

## 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

- ***What Do You See?*** image (see Materials)
- ***External Senses*** signs (see Materials)
- ***Senses Put to Use*** flashcards (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.

Start with a hook—put the **What Do You See?** image on the board, and give students a minute to silently decide who sees what. Ask: Who sees a rabbit? Who sees a duck? Walk students through the illusion, then ask: Could a plant have guessed this illusion? [no] An animal? [no]

Prompt students to brainstorm those powers that might distinguish humans and animals from plants:

- Can a flower move from one garden to another on its own?
- Say there is a loud noise in the forest. Will a plant hear it?
- You put a deer in the pathway of a hunter. What might the deer feel?

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.

Hand pairs of students the ten **Senses Put to Use** flashcards, and ask them to pair each flashcard into one of two categories—excellent or non-excellent use of the sense. Once pairs are done dividing, gather together for a card-by-card discussion.

**Ask:**

- Is this an excellent or a non-excellent use of the sense? Why?

Then, if time permits, play the **Telephone** game with the class. Sit all the students into a circle, and whisper into the ear of the first student the prompt, "Bridget can run as fast as 1000 stallions." The prompt should be passed quietly from student to student, until the last student shares what they heard with the class.

**Ask:**

- Which external senses did we use we to play this game?
- Is this a compliment? Why or why not?
- Does it respect Bridget's dignity? Is it an excellent way to use our senses? Why or why not?

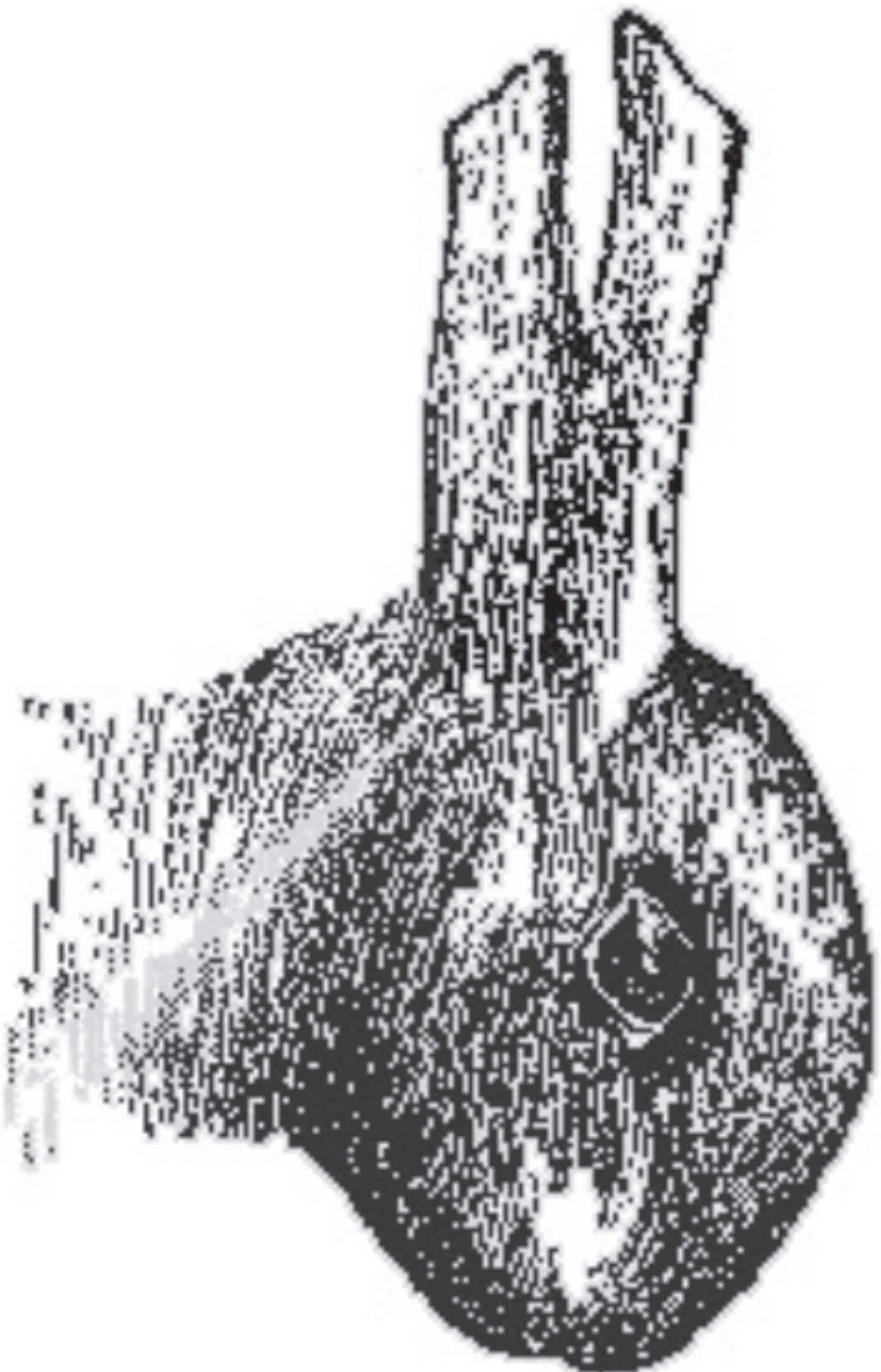
**Step 5:** Summarize.

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.

## WHAT DO YOU SEE?



# SIGHT

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

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# SOUND

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

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# SMELL

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

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# TOUCH

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

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# TASTE

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

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**telling my parents when  
I smell something burning**

Grade 3, L3A - External Senses



**ignoring my mom's request  
to clean up after myself**



**collecting flowers in the park  
to give them to my teacher**

Grade 3, L3A - External Senses



**waiting for my classmate  
to finish speaking before I do**



**watching my friend be bullied  
without telling anyone**

Grade 3, L3A - External Senses



**washing my hands in cold water**



**helping my grandpa read  
instructions for the microwave**

Grade 3, L3A - External Senses



**looking for the light switch  
in the dark**



**eating an entire bag of M&Ms**

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Grade 3, L3A - External Senses

**telling my mom that the milk  
tastes like it's gone bad**

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Grade 3, L3A - External Senses

## THE EXTERNAL SENSES & ME CHART

Name: \_\_\_\_\_

**Directions:** List three different ways you use each of your five external senses in the next week.

	1	2	3
TASTE			
TOUCH			
SMELL			
SIGHT			
SOUND			

You can choose between practicing your reading or watching cartoons. What do you choose? Why?