



## 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

- **I Remember** worksheet (see Materials)
- **I Remember** lists (see Materials)
- **I Imagine for Myself a House** worksheet (see Materials)
- **My Memory Chart** 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

- 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.

Start with a hook. Hand each student a copy of the *I Recall* worksheet. Tell students to turn their papers over, and to listen closely, as they will need to recall what you read. Then read twice the first of the *I Recall* lists. Give students a few minutes to recall. Then read twice the second of the *I Recall* lists, and give students another few minutes to recall.

Once students are finished, ask: What ability did you use to recall the lists I read? 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 *I Recall* game, your memory remembered something that you heard read aloud.

**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 Recall* game. Now, we will practice using our imagination and our instinct!

Ask: What do we do with our imagination? Take some answers, and then hand each student a copy of the *I Imagine for Myself a House* worksheet, asking them to imagine and draw their perfect future house. Upon completion, ask: What things in your drawn house do you not have in your house today? How did you use your imagination?

Then, ask: When was the last time that you used your instinct? Take some answers, and then lead the 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]

**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

**Supplement 1:** 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: Let's imagine that one of our friends says something kind to us, something like, "I am so glad that you were born and are my friend!"

**Discussion questions:**

- How does hearing a comment like this make us feel?
- How does this comment respect our human dignity?
- We're going to thank our friend for being kind. What are two ways in which we can show our gratitude?



Human  
Dignity  
Curriculum

## I REMEMBER

### List #1

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### List #2

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



Human  
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## I REMEMBER

### List #1

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### List #2

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



## I REMEMBER: LISTS

### List #1

1. active
2. smart
3. teacher
4. grade
5. school

### List #2

1. lion
2. scarecrow
3. honeybee
4. starfish
5. crab



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

## I IMAGINE FOR MYSELF A HOUSE



## MY MEMORY CHART

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

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

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