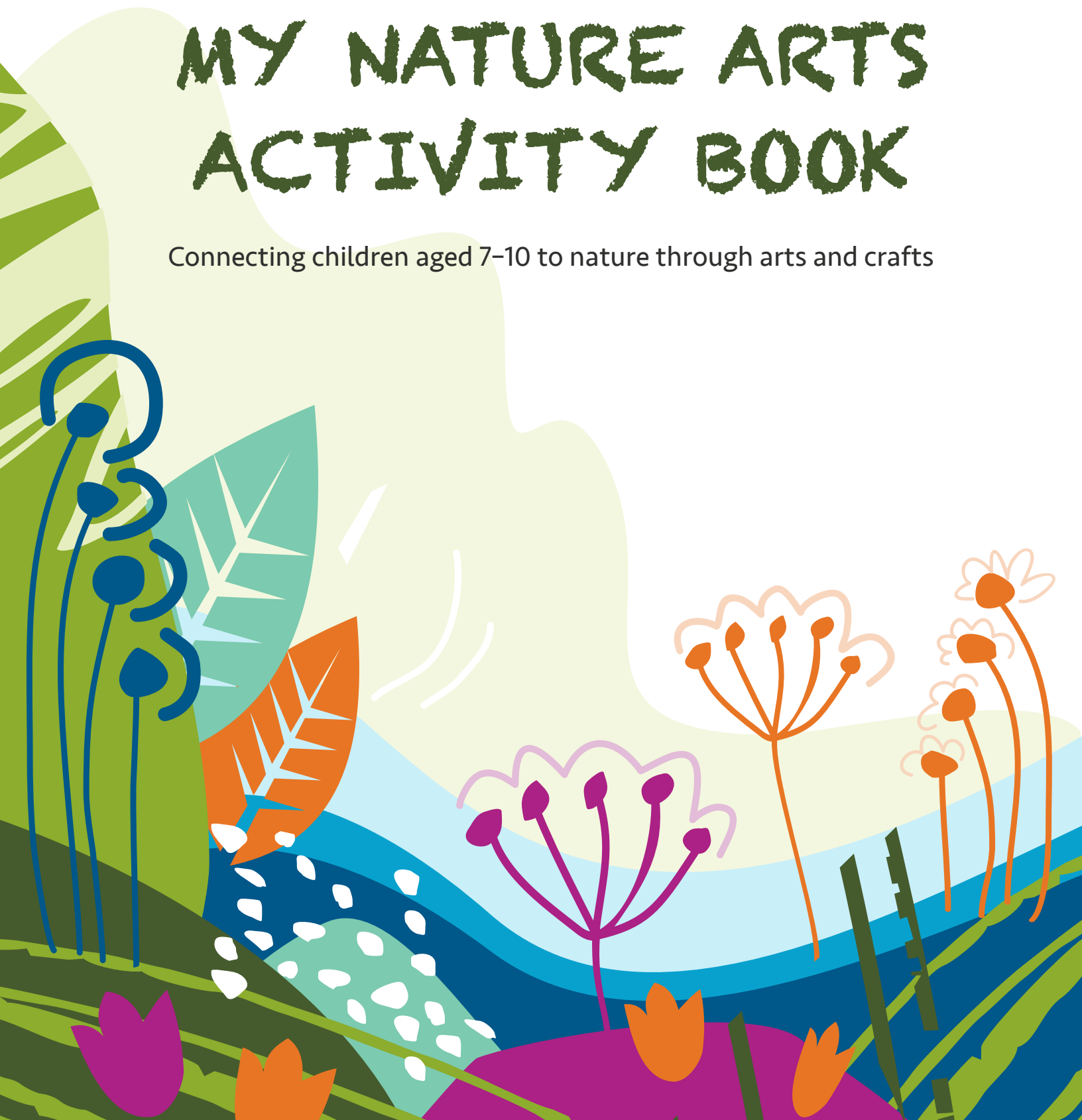




# MY NATURE ARTS ACTIVITY BOOK

Connecting children aged 7-10 to nature through arts and crafts



# Welcome educators and caregivers!

This resource is intended to introduce children to the world of nature arts. In the following activities, local nature is both the main subject of the artwork kids will create, but also in many cases, the primary medium they will use to make art. Through these activities, we hope to inspire kids to look more closely and more creatively at the nature all around them, and to inspire a deep sense of connection to the natural world.

## Who is this resource for?

This resource was created with 7-10-year-olds in mind, but anyone can use it!

Younger kids (7- and 8-year-olds) may require adult assistance to read instructions and complete the activities. Older kids (9- and 10-year-olds) may read and follow along unassisted. Safety precautions are noted below.

All activities include a “Take It Further” section. These activity extensions are intended for older kids, kids who have a bit more time, or enthusiastic kids who want to do more art!

This resource is suitable to use with kids in many different settings: it can be used by educators in the classroom, camp or daycare setting, and by caregivers at home.

## What is included in this resource?

This resource contains 6 activities. Each activity includes a short introduction, a materials list and step-by-step instructions. Each activity also has a “Take It Further” section and an opportunity for reflection on each completed activity. Reflection questions can be done individually or through group discussion or a sharing circle if you’re doing the activities in a group or classroom setting.

## When can you use this resource?

Many of the activities in this resource can be done year-round. There are a few activities, however, that can only be done in spring or summer as they involve some plant materials (such as fresh flowers.)

## Where can you use this resource?

The activities within this resource draw on local nature –that is the nature that exists all around us, even in urban centers. These activities can be done in local parks, school grounds, backyards, ravines, etc.

## How can you use this resource?

If you are using this activity book at home or with a small group of kids, we recommend printing either the whole resource or parts of it so that kids can use it as a personal journal and guide that they carry with them as they do the activities.

Alternatively, if you do not wish to print it or have a larger group, it can be kept online. You may reference this resource to explain and lead an activity, or an online copy might be shared with kids. All sketching and reflection questions throughout the resource can be completed on scrap paper, in a sketchbook or a notebook.

## Safety Precautions

In general, we recommend adult supervision for all activities. Many activities will require going to a local park, school, ravine, or other natural space where an adult should be present. Some activities involve active assistance from adults and include elements that may be dangerous. Activities where adult assistance is **required** are:

Activity 4: This activity uses fire in the Take It Further section to make charcoal crayons.

Activity 5: This includes pruning shears within the Take It Further section to cut branches of a tree.

## Additional Resources

We have compiled a list of Additional Resources that may help provide more information for certain activities. If kids are interested and want to expand on the activities in this resource, there are some good sources here to investigate.

### Imprinting with Leaves and Flowers

<https://www.apieceofrainbow.com/diy-leaf-prints-art/>

<https://www.storey.com/article/printing-leaves-natural-objects/>

### Pollinator Garden

<https://www.farmanddairy.com/top-stories/how-to-collect-native-wildflower-seeds/>

<https://www.gardenersworld.com/plants/five-seeds-to-save-in-august/>

<https://www.trees.com/gardening-and-landscaping/flowering-bed-ideas>

<https://www.ontarioinvasiveplants.ca/wp-content/uploads/2020/04/Southern-Grow-Me-Instead-1.pdf>

### Ash Tree Rubbings

<https://ashtreestream.com/tag/rubbings/>

<https://joybileefarm.com/how-to-make-willow-charcoal/>

### Paint Brush Making

The Organic Artist for Kids by Nick Neddo [https://www.youtube.com/watch?v=eAt\\_WkjOg2Y](https://www.youtube.com/watch?v=eAt_WkjOg2Y)

### Ink Making

*MAKE INK: A Forager's Guide to Natural Inkmaking* by Jason Logan

*We would love to see your student/child's creations! If you would like to share them with us, please send pictures of their creation(s) to [school@evergreen.ca](mailto:school@evergreen.ca). Please indicate if we have permission to share their work externally.*



# MY NATURE ARTS ACTIVITY BOOK

This activity book belongs to \_\_\_\_\_

I am \_\_\_\_\_ years old.

My favourite colour is \_\_\_\_\_

My artistic superpower is \_\_\_\_\_



# WELCOME!

We are so happy that you are joining us on this art and nature adventure!

This activity book was made to be printed and brought with you to your art space. There's room to draw, write, and reflect. Get creative and make the activity book your own!

We also recommend having a sketchbook or loose paper as you go through this activity book. This will give you lots of space to experiment, complete and come back to the activities.

Every activity has a list of things you will need, steps and tips for how to do it, as well as questions for you to think about after you finish (we call this "Reflection").

## Check off the different activities as you finish them:

- Land Acknowledgement /6
- Harvesting Tips & Nature Contract /7
- Activity 1: Nature Journaling /8
- Activity 2: Printing with Leaves and Flowers /11
- Activity 3: Pollinator Garden /17
- Activity 4: Ash Tree Rubbings /23
- Activity 5: Paint Brush Making /28
- Activity 6: Ink Making /31
- Reflection Questions /35



# LAND ACKNOWLEDGEMENT

The land includes the soil, water, rocks, plants, and animals in the place we live. We all live on the land, and the land gives us so many important things.

Indigenous Peoples have been living on this land since before we can remember: building communities, making food, spending time with family and friends, making art, telling stories, dancing and making music.

Indigenous Peoples have respected and taken care of the land since before we can remember. Taking care of the land means making choices and taking actions that help the land and all its plants, animals, and people to live and be healthy for years to come.

## What does the land give to us?

**TIP:** Think of all the things we need to live and stay healthy.

## What Indigenous groups have lived – and continue to live – on the land you call home?

**TIP:** Use Whose Land ([www.whose.land](http://www.whose.land)) or Native Land ([www.native-land.ca](http://www.native-land.ca)) to help you learn about the history of the land where you live.

## I will take care of the land by:

Action 1:

Action 2:

Action 3:

# HARVESTING & NATURE CONTRACT

## Tips for Harvesting Plants

To **harvest** means to pick or collect something that you want to use. Many activities in this book involve harvesting plants. It can be okay for us to collect things from nature if we do it with respect and if we find ways to give back to the land.

To make sure that the plants we pick can continue to exist and be healthy for years to come, always:

- Use materials that have already fallen on the ground if you can. This means you can avoid picking live plants and let them keep growing.
- Follow the “one to six” rule. This means that for every six plants you see of the same type, only take one.
- Only take what you need. Even if there is a lot available, you should only take the plants you need for your activity and leave the rest to grow.
- Use scissors to cut the plant at an angle. This helps the plant regrow. Ask your caregiver to help you cut the plant if you need help.
- Take a moment to pause after harvesting and say thank you to the plant and the sun, water, soil, and creatures that helped it grow.

## Nature Contract

I promise to do my best to protect the land and follow the respectful harvesting actions above.

My signature:

**Thank you for helping to take care of the land  
and for treating it with respect!**



## Activity 1

# Nature Journaling

Nature is always changing! Let's slow down and observe these amazing changes. To **observe** means to use all our senses to notice or pay close attention. In this activity, we will observe nature and make our own Nature Journal.

### TRY THIS: SIT SPOT

A **sit spot** is a special place in nature that you choose for yourself. It is a place where you can sit and observe the world around you to notice details, patterns, and changes.



### What You'll Need:

- Drawing tools like pencils, crayons, or charcoal
- A blank notebook or sketchbook (You can also attach sheets of scrap paper together)



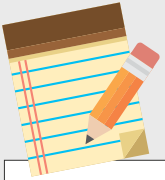
### Tip:

Animals often change the way they act when they sense humans are near. If you sit still and quiet, it will help any animals around you feel more relaxed, and you might get to see them in action!

### Steps:

- 1 Choose a place to be your sit spot. This place should be close to your home or school so you can go back to visit over and over again.
- 2 Visit your sit spot, sit down, and get comfortable. Start by sitting quietly for 1 minute. As you practice, you will be able to stay still and quiet for longer and longer!
- 3 Focus on what you can see, hear, smell, or feel around you. Look up and down and all around. What plants, animals and movement do you notice?
- 4 Draw a picture of everything you have observed. You can pretend that you are taking a picture in your head!
- 5 Write the date on your drawing. This will help you remember when you visited your sit spot.
- 6 Visit your sit spot again later and make another drawing! This could be in a few days, weeks, months, or even next season.





## Let's Reflect

Look at your drawings from different visits. What is the same? What is different?

If there are changes, what made the changes happen? Was it the change in season, humans, or another creature?

## TAKE IT FURTHER: POINTILLISM

**Pointillism** is a special way of painting where you use small dots of colour instead of lines to make a picture. It's a fun way to paint your surroundings in your nature journal at your sit spot!



### What You'll Need

- A pencil
- Paint
- Paper
- A tool to make dots  
(You can use a stick, the back of a paint brush, or the eraser on the end of a pencil.)



## Steps:

- 1 Use your pencil to sketch the outlines of your sit spot scene as lightly as you can.
- 2 Dip your tool for making dots in paint and press it lightly on a piece of paper to make a dot.
- 3 On a scrap piece of paper, try making dots in different ways using the tool you chose. Try making dots close together, far apart, pressing light or hard, or in different colours! Once you've found a style you like, you're ready to add colour to your sketch.
- 4 Use your tool of choice and start "colouring in" your drawing using dots.



## Tip:

Think of how different shades of the same colours can give your drawing depth or show shadows. For example, if you had a leaf in your image, you could use light and dark green dots to fill it in!



## Let's Reflect

How did using pointillism change your drawing?

How did it change the texture?

## Activity 2

# Printing with Leaves and Flowers

There are so many beautiful colours and interesting shapes all around us in nature! Making prints using leaves, flowers, and other things we find in nature is a great way to create art. Experiment with collecting in different seasons to see what you can find!

Draw some of your favourite plants!



## TRY THIS: PRINTING

In this activity, we will be using the interesting shapes and patterns of leaves, flowers and other things we find in nature as “stamps” to make a picture.



### What You'll Need

- Paints (acrylic or gouache work best)
- Plain paper
- A rolling pin, soup can, or another cylindrical object
- A paint brush or sponge
- Tweezers for picking up painted leaves and flowers (optional)

### Steps

- 1 Collect leaves and flowers, following the “Tips for Harvesting Plants” from the beginning of this activity book.
- 2 If some of the plants you collected are too lumpy, you can place them between two sheets of paper and press them under a stack of heavy books to flatten them out before printing.
- 3 Try arranging your leaves and flowers in different ways before you start painting.
- 4 Choose your first leaf (or flower). Place the side with the most texture facing up.
- 5 Take a small amount of paint onto your paint brush or sponge and brush or dab a thin layer of paint onto your leaf.
- 6 Carefully pick up the leaf by its stem and place it onto your paper, painted side down.
- 7 Cover the leaf with a piece of scrap paper (make sure the leaf doesn't move).
- 8 Roll over the leaf with a rolling pin, pressing down so the leaf stays in place.
- 9 Take off the scrap paper and carefully lift the leaf by its stem to reveal your beautiful print.
- 10 Keep printing with different leaves and flowers until your design is complete!

### Tip:

If the print looks like a blob, use less paint, and don't press down as hard. If the print looks too faint, use more paint, and press down harder. If your paint is too thick, add a bit of water.



## Let's Reflect

Which leaf or flower made the most detailed print?

Which made the least detailed print?

A large, empty rectangular box for writing answers to the reflection questions.

Did you notice that the leaves and petals had a waxy layer that stopped the paint from soaking through them?

Why do you think this waxy layer could be important in nature?

A large, empty rectangular box for writing answers to the reflection questions.

## TAKE IT FURTHER: PLANT IDENTIFICATION

To **identify** means to figure out what something is. Can you identify the leaves and flowers that you collected for your art? Identifying different plants can tell us important things about the environment they are growing in, like whether the soil is healthy, or how much water there is.



### What You'll Need

- The flowers and leaves you collected earlier in this activity
- A plant identification book (visit your local library) or an app like iNaturalist ([www.inaturalist.org](http://www.inaturalist.org)) or PlantSnap ([www.plantsnap.com](http://www.plantsnap.com))

### Steps

- 1 Pick one of the leaves or flowers you collected and look at it closely.
- 2 You can use the table on next page to record what you discover.
- 3 In the first column, make a sketch of the leaf or flower.
- 4 In the second column, list its characteristics. A **characteristic** is a feature like shape, colour, size, amount, or texture that makes something unique and can help tell you what it is.
- 5 Compare your drawing and your list of characteristics to the pictures and descriptions in your plant identification book or app to help you identify your plant.
- 6 In the third column, write the name of the plant.
- 7 Repeat this for as many leaves or flowers as you can.

### Tip:

Try returning to the place where you gathered your leaves and flowers to find the plant they came from. Look for other characteristics of the whole plant that could help you identify it.

Drawing	Characteristics	Plant Name



## Let's Reflect

What characteristics did the leaves and flowers have in common?

What made them unique?

Were some plants easier or harder to identify than others? Why?



## Activity 3

# Plant a Pollinator Garden

In Activity 2, we used plants and flowers to help us create something beautiful. Now, it's our turn to give back to the land by planting new seeds! By planting a pollinator garden, we can create art right in the soil and create a place for pollinators to live.

**Pollinators** include bees, birds, bats, and butterflies. These creatures move pollen from one flower to another, which helps plants grow and make new seeds.

Draw some of your favourite pollinators!



## TRY THIS: PLANT A POLLINATOR GARDEN

In this activity, you will plan out a pattern or design for your pollinator garden. For example, you can alternate different colored flowers or plant them in a cool shape if you have space. You will then plant the seeds and watch your wildflowers grow!

### What You'll Need

- A watering can
- Soil
- A variety of wildflower seeds, native to where you live
- Somewhere to plant your seeds outdoors (This could be a garden space, or a pot on a balcony or windowsill. Make sure any pots or containers have small holes in the bottom so water can drain.)
- A pencil, stick, small shovel, or another tool for digging



### Some suggested seeds to plant:

- Milkweed
- Nasturtiums
- Sunflowers
- Echinacea
- Peas
- Asters
- Black-eyed Susan
- Goldenrod
- Wild Geranium

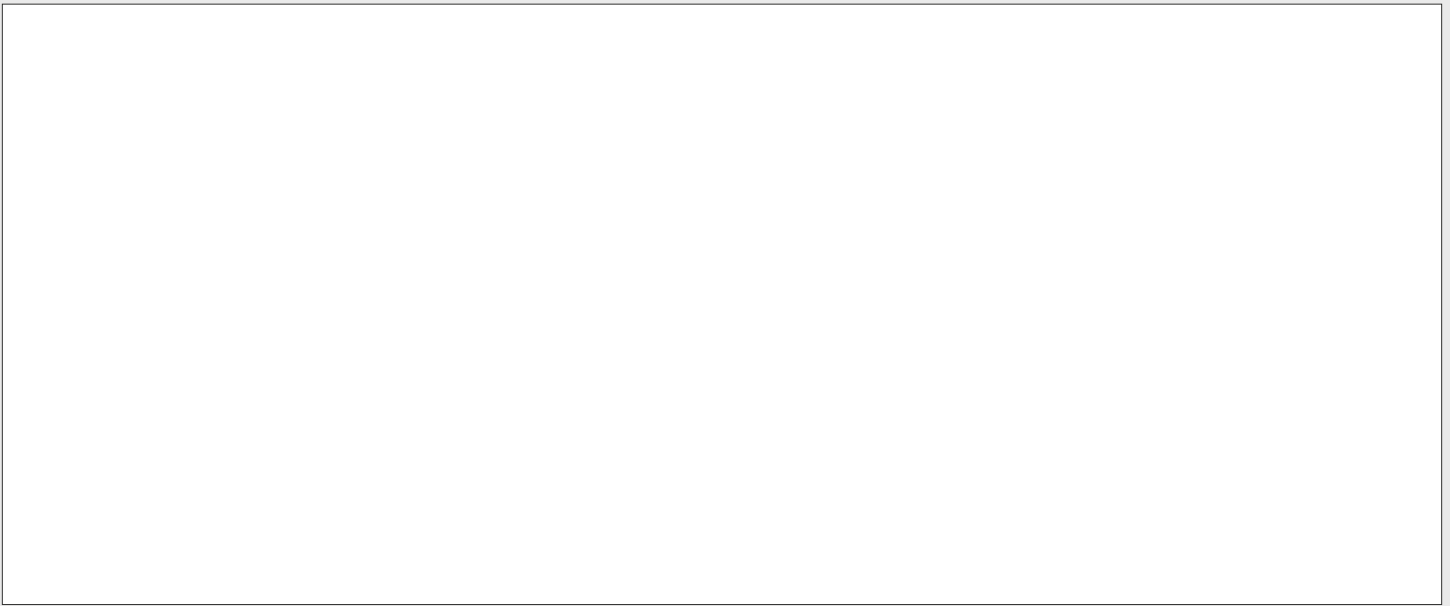
### Tip:

Local community seed trades are great places to get seeds for plants native to where you live. You can also harvest your own seeds from around your sit spot. If you are harvesting your own seeds, remember to follow the “Tips for Harvesting Plants” from the beginning of this activity book. The best time to harvest seeds is about a month after the plant’s flowers have died back and the seed pods are beginning to dry and turn brown. This usually happens in the late summer or early autumn.



## Steps

- 1 Decide which seeds you want to plant, and buy or harvest them.
- 2 Use the space below to plan your garden. Think about these questions as you decide what pattern to plant your seeds in:
  - A. What shape do you want your garden to grow in?
  - B. What plants work well together?
  - C. Which plants will grow tall and which ones will stay low to the ground?
  - D. Which flowers bloom early in the season? Which bloom later?



- 3 Lay out all your seeds along the top of the soil in the pattern you have designed. Make sure to leave room between seeds so they have the space to grow!
- 4 Create a small hole under each seed using the end of the pencil.
- 5 Place each seed in its hole.
- 6 Water your seeds after planting them, and whenever the soil starts to get dry.
- 7 Watch your pollinator garden grow and see who visits! It may grow to look different than your plan, but that is part of what makes it beautiful!

### Tip:

Look up how deep to plant each type of seed. You can use a website like Almanac ([www.almanac.com/gardening/growing-guides#Flower](http://www.almanac.com/gardening/growing-guides#Flower)) or find a Planting Guide at your local library.



## Let's Reflect

Which plants grew the best? Which plants didn't grow as well?

How would you change your garden when you plant it again next year?

Which pollinators visited your garden?  
Draw them!

## TAKE IT FURTHER: MY POLLINATOR GARDEN OVER TIME

As your plants grow, they will change a lot! Use the techniques you explored in the nature journal activity to draw your garden throughout the season. You can add notes if you'd like or just capture the changes through drawing.



### What You'll Need

Pencils, crayons, charcoal, paints, or other tools for drawing



### Steps

- 1 Draw your garden on three different dates, at least two weeks apart on the next page.
- 2 Be sure to add the date so you know when you drew it!

Drawing 1

Date:

A large, empty rectangular box with a thin black border, intended for the student to draw their garden.

Drawing 2

Date:

Drawing 3

Date:



**Let's Reflect**

How did your garden change over time?

How did the weather impact your garden?

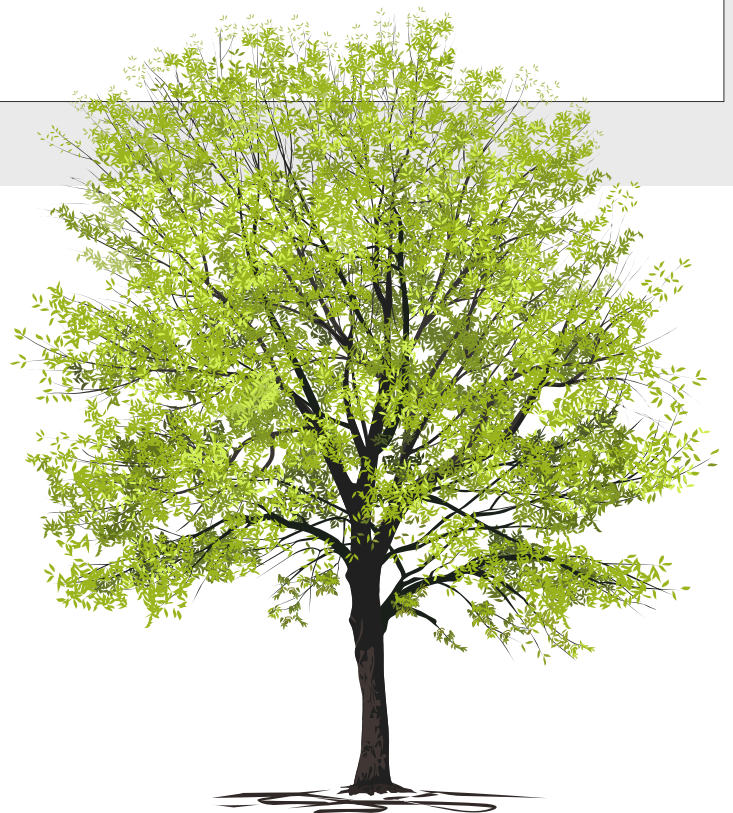
## Activity 4

# Ash Tree Rubbings

Trees are amazing! They give so many important things to us and to other creatures.

What do trees give us? Why are trees important?

Sadly, some trees in Ontario are in danger because of something called an invasive species. An **invasive species** is a plant, animal, insect, or other living thing that was brought from one part of the world (usually by people) to a new place where it doesn't belong. Invasive species can often cause harm to the other living things that are native to that area.



## TRY THIS: ASH TREE RUBBINGS

In this activity we will focus on one type of tree – the **ash tree**. Ash trees are in danger from a small, invasive beetle called the **Emerald Ash Borer**. Emerald Ash Borers chew little tunnels called galleries under the bark of ash trees. This stops the flow of water and nutrients (food) through the tree and can cause the tree to die.

In this activity, we will use the textures of tree bark and the galleries made by Emerald Ash Borers to make **rubbings**. Rubbings are a great way to add texture to your artwork!



### What You'll Need

- Paper
- Crayons, pencils, charcoal crayons (see the extension)



### Steps

- 1 With an adult, visit a place with many trees, like a local park, school ground, or ravine.
- 2 Choose a few trees that have bark with interesting textures. Try to find an ash tree using the tips on the right. You may find an ash tree or a fallen log that has Emerald Ash Borer galleries, which are interesting to create rubbings with!
- 3 Hold a piece of paper on the tree bark firmly so that the paper doesn't move around.
- 4 Take your pencil, crayon, or homemade charcoal (see "Take It Further" below) and rub it at an angle back and forth across the paper to make a print of the bark pattern.
- 5 Try doing a rubbing with another type of tree.

### Tips to identify ash trees:

- The branches, buds, and leaves on an ash tree are right across from each other. This is called opposite branching.
- Ash leaves usually grow in groups of 7 to 11 leaves with one on the point.
- Older ash trees often have bark with diamond shaped patterns.





## Let's Reflect

What do you think would happen if a forest only had ash trees and Emerald Ash Borers came?

How can you use your ash tree rubbings to teach others about the challenge that ash trees are facing from the Emerald Ash Borer?

## TAKE IT FURTHER: MAKE YOUR OWN CHARCOAL CRAYONS

Are you looking for a challenge? With this extension, we will make charcoal crayons that you can use to do your rubbings! **Charcoal** is made by heating wood to high temperatures with low oxygen.

### What You'll Need

- Fire safe tongs
- Fire safe gloves
- An empty metal container such as a breath mint tin or a cleaned paint can
- Pruning shears (these need adult supervision)
- Twigs or small sticks, about as thick as a finger
- A fire source (see "Safety Note" to the right) such as a small campfire, a wood stove, or a barbeque



### SAFETY NOTE

Adult supervision is required for this activity. Fire can be dangerous. It is important to understand fire safety and obey all fire laws in your area. Make sure to choose a safe location to start the fire. An adult should be with you and always watching the fire while it is burning.

### Steps

- 1 With adult supervision, use pruning shears to cut your sticks into pieces that fit inside your metal tin. Peel off any loose bark from the sticks with your hands.
- 2 Place the sticks inside your tin and put on the lid securely.
- 3 Use fire safe gloves and fire safe tongs to place your tin inside the middle of your fire.
- 4 Let the tin sit in the flames for 1 hour.
- 5 Use fire safe gloves and fire safe tongs to carefully remove the tin from the fire.
- 6 The tin will be **VERY HOT**, so place it on a fireproof surface to cool for at least 1 hour.
- 7 Once it has cooled, open the tin. The sticks inside will have shrunk and be blackened.
- 8 Try drawing with the charcoal crayons you've made!





## Let's Reflect

How did it feel to create your own drawing materials?

How is drawing with charcoal crayons similar or different than drawing with pencils or regular crayons?

## Activity 5

# Paint Brush Making

Paint brushes are one of the most important items in many artists' toolkits, but we don't always have to buy paint brushes from the store. Nature has so many fallen items that we can use to create art! In this activity, we will make our own paint brushes using natural, found materials.

What materials could you collect from nature to make a paint brush?

What would work best to create a smooth texture?

What about a rough texture?



## TRY THIS: PAINT BRUSH MAKING

After a quick brainstorm, we are ready to go outside and collect materials to create our own paint brushes! Follow the steps below to do so.



### What You'll Need:

- Paint
- Paper
- Natural, found materials such as: pine needles, pinecones, twigs, feathers, grasses, reeds, fluff from cattails, milkweed, or other plants

### Steps

- 1 With an adult, visit a local park, school ground or ravine.
- 2 Gather different interesting materials that you could use as a natural paintbrush, following the "Tips for Harvesting Plants" from the beginning of this activity book.
- 3 Dip your found materials in paint and experiment with painting on your piece of paper. There are no rules! Your creation does not have to look like anything. See what forms naturally from the materials!



### Let's Reflect

Which natural materials did you like painting with?  
Which did you not like painting with?

How did the different found materials help you create different textures?  
Different types of lines?

## TAKE IT FURTHER: STICK PAINT BRUSH

On first look, sticks don't look like a material we could use to paint with! However, in this activity, we will transform a stick into a paint brush and turn the tip of the stick into bristles – the soft part of the brush you paint with.



### What You'll Need

- Paint
- Paper
- A plant identification book (visit your local library) or an app like iNaturalist ([www.inaturalist.org](http://www.inaturalist.org)) or PlantSnap ([www.plantsnap.com](http://www.plantsnap.com))
- Pruning shears (these need adult supervision)
- A peeler (this needs adult supervision)
- A hard surface such as a large stone or pavement



### Steps

- 1 With an adult, visit a local park, school ground or ravine.
- 2 Find a tree with low branches that you can reach, such as a willow, birch, or dogwood.
- 3 With adult supervision, use pruning shears to cut off a twig or small branch of the length and width you want your paintbrush to be.
- 4 With adult supervision, use your peeler to scrape off the bark on one end of the stick. Peel to the length that you would like the bristles to be.
- 5 Find a hard surface and press the peeled end of the stick into it, crushing it over and over again to make the bristles.
- 6 Use your handmade brush to paint a picture.



### Let's Reflect

Compare your handmade brush to the other found materials you used as a paintbrush. Which do you prefer?


Compare your handmade brush to a store-bought brush. Which do you prefer?

## Activity 6

# Ink Making

Another exciting thing that nature can provide is natural inks. Instead of using markers or paints bought from the store to make artwork, we can use materials found right outside our doors!

Think about the natural world around you. What materials could be used to make inks?



### Tip:

Think about the most colourful things in the environment!

In this activity we will explore two different ways of making ink using natural materials.



## TRY THIS: FLOWER INK

Flowers grow in many different, beautiful colours. In this activity, we will use the natural colours of flowers as ink!

### What You'll Need

- Basket, or another container that can hold found materials
- Paper (any type works but watercolour paper is preferred)
- Parchment paper (1-2 sheets)
- Rock the size of your palm
- Marker, pen, pencil crayon (optional)



### Steps

- 1 With an adult, visit a local park, school ground or ravine.
- 2 Collect whatever colourful flowers you can find, following the "Tips for Harvesting Plants" from the beginning of this activity book.
- 3 Place the flowers on top of your paper. You may choose to use the whole flower or to pull off the petals to make a design. Maybe you'll do a bit of both, don't be afraid to experiment!
- 4 Gently place the parchment paper on top of the flower and use your rock to crush the flower onto the paper.
- 5 Slowly peel off the parchment paper and the flower.
- 6 Repeat with as many flowers as you would like!
- 7 If you like the result, you can leave your artwork as is or add details using a marker, pen or pencil. Make sure to wait until the "ink" is dry before drawing on top.



### Let's Reflect

What colour inks were you able to create with flowers?



## TAKE IT FURTHER: VINE BLACK INK

With flowers, we created colourful inks. Next, we will create a black ink, perfect for writing and drawing outlines!

### What You'll Need

- A charcoal stick; store bought or homemade (see Activity 4: Take It Further)
- Water
- Gum Arabic (can be found at art supply stores or natural food stores)
- A mortar and pestle (tools to help you crush and grind materials into fine powder)
- A glass container with a lid such as a Mason jar
- A tablespoon



### Helpful Guides



Book: Make Ink: A Foragers Guide to Natural Inkmaking by Jason Logan

Video: Making Natural Charcoal Ink by Dylan Sara, <https://youtu.be/RRbEGUygYnU>



### Steps

- 1 Grind down the charcoal stick with a mortar and pestle until it becomes a fine powder.
- 2 Slowly – one tablespoon of each at a time – add the charcoal powder, water, and Gum Arabic into the bowl. This should give you a syrupy liquid. Stir it until it is smooth.
- 3 Add about 3 to 4 tablespoons of water until the mixture looks like ink, between the thickness of milk and water.
- 4 Pour your ink into a glass container, put on the lid tightly, and shake to fully mix it.
- 5 Use a paintbrush to test your ink to see if it is dark enough. If your ink needs to be darker, use the mortar and pestle to grind more charcoal sticks into powder, add the powder to the jar, shake it, and test your ink again.
- 6 Use your ink to write a letter or a poem, or to make a drawing!



## Let's Reflect

How is the vine ink like using a pen? How is it different?

How can you combine the flower ink and vine ink into one piece of art?

## LOOKING BACK: ROSE, THORN, AND BUD

Whenever you finish an activity, take a moment to reflect on the experience. You can think of a rose plant to help remember what you liked, found difficult, and want to learn next.

What was your “rose” – the beautiful, good part? What did you like about the activity?

What was your “thorn” – the sharp, prickly part? What did you find difficult about the activity?

What was your “bud” – the chance to grow? What is something you were inspired by? What would you like to practice more? What would you do differently next time?

Thank you for coming along on this arts and nature adventure with us! We hope that you learned some new ways of doing art that you can keep practicing, and that you had the chance to connect with nature near your home or school.



**EVERGREEN**

[evergreen.ca](http://evergreen.ca)

Evergreen is a leader in placemaking and urban sustainability. For over 30 years, Evergreen has been facilitating change in communities through connection, innovation and sustainable actions. A national not-for-profit, we work with community builders and partners across sectors to solve some of the most pressing issues cities face: climate change, housing affordability and access to nature and public spaces.

For more information on Evergreen, visit [evergreen.ca](http://evergreen.ca)



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