



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. Identify concrete uses of these powers from their own lives.

MATERIALS & RESOURCES

- origami paper (if available)
- **Origami** instructions
 - tulip
(<https://www.origamiway.com/easy-origami-tulip.shtml>)
 - dog
(<http://www.origami-instructions.com/origami-dog-face.html>)
 - person
(<https://origami-amazing.blogspot.com/2014/11/girl-face.html>)
- **Powers in Action** worksheet (see Materials)

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. Human dignity is the special value, or importance, that:

- we humans have,
- we always have,
- just because we're human.

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: Introduce the hierarchy of living beings with a class exercise.

Divide students into three groups. Each student will need one piece of paper (and, if origami paper is available, hand it out). Share with each group of students one set of **Origami** instructions (one group will make tulips, another dogs, another the face of a person). Once students complete their origami, ask groups to share, and ask students what is common to all three beings, then to compare these three origami objects to the chairs and tables.

Explain that there is a difference between living and non-living things. Then ask students to list different types of things they see at or around school. As students give their answers, place them in the correct but unlabeled column. After twenty or so answers, ask students to figure out the differences between the categories, and label them as students answer correctly.

Exercise:

desks	grass	fish	teacher
pencils	tulip	sparrows	janitor
white boards	rose		girl
			boy

Result:

non-living things	plants	animals	humans
desks	grass	fish	teacher
pencils	tulip	sparrows	janitor
white boards	rose		girl
			boy

Step 3: Teach the powers. Explain: What makes living beings different from non-living things is the ability to do different things on their own. We call these special abilities powers.

Write on the board:

- **power:** the ability of a living thing to do something on its own

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 4: 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
 - Show me how a dog eats.
 - Show me how a human eats.

- **grow:** the power to increase in size from within
 - Show me how a tulip grows.
 - Show me how a human grows.

- **reproduce:** the power to create another being of the same kind
 - Ask: How would our world be different if there weren't any living beings in it?

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.

For now, let's identify some of the ways in which we use these powers in our own life. Ask each student to complete the **Powers in Action** worksheet.

Ask:

- What are some examples of activities you can do to help you grow?

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!

If time permits, play the *Day-Night* game. Share characteristics of living and non-living beings. If the sentence refers to living beings, students should stand; if to non-living things, students should crouch. Examples:

- Dogs runs very fast.
- Butterfly begin as caterpillars.
- Stones smile.
- The earth shakes.
- Trees stretch out their fingers.
- Balls roll down hills.
- Computers solve math problems.
- Babies coo.

FOLLOW-UP & HOMEWORK

Put into practice once a day their favorite exercise activity (or another of their choice, if necessary).



Name: _____

POWERS IN ACTION

Directions: Draw everything that you ate yesterday.

In the chart above, circle the healthy foods and put a square around the unhealthy foods.

Choose one unhealthy food you want to try to give up.

Draw one healthy food you can eat instead.

Draw the exercise activity you like the most.



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