



PURPOSE

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

LEARNING OBJECTIVES

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

1. Name and explain **three new senses**.
2. Recognize a personal use of each sense.

MATERIALS & RESOURCES

- **Memory Game** materials
- **Charades** images (see Materials)
- **Dress Yourself!** worksheet (see Materials)
- Supplemental materials:
 - **I Remember** visual aid (see Materials)
 - **I Remember** worksheet (see Materials)
 - **Pairs Game** worksheet (see Materials)
 - magazines
 - **Red Light, Green Light Game** instructions
(<http://www.playworks.org/blog/game-week-red-light-green-light>)

VOCABULARY

- **memory**: the ability to remember knowledge
- **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? [eat, grow, reproduce]

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 five senses.]

Review, pointing to each sense along the body: We have the power to use our five 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: Teach the three new (internal) senses.

Start with a hook. Play the **Memory Game**. Place an assortment of materials on a platter and cover. Show kids the items, and ask them to memorize the items and their order. Then cover the platter, reorder the objects (and switch out some of them for new objects), and ask students to remember the order of items and those which are now missing or new.

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

Write on the board:

- **memory**

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

Supplemental Activity:

- If time permits, or if materials are unavailable, have students complete the **I Remember** worksheet. Show the **I Remember** image, and ask students to draw as many details as they remember from the original image.
- Students can also play the **Pairs Game** in teams of two. All cards are turned upside down. Students turn two cards over, one at a time. For every matching pair, the student gets to take another turn. The student with most pairs wins.

Then, tell students they will use another ability—and then play with them **Charades**. Choose student volunteers, and ask them to act out the animal portrayed on each charades card.

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

Write on the board:

- **imagination**

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.

Supplemental Activity:

- If time permits, or if materials are unavailable, have students complete a collage on blank construction paper, using photos from magazines, to depict a story.

Finally, play the *Red Light, Green Light Game*.

Once students are finished, ask: What ability did you use to play this game? Take answers, and direct students to answer with “instinct.”

Write on the board:

- **instinct**

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 3: Summarize: We learned today about another power shared by animals and humans: the ability to use these three new senses to build our knowledge about the world. We learn about the world around us with our five senses, and then process and keep that information inside us with these new senses. We can use what we learn in different ways, including to respect our human dignity and grow in excellence.

FOLLOW-UP & HOMEWORK

Ask students to take home and complete the *Dress Yourself!* worksheet, designing an outfit for themselves—if they could wear anything in the world.

SUPPLEMENTS

No supplements.



CHARADES





CHARADES

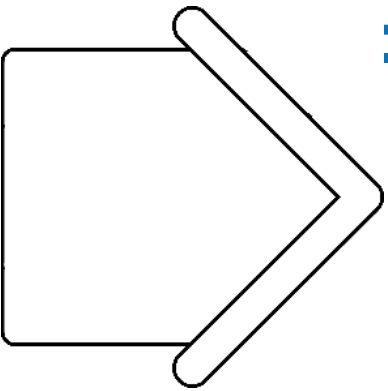




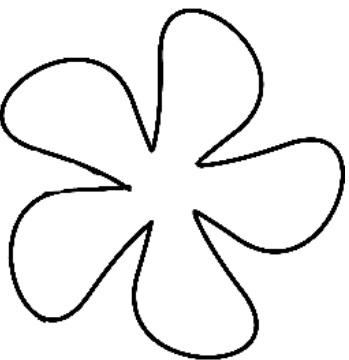
I REMEMBER

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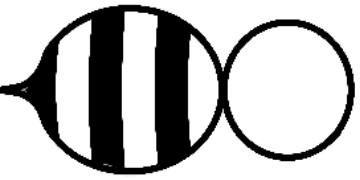
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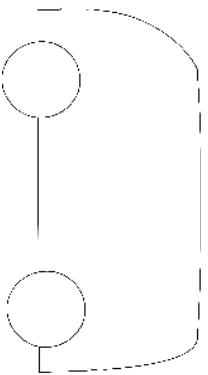
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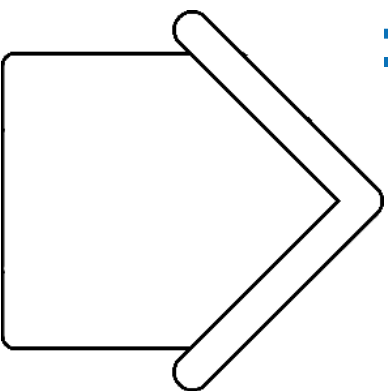
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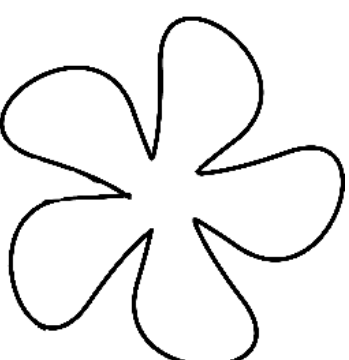
I REMEMBER

Name: _____

1.



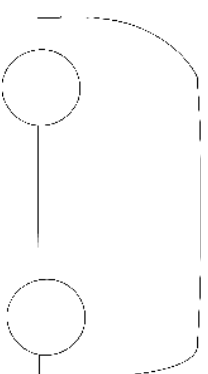
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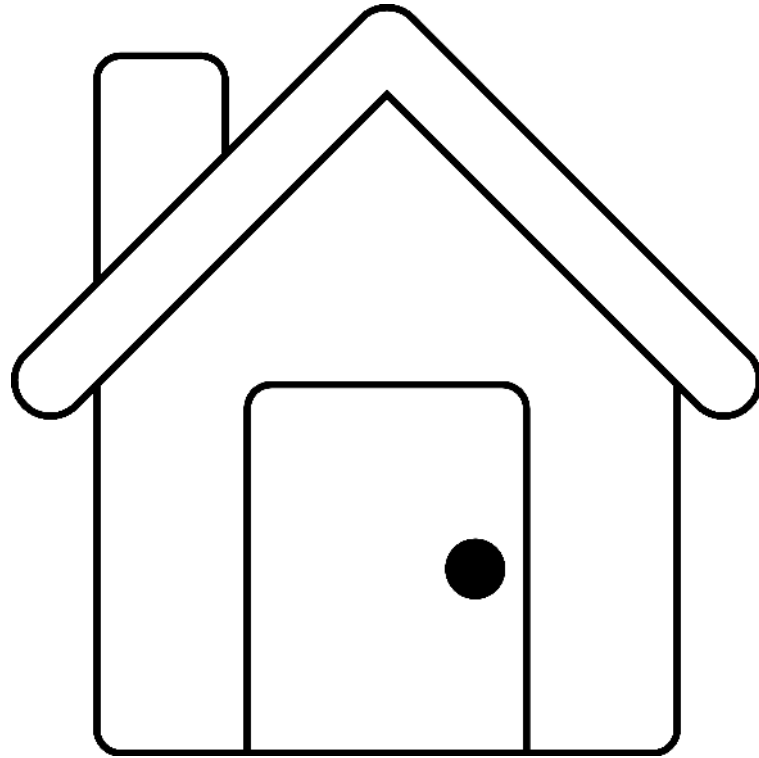
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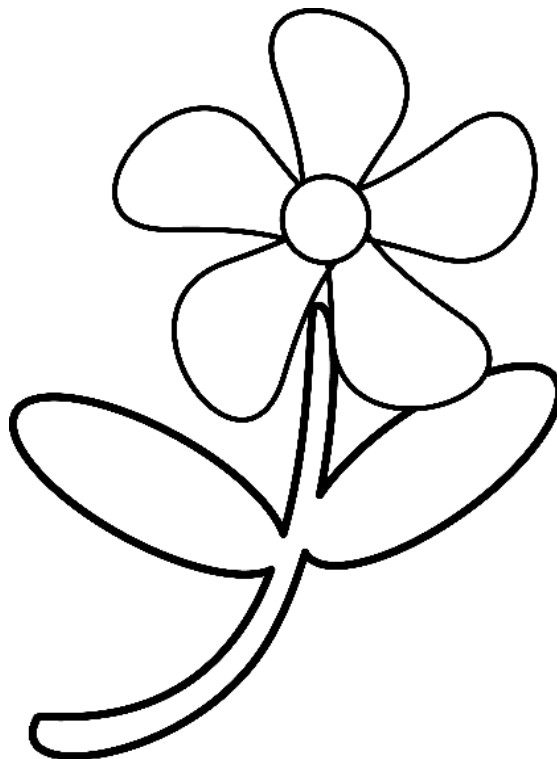
I REMEMBER: A HOUSE



Human
Dignity
Curriculum

Grade K, L3B - Three New Senses

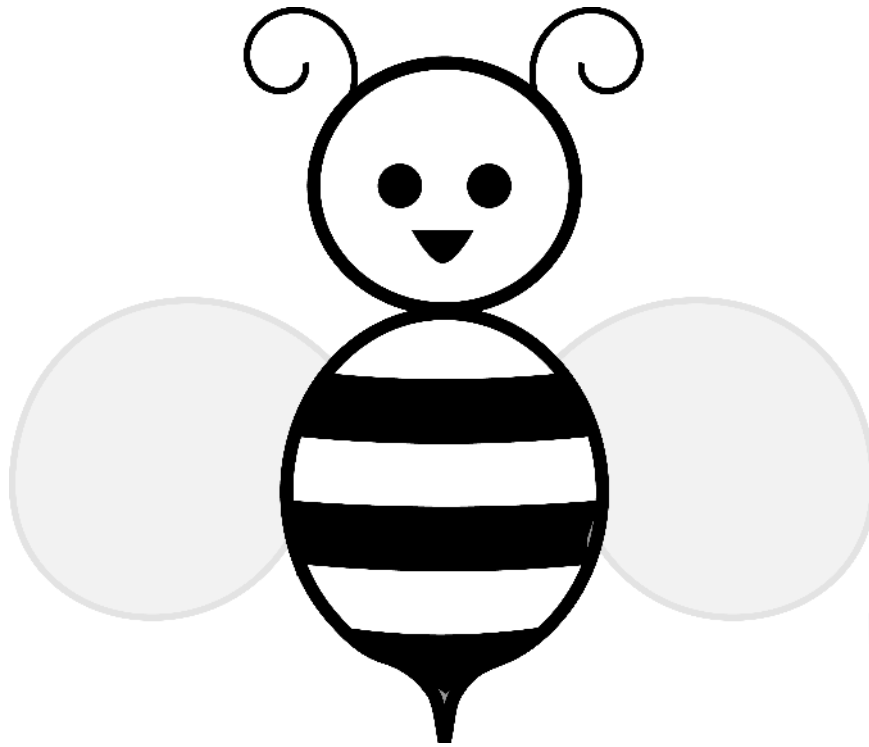
I REMEMBER: A FLOWER



Human
Dignity
Curriculum

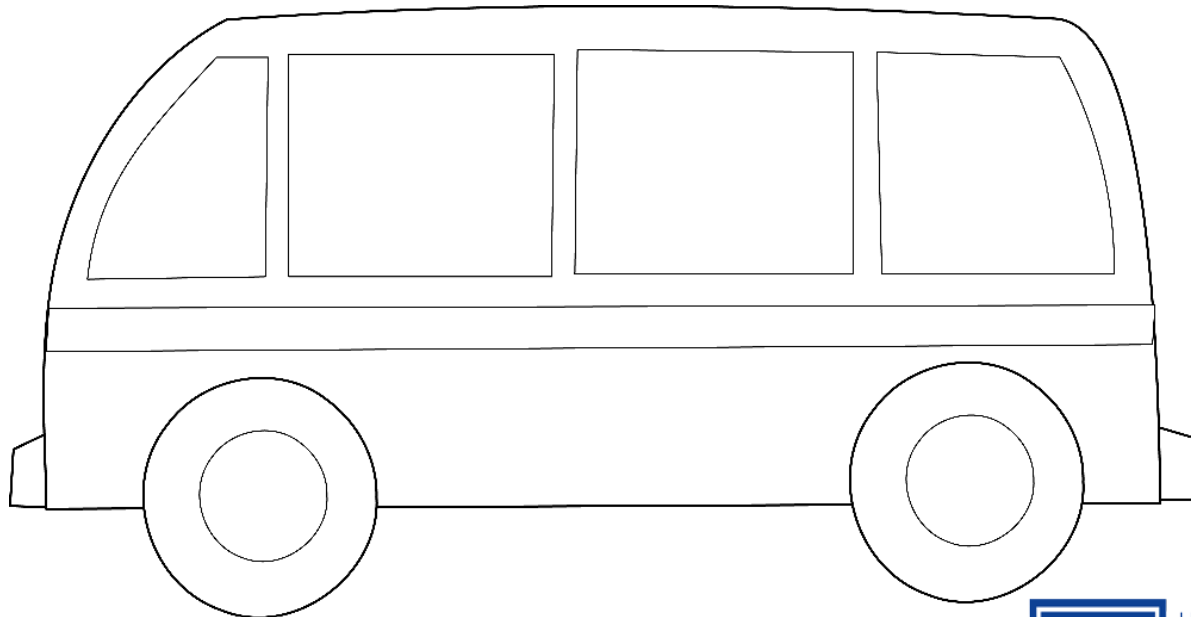
Grade K, L3B - Three New Senses

I REMEMBER: A BEE



Grade K, L3B - Three New Senses

I REMEMBER: A BUS



Grade K, L3B - Three New Senses



Human
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Curriculum

DRESS YOURSELF!

Name: _____

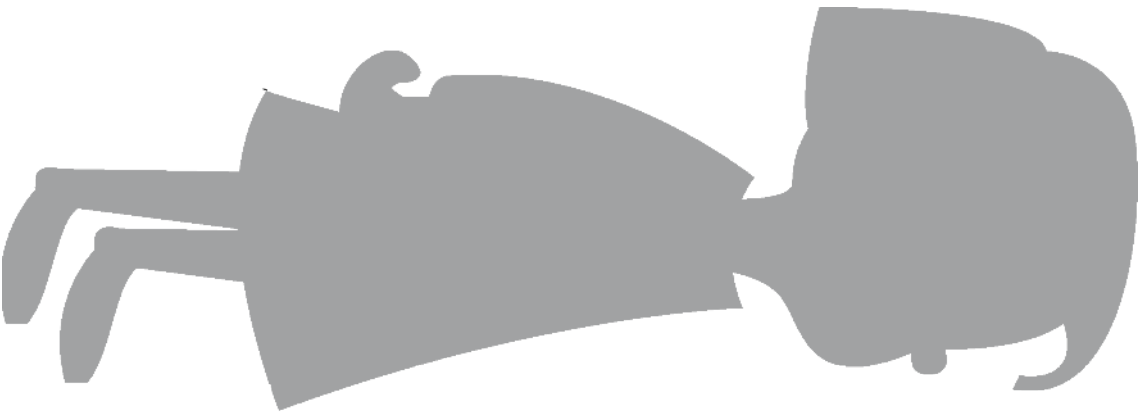


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Human
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Curriculum

DRESS YOURSELF!

Name: _____

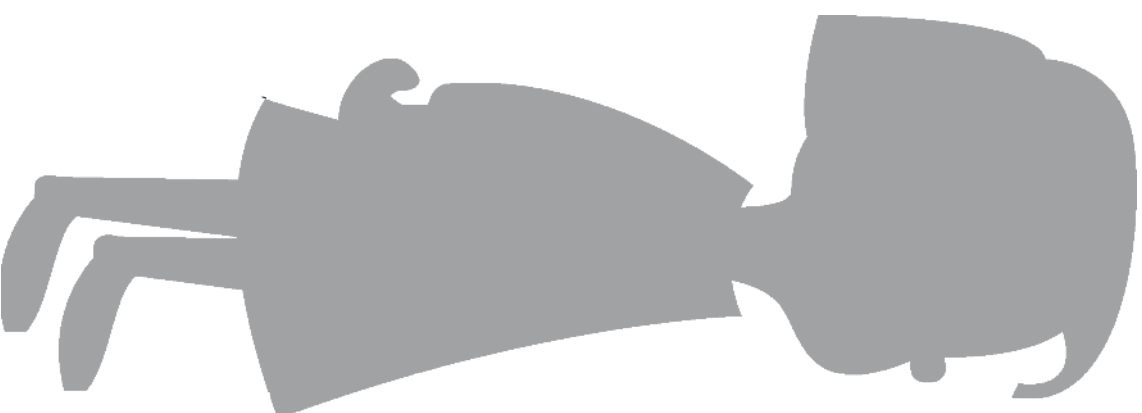


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Human
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DRESS YOURSELF!

Name: _____

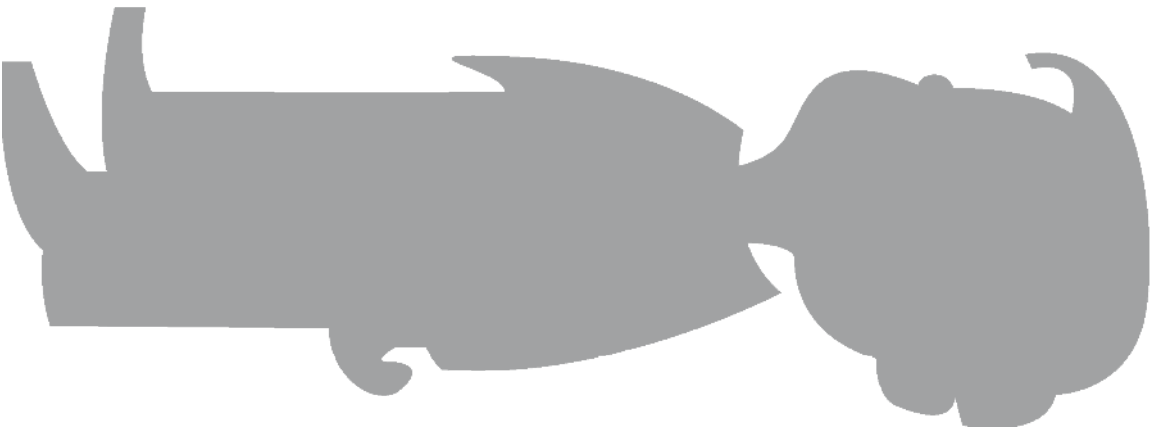


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DRESS YOURSELF!

Name: _____

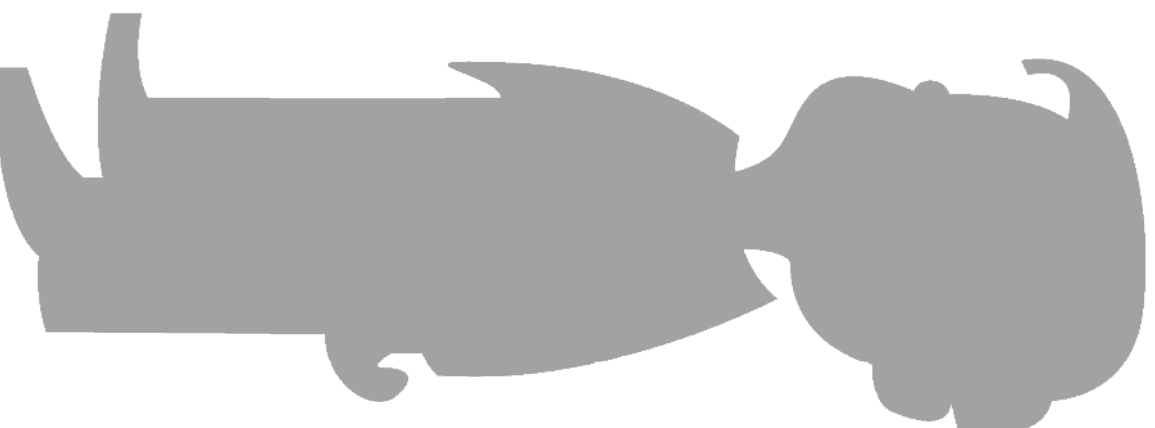


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PAIRS GAME

