



PURPOSE

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

LEARNING OBJECTIVES

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

1. Name and explain three **internal senses**.
2. Recognize an excellent use of the internal senses.

MATERIALS & RESOURCES

- ***Make Your Own*** worksheet (see Materials)
- ***My Highlight of the Day*** worksheet (see Materials)
- Supplemental materials:
 - ***Red Light, Green Light Game*** instructions
(<http://www.playworks.org/blog/game-week-red-light-green-light>)

VOCABULARY

- **internal senses**: the ways by which the body stores, develops, and adds to information gathered by its external senses (memory, imagination, and instinct)
- **memory**: the ability to remember 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 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?

Review, again acting the powers out:

- **eat**: the power to take in food
- **grow**: the power to increase in size from within
- **reproduce**: the power to create another being of the same kind

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 external senses.]

Step 2: Teach memory.

Start with the *Pass the Message* game. Break the class into equal-sized groups, and ask them to form a line, with a leader at the front. Whisper this message to every leader: "If we learn about system in science, and numbers in math, in HDC I learn about human dignity."

On your cue, leaders must whisper this message from one student to the next, until the message reaches the last. Ask the last student to approach the board and write the message.

Once students are finished, ask: "What are some abilities you used to repeat the message?" Take answers, and direct students to answer with "memory."

Explain the internal senses: Our memory is part of another power that animals and humans share—the power to **use our internal senses**. The internal senses differ from the external senses in that internal senses do not come in direct contact with the outside world, but instead they build upon the knowledge that the body gets through its external senses. For example, in the *Pass the Message* game, your memory remembered something that you heard.

Write on the board:

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

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

Step 3: Teach imagination.

Ask students to complete the *Make Your Own* worksheet: to draw a picture of a fairytale creature (of their own imagination), and to write a brief story.

Once students are finished, ask: "What are some abilities you used to make your image?" Take answers, and direct students to answer with "imagination."

Write on the board:

- **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, 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.

Step 4: Teach instinct.

Lead students in the *Red Light, Green Light Game*.

Upon completion, ask: What did you do or notice other people doing automatically, without really thinking? How can we train our instincts? [i.e., sports, such as baseball]

Write on the board:

- **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, 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 5: Summarize: We learned today about another power shared by animals and humans: the ability to use internal senses to build our knowledge about the world. We learn concrete details about the world around us with our five external senses, and then process and keep that information inside us with the internal senses. We can use this sense knowledge 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 Highlight of the Day* worksheet, writing a short, five-sentence story about what happened to capture their memory. Ask students to include what they saw and how they felt.

SUPPLEMENTS

None.



MAKE YOUR OWN

Directions: Draw a fairytale creature, then write a story about it.



MY HIGHLIGHT OF THE DAY

Directions: Write the highlight of each day. In three sentences, Describe what happened, and how it made you feel.

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