Meet a Tree – Journal Activity

**Overview:** In this outside activity, students will select a tree that they would like to “meet” and then complete the provided journal. It is editable and can be adapted to suit the grade level and learning outcomes.

Note: this activity works well as a follow-up to Tree Friends, where students can choose to study one of their new tree friends.

**Materials:**

* Printed journals (pages 3-10)
* Stapler (to staple the journals)
* Clipboards
* Pencils
* Coloured pencils/markers/crayons

**Activity Description:**

1. Optional: edit the journal prompts to suit the learning needs of your students.
2. Print and staple the journal pages together (pages 3-10). This activity can be done individually or in pairs/small groups.
3. Select a location for the activity. It should be an area with a few different types of trees (ideally native species) and minimal underbrush so students can walk easily between them.
4. Tell each student to find a tree they would like to meet! If there are plenty of options you can limit how many students can study a single tree (or type of tree) so there is lots of variety.
5. Once students have selected a tree, they can complete the journal (worksheet) below. The prompts ask the participants to draw their tree from various perspectives (mouse view is from below, birds-eye view is from above), draw the leaves, and find any critters on the tree (squirrel, bird, bug, fungi, etc.), and finally draw what the tree would look like in all seasons.
6. Optional (recommended for younger students): ***After*** completing the journal, students can choose to give their tree a name! There is space on the cover of the journal to fill in the tree’s name.
7. Optional (recommended for older students): ***After*** completing the journal, identify your tree! There is space on the cover of the journal to indicate the type of tree (species). For help with tree ID, you can use this [interactive guide](https://novascotia.ca/natr/FORESTRY/treeid/Trees_Of_Acadian_Forest2.pdf) published by Nova Scotia Natural Resources.
8. Optional: Return to visit your trees later in the school year. How have they changed?

**Curriculum Connections**

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| **Grade** | **Outcome** | **Activity relevance/how to adapt this activity to meet the outcome** |
| 1 | Learners will analyse daily and seasonal change in the environment | Complete a tree journal in fall, winter, and spring. Have students focus on what’s different each time. Add a question related to the animals and other plants in the area, and what they would be doing at each time of year.  |
| 1 | Learners will analyse the interconnectiveness of living things and the environment | Add questions related to the animals/plants/fungi found on the tree and animals and other plants in the immediate area of the tree. Add questions about how these species are connected to each other and what would happen if one species increased or decreased (or disappeared entirely). |
| 3 | Learners will investigate plants in the environment  | Add a few questions related to the animals and other plants in the immediate area of the tree. |
| 4 | Learners will investigate a variety of local natural habitats | Complete the same activity in multiple habitats, or divide the students into different habitats and have them share what they found. Discuss the similarities and differences of the trees (and animals/other plants) in each habitat. For example, you could compare trees around the playground to trees in a forest or marshy area.  |
| 4 | Learners will analyse interconnectiveness of and within local habitats, inclusive of a Mi’kmaw perspective | Once students have completed the activity, teach them about the [Mi’kmaq names](https://mikmaqonline.org/) for each species and the [traditional or medicinal uses](https://www.mikmawcf.ca/nativeplants) for each species. Talk about responsible harvesting.  |
| 6 | Learners will analyse diversity of life in nature and significant relationships within the natural world | Add questions related to the animals/plants/fungi found on the tree and animals and other plants in the immediate area of the tree. Add questions about how these species are connected to each other and what would happen if one species increased or decreased (or disappeared entirely).  |
| 7 | Learners will analyse the interconnectiveness of living things and the environment, in relation to the concept of Netukulimk. | The four pillars of Netukulimk are Respect, Relationship, Responsibility, and Reciprocity. Add questions related to the animals/plants/fungi found on the tree and animals and other plants in the immediate area of the tree. Add questions about how these species are connected to each other and what would happen if one species increased or decreased (or disappeared entirely). How can human actions (both positive and negative) be connected to the four pillars? |

MY TREE JOURNAL



Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Type of Tree: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tree’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My tree from far away looks like:

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Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My tree from really close looks like:

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Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My tree from a bird’s eye view looks like:

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Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My tree from a mouse’s eye view looks like:

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Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My tree’s leaves look like:

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Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On my tree I see:

* A bird
* A mushroom
* Lichen
* A squirrel
* A Bug
* Other? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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My tree would look like this in each season:

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| --- | --- |
| Spring | Summer |
| Fall | Winter |

Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_