



# ART IN THE PARK

Activity Guide

**Get to Know Art in the Park** days inspire youth to connect with the natural world around them through the power of the creative arts. With this guide you will be able to host fun and easy art activities that can be carried out in any park or green space. Find activities for all five categories of the Get to Know Contest: Art, Writing, Photography, Video and Music!

## Let's Get Started

There are many ways in which an Art in the Park day can be organized. At the simplest level, all you need to do is set up art supplies out in nature and set students to work!

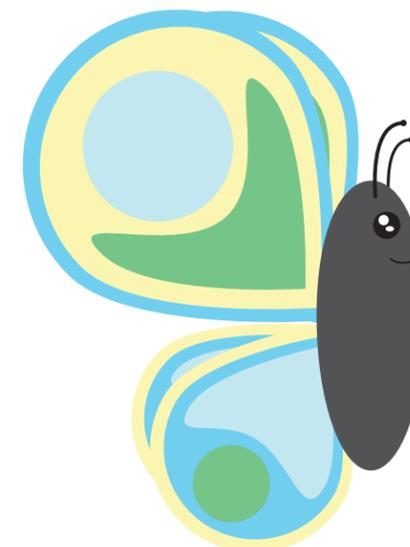
Find a spot that offers a good vantage point or access to flora and fauna. No animal wild neighbours around? No problem! There are tons of activities you can do incorporating trees, flowers, leaves, twigs, stones, and so forth.

Choose a location that inspires you to create! Green grass? Knarled trees and fallen leaves? Or bird crowded branches? You choose!



To make your Art in the Park day a little more interactive, you can set up stations along an interpretive trail or pathway. Check out the "All Arts Trail" activity for a way to incorporate physical activity, nature and the arts! Alternatively, art can be created at the end of a hike as a way for youth to document their experiences and create their own nature-inspired art collection. Helping youth tour a variety of habitats is a great way to help them "get to know" local wild neighbours and biodiversity.

All of our activities and materials are designed to be considerate of our environment. Please be mindful of the local ecosystem and our wild neighbours! Explain the importance of park conservation, and ensure youth only collect dead, fallen or broken natural items to use in their art.



Remember, many of the Art in the Park activities are eligible for submission to the 2014 Get to Know Contest.

Visit us at [www.gettoknow.ca](http://www.gettoknow.ca) to find out more and submit your entries!

## The All-Arts Trail

An interactive path through the forest that involves all aspects of the arts! Hand out trail maps with stations marked for children to find their way to all the activities.

### Materials

Vary, depending on activities

### Time Frame

As short or as long as you like, depending on the activities you choose.

### Preparation

Create trail maps with marked activity stations.  
Gather materials for each activity and set up stations throughout the park.

### Procedure

Create trail maps with marked activity stations.  
Gather materials for each activity and set up stations throughout the park.

Activities along the trail can be selected and adjusted to meet your individual Art in the Park needs.

Here are some suggestions to get you started:

Station	Suggested Activity
Art	Blind Contour Drawing
Writing	Poetry Quilt
Photography	Digital Nature Photography Scavenger Hunt
Video	Get to Know Moment
Music	Sound Journal

*Use these examples to get you started! Get creative and make up your own activities to do!*



## Blind Contour Drawing

### Materials

- Paper (sketching paper would be best)
- Drawing supplies (pencils, pencil crayons, crayons, markers)
- Nature Object

### Time Frame

20-30 Minutes

### Preparation

Gather the materials you will need to do this activity.

### Procedure

Have the children go and search for items that they would like to draw. Make sure that they do not pick anything alive out of the ground, but rather find fallen leaves, twigs, etc.

Have the children bring the items they chose back to their station and have them study the object for a few moments.

Have the children look closely and feel the object so they can accurately sketch every detail.

Once the children have studied their objects carefully, have them begin to sketch the object ONLY by looking at it and not what they are drawing on the paper. This process should be slow and steady; it might be a bit difficult at first.

This process can be repeated many times with different objects and colors. Students can also draw the same object multiple times on a single page, creating a collage of contour images. This can be very effective using leaves.



## Framing Nature

### Materials

- 'Picture Frame' (This can be recycled cardboard, construction paper or old recycled photo frames. If you plan to have the children make these, you will need cardboard or construction paper, scissors and tape)
- Paper
- Drawing Supplies (pencils, pencil crayons, crayons, markers)
- Hard Surface (such as a text book)
- Paint

### Time Frame

30 - 45 Minutes

### Preparation

Gather the materials you will need to do this activity.

### Procedure

Have the children go and search for items that they would like to draw. Make sure that they do not pick anything alive out of the ground, but rather find fallen leaves, twigs, etc.

Have the children bring the items they chose back to their station and have them study the object for a few moments. Have the children look closely and feel the object so they can accurately sketch every detail.

Once the children have studied their objects carefully, have them begin to sketch the object ONLY by looking at it and not what they are drawing on the paper. This process should be slow and steady; it might be a bit difficult at first.

This process can be repeated many times with different objects and colors. Students can also draw the same object multiple times on a single page, creating a collage of contour images. This can be very effective using leaves.



## Past, Present, and Future

### Materials

- Drawing supplies (pencils, pencil crayons, crayons, markers)
- Paper
- Park history materials (optional)

### Time Frame

20 - 30 Minutes

### Preparation

Gather Materials

### Procedure

First, park staff can give a history of the local area and discuss the changes to the environment over the years. If you are able, show photos and maps of what the park used to look like.

**Let's draw!** Give the children three pieces of paper each and ask them to sketch what they think the natural landscape would have looked like 100 years ago, what it looks like today, and what it might look like 100 years in the future. Have the children share and explain their drawings.

#### **Past:**

Were there any manmade objects here?  
What types of animals and insects lived here?  
Were the water systems different?  
Did people or any industries use the park?  
Were there roads or trails?

#### **Present:**

Draw what you see outside in front of you!

#### **Future:**

What manmade things will still be here?  
How might the plant species change?  
How might the types of wildlife change?  
If the climate changes, how will that affect natural habitats?



## Scavenger Art

### Materials

- Paper
- Scissors
- Glue
- Scavenger Hunt List

### Time Frame

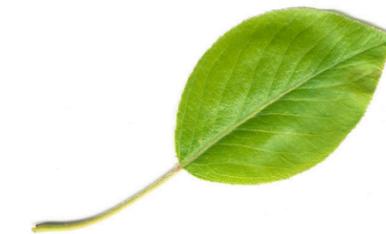
30 - 45 Minutes

### Preparation

Gather the materials you will need to do this activity.

### Procedure

Give each of the children a Scavenger Hunt List and send them on a scavenger hunt to look for natural materials they can make art with. When they have found one of every item on the list, have the children create a piece of artwork by using all their natural materials.



### Variation

Create a collaborative art assemblage. Using a large piece of cardboard, stencil and cut out the shape of an animal commonly found in the local environment. Have the children fill in the shape with the natural materials they find to create a large collaborative art animal that can be put up on display.

### Scavenger Hunt List Example

- feather
- nibbled leaf
- something shiny
- a round pebble
- a seed
- something blue
- something straight
- a fern
- something spiky
- something fuzzy
- a coniferous needle
- a pine cone
- something with cracks
- something that floats
- a chewed nut
- something wet
- something dry
- something transparent



## Unnatural Art

### Materials

- Paper
- Drawing supplies (pencils, pencil crayons, crayons, markers)
- Gloves
- Glue
- Tape
- Scissors

### Time Frame

45 Minutes

### Preparation

Gather the materials you will need to do this activity.

### Procedure

Take the children on a walk through the park. Have them collect unnatural and manmade objects. Observe manmade objects that are too big to collect (ie. bridges, buildings, lights, benches) and discuss how their presence may change the way wildlife interact with their habitats. Remember to use gloves to collect unhygienic items such as litter.

Use the collected objects to create a sculpture or mixed media work on paper.



## Create a Critter

### Materials

- Sticks and Smooth rocks
- Glue
- Googly eyes
- Toothpicks
- Paintbrushes and Acrylic paint in various colours
- Sponges and Construction Paper

### Time Frame

20-30 Minutes

### Preparation

Wash and dry all the rocks; gather materials.

### Procedure

Collect & find sticks, nuts, and rocks to use in the activity. Have them observe an insect in the environment - how many legs does it have? Does it have any wings? What colour is it? Does it have any hairs on its body? Is its body subdivided? Let the children create their own critters by painting the rocks, then using toothpicks, sponges and other craft materials to decorate the bugs with dots, spots, lines. Use sticks to create antennae and legs. Make butterflies and moths by cutting out wings from construction paper and gluing them to the rock.



## Art Magnified

### Materials

- Cardboard toilet paper rolls (cut into 2" rolls)
- Clear cellophane
- Water
- Paper
- Drawing supplies (pencils, pencil crayons, crayons, markers)

### Time Frame

20 - 30 Minutes

### Preparation

Cut cardboard rolls into 2" sections; gather materials.

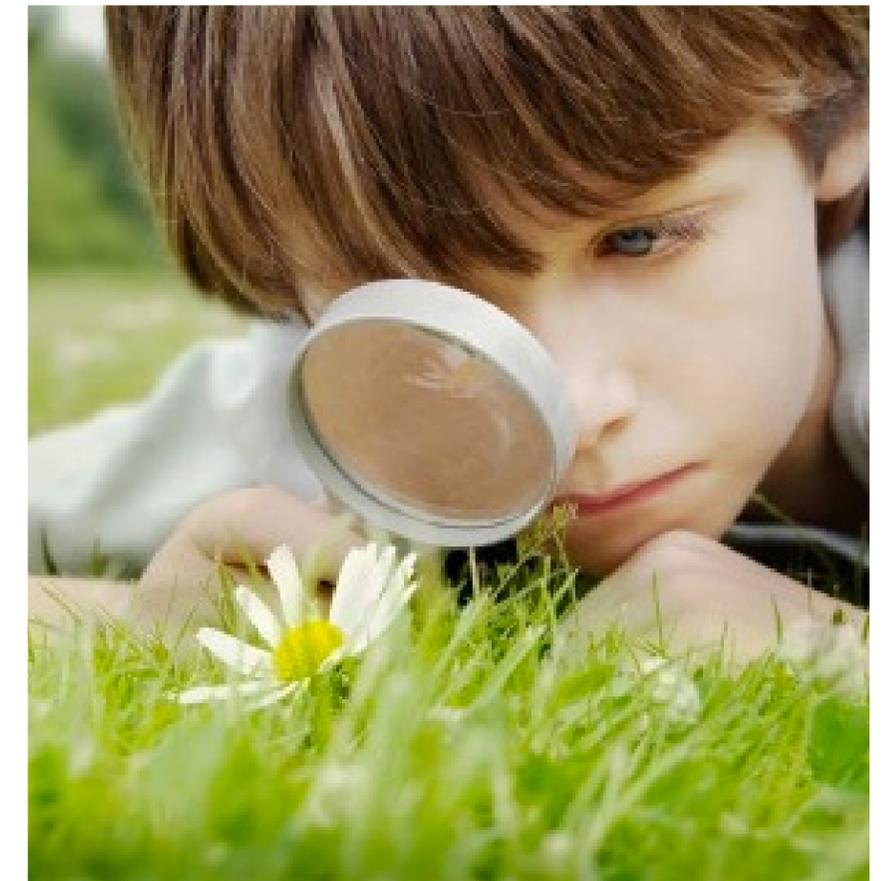
### Procedure

Stretch cellophane over one end of the cardboard roll (make sure there are no wrinkles or tears). Then secure the cellophane by taping it to the cardboard roll. Add a drop of water onto the cellophane and allow children to explore the environment close up!

Can you find any insects? What obstacles in their path? What are they doing? Plant details? Any critters been chewing on the end of the leaves? What does a spider's web upclose look like? Get the children to draw what they see close up in nature!

### Variation:

Explore what is living underwater and on the surface of your local ponds and rivers by creating a waterproof magnifying scope. Substitute the cardboard rolls with tin cans and remove both ends of the can with a can opener. Follow the rest of the activity as outlined above (use caution and adult supervision when handling sharp edges).



## Log Poem

### Materials

- Large Rocks
- Markers, crayons, other writing supplies
- Paper

### Time Frame

30 - 60 Minutes

### Preparation

Gather a selection of rocks; gather materials

### Procedure

Gather a selection of rocks before the activities starts or have children find one rock each. These rocks should be large enough to write on.

#### There are two ways to approach the log poem:

1. Have the children write a collective poem inspired by nature (i.e. have them all contribute a few words or a line), then have them each take a word or phrase from that poem and paint it on a rock. Assemble the poem on a fallen log, flat bolder, or other natural area that the poem can be displayed on.

Get the children to add a little flare to their rock words. Colour them or draw on them to match the words.

2. Break the children into groups (depending on the size, should have at least 5 people in each group). Have the children paint adjectives, adverbs, verbs, nouns or phrases that describe nature. Be sure to have a variety of conjunctions, prepositions and articles already painted on other rocks, to help the children form sentences. In each group, have the children create a poem that describes or is inspired by nature. Have the children lay out each poem in a creative manner on the ground and take a picture, or write the poem down.



## Nature Journaling

### Materials

- Drawing supplies (pencils, pencil crayons, crayons, markers)
- Notebook or paper

### Time Frame

As long or short as you want

### Preparation

Gather Materials

### Procedure

Let the children take their journals and explore the park. Tell them to observe everything, as there will always be a story behind it. You can give the children the role of “Nature Detective”.

With everything they see, instruct the children to ask the 5 W’s (Who, What, When, Where, Why) and How.

**Who:** Do they know the name of the object? Can they guess it?

**What:** What is it? Is it a plant? Insect? Animal?

**Where:** Where did they find this object? Where did it come from?

**Why:** Why is it shaped like that? Why is it in this location?

**When:** When did I observe this? Is it important for time to be written down as well?

**How:** How tall is it? How does it move? How does it eat? How many leaves? How many petals?

Explain that in their journals children can write all their observations, as well as draw what they observe. Remind them that they can use 4 senses when observing:

Have them draw what they SEE.

Describe what they SMELL, HEAR and TOUCH.

Remind the students that they should not taste anything or put anything in their mouth, even if they know it is edible.



## Poetry Quilt

### Materials

- Paper
- Drawing supplies (pencils, pencil crayons, crayons, markers)
- Hole punch
- Yarn or string

### Time Frame

30 Minutes

### Preparation

Precut the paper into equal size shapes - squares, diamonds, triangles or get creative with hexagons, star shapes, etc; gather the materials.

### Procedure

Pass out one shape to each child, and have them find a quiet place outdoors where they can write a poem about their surroundings. Attach their finished poem to other poems by hole-punching the corners and tying them together with yarn to create a large poetry "quilt" that can be hung on display.



## Free Form Poetry

### Materials

- Construction paper
- Pencils
- Drawing supplies
- Glue sticks
- Scissors

### Time Frame

20-30 Minutes

### Preparation

Cut paper into small strips (1"x 3"); gather materials.

### Procedure

Pass out 20 strips of paper to each child. Have the children walk around and write down 20 words from the environment around them. These words can be nouns (tree, squirrel), verbs (a leaf falling, an ant scurrying) adjectives (a fuzzy caterpillar, a whooshing wave) or descriptive of their feelings of nature.

On a piece of construction paper, let them play around and move their words to form a poem. Have them glue the word pieces onto the paper and decorate the page as they please.

## Poetry Walk

### Materials

- Poem Walk templates
- Paper
- Pencils

### Time Frame

20-45 Minutes, depending how large an area.

### Preparation

Print Poem Walk Riddles, they can be found at [www.gettoknow.ca/teachers/bp\\_writing.php](http://www.gettoknow.ca/teachers/bp_writing.php)

Hide poems along trail.

### Procedure

Pass out a piece of paper and a pencil and let the children explore the park, discover the poetry and solve the riddles! If they need a hint, the answer to the riddle will always be something they can observe outdoors in that spot.

When they've completed the trail and written down all their answers, have park staff check their work and help them solve the riddles.

Use the following riddles to challenge youth on the 'Poetry Walk', or create your own!

I have four legs, a tail but no teeth  
I swim and dive in ponds or under the sea  
I also walk on shore  
I carry my house around with me  
Who am I?  
[Turtle]

I'm not a bird but I can fly  
I'm often bright and colourful  
I live in gardens, fields and forests  
My transformation is wonderful  
Who am I?  
[Butterfly]

I'm small and shy  
I move around on eight legs  
I spin a web to catch my dinner  
Lots of people are afraid of me  
Who am I?  
[spider]

I am soft and furry with a big flat tail  
I have huge teeth to chomp on trees  
I slap my tail against the water and make a large WHAP!  
I have short legs and can't walk fast, but I can swim really well  
Who am I?  
[beaver]

I'm an omnivore and I hunt in a group  
I howl quite loudly, usually at night  
I'm related to a pet you might find in your house  
My fur can be brown, gray, yellow or white  
Who am I?  
[coyote]

I have big ears, but I am very small  
My fur is soft like a baby's blanket  
My tail feels like a fluffy cotton ball  
I live in the forest on the floor  
Who am I?  
[rabbit]

I have plenty of backbone, but lack a good leg  
I peel layers like onions, but still remain whole  
I hiss when I have something to say  
I can be long, like a flagpole, yet fit in a hole  
Who am I?  
[snake]

I have two legs and two wings  
I tip my head underwater to grab a snack  
I swim in the pond and waddle on land  
You can hear me from far away, I talk with a quack  
Who am I?  
[duck]

My tongue grabs insects on its sticky surface  
I can be green or brown to blend in with the ground  
I like wet places, especially ponds  
Sometimes you'll see me on land, hopping around  
Who am I?  
[frog]

I am part of a tree  
I protect it like a coat  
Some people carve their initials in me  
My name is also a sound certain animals make  
What am I?  
[bark]

I am born high up in the mountain range  
I run for miles without getting faint  
Animals, fish and plants live inside me  
You can help me by conserving water with a little more restraint  
What am I?  
[river]

I spray a light mist to keep you cool  
I run forever, without moving at all  
I have no lungs or throat, but make a mighty roaring call.  
What am I?  
[Waterfall]

I'm up all night, swimming or climbing trees  
I have a tail of black and white bands  
My facial markings look like a mask  
My front paws look a lot like your hands  
Who am I?  
[Raccoon]

I can be brown or black, and even white!  
I've got a tiny tail, but a very big nose  
I eat berries and fish  
I sleep in a cave while outside it snows  
What am I?  
[bear]



## Nature News

### Materials

- Activity worksheet
- Drawing supplies
- Camera (optional)

### Time Frame

20-30 Minutes

### Preparation

Print worksheets; gather materials.

### Procedure

Children can create their own newspaper by filling out the newspaper template with their own stories, drawings or photos! Children can select from some prepared story options, or they can write their own story.

Encourage them to use the 5W's and 1H:

**Who**

**What**

**When**

**Where**

**Why**

**How**

### Variation

Explore what is living underwater and on the surface of your local ponds and rivers by creating a waterproof magnifying scope. Substitute the cardboard rolls with tin cans and remove both ends of the can with a can opener. Follow the rest of the activity as outlined above (use caution and adult supervision when handling sharp edges).

• **Tell a story about something new you learned today.**

• **Why is this park special? What is one positive thing happening in the park? What is one negative thing?**

• **Tell a story about the most fun you've ever had outdoors!**

• **Interview another person and find out what they are doing to preserve local nature?**

• **If you could change one thing in the park, what would it be? Why?**

• **Write an article from the perspective of one of the local species.**

• **What's happening in the park today? Report on the Art in the Park Event!**

• **Interview another person and find out their 'Get to Know' moment.**



# NATURE NEWS

ISSUE# 947

AUTHOR/REPORTER: \_\_\_\_\_

DATE: \_\_\_\_\_

## TODAY'S WEATHER



## TOP STORY

Blank space for the top story.

## FEATURE CREATURE

Blank space for the feature creature.

## OTHER NEWS

Blank space for other news.

Use this page to fill in your news from the activity!



## Nature Photography Scavenger Hunt

### Materials

- Digital cameras (have each youth bring one from home, can also use mobile phones)
- Scavenger hunt list

### Time Frame

30 - 60 Minutes

### Preparation

Gather Materials.

### Procedure

Explain and demonstrate how to use a digital camera, if supplying the cameras for the children. Give the children a list of nature features, species, etc, in the area that they are to take photographs of. Have the children complete the scavenger hunt, taking photos of each item. Once finished, encourage the youth to create a portfolio of the nature photography.



### Ex: Scavenger Hunt List:

- feather
- nibbled leaf
- something shiny
- a round pebble
- a seed
- something straight
- a fern
- something with thorns
- a hold in a tree
- a coniferous needle
- a pine cone
- something with cracks
- something that can fly
- something that floats
- a piece of fur
- a chewed nut
- an empty snail shell
- something colourful
- something fuzzy
- a deciduous leaf



## Sunprints

### Materials

- Cyanotype Paper
- Nature objects
- Hard surface (textbook or clipboard, one per child)
- Trays for cold water
- String
- Clothes pegs

### Time Frame

30 - 45 Minutes

### Preparation

Hang string between trees to make a drying line.

### Procedure

It is best to do this activity on a sunny, low wind day. Give a short description of the process and explain its historical significance and how it relates to modern photography.

Ask students to choose an area, and then decide who is the “shadow” and who is the “artist” for round one (knowing that they will switch positions after). The artist gathers objects in the park that appeal to them, making sure they don’t pull out any plants.



The “shadow” blocks their partner’s board from the sun while cyanotype paper is pinned to the artists’ board. The artist lays their objects on the paper in a creative way, as if they are preparing to create a photograph, and the shadow moves away to allow the sun to hit the paper. After 3 minutes, (timed), the shadow moves back to cover the sun. The paper is then gently removed and placed in a tray of cold water for 1 minute.

When complete hang the Sunprints on the line with clothes pegs to dry and make a gallery of the childrens’ work.

It’s also fun to photograph the childrens’ creations, and to create a digital photograph of their “composition” (objects arranged on the cyanotype paper.)

Contributed by [Focus on Nature](#)

## What is a Cyanotype?

Cyanotype is a photographic process recognized for its distinct cyan-blue print. Discovered in England in the mid 19th century, cyanotype is a simple and low cost process, that was very popular with engineers in the 20th century because it allowed them to produce large scale copies of their work, known as blueprints.

Cyanotype photograms are made by mixing ammonium iron (III) citrate and potassium ferricyanide to create a mildly photosensitive solution. Paper is coated with the solution and specimens put directly onto the paper to produce an image. When exposed to UV light, the iron salts in the paper surface go through a chemical reaction, creating an insoluble blue dye known as Prussian Blue, and a silhouette effect where the object was placed.

## Animal Trackers

### Materials

- Digital Cameras



Coyote



Raccoon



Opossum

### Time Frame

As long or short as you want!

### Preparation

None!

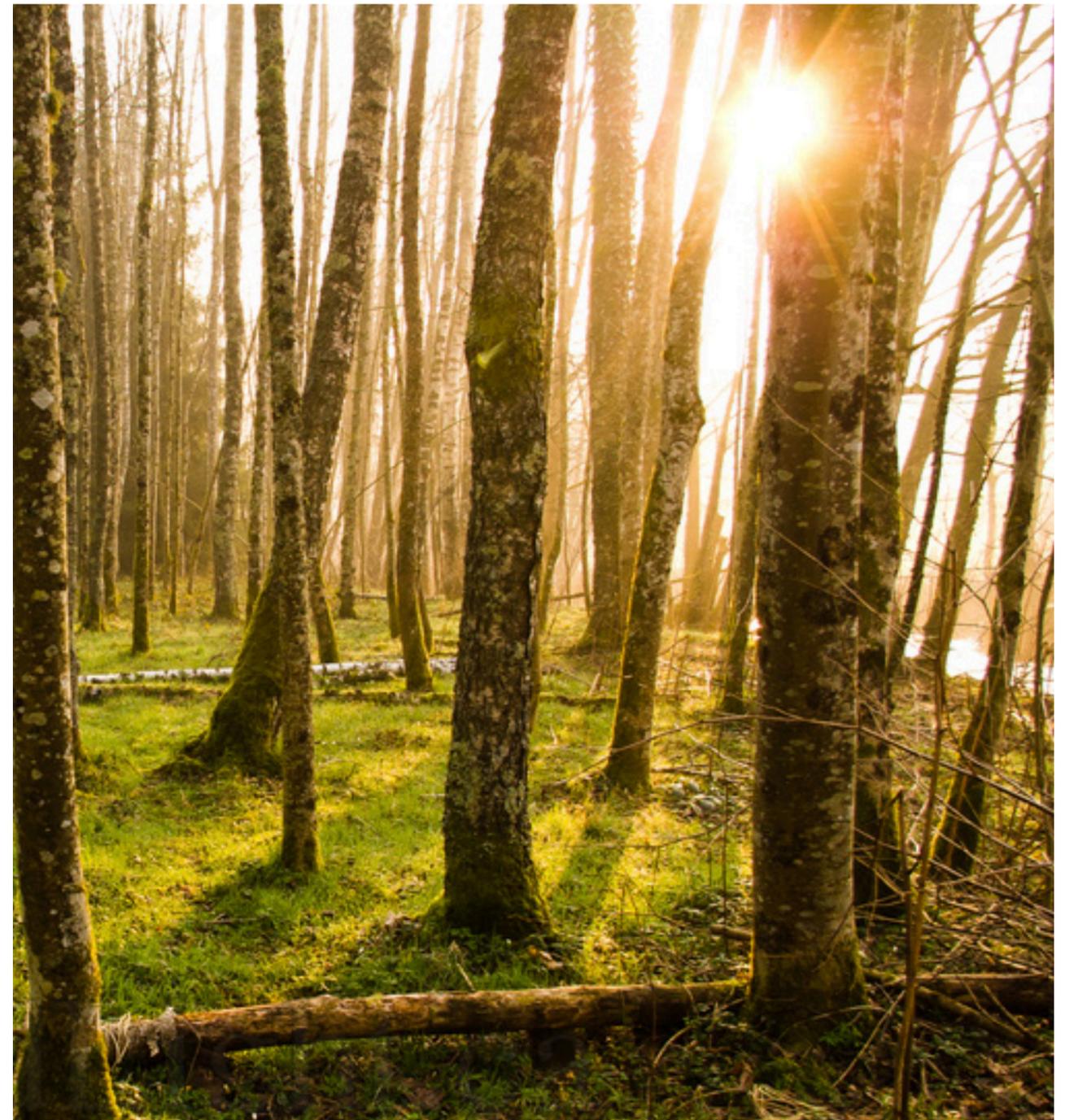
### Procedure

Explain and demonstrate how to use a digital camera, if supplying the cameras for the children.

Lead children on an interpretive walk and photograph every time you find a sign of animal presence in the park (tracks, rubbing, fur, feathers, chew or scratch marks, digging, scat).

Can you identify the species that created them? If you find tracks, notice the patterns, speed and direction they are moving in.

Take your photos home to research tracks you weren't able to identify on the walk and learn more about the wildlife that call the park their home.





## Claymation

### Materials

- Plasticine or Play-doh (non-drying modelling clay)
- Digital Cameras
- Extra camera batteries
- Extra memory cards (optional)
- Tripod (optional)



### Time Frame

30-90 minutes, depending on the number of children and how many frames they each take

### Preparation

Choose a scene in the park that will provide a natural and interesting background for the photos. Make sure the area is well-lit, dry, and with low wind. Place the camera on a tripod, or in a position where it doesn't need to be moved. It is essential to do this, or the picture will jump from frame to frame. Take a few test shots of the background to make sure the camera is properly set up and the camera settings (flash, exposure) are adjusted appropriately.



### Procedure

First, invite the children to sculpt their favourite wild animal out of the clay. Then ask them to create an action they'd like their



animal to act out in the animation (moving across the grass, picking up something to eat, climbing a tree).

Place their animal in the outdoor scene. Have the child practice moving their animal before you begin taking pictures. Take a picture. Have the child move part of the animal a quarter of an inch. Take another picture. Repeat this process until all of the pictures have been taken.

Putting it together

1. To instantly show the child their animation masterpiece - flip through the photos in the camera's view gallery, to watch the animal act out the scene.



2. Upload the photos to your computer and use a program to create the animation. You can use applications such as Windows Movie Maker, or iMovie. You can also use these free animation programs to "stitch" together your photos: <http://en.softonic.com/s/frame-by-frame-animation>

Throw a viewing party or post them online for everyone to enjoy these creative creations!

### Variation

If you have more time, consider building a set and props for the scene.

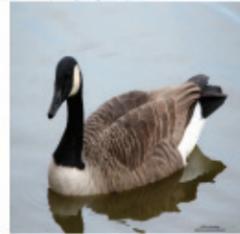




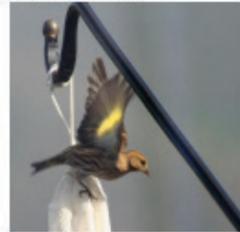
Green Frog  
*Lithobates clamitans*



Mallard  
*Anas platyrhynchos*



Canada Goose  
*Branta canadensis*



Pine Siskin  
*Carduelis pinus*



Rock Dove  
*Columba livia*

## A Day in the Life

### Materials

- Video Cameras
- Rapid Guide Species Cards

### Time Frame

As long or short as you want!

### Preparation

Print the Get to Know Rapid Guide Species Cards. They can be found at

<http://s3.get-to-know.org/educ-res/species-guide-dl-330834.pdf>

### Procedure

Have the children partner up, or form groups of three. Have each group pick one flash card with a local animal species on it. Explain that the groups will each get one video camera, and they have to act out a day in the life of the animal on their Species Information Card, through a first person perspective. They can be as creative as they like, but they must stay true to the animal. If they narrate the video, they have to present it as the internal thoughts of that animal. If the animal has specific restrictions with vision, if it is possible, that must be reflected in the filming.

## Mock Planet Earth

### Materials

- Video Cameras
- Planet Earth DVD or access to a computer with internet to watch it.
- [www.youtube.com/user/BBCEarth/videos](http://www.youtube.com/user/BBCEarth/videos)

### Time Frame

As long or short as you want!

### Preparation

Set up video equipment.

### Procedure

Have the children watch a short clip of the documentary Planet Earth, demonstrating the style that it takes - pay close attention to how the narrator tells the story.

Have the children partner into groups and pick a species that they see. Have them observe the species and narrate what they are observing, true to the Planet Earth style.

After the children finish filming, you can upload the videos to a computer and burn them onto a DVD. You can then have a viewing party!



## Scene Switch

### Materials

- Video Cameras
- Paper
- Pencils

### Time Frame

30 - 60 Minutes

### Preparation

Gather Materials.

### Procedure

Have the children write a story together about wildlife in the local park. Following the story plot, film them acting out the story in one of the following genres. Then switch to a different genre and act out the story in a different way.

Adventure

Horror

Fantasy

Comedy

Drama

After the children finished filming, you can upload the videos to a computer and burn them onto a DVD to throw a viewing party!

## Characteristics & Themes of the Genres:

Adventure - encountering new worlds, high energy non-stop action, heroes and villains, exploring the unknown

Horror - worst fears coming to life, escaping from and defeating a monster

Fantasy- real and imaginary worlds, dreams, magic, myth, kingdoms, gnomes, dwarves, elves

Comedy - hilarious storylines, exaggerating situations, silly noises and actions

Drama - realistic life situations and behaviours, intense emotions, conflict between people or within themselves.

## Pass it On Storyboard

### Materials

- Paper
- Pencils
- Video Camera

### Time Frame

30 Minutes - as long as you want!

### Preparation

Gather Materials.

### Procedure

Give each child a sheet of blank paper. Write the following words on the board in a vertical line: WHO, WHAT, HOW, WHERE, WHEN, WHY. Explain that everyone will be writing a sentence story about their wild neighbours.

Have each child write the name of a local animal at the top of their paper, fold the paper over once so no one can see it, then pass the paper to the person on their right. Write on the received paper what the animal did (suggest funny or

outrageous actions), fold it over and pass it on to the right. Continuing on the nature theme, write the next line, how they did it (adverbs), fold and pass; where-pass; when-pass; and last of all, why (because...) and pass it one more time.

Have the students unfold their stories, and read them aloud. Choose their favourite story and have them act it out on camera, and continue to act out the other stories, if time allows.

Compile all the films on a computer and burn them onto a DVD for a viewing party or online use.

### Variation

If there aren't enough children to do the activity above, make sure to either prepare a couple stories in advance for the first children who participate, or have a activity leaders create the story with them.

## Get To Know Moment

### Materials

- Video Camera
- Tripod (Optional)

### Time Frame

Depends on the number of people  
- approx 5 minutes per person

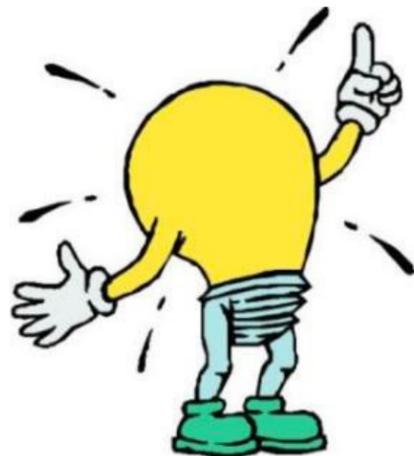
### Preparation

Gather Materials.

### Procedure

Capture your local nature enthusiasts on camera sharing their 'Get to Know' moments. Set up a video station, and invite the children, parents and visitors to tell their stories of times when they felt connected to the outdoors. Don't forget to have the park staff join in - we know they have 'Get to Know' moments that inspired them to choose their important career paths!

Capture your local nature enthusiasts on camera sharing their 'Get to Know' moments. Set up a video station, and invite the



children, parents and visitors to tell their stories of times when they felt connected to the outdoors. Don't forget to have the park staff join in - we know they have 'Get to Know' moments that inspired them to choose their important career paths!

### What's a 'Get to Know' Moment?

It's that aha moment, that indescribable feeling that gives you a shared connection with the outdoors, that time that nature took your breath away, ignited your passion, or humbled you in awe. It's something amazing or really cool you experienced that inspired you or changed the way you thought about our wild neighbours or the great outdoors.

**Upload your video online! Share it on youtube, or with us at [www.gettoknow.ca](http://www.gettoknow.ca) for the chance to have your video featured on our Facebook page!**



## Sounds of Nature

### Materials

- None

### Time Frame

30-45 Minutes

### Preparation

None!

### Procedure

Send the children off to look for natural materials that can make a characteristic sound.

Divide the children into “orchestra” groups based on the types of instruments they find - percussion, brass, string, wood.

Create a song together, or take turns being the conductor!

#### **Examples of natural items that make sounds:**

You can:

brush, rub, tap, blow, shake, clap, crackle, snap leaves, wood, feathers, nuts, grass, pine cones, seeds

You can:

drip, drain, stir, sift, pour water, dirt, sand

## Sound Match

### Materials

- None

### Time Frame

15 - 30 Minutes, depending on # of rounds you play.

### Preparation

None!

### Procedure

Requires 8-10 children and a flat, grassy field.

Have each child find a partner. Assign their team one animal sound. First have them practice their sound together. Then divide up all the teams and have the children scatter around the field. Leaders can move them around, or spin them to disorient their direction. When the leader says “Go!” the children must, with their eyes closed, find their partner by making their animal sound and following the noise.

#### **Example Animal Sounds:**

wolf howls	bear grunts
crow caws	squirrel chatterings
bison snorts	lion roars
porcupine teeth clickings	bird whistles



## Animal Orchestra

### Materials

- Activity Worksheet

### Time Frame

10-20 Minutes

### Preparation

Print activity worksheet.

### Procedure

Discuss the different ways sound is created. We hear sound when an moving object makes the air vibrate. Some animals make sounds in ways that are similar to humans and use these sounds to communicate with other members of their species. How do our wild neighbours create sounds? By using the same methods we do - drumming, blowing and plucking. For example, woodpeckers create sound with percussion by rapidly pecking on a resonant object. Frogs create sound with wind, by blowing air through the larynx, causing the vocal chords to vibrate, and amplifying the sound through by the vocal sacs.

Assign each of the children an animal sound, and lead them in making their sound to the melody of well known songs. Be the conductor, and lead the 'animal orchestra' - have them sing in

rounds (different noises beginning at different times).

#### Example animals and their sounds:

- Fish (glub)
- Birds (chirp, whistle, coo, squawk) (If you want to get creative, play youth some recordings of prominent local species, so they can "get to know" their wild neighbours)
- Owl (hoot)
- Crow (caw)
- Snake (Hiss, or Rattle)
- Frog (croak)
- Beaver (tail slapping)
- Squirrel (bark)
- Geese (honk, hiss)
- Wolf (howl)
- Bear (growl)
- Bees (buzz, hum)

#### Example songs:

- Row Row Row your Boat
- Three Blind Mice
- Twinkle Twinkle Little Star
- Baa Baa Black Sheep
- Frère Jacques
- Hot Cross Buns
- London Bridge
- Happy Birthday

## Sound Journal

### Materials

- Audio recording device (or cell phone with recorder app)
- Journal activity sheet
- Drawing supplies (pencils, pencil crayons, crayons, markers)

### Time Frame

As long or as short as you like!

### Preparation

Print activity worksheet.

### Procedure

Explain that a landscape is made up of all of the different landforms, trees, houses, yards, and roads. A soundscape is made up of all of the different sounds that help to create a sense of place. Discuss what sounds one might expect to hear outdoors in the park. What natural sounds could you expect to hear? What manmade sounds could you expect to hear?

Let the children take their sound journals and recorders and go explore the soundscapes of the park. First, have them find a quiet spot, where they can sit comfortably. Have them turn on the audio recorder, close their eyes, wait and listen.

When they hear a noise, move the recorder in the direction of the nature source to capture the sound. Remember to stay in your place - you don't want to scare an animal away or record your own noises. Remind children to be patient - listening is like peeling an onion. There are more and more layers to be uncovered than you can imagine!

Explain that in their journals children can write all their observations, as well as draw what they hear. After collecting sounds, have the children share their findings. Discuss what information you can learn from the sounds. Can you identify the number of different species that make the sounds? How different would the park feel if those sounds were no longer part of the soundscape?

They may move to a different location, repeat the activity and see what different sounds they can discover. Or, suggest they repeat the activity at home and compare indoor and outdoor soundscapes.

Collect their recordings, upload them to a computer and create a database or CD of local nature sounds. Partner by making their animal sound and following the noise.



## SOUND JOURNAL

DATE:		TIME:	LOCATION:	MAP:		
weather:		DESCRIPTION OF HABITAT:				
I HEAR...	IS IT NATURAL OR MANMADE?	WHAT DIRECTION IS THE SOUND COMING FROM?	HOW CLOSE OR FAR AWAY ARE THE SOUNDS?	CAN YOU Draw the SOUNd?	THIS SOUND MAKES ME FEEL...	What SPECIES MADE THE SOUND?
↓	↓	↓	↓	↓	↓	↓

## Photo Release Form:

I hereby consent to and authorize the use and reproduction by the Get to Know Society or anyone authorized by the Get to Know Society, of any and all photographs or video footage that have been taken of:

\_\_\_\_\_ (print name of participant)

at \_\_\_\_\_ at \_\_\_\_\_  
(event) (location)

on \_\_\_\_\_  
(date)

for any purpose, without compensation to me, the above named participant.

All videotape, negatives and positives, together with the prints, are owned by the Get to Know Society. The Get to Know Society reserves the right to use these photographs or electronic images in any of its print or electronic publications.

I hereby acknowledge that I am the parent or guardian of the above named participant, I am 18 years of age or older and

have read and understood the terms of this release.

Name of Parent or Guardian: \_\_\_\_\_

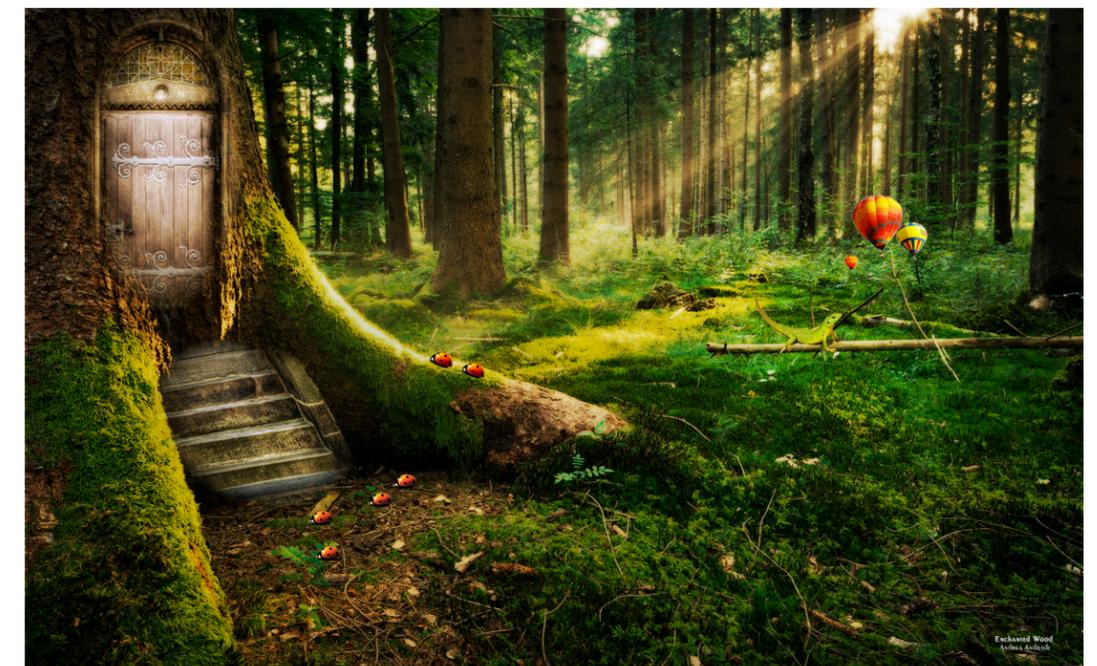
Address: \_\_\_\_\_

City: \_\_\_\_\_ Province: \_\_\_\_\_

Postal Code: \_\_\_\_\_

Signature of participant: \_\_\_\_\_

Signature of Parent or Guardian: \_\_\_\_\_



# Art in the Park Activity Guide

Art in the Park days are meant to be engaging, inspiring and fun. They are meant to encourage youth to think outside the walls of their classrooms when creating art of all forms. Get to Know hopes that the engagement in arts and nature will encourage healthy attitudes towards the outdoors and our environment, promoting action instead of inaction and nourishing the creativity that dwell within today's youth.

## Feedback

We love your feedback! Tell us about your Art in the Park event. What were the most fun and successful activities? Which activities can be improved upon? If you have a favourite activity you'd like to submit for one of our future Art in the Park Guides, please contact us at [info@gettoknow.ca](mailto:info@gettoknow.ca)

Art in the Park days can provide a submit images and videos to Get to Know and use them in your promotional materials.

