Descriptions: Students learn about the habitat component of ‘space’ for wildlife, and apply this understanding as they gain skills for giving personal space to each other, plants, and wildlife while working and studying in habitat areas. These skills are practiced in the following activity: *Journal the Seasons*.

Objectives:
- Students gain knowledge about the need for ‘space’ for wildlife and plants.
- Students understand that there are rules of etiquette when studying and being in the outdoors.
- Students gain knowledge and skills for working outdoors with others.

Print Materials
- ‘How-to-do Activity: How to Hunker’
- Images: ‘Giving Space’

Vocabulary
- Etiquette: the conduct to be observed in social life
- Hunker: to crouch, also to settle in for a long period, usually used with ‘down’
- Space: the opportunity to experience one’s needs freely; area, room; an extent set apart; three dimensions in which objects occur and have position

Activity
- Bring students to habitat area and gather in an outdoor classroom or other open area. Tell students that they are in an outdoor classroom, not a playground. “We are studying the habitat area, in the same way we study books, displays or projects in the classroom. In our habitat area we want to make sure we don’t cause harm or disturbance to our surroundings or each other, just as we do in the classroom. One way to do this is to give each other ‘space’. Space doesn’t mean ‘outer space’; it means the space around us. All of us require a certain amount of ‘space’ in order to be comfortable.” Discuss.
- Show ‘Giving Space’ images. Say, “Animals and plants need space too, in order to grow and raise their young. How much space do these animals need?” Show Ants (a little bit of space; yards), Eagles (a lot of space; miles). Discuss.
- “How much space do other animals need? Chickadee? Bee? Butterfly? Earthworm? Bear? Is there enough space in our habitat for these animals to live? Guess what these animals might need. Could a bear live in our habitat? Why not?” (not enough habitat space in urban areas for a bear to gather enough food, find shelter or protection to raise young).
- “How can we give animals space?” (not chase them or throw things; be quiet and calm; provide protected areas such as thickets and brambles; observe from a distance; keep pets on a leash in habitat areas.)
- “What kind of space do plants need? Why?” (room to grow, not be stepped on or broken.)”When we are near plants how can we give them space?” (use pathways or walk on stepping-stones; do not pick leaves or break branches.)
- “What kind of space do you think humans need? How can we give each other space in our habitat project?”
  - “When we all want to look at the same thing?” (‘Looking etiquette’) Practice as a group:
  - “When we all want to touch something?” (‘Touching etiquette’) Select a rock, cone or other object:
    - Practice touching, looking and passing in 3 seconds. Learn and practice ‘Touching etiquette’.
  - “When we all want to hear something?” (‘Listening etiquette’) Point out a sound (bird, airplane, voice)
    - Listen without speaking or making movements; raise hands to speak; speak towards people; cup your ears with your hands to hear more clearly. Learn and practice ‘Listening etiquette’.
  - “When we want to have privacy to think or study?” (‘Privacy etiquette’) Describe:
    - Find a place separate from others; sit very quietly; do not talk or bother other people; do not make strange noises. Practice as a group or demonstrate with several students.
- Follow with *Journal the Seasons* activity to practice these etiquette techniques.