



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

- **My Memory Chart** worksheet (see Materials)

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
 - Show me how a flower eats.
- **grow**: the power to increase in size from within
 - Show me how you will grow.
- **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.]

Review, pointing to each external sense along the body: We have the power to **use our external senses**—our eyes to see, our nose to smell, our ears to hear, our tongue to taste, and our skin to touch. We can see, smell, hear, taste, and touch!

Step 2: Introduce the three internal senses.

Play the **I Like** game. Sit the group in a circle. Ask everyone to think of something they like to do, then pick someone to start by telling the group, for example, "I like to swim." The person to their right will repeat the person(s) prior—for example, "John likes to swim, I like to walk"—and then continues, with each person repeating all persons prior. The last person will be responsible for repeating what everyone likes to do.

Once students are finished, ask: What ability did you need to play this game? Take answers, and direct students to answer with "memory."

Explain the internal senses: Our memory is one example of powers that animals and human share—the power to use internal senses. They are different from external senses because they do not come into direct contact with the world. Instead, they build on our external senses. For example, in the game, your memory remembered something that you first heard.

Step 3: Teach the internal senses.

- **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.

- **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.

- **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 4: Practice the internal senses.

Explain: Today we have been introduced to our internal senses. We already practiced our memory with the *I Like* game. Now, we will practice using our imagination and our instinct!

Begin with a hook: What are three most important laws of pizzology (the study of pizzas)? Explain: Don’t worry if you don’t know—in fact, it’s your job to make them up! That’s the whole idea behind this activity: you’ll invent and describe your own field of science (i.e., dessertology, spaghettiology, toyology, sockology). Have students volunteer a science, and others volunteer three key laws—with pizzology, i.e., “Every pizza must be a circle. Extra cheese and sauce makes the best pizza. Every pizza chef must use an ingredient of love.”

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 Memory Chart* worksheet, listing their favorite memory from each day over the course of one week.

SUPPLEMENTS

None.



MY MEMORY CHART

Name: _____

Directions: Draw or write about your favorite memory from each day.

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