

PURPOSE

To distinguish animals and humans from plants with their power to use three other senses.

LEARNING OBJECTIVES

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

1. Name and explain **three new senses**.
2. Recognize a personal use of each sense.

MATERIALS & RESOURCES

- **Pairs Game** flashcards (see Materials)
- **My Memory Chart** worksheet (see Materials)
- Supplemental materials:
 - **I Remember** visual aid (see Materials)
 - **I Remember** worksheet (see Materials)
 - **Charades** images (see Materials)
 - **Red Light, Green Light Game** instructions
(<http://www.playworks.org/blog/game-week-red-light-green-light>)

VOCABULARY

- **memory**: the ability to remember knowledge
- **imagination**: the ability to picture things in the mind that are not immediately before us
- **instinct**: the ability to recognize the appropriate response to a particular situation

PROCEDURE

Step 1: Review the previous lessons. We've learned about human dignity, which is our unique value as human persons. We've also learned about the powers that all living beings—plants, animals, and humans—share; the powers that enable life. Ask: Who remembers the three powers of all living beings? [eat, grow, reproduce]

Explain: We also learned about a power that animals and humans have but that plants don't have. Ask: Does anyone remember this power? [The power is to use our five senses.]

Review, pointing to each sense along the body: We have the power to use our five senses—our eyes to see, our nose to smell, our ears to hear, our tongue to taste, and our skin to touch. We can see, smell, hear, taste, and touch! If it was learned, review with the **My Five Senses** song.

Step 2: Teach the three new (internal) senses.

Start with a hook. Play the **Pairs Game**. Place the flashcards on the board, turned face down, with magnets or tape. Form students into teams of 3-4—and then, as teams, students turn two cards over, a team at a time. If the pair matches, the team plays again; if the pair doesn't match, the game rotates to the next team.

Once students are finished, ask: What ability did you use to play this game? Take answers, and direct students to answer with "memory."

Write on the board:

- **memory**

Our memory stores our knowledge. For example, we remember what we ate for lunch yesterday, our spelling words, our birthday, and our parents' phone numbers.

Supplemental Activities:

- If time permits, place five pictures on the board (use the **Pairs Game** flashcards or other images of your choice), give students 1-2 minutes to look at the images, remove them, and ask student volunteers to replace them on the board in the correct order. Review several times with students.
- Ask for a student volunteer. Give students 1-2 minutes to look at the student, then have them close their eyes while you change something about the student's appearance (remove headband, put on a brooch, etc.). When they open their eyes, they need to guess what is different about the student.
- If time permits, or if materials are unavailable, have students complete the **I Remember** worksheet. Show the **I Remember** image, and ask students to draw as many details as they remember from the original image.

Then, tell students they will use another ability—and then play with them the **Write a Story Game**. Start with one word (preferably a subject). The next person repeats that word but adds a new one (i.e., you say, "Sophie"; the first student says, "Sophie went"; the third student, "Sophie went to the store," etc.). Continue until every student has participated.

Once students are finished, ask: What ability did you use to play this game? Take answers, and direct students to answer with “imagination.”

Write on the board:

- **imagination**

Our imagination allows us to experience again something even when it is no longer present, or to imagine things that we have never experienced. We can imagine dinosaurs during science class, and we can imagine the gifts we want for our next birthday.

Supplemental Activity:

- If time permits, play **Charades**. Choose student volunteers, and ask them to act out the animal portrayed on each card.

Finally, play the **Red Light, Green Light Game**.

Once students are finished, ask: What ability did you use to play this game? Take answers, and direct students to answer with “instinct.”

Write on the board:

- **instinct**

Our instincts help control what we do in particular situations. For example, when we sense we are in danger, we automatically turn toward safety. It is also a mother’s instinct to hold a crying child. Migrating birds have the instinct to fly south in the winter to escape the cold.

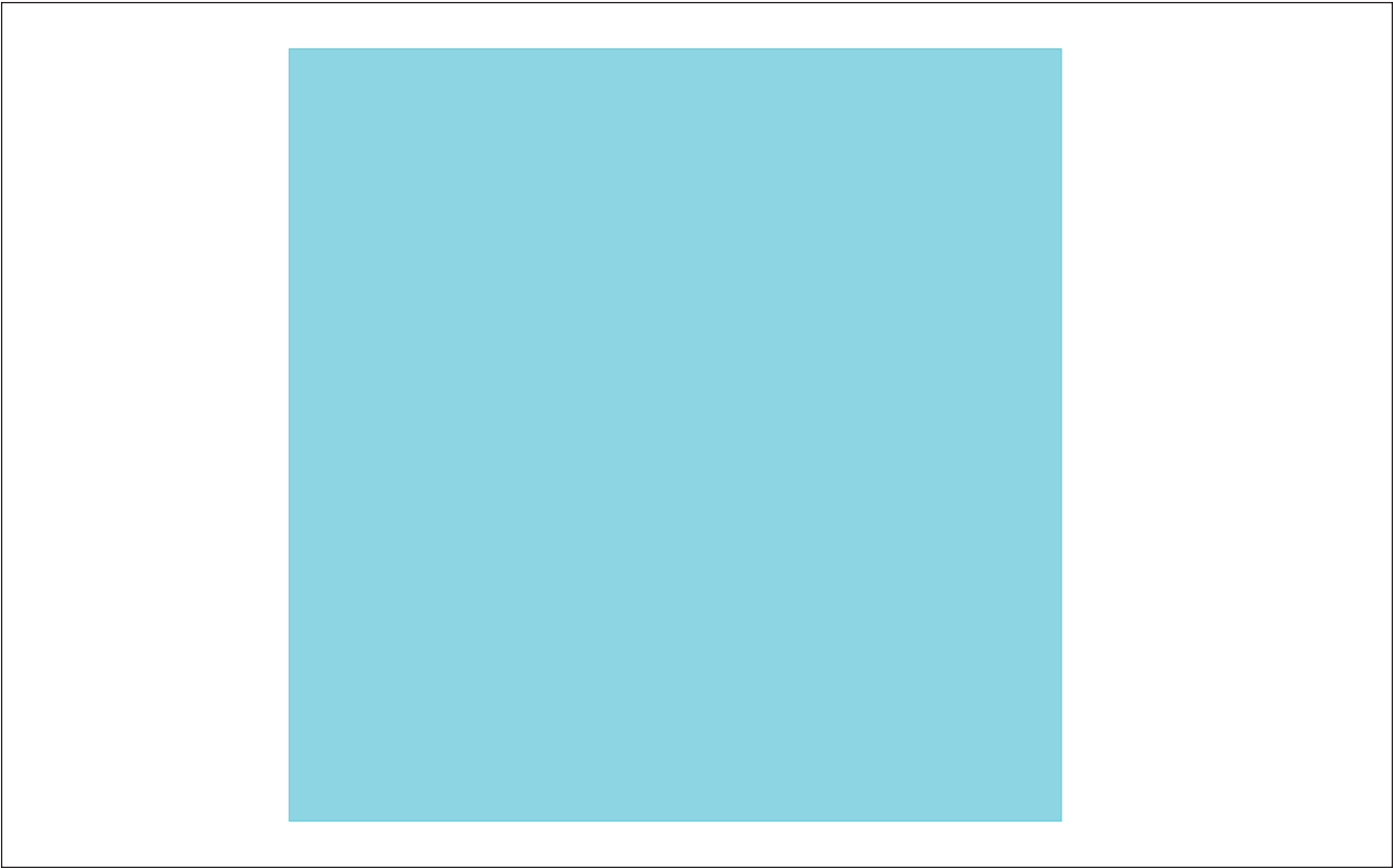
Step 3: Summarize: We learned today about another power shared by animals and humans: the ability to use these three new senses to build our knowledge about the world. We learn about the world around us with our five senses, and then process and keep that information inside us with these new senses. We can use what we learn in different ways, including to respect our human dignity and grow in excellence.

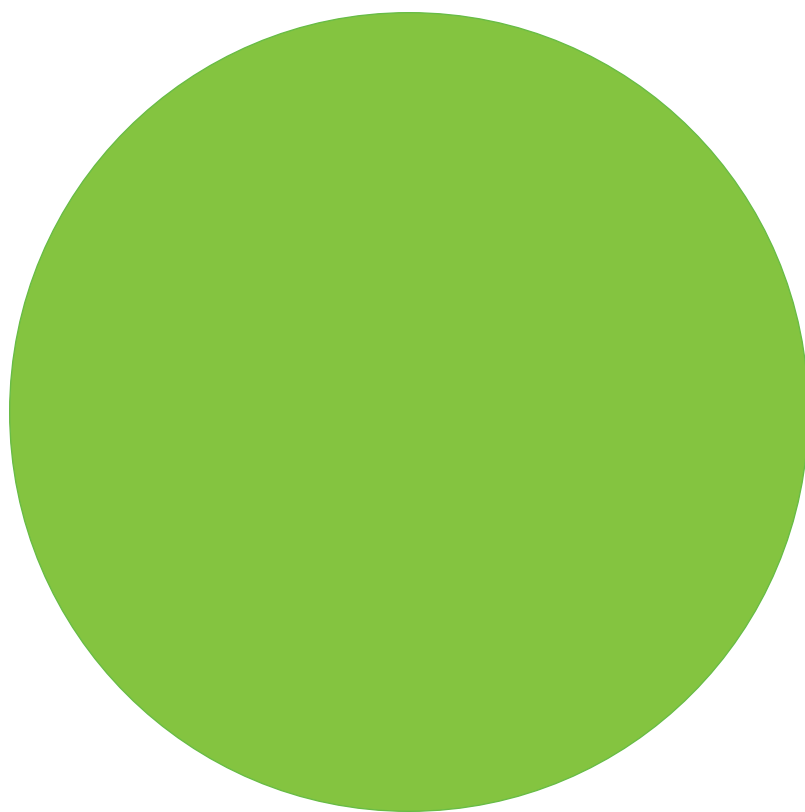
FOLLOW-UP & HOMEWORK

Ask students to take home and complete the **My Memory Chart** worksheet, listing their favorite memories over the course of one week.

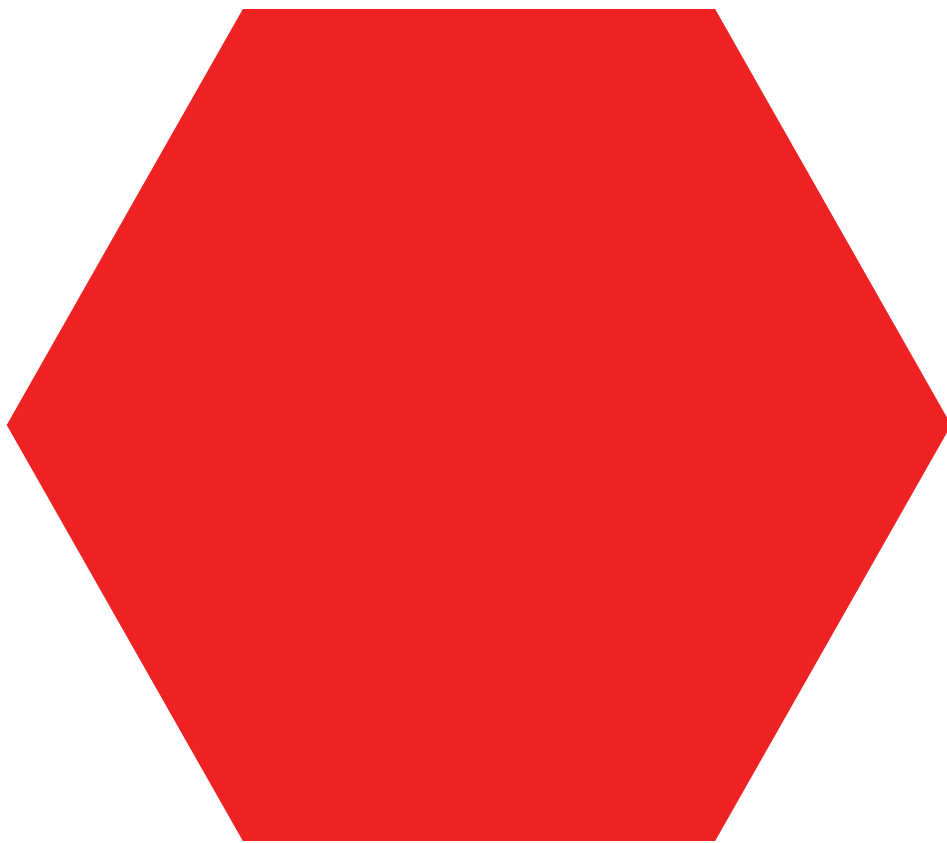
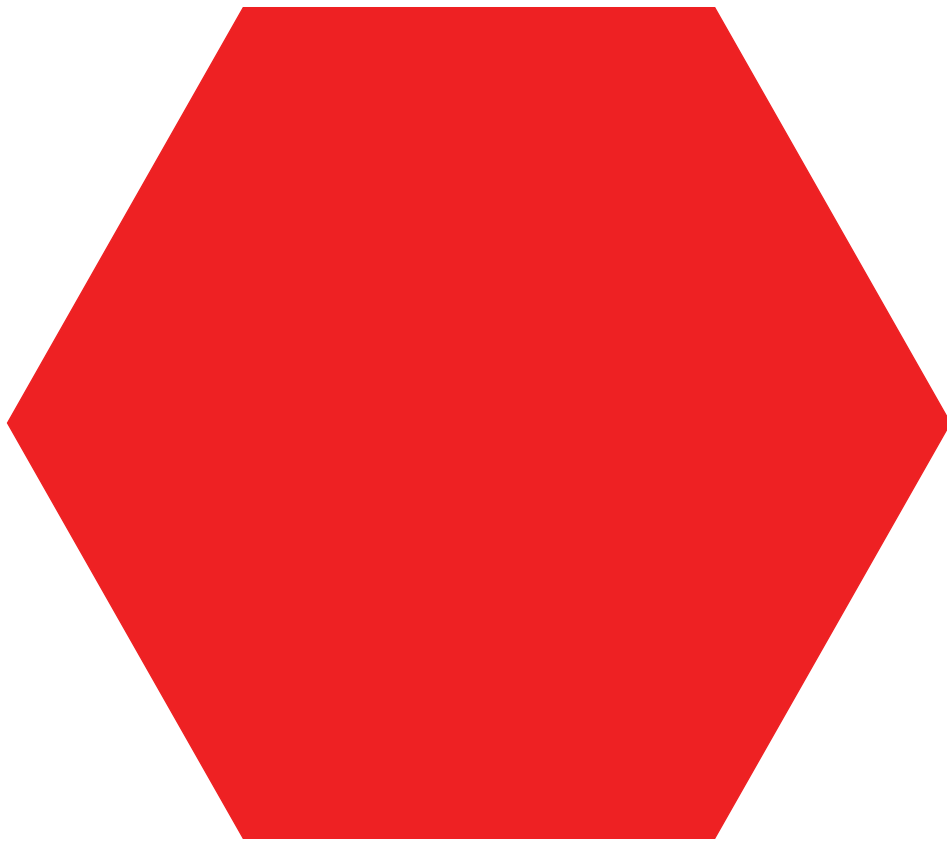
SUPPLEMENTS

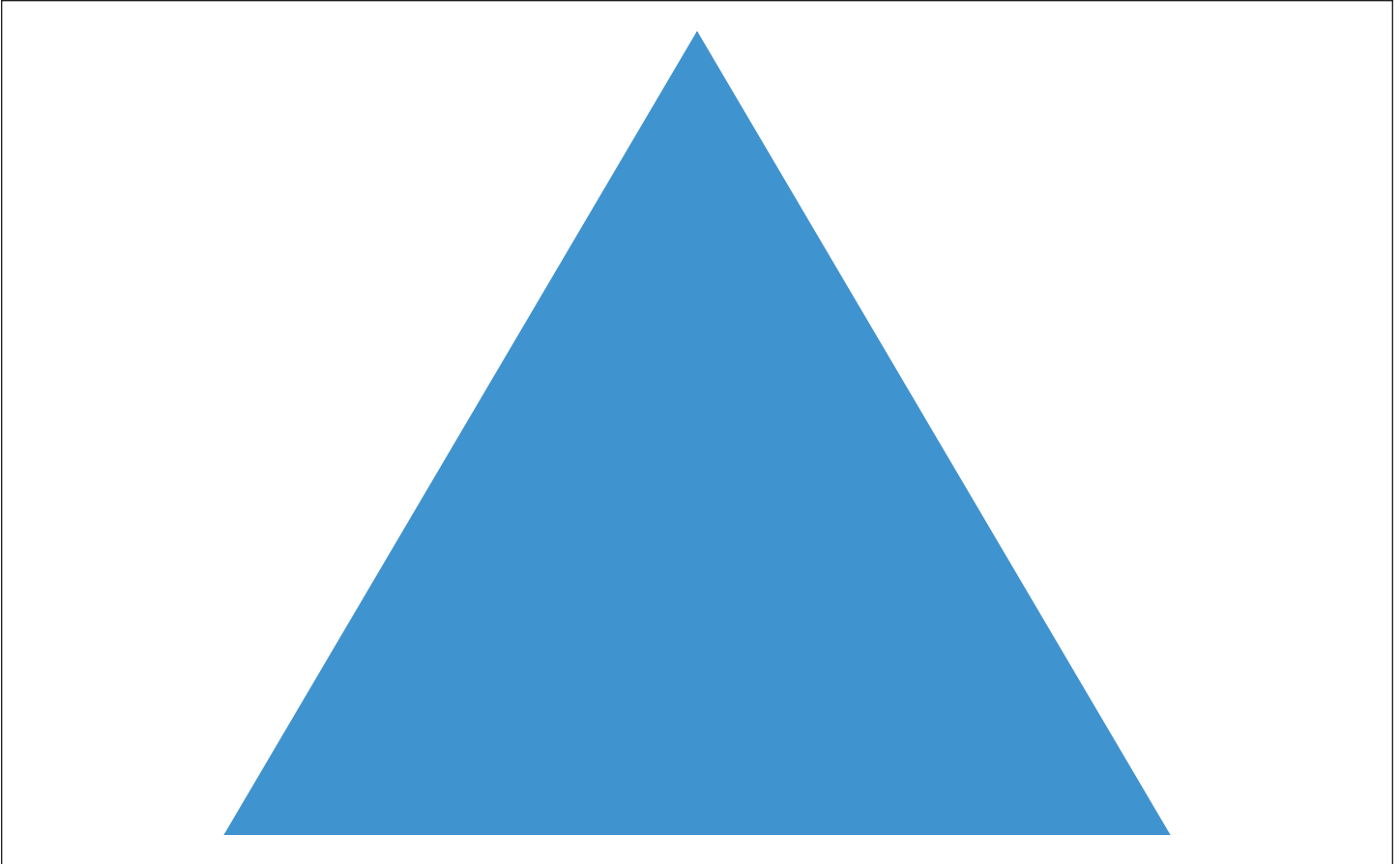
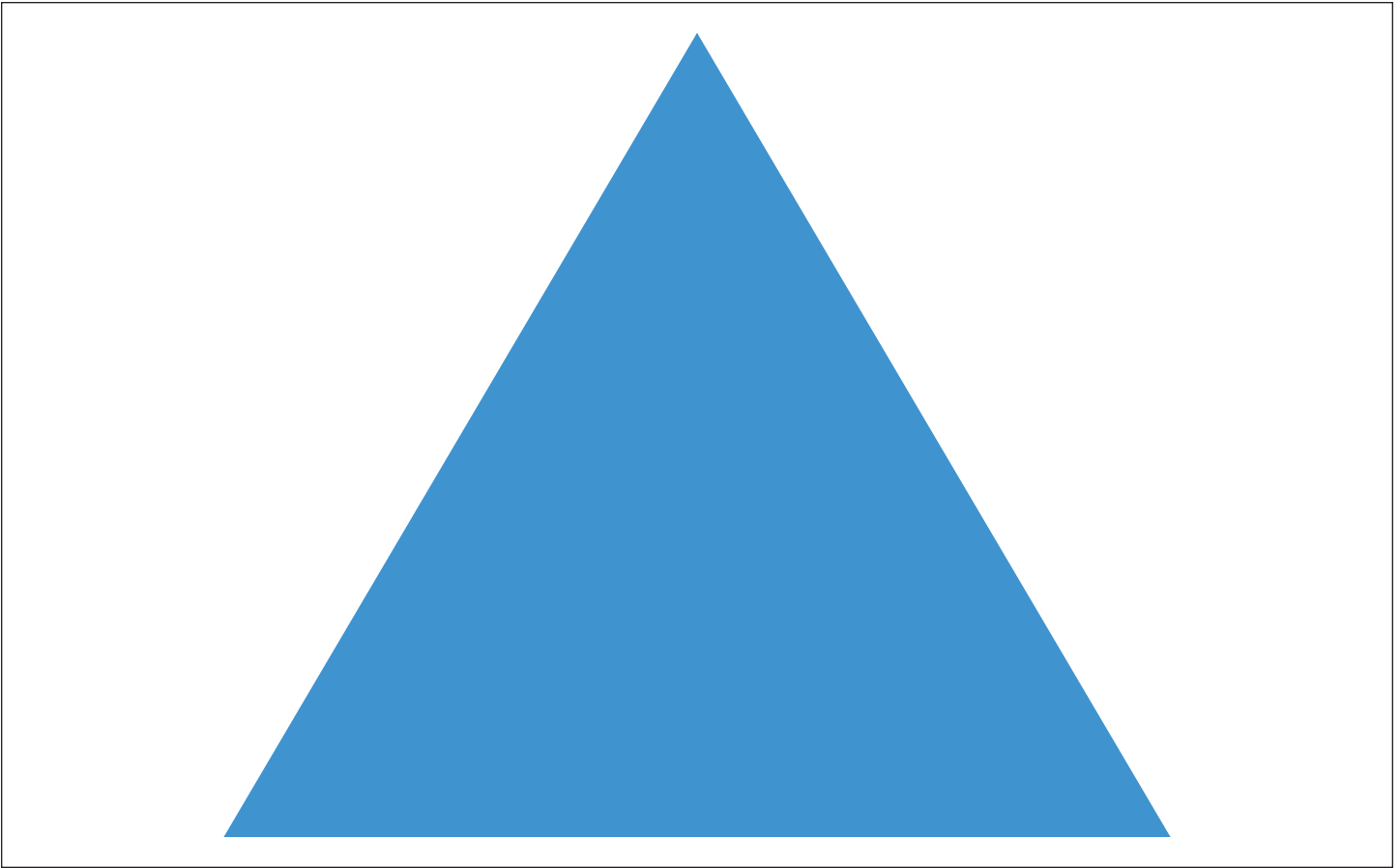
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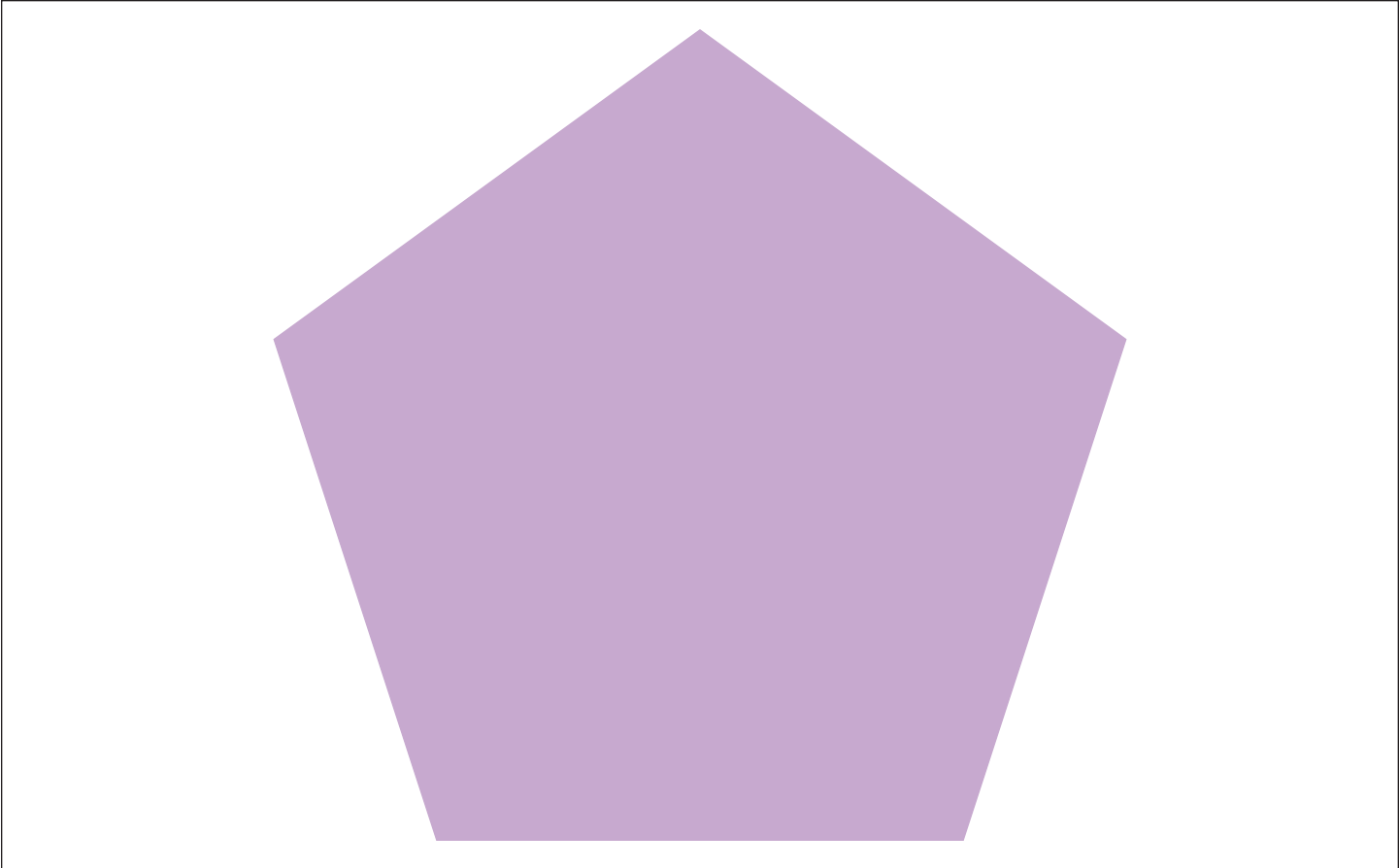
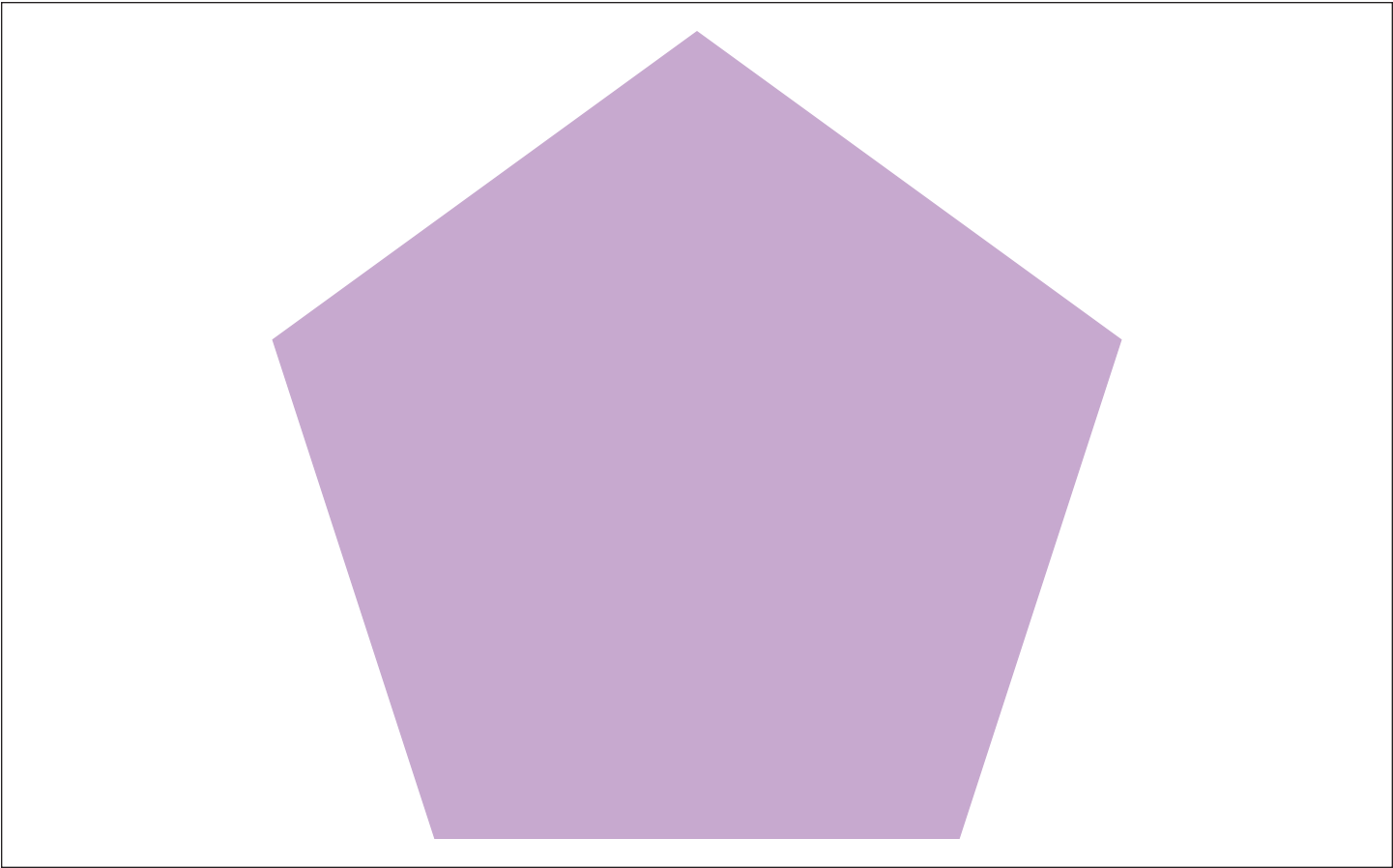




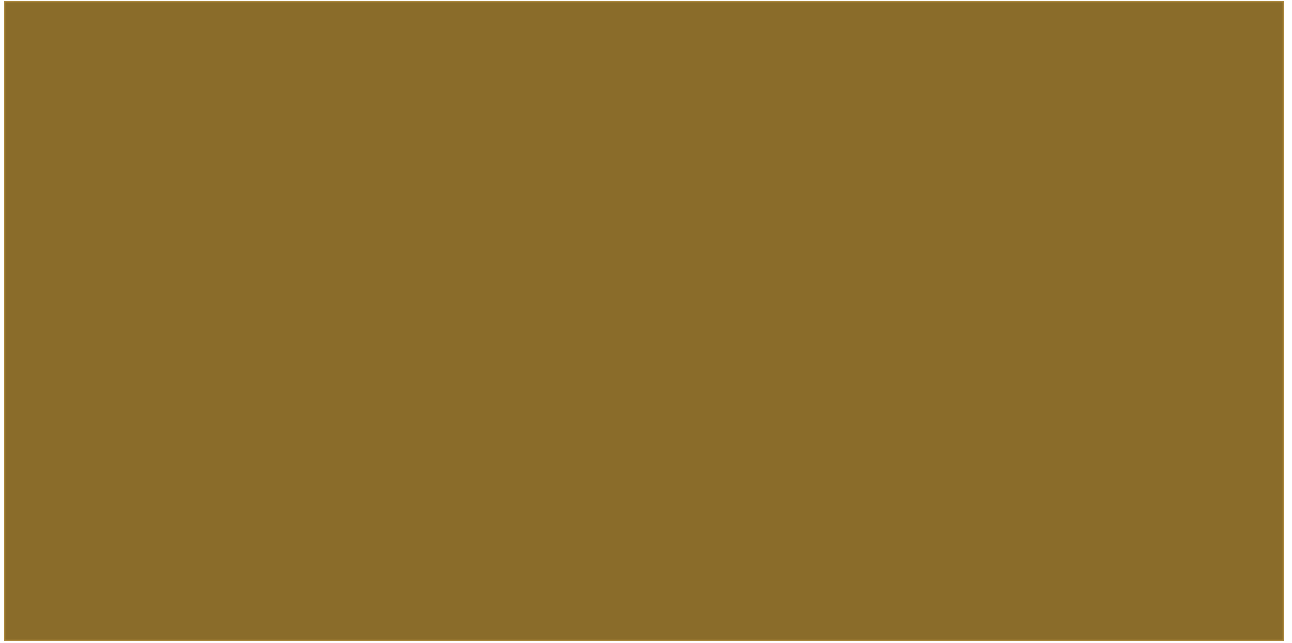












Name: _____

MY MEMORY CHART

Directions: Draw or write about your favorite memory from each day.

	1.	2.	3.
4.	5.	6.	7.



CHARADES





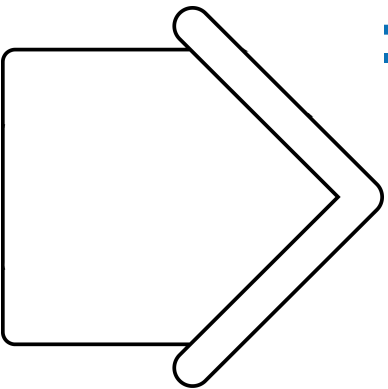
CHARADES



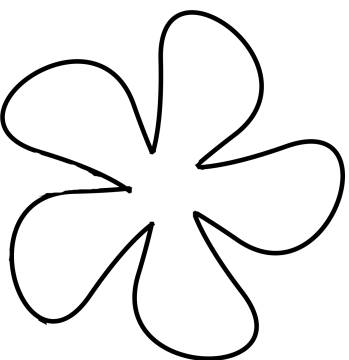
I REMEMBER

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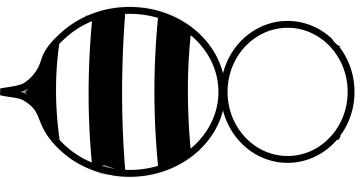
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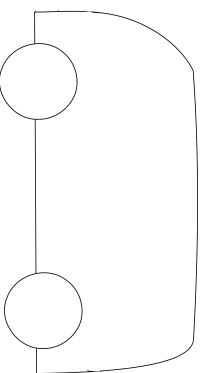
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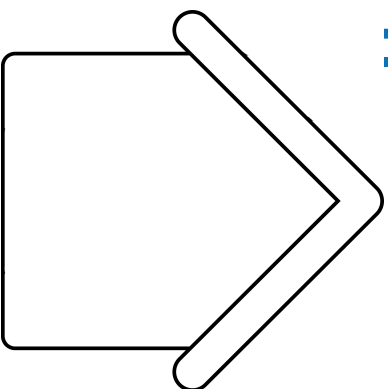
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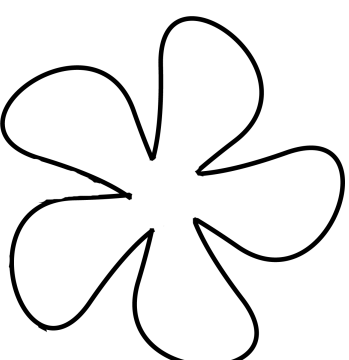
I REMEMBER

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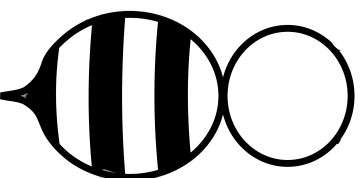
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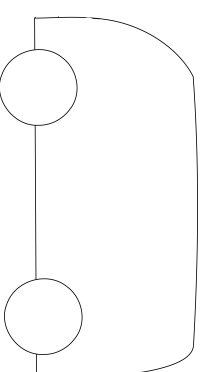
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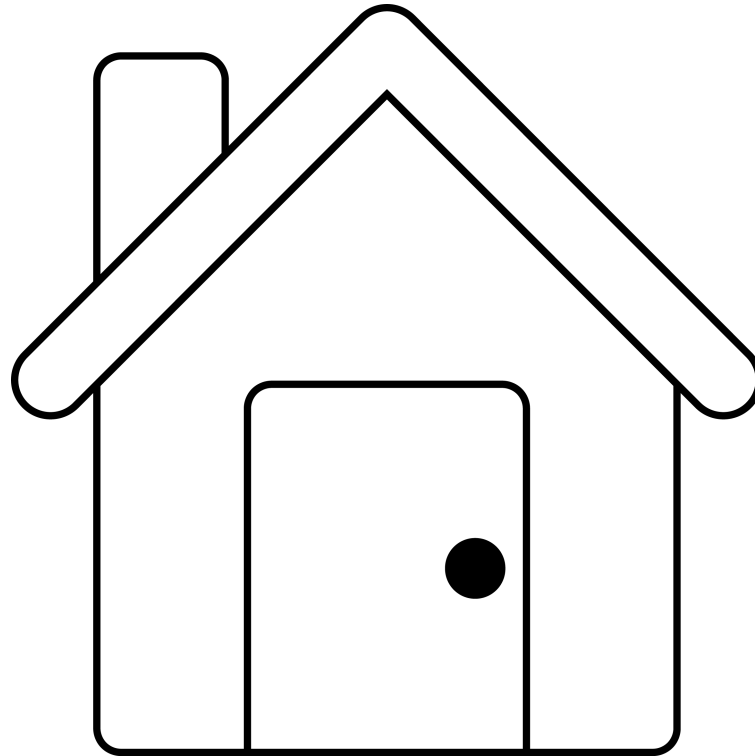
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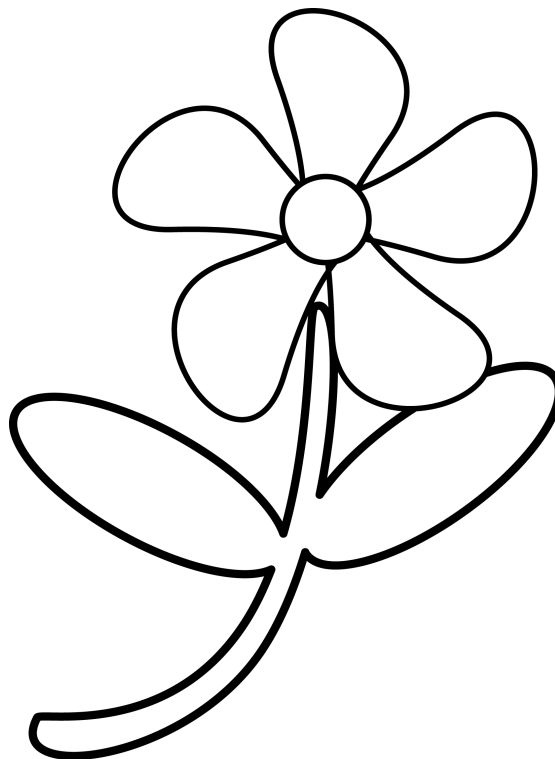
I REMEMBER: A HOUSE



Human
Dignity
Curriculum

Grade 1, L3B - Three New Senses
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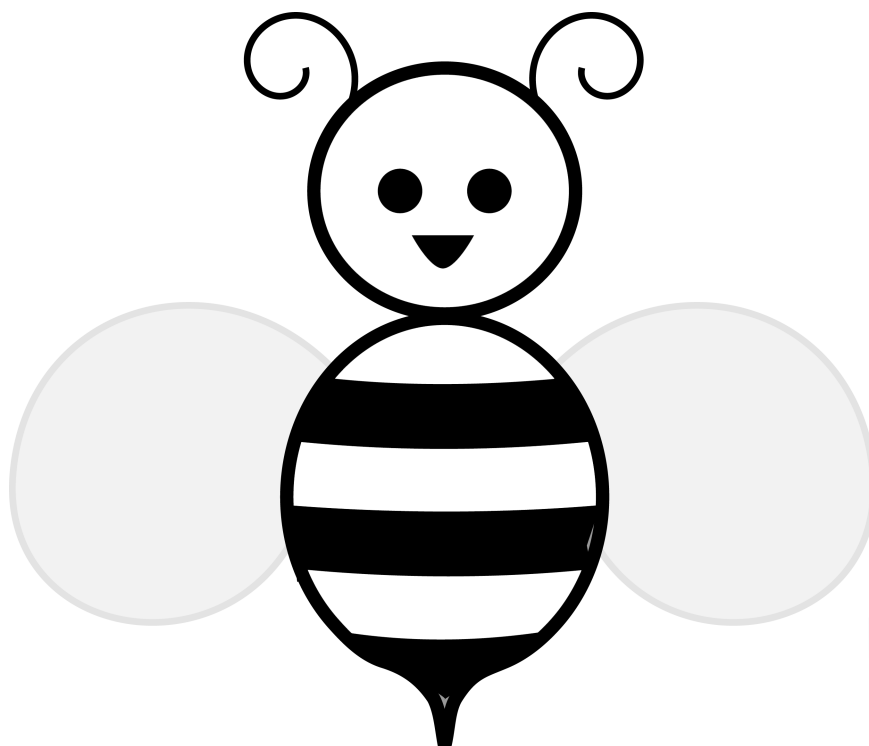
I REMEMBER: A FLOWER



Human
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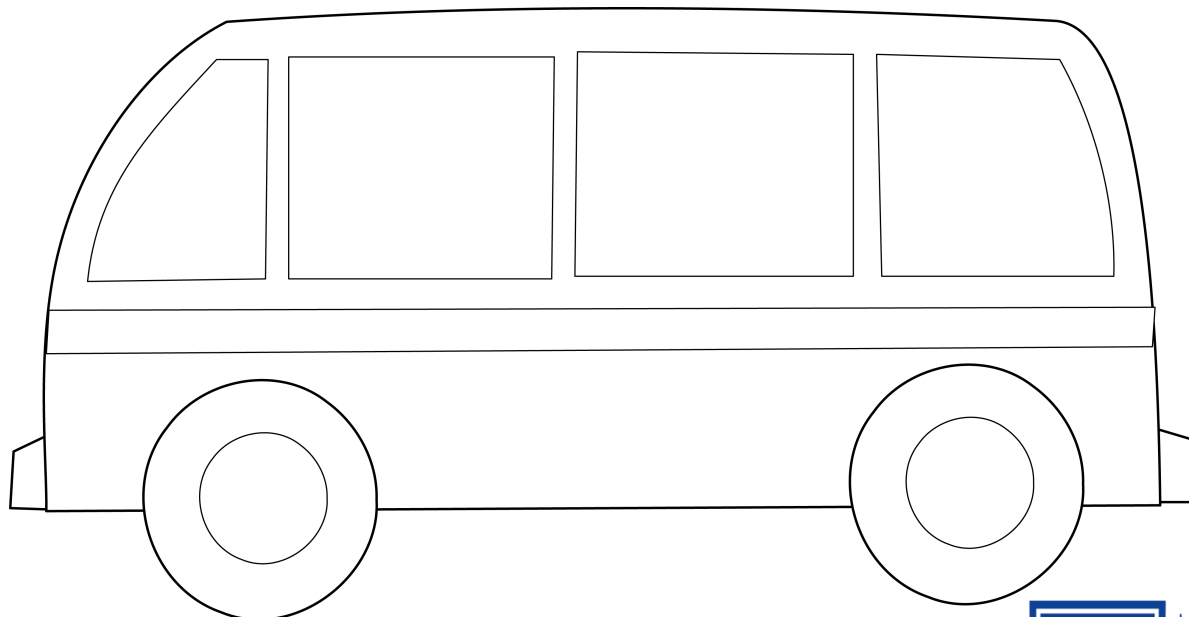
I REMEMBER: A BEE



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I REMEMBER: A BUS



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