



## PURPOSE

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

## LEARNING OBJECTIVES

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

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

## MATERIALS & RESOURCES

- **Five Senses** signs (see Materials)
- **The Five Senses Stations** materials [to be determined by teacher/classroom]
- **Senses Around Me** worksheet (see Materials)

## VOCABULARY

- **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 noises, 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 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 five (external) senses.

Draw a human body on the board, and work with students to identify and label each of the five senses of the human body.

Then use the **Five Senses** signs to set up **The Five Senses Stations**, as access to materials permits. Give students a chance to rotate through to use each sense—scooping beans or pouring water from cup to cup for touch, or safe/not safe sorting for touch; an “I Spy” station (to look for something in the classroom) or class eye color graph for sight; counting out coffee beans, smelly jars, or good smell/bad smell sorting for smell; a speaker, a ball, or other sound-making devices for sound; and grapes, M&Ms, good taste/bad taste sorting, or taste stations for taste.

**Step 3:** Teach 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

Identify two senses we use in each example: (1) helping my grandpa cross the street, (2) blowing on my hot soup before taking a bite.

**Ask:**

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

**Step 5:** Summarize.

Explain: We learned today about the first power that distinguishes animals and humans from plants: the ability to use our five 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 **Senses Around Me** worksheet.

# SIGHT





# SOUND







Human  
Dignity  
Curriculum

# SMELL



Image: CC BY-SA 2.0 courtesy of Manel Zaeera/Flickr

© 2017 WYA Foundation, Inc.

Grade K, L3A - Our Five Senses



# TOUCH



# TASTE







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

## SENSES AROUND ME

**Directions:** Write or draw the first three things that you see, smell, hear, and touch on your street or in your home.

	1	2	3
SEE			
SMELL			
HEAR			
TOUCH			