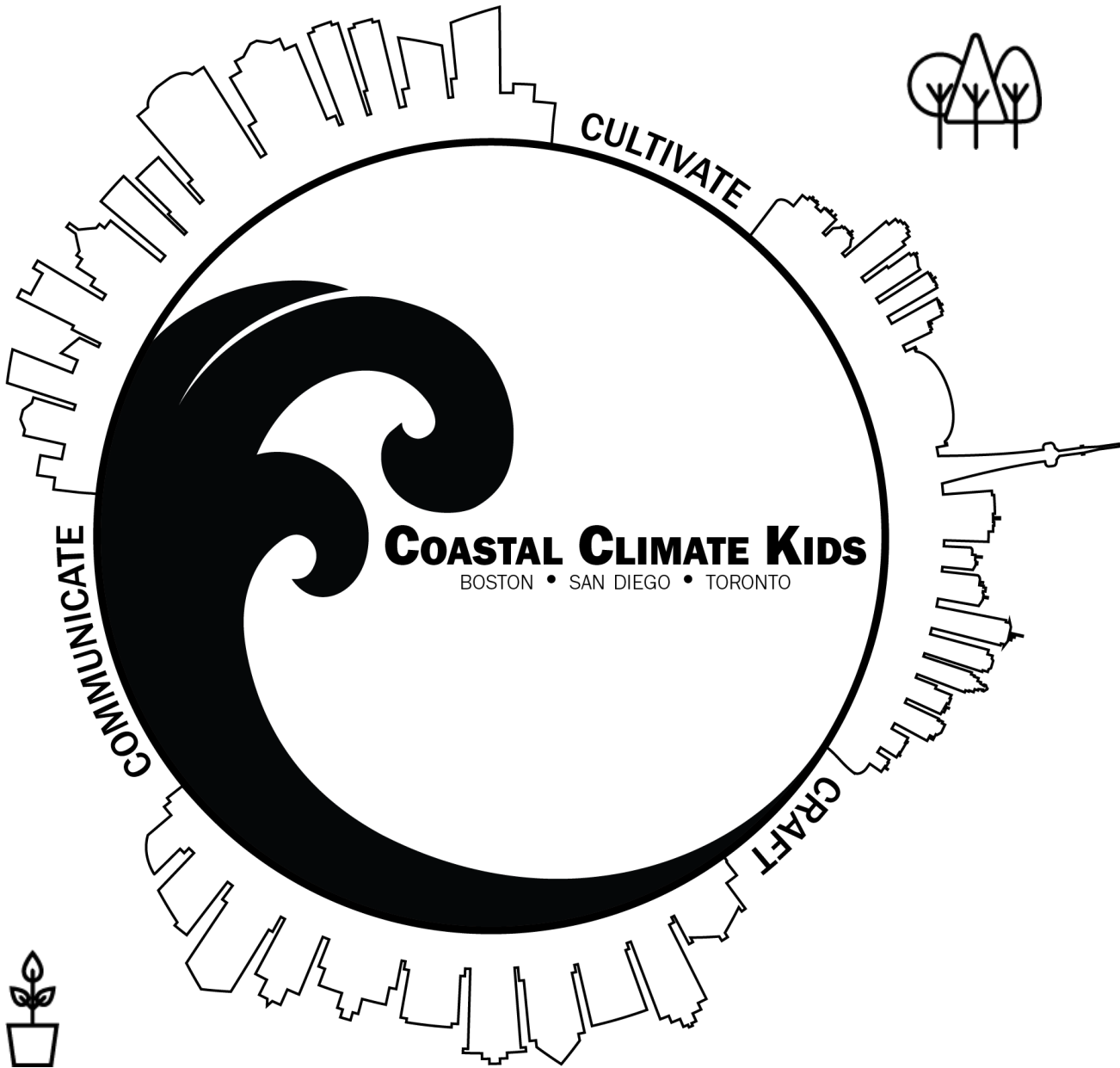


COASTAL CLIMATE KIT 3: SPRING



WELCOME TO SPRING!

Welcome to Spring, Coastal Climate Kids!

We are so excited for you to continue exploring your coastal community. This season, you will consider how plants and trees interact and support other organisms, including you!

This spring, you will have the chance to read a book, do a sound mapping activity, interview a plant over time, and create a plant guide. You will also have an opportunity to explore what other Coastal Climate Kids in Boston, San Diego, and Toronto noticed in their ecosystems in the winter!

Like with the Autumn and Winter Kits, we ask that you return a few of these activities to us by April 19th to ensure you are sent the final kit in our series, the Summer Kit! And when you Spring return your kit, we will share them online at www.coastalclimatekids.com. Additionally, we will create an exhibit of your work at each local Community Showcase in June!

SAFETY TIPS

- Complete this project with a trusted adult (they can observe and craft, too!).
- Avoid touching anything that might be poisonous, sharp, dangerous, or items you are unsure about.
- Check the weather! Dress appropriately.
- Pay attention to signs at parks, trails, and beaches.
- Whenever possible, return natural materials to where you found them.



LIVING IN RELATION

Knowing more about the history of where we are located is an important part of coming to know our local ecosystem and better understanding how we live in relation to it. To do so, we must also understand that people have lived in Boston, San Diego, and Toronto since long before these areas were colonized by Europeans who treated Indigenous peoples and their traditional lands and waters as if they did not matter. Relatives of the Indigenous peoples who first inhabited and cared for the lands and waters where our cities now stand still live in these areas today. Some of you may even be their descendants!

The Indigenous peoples in our regions have long-rooted relationships within these coastal communities. Many important geographic landmarks' and waterways' names come from Indigenous languages that are specific to the peoples who cared for the lands and waters in what we now know as Boston, San Diego, and Toronto. As a Coastal Climate Kid, we encourage you to express thanks for the land on which we live and play, and to the Indigenous peoples who have cared for the land before us, and make sure you think about their families and communities as you do these activities!

SKETCH A SPRING SOUND MAP

Time Estimate: 40 min.

From the sounds of BUZZING bees to winds WHOOSHING across the water, sound—and the story it communicates—tells us much about our community. This spring, we invite you to spend time sitting with nature and to make visible to others the *sounds* of your coastal community. Specifically, we invite you to create a visual Spring Sound Map by *hearing* your community differently.

Step 1: Identify a Listening Spot

Find an outdoor space in your community where you can comfortably sit and listen for a period of 15 to 20 minutes.

Materials

- Your Ears!
- Markers
- Spring Kit

Step 2: "X" Marks the Spot

On the sound map on the next page, write your name, location in your city, as well as the date and time of your listening. Use a marker and mark an "X" in the middle of the page to show where you are located on your sound map.

Helpful Tip:

Sometimes, we found it helpful to do 2 to 4 rounds of listening and drawing, listening and drawing. You may hear something new each time!

SKETCH A SPRING SOUND MAP

Step 3: Take a deep breath, sit back, relax, and listen.

As you listen, consider:

1. Was the sound loud or soft, or did it change in volume as you listened?
2. Was the sound harsh or gentle? High or Deep? Scary or beautiful? How did the sound feel?
3. Do you know where the sound came from? Where was the sound in relation to you? Was it nearby or far away? Did you hear the sound only in one spot?

Step 4: Draw a Spring Sound Map

Create your sound map. Draw what you hear, perhaps even including sound waves. You may wish to show how the sound felt or how near or far it seemed. Use different colored markers to show different sounds. Don't forget any sounds overhead and those near your feet!

Step 5: Create a Legend

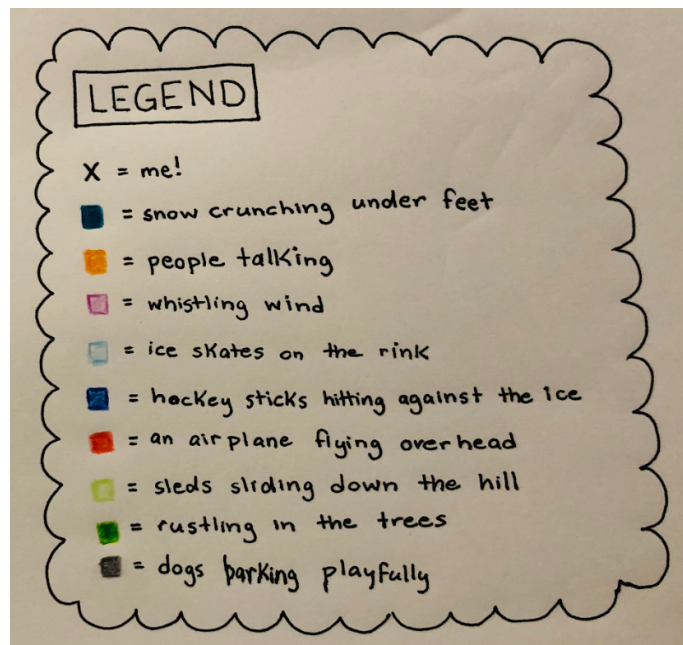
After you finish your map, create a legend, so others can read your Spring Sound Map. Write words to match the symbols you drew. For instance, if you drew a squiggle line to represent wind, you would draw that line in the legend with an = that says "wind." Or, if you used different colors to represent different sounds, write out what each color represented.

SKETCH A SPRING SOUND MAP

Looking for an example of a Sound Map?



Check out this Winter Sound Map example from our friend Hannah in Toronto!



's Sound Map Legend

Write your name here. _____

City: _____

Location in City: _____

Date: _____

Time: _____

Legend:

Ex. ~~=wind

Use this page for your LEGEND; you can make your Sound Map on the other side.

Use this page for your SOUND MAP; you can make your LEGEND on the other side, where you can also add your name!

Name _____

City _____

Once you have created your sound map, complete this analysis about your listening.

<p>What did you notice as you listened that was perhaps different from other times you have been outdoors?</p>	
<p>What did you wonder about what you heard?</p>	
<p>How do you think sounds in Boston, Toronto and San Diego might be similar and/or different?</p>	

INTERVIEW A PLANT

Time Estimate: 50 min for three visits + analysis

This Spring, we are asking you to interview a plant. You may be wondering, "What?! A plant? But a plant cannot talk!" You are correct. In fact, plants are sessile organisms: they typically cannot move on their own. They are permanently constrained to their site of germination.

Still, plants *can* communicate. To investigate, we are asking you to interview a plant three times!



Materials

- Your Senses!
- Pencil
- Washing Tape
- Spring Kit
- Measuring Tape

Step 1: Identify a Plant to Interview

Using the observation field log on the next page for each interview/visit, make observations of your plant using all your senses. For example, you may also wish to measure the plant or make note of its coloring. You may even wish to sketch a picture of it from different angles! No matter what observations you make, we ask that you take picture of it on each visit and tell us where it was located in your Coastal Community.

INTERVIEW A PLANT

Step 2: Analyze Your Observations

After interviewing the same plant three times, we'd like you to reflect on your visits. You might note changes in its growth (using the tape measurer), or ask questions you might continue to investigate with this plant or another one!

Helpful Tips for Interviewing a Plant:

Choose a location nearby.

Because we want you to interview the plant three times, we suggest picking a plant near where you are often! BUT we are leaving the frequency of these visits up to you! You can choose to interview the plant over many days or to visit it three times in a single day.

Use the pocket field guide included in your kit. Are you uncertain what kind of plant you are interviewing? You may wish to see if you can locate in the field guide we sent you!



Name _____

City _____

Use this page to track your three interviews with your chosen plant.

Plant Location in Your Coastal Community		
Photograph	Date and Time	Describe What You Are Looking At (Note Height [in cm], Growth, Sun/Light Patterns)

PLANT INTERVIEW ANALYSIS

What did the plant communicate? What did you notice about the plant and its behavior over time?

The plant communicated _____

I know this because _____

Stay Curious! Ask a question you might further investigate.

What would happen if _____

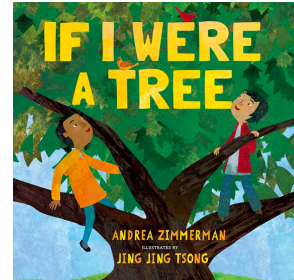
?

IF I WERE A TREE

Across ecosystems, plants and trees experience the world in many ways. They interact with organisms, nature's elements, and more! Want to think more about how organisms interact in your ecosystem (including with you?!)? We sent you one of our favorite books for thinking about this *If I Were a Tree*, written by Andrea Zimmerman and illustrated by Jing Jing Tsong.

Step 1: Read the book.

Read *If I Were a Tree* (Want to listen to the author read the book? Use a smartphone or tablet to scan the QR code, or visit: <https://tinyurl.com/If-I-Were-A-Tree>).



Step 1: Read the book.

Think about what you read and what you have noticed about plants and trees throughout the activities in this kit. Choose one plant or tree, and create an "If I were a _____" page.

Tip: You may find your plant guide useful!



Fun Fact! The author, Andrea Zimmerman, lives in San Diego, and she has seen your artistic creations on the Coastal Climate Kids' website!

If I were a _____

Name the type of plant or tree you are describing. Use your plant and tree guide!)

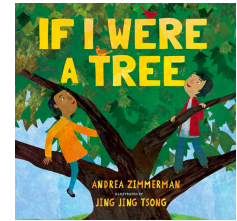
I would feel:	
I would hear:	
I would help my community by:	

Draw or paint what the plant or tree would see! Use any Coastal Climate Kid Craft Supplies that you would like!

Written and Illustrated by: _____

Inspired by *If I Were a Tree* written by Andrea Zimmerman and illustrated by Jing Jing Tsong.

TORONTO UPDATE



Dear Toronto Coastal
Climate Kids,

We have some sad news!
We had a hard time locating
enough copies of this
wonderful book, *If I Were a
Tree*, in Toronto, with enough
time to mail them to you!

While we have the books
ordered, we wanted to
provide you with a chance to
still engage with the book.
You could choose to listen to
the book using the QR code
or link on this page, OR you
could also find a copy of it at
your local library. We have
provided a list of Toronto
Public Libraries where you
might find a copy of it.

We promise we will still send
you a copy of this book in the
summer kit when it arrives,
and we thank you for your
patience!

Dr. Cassie, Dr. Katie, and Dr. Jon

Copies and Availability

Branch	Format	Location	Status	Call Number
Burrows Hall	Book	Children's Picture Books	In Library	PIC ZIM
Centennial	Book	Children's Picture Books	In Library	PIC ZIM
Kennedy/Eglinton	Book	Due: 01/03/23	On Loan	PIC ZIM
Lillian H. Smith	Book	Children's Picture Books	In Library	PIC ZIM
Mimico Centennial	Book	In Transit	In Transit	PIC ZIM
Mount Dennis	Book	Children's Picture Books	In Library	PIC ZIM
North York Central Library	Book	Due: 08/03/23	On Loan	PIC ZIM
Pleasant View	Book	Children's Picture Books	In Library	PIC ZIM
Port Union	Book	Children's Picture Books	In Library	PIC ZIM
Rexdale	Book	Children's Picture Books	In Library	PIC ZIM
Richview	Book	Returned	In Library	PIC ZIM
Riverdale	Book	Children's Picture Books	In Library	PIC ZIM
St. Clair/Silverthorn	Book	Children's Picture Books	In Library	PIC ZIM
Thorncliffe	Book	Children's Picture Books	In Library	PIC ZIM
Wychwood	Book	Due: 24/02/23	On Loan	PIC ZIM



*Use a smartphone or
tablet to scan and
listen to the story!*

EPISTOLARY POEM POSTCARD

Optional Activity: Time Estimate: 35 min.

Previously, we asked you to craft your findings using visual arts. From photographs and illustrations to watercolor paintings, you have used vivid imagery to communicate meaning. This time, we ask you to compose an epistolary poem.

What is an epistolary poem?

Epistolary poems are poems that read like letters. Usually starting with a salutation (e.g., Dear), these poems are typically written in free verse and do not need to rhyme.

We are giving you the option to write an epistolary poem using the salutation “Dear Spring.” This poem can serve as a list of observations from your Spring kit activities, an invitation for what you hope Spring—as a season—will bring, a reflection on last year’s Spring, or any other message you are willing to write. Decorate the front of your postcards in any way that you would like, perhaps with a sketch of your plant interviewee, or maybe use watercolors to paint your favorite spot in your Coastal Community!

We'd love for you to send us the unstamped postcard in your return envelope so we can add it to our website. We also included a stamped postcard for you to send someone you love.

EPISTOLARY POEM POSTCARD (SAMPLE)

EXAMPLE

**from
Dr. Jon of
Boston**

Dear Spring,

I waited for April's showers,
but all I got was snow.

The days are long here in
Boston.

I now see the sun when I
wake up.

Will you bring warm
weather or more snow?

Jon Wargo

CROSS-COASTAL COMMUNITY SHOWCASE

Optional Activity: Time Estimate: 35 min.




Kid ecologists in Boston, San Diego, and Toronto shared outstanding photos from their coastal communities taken during the "Water on My Walk" task as part of the Winter Kit!

Have you seen your own photos yet? Have you noticed any differences between yours and those of kid ecologists in other coastal communities? If not, take a look at them online by visiting our website!

www.CoastalClimateKids.com/autumn-crafts

After you review the many photos of water in our coastal communities taken by other kid ecologists, use the table on the next page to share about differences and similarities you noticed across our three coastal communities.

COMPARING WATER PHOTOS FROM ACROSS OUR CITIES

City	Boston	Toronto	San Diego
<p>I noticed these things about the Water on My Walk photos:</p> 			
<p>One similarity I noticed across the three cities was: ✓</p>			
<p>One question that I have is:</p> 			
<p>I am inspired to:</p> 			

RETURN CHECKLIST

	I added my Spring Sound Map and Sound Map Legend.
	I added my Spring Sound Analysis.
	I added my Plant Interview report and analysis.
	I added "If I were a _____" page.
	<i>Optional:</i> I added my Epistolary Poem Postcard.
	<i>Optional:</i> I compared Water Photos from different cities.
	Please return the envelope with the above items or upload them by
	I had fun!

Please return or upload materials by April 19th. Please note that the camera, film, picture books, and other supplies are yours to keep!

HOW TO RETURN YOUR KIT

If you picked up your kit at SCHOOL,
you can:

- RETURN it to your teacher, OR
- UPLOAD it using the RedCAP link emailed to your caretaker.

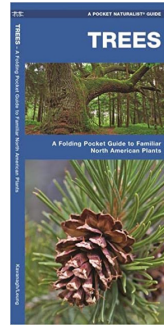
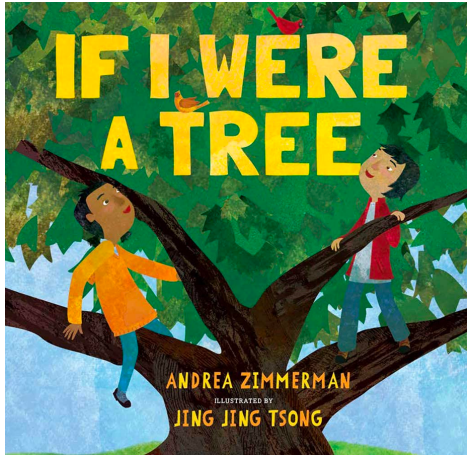
If you received your kit in the MAIL,
you can:

- MAIL it back to us in the prepaid envelope, OR
- UPLOAD it using the RedCAP link emailed to your caretaker.

Remember:

- To receive the NEXT kit, you will need to return the items we requested.
- Each time you return a kit, you will also receive a GIFT CARD via email as a thank you!
- The camera that came with your first kit, film, picture books, and supplies are yours to keep!

WHAT'S IN YOUR KIT



Missing something?

Contact us at coastalclimatekids@gmail.com!

Curious how to use the camera?

We've made an unboxing video and tutorial for you! Access it using this QR Code:



SAVE THE DATE!

One of the most exciting parts of the Coastal Climate Kid Collective is that you will get the chance to meet other kid ecologists from Boston, San Diego, and Toronto through a cross-coastal event each season!

We hope you'll join us for our first event on:

THURSDAY, APRIL 27TH

7:00 PM ET / 4:00 PM PT

(hosted on Zoom)

One week ahead of our official meeting of the Coastal Climate Kid Collective, we will email details about how to join the meeting to your caretaker who registered you for our Collective online.

We can't wait to see you there!

BIG NEWS!

COASTAL COMMUNITY SHOWCASE UPDATE

We have had so much fun learning with and from all of our kid ecologists, and we are so impressed by the crafts shared with us.

While we are always excited to share the Collective's work online and during our Cross-Coastal Events on Zoom, we are excited to announce that we will host a face-to-face event in your local community in June! Please make note of the date for your city's event on your calendar. More specific details will be emailed to your caretaker soon!

We can't wait to celebrate you in person!

WEEK of June 12th
BOSTON, MA

June 07, 2023
SAN DIEGO, CA

June 27, 2023
TORONTO, ON



TIPS & TRICKS FOR USING YOUR INSTAX MINI 11

While some of you may already be experts at using a camera like this, we wanted to share a few tips and tricks to help you get the perfect picture of your nature-based selfie for display on the web and at our end-of-year showcase!

- Follow all instructions in the manual included with your camera.
- Be careful not to expose the film to light.
- Be sure that the lens cap is fully open before you take a photo.
- Attach the black lanyard found in your kit to your camera (we found it easier to carry the camera on our neck than our wrist!)

Want to avoid
common mistakes?
Use a smartphone or
tablet to scan and learn
what NOT to do!

