

*For Discussion: Uterus*

- a book with a drawing or photograph of a pregnant person
- a baby doll

*For Song: Sperm and Egg and Uterus*

- Facilitator Resource 11, Sperm and Egg and Uterus

*For Story Time: How Babies Begin*

- the story book chosen by the parents/caregivers in the Orientation Workshop (*What Makes a Baby* or *The Science of Babies*)
- Facilitator Resource 10, Story Notes for “What Makes a Baby” and “The Science of Babies”

*For Art Activity: Pregnancy, Birth, and Family*

- the children’s Our Whole Lives journals
- optional: modeling clay or play dough

*For Closing*

- HomeLink for Parents/Caregivers, Workshop 5

## PREPARATION

1. Read the workshop and decide who will lead each activity.
2. Gather the resources and materials needed.
3. Learn and practice singing the song for this workshop.
4. Create pipe cleaner sperm by cutting each pipe cleaner in half. Twist one end of the pipe cleaner into a circle or oval shape to be the head of the sperm. Bend the tail a bit to make it wavy. Put sperm in a basket or small bag.

*For Opening*

1. Post “How We’ll Treat Each Other” agreements.

*For Discussion: Eggs and Sperm and Discussion: Uterus*

1. Label sticky notes with the words “uterus,” “embryo,” and “baby,” and use them to flag the appropriate pages of *What Makes A Baby* or *The Science of Babies*, whichever one was chosen by the parents/caregivers in the Orientation Workshop, so you can easily show these pictures during the discussion. If you are using *The Science of Babies*, show the picture in number 1 on the page with nine embryo pictures.

*For Story Time: How Babies Begin*

1. If you will be reading *What Makes a Baby*, label sticky notes “embryo,” “who helped,” “who was happy,” and “who waited.” If you will be reading *The Science of Babies*, label sticky notes “genitals,” “in utero,” “birth,” “why babies cry,” and “family.” Use the sticky notes to flag the appropriate pages of the book.

*For Art Activity: Pregnancy, Birth, and Family*

1. Prepare activity tables with paper, crayons, and markers for a drawing activity or with modeling clay or play dough for a modeling activity.

*For Closing*

1. Make paper copies of the Workshop 5 HomeLink for families to take home.
2. Create a digital version of it to be sent out after the workshop ends.

## Workshop Plan

### OPENING

5 minutes

1. Greet the children individually as they arrive and have them put on their name tags.
2. Invite the children into your sharing circle. Invite them to look at the baby/toddler pictures they have brought in. Collect the pictures they drew of special things about their families and set them aside to be added to their journals later.
3. Engage them in conversation about some things they did as babies and how they have grown and changed since that time. Affirm their growth and change, and celebrate their wonderful and amazing five-, six-, and seven-year-old selves. Collect the pictures to add to their journals.

### DISCUSSION: EGGS AND SPERM

5 minutes

1. Ask the children if they know where babies grow before they are born. Affirm responses that indicate that babies grow in the body, or in the uterus. Say, “Today we will be talking about how babies get started and grow.”
2. Explain that you need three things to make a baby. Tell them that the first thing needed is an egg. Hold up a chicken egg. Ask, “Do you think this is the kind of egg that human babies come from? No, this is an egg from a chicken! This egg doesn’t have a chick in it, but some eggs like this one have a little chick. It could hatch out of an egg like this and grow into a chicken.”
3. Draw a tiny dot on your palm in ink, or draw it on a piece of newsprint. Show your hand or the newsprint to the group while explaining that the egg for a human baby is tiny, about the size of this dot.
4. Pass out pom-poms and say, “We’re going to pretend these pom-poms are eggs.” Tell the children to hold their egg in their hands to keep it safe. Say that people with the body parts they learned about called vulva and vagina also usually have eggs.
5. Ask, “Who knows what the second thing is people need to make babies?” Affirm if anyone answers sperm, or provide the answer if no one guesses correctly. Tell the children sperm are very tiny, even tinier than eggs. To see them, you would need a microscope. A microscope is a machine that helps people see very, very tiny things, things that are too small to see with our eyes. Draw a sperm on your hand or on newsprint and show the children the head and the tail that lets them swim.
6. Pass out the pipe cleaner sperm, one per child, and tell them these are pretend sperm. Demonstrate the sperm swimming and invite the children to make their