

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 sperm swim. Say that people with penises and testicles usually have sperm inside their bodies once they get older.
7. Ask the children to hold up their pretend sperm and eggs. Model holding them in the air and making them touch. Say, "When they join together, they make a brand new cell, and that's how a baby begins to grow." Explain that when it's just starting and it's still very tiny, before it's a baby, we call it an embryo. Ask the children to repeat that word with you: "embryo." Show them the picture of the embryo you have flagged in *What Makes a Baby* or *The Science of Babies*.
8. If you are using the optional movement break, tell the children you're going to take a break to make the sperm swim around the room before you talk about the next thing needed to make a baby. If you are not using this movement break, proceed to the discussion about the uterus.

OPTIONAL MOVEMENT BREAK: BE SPERM AND EGGS 2 minutes

1. Invite the children to take their sperm and make them swim all around the room.
2. Then have them return to the circle and pretend to be a tiny, tiny egg, perhaps curled up very tightly.

DISCUSSION: UTERUS 5 minutes

1. Say, "There's one more thing people need to make a baby: a safe place for it to grow. This special place is a uterus." Show the illustration of the uterus you have flagged in *What Makes a Baby* or *The Science of Babies*. Ask the children where one could find a uterus, and offer suggestions: under a chair? In a closet? Affirm that no, those are not places one would find a uterus, because a uterus is inside someone's body.

2. Hold up a book showing a drawing or photograph of a pregnant person. Say, “An embryo becomes a fetus as it grows bigger. This person has a fetus growing inside their uterus.”
3. Using the storybook, show how the embryo and fetus grow bigger until the baby is ready to be born. Say that being born means you come out of the uterus and the body. Say, “After a baby is born, it needs someone or some people to love it and take care of it.” Model this love by gently holding a baby doll in your arms.

SONG: SPERM AND EGG AND UTERUS

3 minutes

1. Invite the children to sing a song about the three things you have talked about that are needed to make a baby. Words and motions to the song are in Facilitator Resource 15, Sperm and Egg and Uterus.
2. First sing the song to them slowly so they can learn it. Depending on your group, you may wish to sing the song more than once, or you may prefer to sing only one verse instead of both verses. Choose motions that all children in your group can do.

STORY TIME: HOW BABIES BEGIN

20 minutes

1. Say, “We talked about an egg and a sperm and a uterus being needed to make a baby. Does everyone still have their sperm and their egg? We’re going to use them soon.” Distribute more if needed so all the children have both. Say, “Sometimes children ask how the egg and the sperm come together and get into the uterus. There are lots of ways that can happen! We’re going to read a story about what makes a baby.”
2. Read the story selected during the Parent/Caregiver and Child Orientation, using Facilitator Resource 16, Story Notes for “What Makes a Baby” and “The Science of Babies.”
3. After reading the story, you may want to ask an open-ended question like “What questions would you like to ask?” If children don’t have much to say, move along. They may need time to absorb what they have just heard, or their curiosity may be satisfied for the time being. If children do have questions or comments, answer them in a matter-of-fact tone. Begin with the simplest explanation and move on to a more detailed explanation if the children continue to be interested or keep asking questions.

Note: You may have children in your group who ask about or bring up more non-traditional methods of conception such as IVF, surrogacy, etc. Be sure to affirm that babies can be conceived in different ways. Just like we talked about how families can look lots of different ways, how a baby comes to be can look like lots of different things, too, but it always involves an egg, a sperm, a uterus, and people to care for the baby.