

# The Circle of Life

## A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

### NSES ALIGNMENT:

By the end of 2nd grade, students will be able to:

**PR.2.CC.1** - Students will be able to explain that all living things reproduce.

**TARGET GRADE:** Grade 1  
Lesson 3

**TIME:** 40 Minutes

### MATERIALS NEEDED:

- Handout: “Can This Make Babies?” – one per student
- One copy of the document, “Can This Make Babies? Pictures”
- One copy of the Yes and No signs
- Masking tape
- A few identical pencils to use as example
- Small box of magic markers or crayons to use as example
- Laptop or desktop computer with PowerPoint on it
- **PowerPoint “Reproduction”**
- Homework “Circle of Life” – one per student (optional)
- Pencils in case students do not have their own
- LCD projector and screen

### ADVANCE PREPARATION FOR LESSON:

- Print out one copy of the document, “Can This Make Babies?”
- Make sure the projector or smart board are working and connected to the other technology you will be using for the lesson.
- Print out the “Yes” and “No” signs and post as headers on the black or white board at the front of the room, giving several feet in between the two. (Note: it may be helpful to print each side on a different color paper for clarity.)
- Tear off enough small pieces of tape to have them ready to post the individual pictures beneath the “yes” and “no” signs during the activity.

### LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Correctly define the term “reproduction.” [Knowledge]
2. Correctly differentiate between things in the world that do and do not reproduce. [Knowledge, Skill]

### PROCEDURE:

**STEP 1:** Introduce the topic by explaining that you will be talking today about reproduction. Ask the students, “What does it mean to reproduce something?” After hearing a few answers, say, “‘reproduction’ means to make something again, or to make a copy of it.” Give, as an example, a handout you have used in class. Hold up an original and copy of a worksheet and explain that when you make copies of a sheet like this, you are reproducing that sheet. Explain that, for this to reproduce, you had to do something – you put it on the copy machine, pressed the buttons you needed to and the copy machine made copies. Say, “A photocopy machine can’t, on its own, just make copies. That’s because it’s not alive.” (5 minutes)

**STEP 2:** Say, “When someone has a baby, that’s also called reproduction. Let’s take a look at what this looks like.” Distribute the worksheet, “Can This Make Babies?” to each student and ask them to complete it together. Be sure to have each student complete a sheet, and to put their name at the top of the one they completed. (8 minutes)

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**STEP 3:** After five minutes, tell the students you will go through the answers together. Holding up the pictures of both living things and inanimate objects one at a time, in the order in which they are listed on the worksheet, ask, “Can this make babies?” As the class calls out responses to each, stick the sheet up on the board under the “yes” or “no” sign. Once you have gone through all the sheets, ask the students what they notice about the lists, probing for the fact that all of the things listed beneath the “yes” sign are living things, and all the things on the “no” list are not. Tell them to check their sheets as they go along and make corrections as necessary. (5 minutes)

Ask, “When it comes to living things, is there only one tree in the world, or are there many trees?” Show the first PowerPoint slide with pictures of different trees on them. When students say there are different kinds of trees, say, “Right. Trees can look really different, but they’re still all trees. What about cats and dogs, is there only one kind of cat and only one dog? Or are there many types of cats and dogs?” Show the next PowerPoint slide of different types of cats and dogs. Say, “Same thing– these all look super different, but they’re all types of cats and dogs. But what about when dogs, cats and other animals reproduce?”

Sometimes, they will be nearly exact copies – like these puppies, who were all born at the same time from the same mom” (show the slide with litters with the same-colored puppies). Say, “Sometimes, puppies can be born to the same mom but they will look a little different.” Show the next slide with a picture of a diverse litter of puppies.

Explain that with some non-living things, what you will get will be exact copies. Hold up the small box of pencils and take out a few to show to the class. Say, “When you buy something like pencils, what comes in the box are all exact copies of each other.” Hold up several markers or crayons of the same type, but different colors. Say, “Sometimes, you’ll need things that are the same type of things, but have differences. These are all markers [crayons], but they’re different colors. Now remind me, can these pencils and markers [crayons] reproduce on their own?” Validate the student responses when they all say “no.” (12 minutes)

**STEP 4:** Let students know that living things can reproduce in a few different ways: some babies grow inside the person or animal and some babies come from laying an egg (continue PowerPoint to show pictures of baby birds and baby alligators being born from eggs). Ask whether anyone in the class knows where a baby grows inside the body when it is still a fetus. Continue PowerPoint to show image of human fetus growing in a uterus. Ask whether anyone knows the name of the body part in which the baby grows, being sure to explain that while it may look like the stomach, it’s actually a different organ called the “uterus.” Tell students that only female animals and people have a uterus. Answer any student questions, and ask them to hand in their worksheets from earlier in the session.

Distribute the worksheet, “Circle of Life Homework,” and ask students to complete it at home with a parent or caregiver. Be sure to have them and their parent/caregiver sign their name to indicate that they worked on it together (optional). (10 minutes)

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### **RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

Although students will be working in pairs/small groups in the worksheet activity, teachers can ask each student to complete one individually, putting their names on them, and handing them in at the conclusion of class.

### **HOMEWORK:**

Distribute the optional “Circle of Life Homework” and ask the students to complete it at home with a parent/caregiver. Be sure to tell the students that both they and their parent/caregiver need to sign it when it’s done, and that they should bring it back to school the next day.

Can This Make Babies?

Name: \_\_\_\_\_



PEOPLE  
YES      NO



CARS  
YES      NO



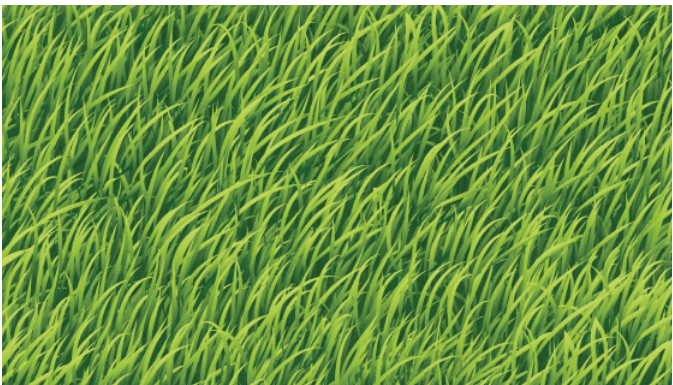
SNEAKERS  
YES      NO



PIZZA  
YES      NO



ELEPHANTS  
YES      NO



GRASS  
YES      NO



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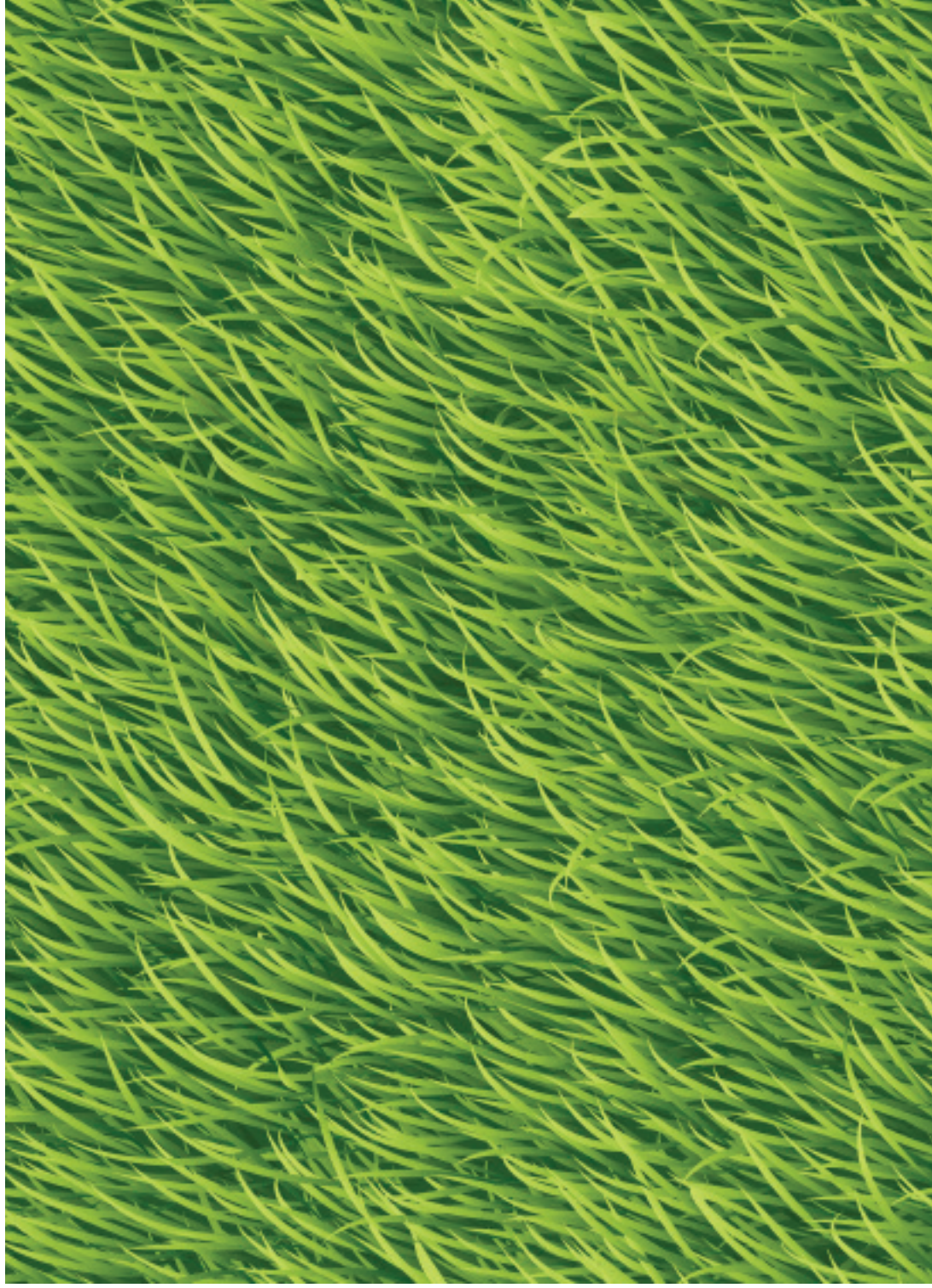






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**OZ**

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*Homework*

Dear Parent/Caregiver: Today in school, we talked about reproduction – what can make babies, and what can't. This homework is for you and your child to do together!

Please name three things at home that CANNOT make babies:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Please name three living things that CAN make babies:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**WE DID THIS TOGETHER!**

Signed, Parent/Caregiver: \_\_\_\_\_

Signed, Student: \_\_\_\_\_