



PURPOSE

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

LEARNING OBJECTIVES

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

1. Name, explain, and identify the five external senses.
2. Recognize an excellent use of the external senses.

MATERIALS & RESOURCES

- ***Plants are Different*** images (see Materials)
- ***External Senses*** signs (see Materials)
- ***External Senses & Me*** worksheet (see Materials)

VOCABULARY

- **external senses**: the ways by which the body gains basic knowledge of physical things outside itself (sight, sound, smell, taste, and touch)
- **sight**: the use of eyes to see, to recognize differences in light, colors, shapes, etc.
- **sound**: the use of ears to hear, to recognize differences in frequency and volume of sound waves, etc.
- **smell**: the use of the nose to recognize differences in scents, etc.
- **taste**: the use of the tongue to recognize differences in flavors, etc.
- **touch**: the use of skin to recognize other objects, differences in textures, temperature, size, etc.

PROCEDURE

Step 1: Review the previous lessons.

Explain: 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. Ask: Who remembers the three powers of all living beings? [eat, grow, reproduce]

Sketch on the board the growth stages of an apple tree, from seed to sapling to smaller tree to fully grown tree to apple, and ask: How does this tree eat? [water through the roots] Grow? [from seed to tree to apple] Reproduce? [seeds from the apples]

Step 2: Teach the three sensitive powers.

Show students the *Plants are Different* images, and ask:

- We can see a man walk his dog. Why can't we see a man walk a flower—or a tree?
- Can a flower see the rainbow in the sky and its colors? Or smell your grandma's cake through an open window? Listen to music?
- Can a plant be said if you leave the playground? Or be happy when you come back?

Write on the board:

- **move from place to place on their own:** the power to move by itself
- **use the senses:** the power to know and process information about the physical world
- **feel emotions:** the power to react to the world

Explain: Plants, using the powers to eat, grow, and reproduce, live—and that's it. With these three powers—to move, to use the senses, to feel emotions—animals and humans start to learn about and operate in the world in a new way.

Step 3: Review the five external senses—their function and place on the body.

Explain: Animals and human beings learn about the outside world through their external senses. Each sense picks up one type of unique detail about the thing that it experiences.

Ask students to identify the place on the body of the five external senses, and name them. As they answer, add the *External Senses* signs to the board and review their definitions.

Step 4: Remind students of the importance of using our powers in an excellent way.

Write on the board:

We use powers in the right way when they:

- (i) respect our dignity
- (ii) respect the dignity of others
- (iii) help us be more excellent

Explain: The questions we should always ask are, Does my use of these powers respect my human dignity? Your dignity? Does it help me become more excellent? Let's take a look at an example.

Divide the class into five groups. Name each group after one external sense. You will have: the noses, little ears, beautiful eyes, etc. Each group should brainstorm three ways to use their sense in an excellent way. Start by giving an example to each group:

- smell: sour milk in the refrigerator; coming home sweaty after soccer with friends
- sight: old neighbor coming down the stairs; classmate standing aside while everyone is playing
- sound: classmates speaking too loudly; mom talking while I play video games
- taste: eating a whole bag of M&Ms; eating ice cream before lunch
- touch: a greasy stove; coming in from the snow with cold hands

Step 5: Summarize.

Explain: We learned today about the first power that distinguishes animals and humans from plants: the ability to use external senses to learn specific details about the world around us. We can use these senses in different ways, in ways that are respectful or not, in ways that are excellent or not—but we should always try to use them in the best possible way!

FOLLOW-UP & HOMEWORK

Ask students to complete the *External Senses & Me* worksheet.

SIGHT

**the use of eyes to see; to recognize
differences in light, colors, shapes, etc.**



SOUND

the use of ears to hear; to recognize differences in sounds, etc.



SMELL

**the use of the nose to smell;
to recognize differences in scents, etc.**



TOUCH

the ability of the skin to recognize other objects, differences in textures, temperature, size, etc.



TASTE

**the ability of the tongue to taste;
to recognize differences in flavors, etc.**



PLANTS ARE DIFFERENT #1



PLANTS ARE DIFFERENT #2





Human
Dignity
Curriculum

PLANTS ARE DIFFERENT #3



THE EXTERNAL SENSES & ME CHART

Name: _____

Directions: Draw three objects you tasted, touched, smelled, saw, and heard this week.

	1	2	3
TASTE			
TOUCH			
SMELL			
SIGHT			
SOUND			