**LESSONS GRADES 1-3**

**AIM** – Students will be able to 1) state life begins as 1 cell and 2) describe the growth of the unborn baby by naming 2-3 milestones and when they begin. See info sheet attached.

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

**TIME DURATION** – 30-45 minutes

**LESSON (If students already know the story discuss it briefly, then move on to the video.)**

**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.

# Watch The video [A Never Before Seen Look At Human Life In The Womb | Baby Olivia](https://www.youtube.com/watch?v=S-lQOooYAs8) on youtube.com (3:13 minutes)

**Discuss** how a baby grows. 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 how a baby grows.)

**Show** TOUCH OF LIFE baby models. (Call Right to Life to reserve them for your class. 559-229-2229. Use hand sanitizer before and after touching models.)

**Hand out** Activity Sheets and let students fill in and color while small groups view and touch the models. (Go to students at their tables.)

**Show** students the **CUBE OF LIFE**. (Obtain a Class Cube from Right to Life office. Ask for Molly.) 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.

**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? What other parts of us begin to grow while we are pre-born? When do they start?

**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, and one CUBE OF LIFE for the class. To make **necklaces,** students will need large round beads and red heart-shaped beads or noodles – 3 plain and 1 red for each student and 2’ yarn for necklaces. To make **bracelets**, students will need smaller beads – 3 of the same color and 1 red. Use elastic stretch cord or string for crafts. To make a Cube of Life, students will need a Cube of Life activity card, colors, markers, scissors and tape.

**OPTIONAL ACTIVITIES – GRADES 1-3**

**Optional Activity**: **Make a necklace** with students. Use 3 large beads (or noodles) and then a red bead (or noodle) and yarn. You can color noodles red by marking them with a red marker or coloring them ahead of time with red food dye. Instead of making a necklace, students can **make a bracelet**. Use smaller beads – 3 of the same color and 1 red. Use elastic stretch cord or string for crafts.

**Optional Activity: Take a photo** of each student holding a model of the preborn baby, print up and give out 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”.

**Optional Activity**: **Give out** **cube activity sheets** and let students color, cut, fold and tape their cube. Be sure students understand how to use their cube.