

## Can We Live Together?

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What is conflict? Learning to recognize the conflicts people face in their relationships with other people helps students begin to recognize the possibility for conflict between people and wildlife. As students become more knowledgeable of the problems of sharing habitats with our wild neighbors, students will begin to think critically about humane solutions to conflicts between people and wildlife. Working through the habitat sorting activity with their peers encourages students to recognize the living and nonliving parts of a habitat, empowers students to openly debate the importance of certain elements to the health of an ecosystem and to determine what should and should not be included in their habitat, and inspires students to become environmental stewards of the places and spaces extending from them, including their personal space, their homes, their schools and communities, and ultimately, their world.

**GRADES:** 1st or 2nd

**INTENDED OUTCOMES:** Head, Heart, Feet, Hands

**SUGGESTED SUPPLIES:**

- “Night Rabbits” by Lee Posey
- Shoe box filled with a variety of objects, living and non-living, to be sorted. Include sticks, rocks, plastic animals (found at goodwill for cheap) and trees, litter, string, and anything for students to sort.

**VOCABULARY:**

- habitat
- living
- non-living
- conflict
- acceptance
- human/wildlife interaction
- character

## **SUGGESTED STEPS:**

- Get students ready for the story by asking questions. What is a conflict? What are some conflicts you have faced in your life? Do you fight with your brothers and/or sisters? What do you fight over? Do you know what all living things need (sufficient space, food, water, shelter) to survive and thrive? As we read today, try to notice the conflicts between people and also between people and wildlife.
- Share the story, "Night Rabbits" with students, pausing to notice how quickly the conflict begins. As you read model your thinking and invite children to help use the pictures to discover the rabbit's habitat. Ask questions about what elements make a good home for the rabbit and what elements make a good habitat for people. Highlight the conflict between people and between people and rabbits. Ask students if there is a solution to the problem which allows all the characters to live in peace together? Encourage students to notice the beautiful language. What words in the story tell us about the mood of the characters of the story?
- After reading, divide students into work groups and distribute sorting shoeboxes. Ask students to use the items in the shoebox to create a diorama including only things which belong in the habitat. Give students 15 minutes to work before regrouping them. While students are working, walk between groups and help them sort and build.
- Regroup students and have each group share out their shoebox diorama.

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## **TIPS AND TRICKS**

- For larger groups, or for diversity, each shoebox could be modeled after a different Colorado biome.
- Including a shoebox for an urban wildlife habitat would also be a good idea.
- A few days before the lesson, have students gather materials on the playground or on a neighborhood walk. Teachers can add the other elements, such as plastic animals, litter, etc. right before presentation.

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Thanks to [Greenwood Wildlife Rehabilitation Center](#) for providing this activity.