**KINDER LESSON**

**AIM** – Students will be able to state: 1) Life begins as 1 cell. 2) A pre-born baby’s heart begins to beat at 3 weeks.

**SUBJECT –** All life, even the tiniest, is important.

**TIME DURATION** – 30-45 minutes

**LESSON**

**Read *Horton Hears a Who***by Dr Seuss (Not word for word). **Discuss** what happened in the story. Why did Horton care about the Whos. What might have happened if Horton had not cared about the whos? What helped Horton’s friends understand the Whos were real? Think about people. In our world, who would be like the “whos”? Who are the littlest people you know? (Babies) Should we care about babies? Should we protect them? What about the tiniest babies, babies before they are born? Should we care about them too?

**Read** the little poem:

**YOU**

“A person’s a person no matter how small.” (Dr. Seuss)

A person’s a person when smaller than small.

A baby’s a person, when pre-born it’s true.

From one cell to billions that babe became you.

**Show** TOUCH OF LIFE baby models (Use sanitizer after touching models.) (Arrange to borrow models from Right to Life office.) **Color the child and heart activity page** while waiting for turn.

**Discuss** the growth of the unborn baby. Emphasize we all began as 1 cell (a cell is the smallest part of life) and the heart begins to beat at 3 weeks. (Use attached info sheet on growth of the unborn baby)

**Check for understanding**: State our life begins with one cell and our heart begins to beat at three weeks. Ask the whole class: When does our life begin? When does our heart begin to beat?

**Pray with students:** Thank God for the gift of life. Pray for all families. Pray that we will all do our part to make our homes happy, healthy and holy. All for God’s glory.

**MATERIALS** – Dr. Seuss book, TOUCH OF LIFE FETAL MODELS, hand sanitizer, large round beads or noodles – 3 plain and 1 red for each student, (red noodles can be dyed ahead of time or colored by students with red markers), 2-foot length of yarn for necklace for each student, one CUBE OF LIFE for class, Child and Heart Activity pages, and Growth of Pre-born Baby Info Page (for teacher). Students will need colors and markers. (Scissors and tape needed for Cube Optional Activity.)

**KINDER OPTIONAL ACTIVITIES**

**OPTIONAL ACTIVITY: Make** a necklace with students. Make a pattern of 3 plain beads or noodles and then a heart with one large red bead or red noodle. (Noodle can be dyed red or students can use a red marker to make it red.) Use yarn to string beads together.

**OPTIONAL ACTIVITY: Show** students the **CLASS CUBE OF LIFE**. Explain that on each side of the cube they will find a way to practice showing kindness and respect for life, mothers and babies, their families. **Roll, live and share the cube**. Explain that they roll the cube each morning and then try to live whatever message comes up on the top side. The most important part of using the cube is to share their experiences with others. Time permitting, give out cube activity sheets and let students color, cut, fold and tape their cube. If you don’t have enough time, use as a follow-up.

**OPTIONAL ACTIVITY: Take a photo** of student holding a model of the Preborn Baby, print up and give to student as a reminder that he/she was once that small. The photo could be taken with a frame around the student which says “It’s a Life”, “Life is Beautiful!”, “Me at 12 weeks” or “Me at 16, 22 or 26 weeks”.