

## Family Life and Comprehensive Sexual Health Education Lesson Plan (K-2)

	<p style="text-align: center;">Topic: All Living Things Reproduce</p>	<p>Date:</p>
<p>Objectives</p>	<ol style="list-style-type: none"> <li>1. Students will identify the difference between things that are living and non-living</li> <li>2. Students will learn about the life cycle</li> <li>3. Students will learn that all living things can reproduce</li> </ol>	
<p>State Standards</p>	<ul style="list-style-type: none"> <li>• Physical Development and Health             <ul style="list-style-type: none"> <li>○ Goal 23: Understand human body systems and factors that influence growth and development.</li> </ul> </li> </ul>	
<p>Time</p>	<p>One 30 min session</p>	
<p>Materials</p>	<p>Living and Non-living things pictures            Paper, pencil, crayons            Butcher paper/ black board            Life cycle of frog            Life cycle of fruit</p>	
<p>Learning Activities</p>	<ol style="list-style-type: none"> <li>1. Prior to starting class on each side of the room place a sign that says “living” or “non-living”</li> <li>2. Discussion: On 2 separate sheets of butcher paper write living and non-living.</li> <li>3. Ask students to think about what they think is or is not alive and what makes them living or not living. Write down on butcher paper what things something needs to be living or non-living              i.e.- Living: eat food, breath, can move, can reproduce              i.e.- Non-living: don’t move, don’t breath, cannot make new life</li> <li>4. Ask students what they think to reproduce means.              - create new life, have a baby</li> <li>5. Ask students what things they think can reproduce              - people, animals</li> <li>6. Show students different pictures of the life cycle and explain that these things are living and can reproduce. Not similarities or difference. i.e.:              all start out not looking like what they end up as, all take time to grow,</li> <li>7. Activity 1: Living and Non Living- Explain to the students that now you are going to hold up pictures and the students need to decide if it is living or non-living. Once they decide they need to move to that side of the room</li> <li>8. After each picture ask a student why they said that it was living or non-living.</li> <li>9. Remind students that all living things, animals and humans, have the ability to reproduce or create new life.</li> <li>10. Refer back to the reproductive organs of males and females. Reproductive organs contain sperm for males and eggs for females that are needed to create a new life.</li> </ol>	

	<p><b>**Note: Teachers should refer to people who can reproduce as men and women, not moms and dads</b></p>
Reflection	<p>For Kindergartners have them draw two pictures of something that has the ability to reproduce</p> <p>For 1<sup>st</sup> and 2<sup>nd</sup> grade have them draw two pictures of something that has the ability to reproduce and write a simple sentence to go with it. i.e.: A turtle can reproduce i.e. My mom can have babies</p>