



PURPOSE

To continue exploring the hierarchy of beings by explaining the power of sensation which distinguishes humans and animals from plants.

LEARNING OBJECTIVES

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

1. Name and explain the external and internal senses.
2. Understand how these senses reveal information about the world around us.

MATERIALS & RESOURCES

- blindfold
- *Review Quiz* sheet (see Materials)

VOCABULARY

- **external senses:** the ability to see, smell, taste, hear, touch
- **internal senses:** the ways by which the body stores, develops, and adds to information gathered by its external senses
- **sensation:** the power to use the body to discover the world around us
- **memory:** the ability to retain knowledge gained through the senses
- **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 lesson

Ask for three volunteers to come up to the board and write one of the three powers that all living beings possess along with its definition:

eat: the power to take in nourishment

grow: the power to increase in size from within

reproduce: the power to create another being of the same kind

Step 2: Introduce the external senses

Explain: Humans and animals share several powers that plants do not. Today we will talk about one of those powers: sensation

Write on the board:

- **sensation:** the power to use the body to discover the world around us

The senses all help us to learn about our surroundings. These senses are divided into two kinds: external and internal. Our external senses gather data from the external world. There are five of them:

- **Seeing**
- **Hearing**
- **Smelling**
- **Tasting**
- **Touching**

Activity: Ask students to gather in groups of 3-4. Give groups 3 minutes to brainstorm a list of all possible experiences for each of the 5 external senses that they associate with the season of winter [or another topic of the teacher’s choosing], then rotate quickly per group, reading answers aloud to see which group came up with the longest list of original answers. Repeat answers do not count for points.

Step 3: Have students engage with the three internal senses.

Activity: Play “Blind Man’s Bluff” with students. For safety, move any obstacles that someone could trip over. Choose one student to wear the blindfold. The student has to wander the room until they find another student. Once they touch another student, they are to guess who they think they have found. If they are correct, the student they found gets to be blindfolded next. If they are incorrect, they get to be blindfolded one more time. If they are wrong a second time, they get to choose who is to be blindfolded next.

Once students complete the game, list the four internal senses on the board, explain the sense’s definition, and then have students explain how they used each internal sense in “Blind’s Man Bluff.”

- **memory:** the ability to remember knowledge gained through the senses

Our memory stores our knowledge. For example, we remember our last family reunion, and who from our family was missing. Or we remember what we ate for lunch yesterday. All of the details about our lunch – the color of our apple, the crunch of the carrots, the texture of the peanut butter – our external senses picked up first and our memory now brings back to our minds.

[memory should have served helpful in recalling the placement of obstacles in the classroom, etc.]

- **imagination:** the ability to picture things in the mind that are not immediately before us

Our imagination allows us to experience again something even when it is no longer present. We can imagine things that we have never experienced. When we learn about dinosaurs, we imagine the different dinosaurs and the way they lived based on descriptions we've read and images we've seen.

[imagination should have served helpful in figuring out how to operate within the classroom, etc.]

- **instinct:** the ability to recognize the appropriate response to a particular situation

Our instincts help control what we do in particular situations. For example, when we sense we are in danger, like when a car is driving toward us at a very quick speed, we automatically turn toward safety.

[instinct should have served helpful in avoiding obstacles in the classroom, etc.]

Gather for a classroom discussion. Ask:

- How did we use each of these senses?
- How could we have used them better?

If time permits, play the game again.

Step 4: Teach the role of the senses in growing toward human excellence.

Explain: Our internal senses help guide our relationship with the world. Instinct, for example, keeps us from danger if danger is occurring. We can develop and use all of these internal senses on our path toward growing in excellence.

Example: Now we can apply all of this to the real world! Let's say that we receive a new calculator from our parents at the start of the school year, and we know that it was on the more expensive side. One day we come home, ready to get to our math homework, and we realize that the calculator isn't in our backpack—we have lost it.

Ask: How can we use our memory, imagination, and instinct in order to come up with a plan to find it? Model your own answers for the students, then work together to brainstorm tactics.

If time permits, propose another scenario: You are chosen to be the “seeker” during a game of hide-and-seek in your grandparents’ backyard, where you’ve played hide-and-seek dozens of times before. Some new neighborhood kids have chosen to join you.

Ask: How do we use our memory, imagination, and instinct in order to play the game well? Model your own answers for the students, then work together to brainstorm tactics.

Step 5: Summarize: Today we learned about sensation, one of the powers that distinguish humans and animals from plants. This power is split into two parts: external and internal. External senses have direct access to the world around us. Internal senses store, organize, and develop the information gathered by our external senses. All of these senses can contribute in being excellent human beings.

FOLLOW-UP & HOMEWORK

Have the students take the *Review Quiz* sheet home to complete.

SUPPLEMENTS

No supplements.



Human
Dignity
Curriculum

Review Quiz

My Name: _____

Match the definitions to their correct quality of human dignity.

- | | |
|----------------------|---|
| 1. intrinsic | every person has dignity |
| 2. inviolable | we have dignity just because we're human |
| 3. universal | our dignity cannot be given us or taken from us |



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List the things you have eaten today.

List one way you used your sense of touch.

List one way you used your sense of sight.

List one emotion you felt, and what happened to cause it.

List the things you have eaten today.

List one way you used your sense of touch.

List one way you used your sense of sight.

List one emotion you felt, and what happened to cause it.
