**LESSONS GRADES 4-5**

**IT’S A LIFE!**

**AIM –** Students will be able to demonstrate they understand when life begins and how to defend it. They will be able to 1) state life begins as 1 cell and grows to billions; 2) identify 3-4 points of fetal development (see attached info sheet); and 3) state the basic **Defense of Life reasoning: Humans have rights. Babies born and preborn are human. Babies born and preborn have rights. The most fundamental right is the right to life.**

**SUBJECT – When human life begins, how it develops and why it deserves protection.**

**DURATION – 40 minutes**

**Discuss** the video they will be watching. It is very short (3 minutes) and packed with information. They need to listen very carefully.

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

**Discuss** fetal development. (Refer to info sheet.) **Fill out** How the Baby Grows activity sheets together.

**Look** at **Touch of Life Fetal Models**.

**Ask** the following questions to explain the basic **Defense of Life reasoning - Humans have rights. Babies are human. Babies have rights. The most fundamental right is the right to life:**

* **What do you mean by human?** (Human means relating to or characteristic of people, especially as distinguished from an animal.)
* **What do you mean by rights?** (Rights are freedoms we have that are protected by laws.)
* **What do you mean by human rights?** (Human rights are the freedoms every person should have, regardless of race, religion or any other factor, just for being alive).
* **We know that dogs reproduce dogs and cats reproduce cats. What offspring do human parents reproduce?** (Human parents reproduce babies)
* **Then babies are human. Correct? (Yes)**
* **Then, because babies are human, they have rights. Correct? (Yes)**
* **What about preborn babies?** (They are babies and have rights too.)
* **What is the most basic human right?** The right to life.
* **Are we all equal in our right to life?** Yes (You, me, other people.)
* **Therefore, the preborn baby, who is human and has a right to life, deserves our protection. Correct?** (YES)

**Practice** explaining the **Defense of Life Reasoning** with a partner.

**Ask** for volunteers to explain the **Defense of Life Reasoning** to the class. (Give a small treat to volunteers).

**Hand out** Activity Sheets**. Check for understanding.**

**Show** students the **CUBE OF LIFE**. (Obtain a class cube from Right to Life. 229-2229. 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. Explain that they roll the cube each morning in class and then try to live whatever message comes up on the top side, especially at home. Explain that the most important part of using the cube is to share their experiences with others. Maybe the next day at school, before the cube is rolled again, a few students can share how they lived the cube at home. Their experience might encourage 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 activity.

**Q&A**

**Pray with students for a greater understanding of the importance of respecting life and for the courage to defend it. Pray that we will all do our part to build up a greater culture of life by loving everyone, starting with our families. All for God’s glory.**

**MATERIALS: TOUCH OF LIFE Fetal Models, Handouts on Growth of the Preborn Baby and pro-life word games, Cube of Life for the class and student versions of cube for home.**

**OPTIONAL ACTIVITIES**

**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.