

## PURPOSE

To distinguish living beings from non-living things.

## LEARNING OBJECTIVES

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

1. Name and explain the three powers that distinguish living beings from non-living things.
2. Distinguish between good and bad choices with using these powers.

## MATERIALS & RESOURCES

- **Powers of Living Things** flashcards (see Materials)
- **I Grow in Stages** flashcards (see Materials)
- **Good Choice/Bad Choice** labels (see Materials)
- **Choices List: Eating & Growing** list (see Materials)
- **Things & Beings I Know** worksheet (see Materials)
- Supplemental materials:
  - **Germination of a Seed (Time Lapse)** video (<https://www.youtube.com/watch?v=oDBX2gCXxYw>)

## VOCABULARY

- **power**: the ability of a living thing to do something on its own
- **living being**: any being with a power to do something on its own (plants, animals, humans)
- **eat**: the power to take in food
- **grow**: the power to increase in size from within
- **reproduce**: the power to create another being of the same kind

## PROCEDURE

**Step 1:** Review the previous lesson. Repeat with students the **Dignity Song**.

Explain: Today and over the next few lessons, we are going to think more about who we are, what we can do, and who we can become. This will help us to understand even more what it means to be a person with dignity!

**Step 2:** Teach the powers. Explain: What makes living beings different from non-living things is their ability to do different things. We call these abilities powers!

Draw and label the following chart on the board. Then, ask for student volunteers to add the **Powers of Living Things** flashcards to the correct empty space on the board (to identify the living being and power represented in each image) .

	plants	animals	humans
eat			
grow			
reproduce			

Explain: Non-living things are unable to do anything on their own. They have no powers. Objects like computers or calculators have to be designed by humans first before they can do anything, while plants, animals, and humans can do certain things because they are part of what or who they are.

**Step 3:** Teach the three powers all living beings share, asking students to demonstrate an understanding of each power as you write the definition on the board.

- **eat:** the power to take in food
  - How does a tree eat?
  - How does a human eat?
- **grow:** the power to increase in size from within
  - Place the **I Grow in Stages** flashcards on the board, and work with kids to place them in the correct order.

If time permits, show the **Germination of a Seed (Time Lapse)** video, and ask: What is the difference between growing in a human person and growing in a plant?

- **reproduce:** the power to create another being of the same kind
  - Ask: How do more trees grow in a forest, or more flowers in a garden?

Explain: Each of these three powers has a specific purpose. The purpose of each power is to help make it possible for plants, animals, and humans to be alive; to have life.

Since plants, animals, and humans have to eat in order to live, for example, their existence is different from that of non-living things, such as rocks, which don't have to eat and don't have any

power to do things on their own. Animals and humans have other powers besides these. We will learn about them in future lessons.

**Step 4:** Help students practice excellent decision-making.

Draw two columns on the board. Tape the **Good Choice/Bad Choice** labels above their respective column. Read from the **Choices List: Eating & Growing**, and have volunteer students identify whether the listed choice is a good choice or a bad choice.

Once the list is completed, discuss with students. Ask: Why? For bad choices: What could be better done?

**Step 5:** Summarize.

Begin with a share-out:

- What are powers? [the ability of things to do something on their own]
- Do non-living beings have any powers? [no]
- Do living beings have any powers? [yes]
- What powers? [to eat, grow, reproduce]

Explain: We learned today that the existence of powers separates living beings from non-living things. All living beings, humans included, have the three powers that make it possible for us to live: the powers to eat, grow, and reproduce. In order to be living, healthy, excellent people, we need to practice these powers as much as we can!

### FOLLOW-UP & HOMEWORK

Ask students to complete the **Things & Beings I Know** worksheet.

## POWERS OF LIVING THINGS







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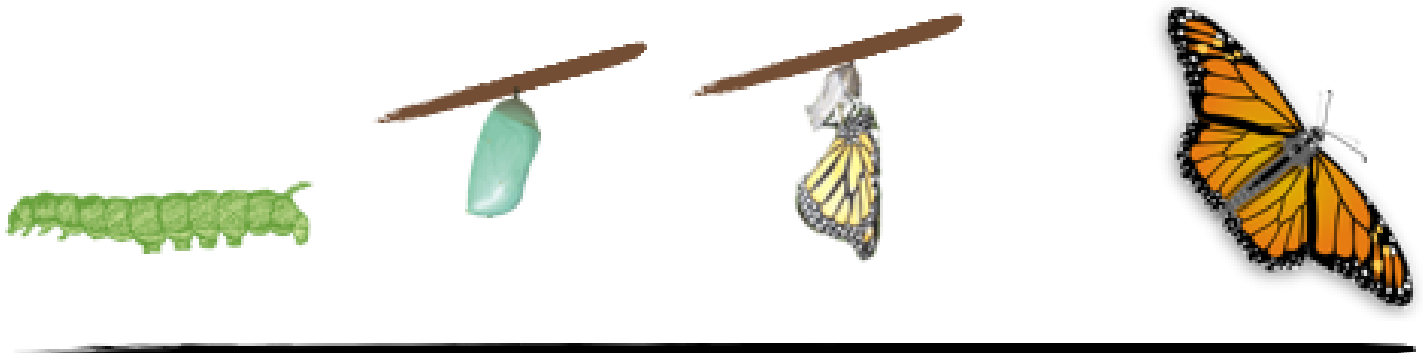


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Grade 1, L2 - Powers to Eat, Grow, Reproduce





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## I GROW IN STAGES



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# GOOD CHOICE



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# BAD CHOICE



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## CHOICES LIST: EATING & GROWING

**Directions:** Set out two chairs at the front of the room, and on each chair, tape one of the two *Good Choice/Bad Choice* labels. Line students up in two lines. Read from this list, and have the first student in each line run to the correct chair that identifies whether the listed choice is a good choice or a bad choice.

drinking milk every day  
not washing my hands before I eat  
sleeping enough hours every night  
chewing my food before I swallow it  
snacking on a whole bag of potato chips  
stealing apple slices during lunch  
playing video games every night  
stretching my muscles after soccer  
refusing to help wash dishes  
exercising a little every day  
eating candy before dinner  
never eating my vegetables  
drinking lots of water  
learning how to swim



Human  
Dignity  
Curriculum

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

## THINGS & BEINGS I KNOW

**Directions:** In the correct column, draw five things or beings you see on your way home from school this week.

THINGS	BEINGS