Interpretation**

*An outline for the implementation of interpretation materials in the GCA Nursery and the  
Nuts'a'maat Forage Forest*



Created for the Galiano Conservancy Association

ES 471/ER 412

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## **1.0 Introduction**

This report outlines our project focused on designing and creating interpretation materials for the Galiano Conservancy Association Native Plant Nursery and the Nuts'a'maat Forage Forest on District Lot 57 on Galiano Island. Galiano Island is home to a large diversity of native plant species with District Lot 57, home of the GCA Millard Learning Centre and the Nuts'a'maat Forage Forest, boasting a vast number of these species. Guided by the desires of Adam Huggins (GCA Restoration Coordinator) and Keith Erickson (GCA Executive Director), we aimed to create interpretative materials that would be effective, practical and beneficial to the GCA and the community of Galiano. A wide array of resources on native plants currently exists within GCA databases, however, our project required aggregating this data and presenting the information using creative and interactive approaches that encourage public engagement and knowledge transferral. Interpretation materials offer the opportunity for visitors to engage with their environment, to learn something new, and to interact with species in a way that creates memorable experiences. Native plant species are vital to ecological integrity and ecosystem health, and thus, fostering meaningful experiences between the public and native plants can lead to respectful, reciprocal relationships between plants and people. To develop effective interpretation materials that provoke meaningful relationships, we focused on designing a sign template for native plants in the GCA Native Plant Nursery and on designing an interactive pamphlet and map for the Nuts'a'maat Forage Forest centered around seasonal harvesting. Our hope is that some of the materials we supply in this report will be implemented on the Millard Learning Centre property and will prove beneficial in educating the public and in creating meaningful, memorable experiences.

## **2.0 Goals and Objectives**

The goal for this project is to create effective interpretation materials for the Galiano Conservancy Association Native Plant Nursery and the Nuts'a'maat Forage Forest.

Objective for the Galiano Conservancy Association Native Plant Nursery:

1. Design a sign template to label native plant species with relevant information.

Objectives for the Nuts'a'maat Forage Forest:

1. Create an interpretive pamphlet for the Nuts'a'maat Forage Forest.
  - a. Compose the four written sections for the pamphlet including an *introduction to the study site*, *site history*, and *ethical harvesting* section.
  - b. Design an interactive map for Nuts'a'maat Forage Forest highlighting sixteen native plant species.
  - c. Provide descriptions of the sixteen highlighted native plant species.
  - d. Design a plant phenology calendar (seasonal harvesting guide) to be included in the pamphlet.

### **3.0 Methodology**

#### **3.1 Study Site**

The greater area of our study site is Galiano Island, one of the Southern Gulf Islands located to the east of Vancouver Island, British Columbia (see Appendix A, Figure 1). In 2012, the Galiano Conservancy Association (GCA) acquired a 76 hectare plot of land called District Lot 57 (Huggins, 2017). On this property is the Millard Learning Centre, a centre for learning and for hosting GCA community events (see Appendix A, Figure 2 for the location). This land, District Lot 57, is within the asserted, unceded and shared territory of the Penelakut, Lamalcha, Hwlitsum, and other Hul'qumi'num speaking peoples, as well as the ceded territory of the Tsawwassen First Nation ("Nuts'a'maat Forage Forest," n.d.).

The Nuts'a'maat Forage Forest is located to the northwest of the Millard Learning Centre (see Appendix A, Figure 2). Historically, the area of the Forage Forest was an old growth Western redcedar (*Thuja plicata*) forest ("Nuts'a'maat Forage Forest," n.d.). However, this forest was logged between 2005 and 2012 by the previous landowners (Huggins, 2017). There is only one Western redcedar left standing in the forage forest, which has been warmly named the 'Grandmother Cedar' ("Nuts'a'maat Forage Forest," n.d.). Before the Forage Forest restoration project was implemented in 2017, the site was heavily browsed by native Columbian black-tailed deer (*Odocoileus*), the soils were deeply compacted from logging machinery, and the ground cover had become dominated by introduced grasses, thistles, English holly (*Ilex aquifolium*) and Cutleaf blackberry (*Rubus laciniatus*) ("Nuts'a'maat Forage Forest," n.d.). As outlined by Huggins (2017), the five goals of the proposal for the Nuts'a'maat Forage Forest include "(1) to restore ecological function and structure to a logged and degraded site; (2) to engage the Penelakut and Galiano

communities in the planning, treatment, and ongoing management of the restoration site; (3) to document the creation and evolution of the project through various media; (4) to produce harvestable native plant foods; and (5) to monitor site, report results, and adapt management accordingly.” (p. 3). See Figure 1 for an image of the entrance to the Nuts’a’maat Forage Forest present day.



*Figure 1:* The front entrance of the Nuts’a’maat Forage Forest. Photo by E. Haagsman.

Active restoration of the Forage Forest began in November of 2017 through fencing and mechanical decompaction of the degraded soils (“Nuts’a’maat Forage Forest,” n.d.). School children and community members from Penelakut and Galiano came together in the winter of 2018 to plant native species in the forage forest (“Nuts’a’maat Forage Forest,” n.d.). The project continues to strive to adhere to the five proposed goals with current ecological restoration taking place in the form of collaborative stewardship, invasive species management, the establishment of additional native species, and the guidance and monitoring of plant succession (“Nuts’a’maat Forage Forest,” n.d.).

The GCA’s Native Plant Nursery was initially established to support educational and restoration endeavours. As demand for native plants increased on Galiano, the Native Plant Nursery expanded to provide native plants for purchase to the wider community (Bourne, 2015). These plants are grown through a variety of methods such as seed collection and germination, cuttings, and salvaging plants from sites scheduled for development (Bourne, 2015). The current site of the Native Plant Nursery is in the Food Forest, northwest of the



Millard Learning Centre, with plans for relocation to a site near the entrance to the property and the new office building.

### 3.2 Methods

Existing native plant signs for the Galiano Conservancy Association nursery plants were redesigned to create a new template to effectively communicate information. Formatting of the text font, image location, and plant information were performed using Microsoft Word. The Hul'qumi'num name, common name, and Latin name were all included alongside information on the plant's size and shape, its desired habitat, its flowering time, and its uses as food and/or medicine. This information was compiled from previous research done by the Galiano Conservancy Association, provided to us by A. Huggins (GCA Restoration Coordinator).

Using a combination of existing resources from the Galiano Conservancy Association and online native plant databases, the Nuts'a'maat Forage Forest pamphlet was designed. *Introduction, study site, site history, and ethical harvesting* sections were all composed using information gathered from GCA sources or native plant guides. The *seasonal harvesting guide* was inspired by Briony Penn's Medicine Wheel (Figure 2) with plant phenology information sourced from A. Huggins. This creative design for a seasonal harvesting guide was adopted with the desire to capture the attention of a diverse audience.

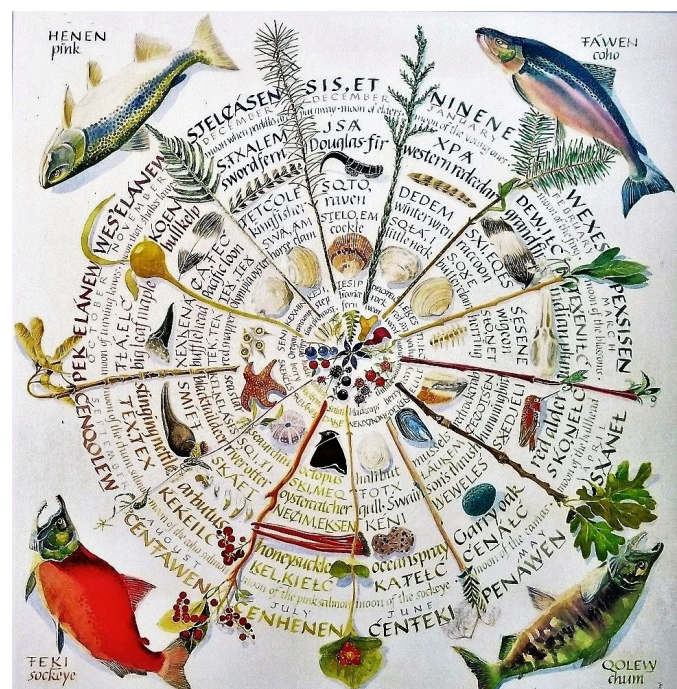


Figure 2: Medicine Wheel by Briony Penn.

To create an interactive map for the inner fold of the Nuts'a'maat Forage Forest pamphlet, we used an existing map of the Forage Forest (Figure 3) to mark the locations of sixteen native plant species we selected to highlight. These sixteen plant species were selected based on their food and/or medicinal uses, their accessibility from walking trails, and the degree to which they catch the eye of visitors moving through the space. This map, with the numbered locations of the sixteen highlighted species, can be viewed in Appendix A, Figure 3. The numbers on the map correlate to the numbered list of native plant species. For each of the highlighted plant species, the Hul'qumi'num name, common name, and Latin name are all included alongside details on plant form, desired habitat, parts of the plant that can be harvested, and their uses as food and/or medicine (Table 1). Data to compose each plant description was collected from GCA resources and online and print sources. In the final design of this interactive map, we propose the numbered map be located in the center of the page with the sixteen correlating plant descriptions surrounding.

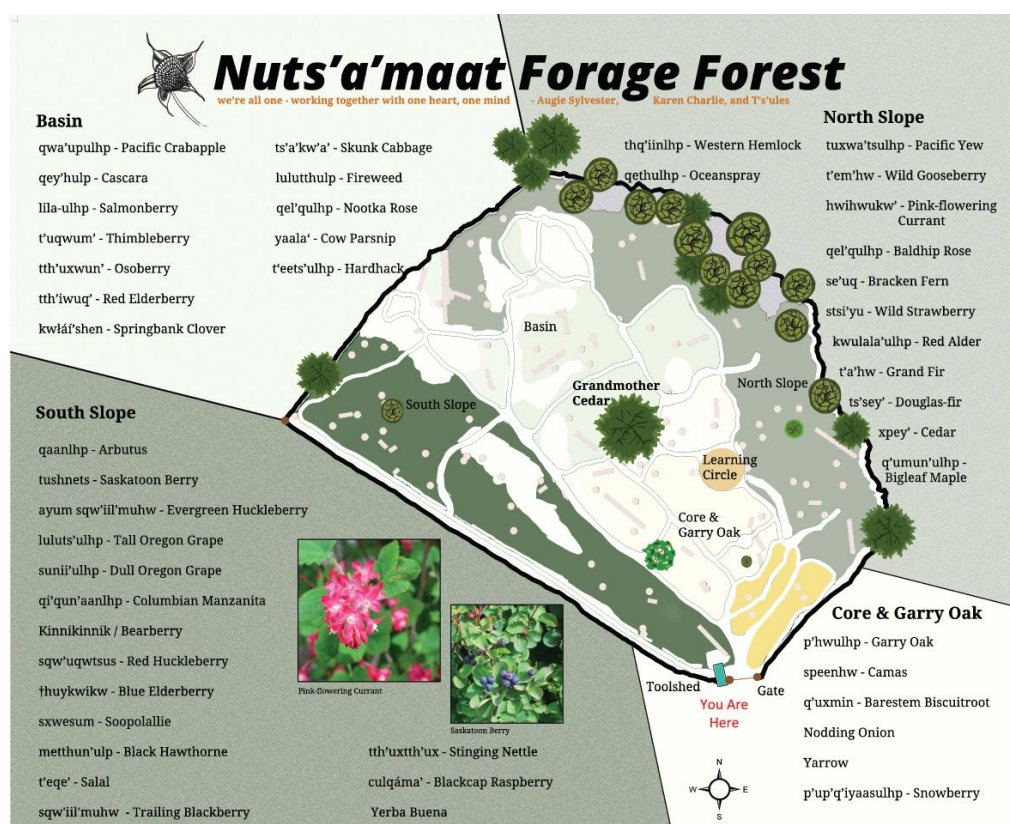


Figure 3: Existing map of the Nuts'a'maat Forage Forest indicating walking trails and native plant species. (GCA, n.d.)

## 4.0 Design

### 4.1 Proposed Materials

The proposed GCA Native Plant Nursery sign is displayed in Figure 4. The Hul'qumi'num name for the plant has been included alongside the common and Latin name. Information included on each sign includes plant form and size, desired habitat, flowering time, and uses as food and/or medicine. We recommend these signs be printed on aluminum signs with stakes that can be moved and relocated for long-term use and durability.

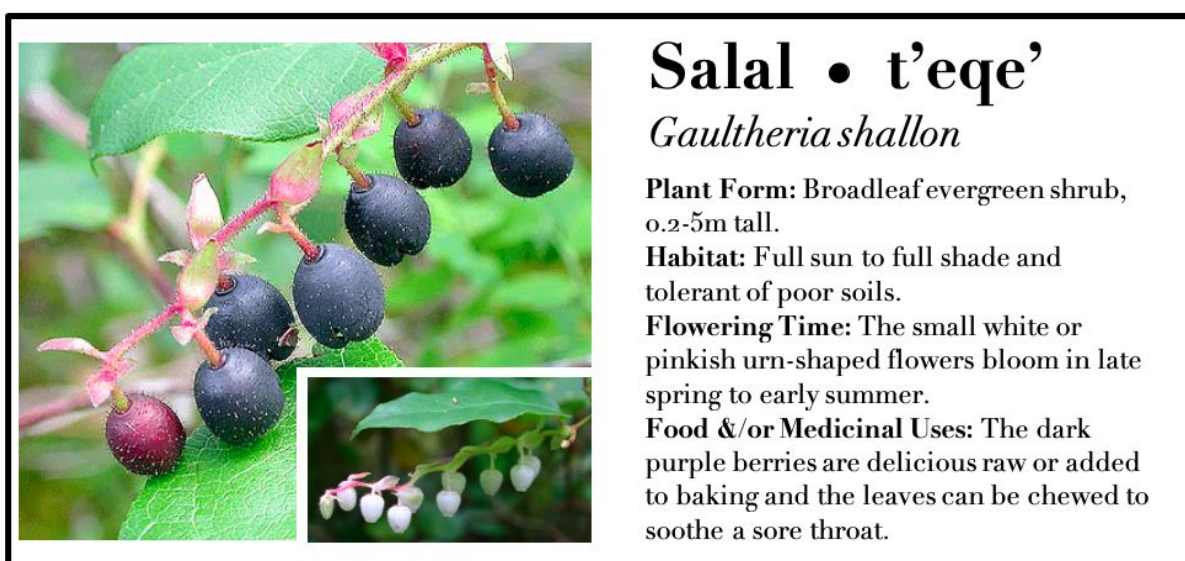


Figure 4: A template for the design of plant signs to be used in the GCA Native Plant Nursery.

The interactive Nuts'a'maat Forage Forest pamphlet we designed contains five sections: *study site*, *site history*, *ethical harvesting*, a *seasonal harvesting guide* and an *interactive map* including native plant descriptions. The sections have been compiled as follows to be incorporated into design software to prepare the final product. The *study site* section will occupy the front cover and be accompanied by a cover illustration (see Figure 5).





*Figure 5:* An example illustration for the front cover of the Nuts'a'maat Forage Forest Pamphlet. Illustration by E. Haagsman.

The *study site* will read as follows:

Welcome to the Nuts'a'maat Forage Forest at the Millard Learning Centre!  
 This Forage Forest is home to over fifty species of medicinal and edible native plants. The Galiano Conservancy Association (GCA) has created this interpretive trail to highlight a variety of the native edible plants found in the forage forest. The trail starts at the front entrance of the Forage Forest, loops through multiple pathways and leads back to the front entrance. With each stop on the interpretive trail a plant description and image are provided corresponding to the number on the trail map.

Once opening the pamphlet, the back flap that is folded under the front cover will contain the *site history* and *ethical harvesting* sections. They read as follows:

#### *Site History*

In the past, the Nuts'a'maat Forage Forest was once an old growth redcedar forest with an understory of native and medicinal plants. The area was

logged in the early 2000s, and only one ancient Western redcedar remains – The Grandmother Cedar. The Forage Forest is a collaborative restoration project between the GCA, Access to Media Education Society (AMES), members of the Penelakut First Nation and the Galiano community. The active restoration of the forage forest began in November of 2017 through fencing and mechanical decompaction of degraded soils. School children and Penelakut and Galiano community members came together in the beginning of 2018 for the planting of native species in the Forage Forest. The project continues its restoration through collaborative management of invasive species, establishing more native species and guiding plant succession.<sup>1</sup>

### *Ethical Harvesting*

When harvesting from the Forage Forest, please follow these guidelines to ensure the health and longevity of the plants. These plants are mainly harvested for community feasts and education programs. If you harvest for personal use, please leave plenty behind for future harvests. Only harvest what you need as overharvesting is damaging to the plants.<sup>2</sup> To avoid overharvesting one plant, find other populations and collect small amounts from each.<sup>2</sup> If you do not know the species and protocol of the plant, please do not harvest for safety reasons.

Opening this back flap will reveal the *seasonal harvesting guide* (Figure 6). The interactive map and correlating native plant descriptions will be on the inside of the pamphlet, occupying the entire 9”x17” inner fold. The map indicating the sixteen plant locations can be viewed in Appendix A, Figure 3 and the native plant descriptions in Table 1. Space permitting, images of the highlighted native plant species on the map may be included with the descriptions (see Appendix B for images). We recommend the number signs that correspond to the numbered native plant species also be printed on aluminum signs and securely anchored in place to ensure long-term durability.

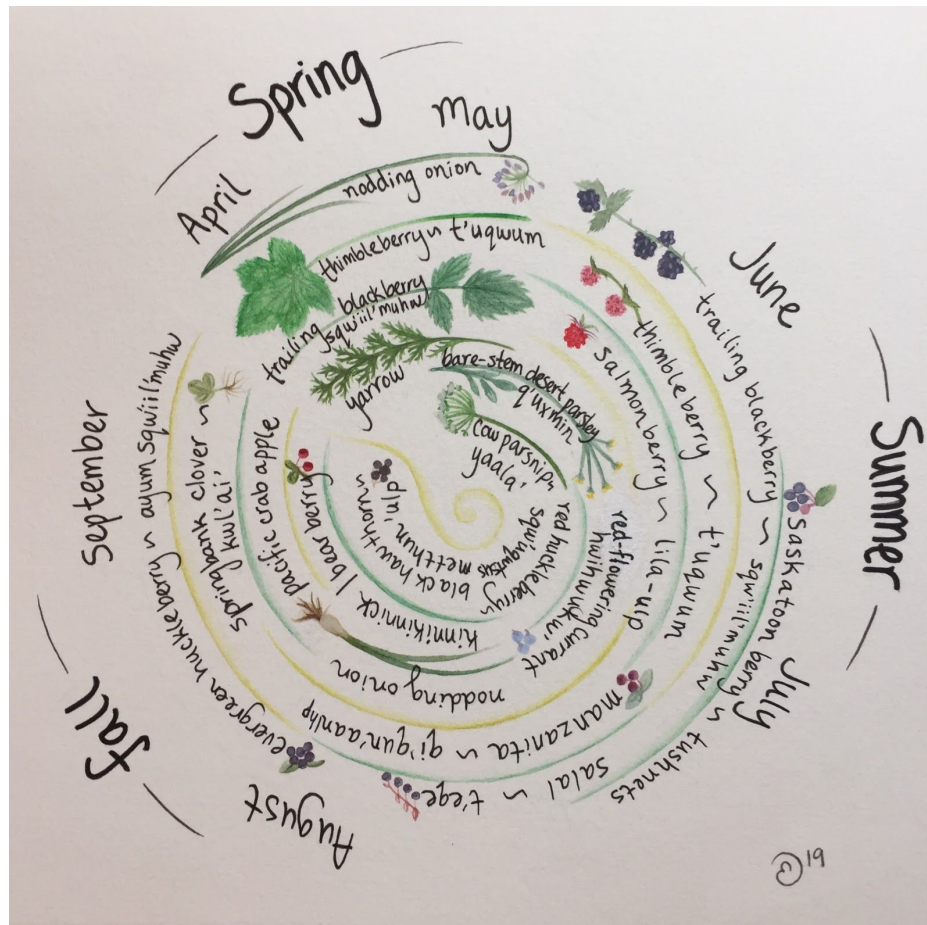


Figure 6: An example illustration of the Seasonal Harvesting Guide, inspired by Briony Penn's Medicine Wheel. Illustration by E. Haagsman.

References will be located on the back of the pamphlet:

1. Nuts'a'maat Forage Forest. (n.d.). Galiano Conservancy Association. Retrieved from <https://galianoconservancy.ca/nutsamaat-forage-forest/>
2. San Juan National Forest Service. (n.d.). Guidelines for the ethical and sustainable harvesting of wild plants. Retrieved from [https://www.fs.usda.gov/Internet/FSE\\_DOCUMENTS/stelprd3822046.pdf](https://www.fs.usda.gov/Internet/FSE_DOCUMENTS/stelprd3822046.pdf)

**Table 1:** A table of the sixteen native plant species selected for the Nuts'a'maat Forage Forest pamphlet with numbers corresponding to Appendix A, Figure 3.

<p><b>1. Yarrow</b>  <i>Achillea millefolium</i>  <b>Plant form:</b> Herbaceous perennial  <b>Habitat:</b> Well-drained open sites.  <b>What to harvest:</b> Young leaves.  <b>Uses:</b> The young leaves can be added to salads or used to make tea.</p>
<p><b>2. Bare-Stem Desert Parsley ~ q'uxmin &amp; Nodding Onion</b>  <i>Lomatium nudicaule</i> &amp; <i>Allium cernuum</i>  <b>Plant form:</b> Perennial. <b>Plant form:</b> Perennial herb, often clustered bulbs, with pale purple/pink flowers.  <b>Habitat:</b> Dry, open sites <b>Habitat:</b> Dry open woods and exposed grassy areas.  <b>What to harvest:</b> The young leaves and seeds. <b>What to harvest:</b> The flowers and leaves.  <b>Uses:</b> The young leaves can be eaten raw or cooked and the seeds can be used as flavouring in cooking or chewed to soothe a sore throat. <b>Uses:</b> The flowers and leaves are edible raw or cooked.</p>
<p><b>3. Red-flowering Currant ~ hwihwukw'</b>  <i>Ribes sanguineum</i>  <b>Plant form:</b> Deciduous shrub.  <b>Habitat:</b> Full sun to partial shade.  <b>What to harvest:</b> The ripe berries.  <b>Uses:</b> The berries can be eaten raw but are much more enjoyable cooked or made into jelly.</p>
<p><b>4. Coastal Mugwort</b>  <i>Artemisia suksdorfii</i>  <b>Plant form:</b> Perennial herb with leaves that are white and woolly on the underside.  <b>Habitat:</b> Moist sites.  <b>What to harvest:</b> The leaves and seeds.  <b>Uses:</b> The leaves and seeds can be dried and used as an herb to season dishes with a very similar flavour to sage. This herb is potent and small quantities go a long way.</p>



**5. Evergreen Huckleberry ~ ayum sqw'iil'muhw***Vaccinium ovatum***Plant form:** Evergreen shrub.**Habitat:** On the edges or in openings of coniferous forests, often near the coastal tidal zone.**What to harvest:** The ripe berries.**Uses:** The dark blue berries are delicious raw or cooked into baking and can be harvested into the late fall.**6. Red Huckleberry ~ sqw'uqwtsus***Vaccinium parvifolium***Plant form:** Deciduous shrub.**Habitat:** Full sun to partial shade in rich soils of decaying wood, often on stumps.**What to harvest:** The ripe berries.**Uses:** The red berries are delicious raw, sprinkled on pancakes, or cooked in baking.**& Salal ~ t'eqe'***& Gaultheria Shallon***Plant form:** Broadleaf evergreen shrub.**Habitat:** Full sun to full shade and tolerant of poor soils.**What to harvest:** The leaves and ripe berries.**Uses:** The dark purple berries are delicious raw or cooked in jams or pies and the leaves can be chewed to soothe a sore throat.**7. Salmonberry ~ lila-ulhp***Rubus spectabilis***Plant form:** Deciduous shrub.**Habitat:** Full sun to full shade in moist areas.**What to harvest:** The young shoots, ripe berries (ranging in colour from yellow to deep red) and flowers.**Uses:** The young shoots can be peeled and eaten raw in early spring, the berries can be enjoyed raw or added to baking and the flowers can be eaten raw and added to spring salads.**8. Pacific Crab Apple ~ qwa'upulhp***Malus fusca***Plant form:** Tall deciduous shrub or small tree.**Habitat:** Moist sites.**What to harvest:** The ripe fruits.**Uses:** The small, tart apples can be eaten raw or cooked into sauces or jams.

**9. Thimbleberry ~ t'uqwum'***Rubus parviflorus***Plant form:** Deciduous shrub with fine fuzz on both sides of the maple-leaf shaped leaves.**Habitat:** Full sun to partial shade.**What to harvest:** The ripe berries.**Uses:** The soft texture of the red berries makes the berries best enjoyed raw or dried into fruit leather.**10. Springbank Clover ~ kwlái'shen***Trifolium wormskjoldii***Plant form:** Perennial herb.**Habitat:** Moist to wet open sites.**What to harvest:** The long, white rhizomes and flowers.**Uses:** The fleshy rhizomes can be eaten raw or cooked and the flowers can be eaten raw and added to salads.**11. Black Hawthorn ~ metthun'ulp***Crataegus douglasii***Plant form:** Large deciduous shrub with thorns.**Habitat:** Moist, open sites.**What to harvest:** The ripe fruits.**Uses:** The dark red fruits are edible raw but contain large seeds.**12. Trailing Blackberry ~ sqw'iil'muhw***Rubus ursinus***Plant form:** Trailing deciduous shrub with slender prickles.**Habitat:** Full sun to partial shade, abundant on disturbed sites.**What to harvest:** The leaves or ripe berries.**Uses:** The dark purple berries are delicious raw or added to baking and the leaves can be used to make tea.**13. Cow Parsnip ~ yaala'***Heracleum lanatum***Plant form:** Large, hairy perennial.**Habitat:** Moist, open sites.**What to harvest:** Young stalks and leaf stems.**Uses:** The young stalks and leaf stems can be peeled and eaten raw or cooked in early spring. **WARNING:** Do not confuse with poisonous water-hemlock, poison-hemlock or

giant hogweed, all are extremely poisonous!

#### 14. Red Raspberry

*Rubus idaeus*

**Plant form:** Deciduous shrub with flattened prickles.

**Habitat:** Full sun to partial shade, abundant on disturbed sites.

**What to harvest:** The leaves or ripe berries.

**Uses:** The bright red berries are edible raw or added to baking and the leaves can be used to make tea.

#### 15. Saskatoon Berry ~ tushnets

*Amelanchier alnifolia*

**Plant form:** Multibranched deciduous shrub.

**Habitat:** Highly adaptable to diverse habitats.

**What to harvest:** The ripe berries.

**Uses:** The small purple berries can be enjoyed raw or added to your favourite baking.

#### 16. Manzanita ~ qi'qun'aanhp

*Arctostaphylos columbiana*

**Plant form:** Evergreen shrub with hairy leaves.

**Habitat:** Dry, open sites.

**What to harvest:** The ripe berries.

**Uses:** The small, brown-red fruits are edible raw but have a mealy texture.

#### & Bearberry (Kinnikinnick)

& *Arctostaphylos uva-ursi*

**Plant form:** Trailing evergreen shrub.

**Habitat:** Well-drained, open sites.

**What to harvest:** The ripe berries.

**Uses:** The bright red berries are edible raw but have a mealy texture and large seeds.

### 4.2 Steps to Implement

Steps to implement the GCA Native Plant Nursery signs:

*Step 1:* Make any necessary adjustments to the sign design and review the list of plants in the nursery. Ensure plant details are up to date in the GCA database and ethnobotanical uses are accurate according to First Nations community members.

*Step 2:* Use the designed sign as a template for all other native plants in the Native Plant Nursery.

*Step 3:* Print native plant signs onto aluminum signs and stakes for use in the nursery.

Steps to implement the Nuts'a'maat Forage Forest pamphlet:

*Step 1:* Review pamphlet sections provided to ensure all information provided is accurate and relevant. We recommend an ethnobotanist review all the native plant descriptions and make any adjustments as required.

*Step 2:* Compile the components of the interpretive trail pamphlet into a cohesive layout using the appropriate design software. This includes the cover illustration, the seasonal harvesting guide illustration, and the written sections on *study site*, *site history*, and *ethical harvesting*.

*Step 4:* Have the finalized pamphlets printed on the desired paper type and the trail numbers printed on aluminum signs.

*Step 5:* Install the 16 numbered signs at the appropriate locations in the Forage Forest, using the interpretative trail map as a guide (see Appendix A, Figure 3) and display the printed pamphlets at the entrance to the Nuts'a'maat Forage Forest.

## **5.0 Literature Review**

### *Introduction*

Interpretation materials exist in a variety of formats, ranging from informative signage in museums and nature reserves to nature interpreters and heritage guides who work hands-on with the public to 'interpret' their surroundings. Creating effective interpretation materials is essential in order to provide a meaningful experience for visitors and to ensure newly attained knowledge is retained (Braden, 2014). This short literature review is not intended to review an exhaustive list of sources on the topic of interpretation but to briefly highlight a few discussed components of effective interpretation and how when implemented successfully, interpretation can be extremely beneficial to individuals and communities alike.

### *Considerations for effective interpretation*

In order to successfully educate diverse public audiences in informal settings, there are some best practices, or suggested considerations, when developing interpretation materials. One of the first key considerations to make is assessing the target audience to ensure programs and materials are pitched at an appropriate level and are actually meeting the



needs and interests of the audience (Ben-Ari, 2000; Braden, 2014). Surveys prior to implementing interpretation materials can be conducted to better understand the target audience and direct material development (Ben-Ari, 2000). Once a target audience is clearly defined, materials and programs must be designed to communicate clearly with specific, clear and sufficient detail on appropriate themes (Wells, 2008). The information presented to the public should be based on current research and formatted into an effective design that is well organized with clear, logical and rational connections between elements (Wells, 2008). Incorporating effective graphics can aid in getting across important ideas and themes (Wells, 2008). To ensure presented materials are relevant and engaging, it is important to incorporate current and appropriate techniques and media that remain rooted in the current educational philosophy (Wells, 2008).

In order to truly engage an audience, interpretation materials cannot simply impart information but must “communicate with clarity and passion, with heart as well as head” (Ben-ari, 2000, p.559). “Creativity is required to develop unique and compelling visitor experiences” (Koke, 2008, p.251). There are a range of different approaches that can be used to create personal, emotional connections to interpretation themes. One such approach is to explain the key themes in terms that are relevant to the audience’s lives, linking the audience to the place they are visiting (Ben-Ari, 2000; Braden, 2014). Another approach is to encourage the audience to directly interact with their surroundings (Ben-Ari, 2000; Braden, 2014), to learn something new by experiencing it first hand, whether that be by scooping a net in a pond to see what a dragonfly larva looks like or tasting a new berry after identifying it in a forest. Having these first-hand experiences creates memorable experiences, more effectively conveying interpretation themes and ensuring information retention.

### *Benefits of effective interpretation*

Creating memorable learning experiences in new places, or with previously unknown objects or species, can transform spaces into places of meaning (Ben-Ari, 2000). This is especially evident with nature interpretation where audiences have the opportunity to gain profound new understandings and respect for the natural world that surrounds them. This new sense of respect can alter an individual’s behaviour in their environment. As Ben-Ari (2000) states, “some [nature interpretation] programs seek to increase understanding and convey the wonders of the natural world, thereby creating a sense of personal connection with that world.

Once such a bond is established... people will feel a sense of stewardship or responsibility” (pp. 556-557). As individual knowledge increases through a curiosity and excitement for the natural world, communities can experience a transformation. Effective interpretation materials have the capacity to influence community mindsets and alter opinions and attitudes of surrounding spaces. By fostering knowledge expansion and positive attitudes, interpretation materials provide the opportunity for personal and community growth.

### *Conclusion*

Interpretation materials and programs provide a public space for informal education. When developed and delivered in an engaging and effective manner, these materials have the capacity to positively influence individuals and communities. Through fostering curiosity and knowledge development, interpretation materials form and strengthen relationships between people and their surrounding environment. When tailored to a target audience, designed with creativity, and delivered in an interactive manner, interpretation materials can effectively educate the public and provide memorable, meaningful experiences.

## **6.0 Learning Opportunities**

The interpretative materials we propose have the capacity to educate visitors and to expand their awareness of native plant species, particularly what can be harvested and when. These materials may increase visitors’ connection to and appreciation of place through learning about the different plant species present. The Nuts’ a’maat Forage Forest interpretive map and pamphlet also aids in building capacity for future learning opportunities. One future opportunity is to implement an iNaturalist guide for the Forage Forest. iNaturalist is an online app where users can share information about different species and record their sighting locations. According to their website, iNaturalist is “an online social network of people sharing biodiversity information to help each other learn about nature” (iNaturalist, n.d.). The primary goal of iNaturalist is to provide a platform for people to connect to nature (iNaturalist, n.d.). Their secondary goal is to create scientifically valuable biodiversity data from these personal recordings of species (iNaturalist, n.d.). iNaturalist offers the ability to create interactive, online illustrative guides to help with species identification. Creating an iNaturalist guide for the Nuts’ a’maat Forage Forest would offer a supplementary form of interactive education. This guide would include all sixteen species highlighted on the

interpretive trail; however, additional species could be included for further learning. A full description on how to create and use these guides can be found on the iNaturalist website at [https://www.inaturalist.org/guide\\_taxa/908089](https://www.inaturalist.org/guide_taxa/908089).

## **7.0 Summary**

The primary focus of this design project was to create effective interpretation materials for the GCA Native Plant Nursery and the Nuts'a'maat Forage Forest. This property, District Lot 57, is a location where various restoration projects have and continue to emerge, grow, and facilitate education through collaborative and experiential learning. We hope to contribute to the growing restoration successes by providing effective and beneficial interpretation materials to the GCA in the form of a Native Plant Nursery sign template and an interactive pamphlet for the Forage Forest. We hope some of these interpretive materials are implemented and over time build the capacity for future informal educational opportunities.

## **8.0 Acknowledgements**

We would like to thank Galiano Conservancy Association staff Keith Erickson and Adam Huggins for their support in this project and for granting us the opportunity to learn more about native plants and the Nuts'a'maat Forage Forest. Adam Huggins has been an invaluable asset through his assistance during the initial design phase, and for sharing his knowledge and resources. We would also like to express our sincere appreciation to the Galiano Conservancy Association for graciously accommodating us at the Millard Learning Centre during the Advanced Principles and Practice in Ecological Restoration field study, and for their committed stewardship of the land and waters.

## Appendix A. Maps and Locations

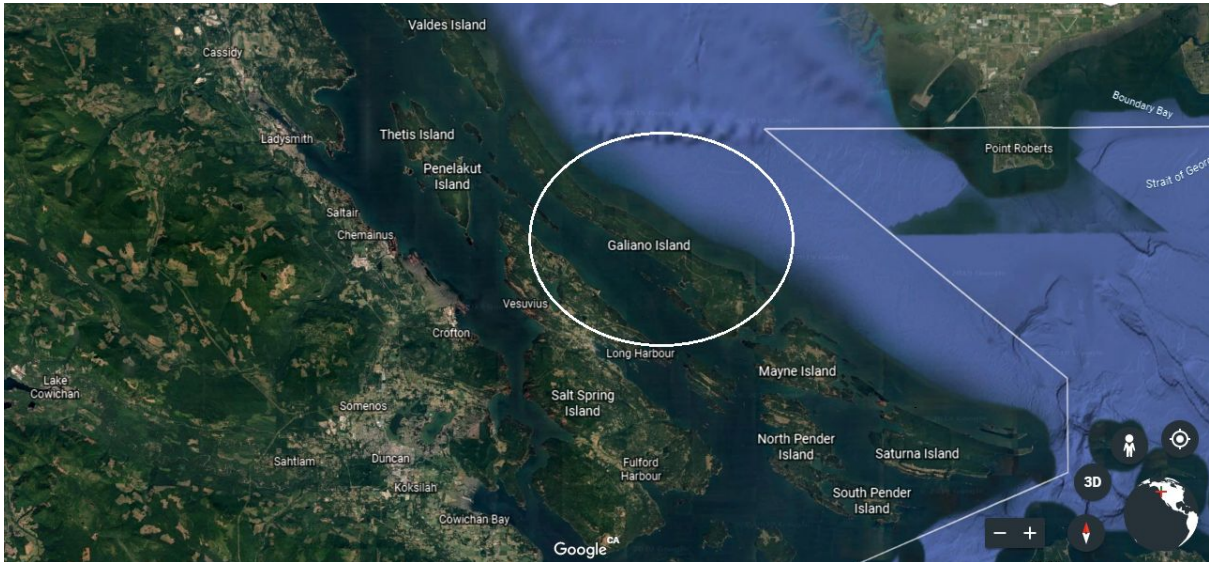


Figure 1: Location of Galiano Island. Image retrieved from Google Earth.



Figure 2: Location of the Millard Learning Centre and Nuts'a'maat Forage Forest on District Lot 57. Image retrieved from Google Earth.





*Figure 3:* The proposed interpretive trail for the Nuts'a'maat Forage Forest, adapted from the existing map (GCA, n.d.)

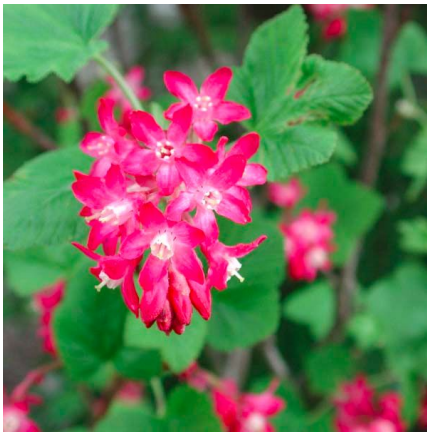
## Appendix B. Supporting Imagery for Interpretive Map



1. Yarrow (photo by: E. Rolleman)



2. Bare-stem desert parsley & Nodding onion (photos by: E. Haagsman)



3. Red-flowering currant  
(photo by: E. Haagsman)



4. Coastal mugwort (photo by: E. Haagsman)



5. Evergreen huckleberry  
(photo by: sfbaywalk)



6. Red huckleberry (photo by: Donsca) & Salal (photo by: GCA)





7. Salmonberry (photo by:  
E. Rolleman)



8. Pacific crabapple (photo  
by: E. Rolleman)



9. Thimbleberry (photo by:  
E. Rolleman)



10. Springbank clover (photo by: E. Haagsman)



11. Black hawthorn (photo by: E. Haagsman)



12. Trailing blackberry (photo by: E. Haagsman)



13. Cow parsnip (photo by:  
Andrey Zharkikh)





14. Red raspberry (photo by: E. Haagsman)



15. Saskatoon berry (photo by: GCA)



16. Manzanita & Bearberry (photos by: E. Haagsman)

## References

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