



Dew Bright Sample Activity 2

Activity: Invent a Sixth Sense

Subject: Science

Grades: 3–5

Time: 5–7 minutes

Purpose: Develop scientific imagination and ethical reasoning by inventing a new human sense, explaining its benefits, and anticipating potential risks.

This sample demonstrates how Dew Bright combines scientific imagination with structured reasoning and ethical reflection.

Important Tips for Teachers and Students

For Teachers:

- Keep the routine short, clear, and purposeful
- Model the task before adding speed, teams, points, or competition
- Adapt the activity to your learners' needs without weakening the core thinking skill
- Praise thoughtful reasoning as well as correct answers
- Ensure creativity strengthens subject learning

For Students:

- Try the task, even if your first idea is not perfect
- Give reasons, not only answers
- Listen to other learners' ideas
- Be ready to improve, adjust, or explain your response
- The goal is not to be the fastest every time; the purpose is to become a stronger thinker

#	Activity Name	Core Thinking Skills Trained	When to Use	Teacher Steps	Example Prompts	Teacher Tips	Time
1.	<i>Invent a Sixth Sense</i>	✓ Conceptual innovation ✓ Trade-off reasoning ✓ Ethical impact reasoning	Abstract Scientific Imagination & Structured Debate <i>Use this version to introduce scientific imagination and ethical trade-off reasoning by helping learners imagine a new sense, explain its benefits, and consider possible risks.</i>	1. Remind learners of the five human senses: sight, hearing, touch, taste, and smell 2. Tell the class: <i>"Humans have five main senses, but some animals can detect things that humans cannot notice easily."</i> 3. Present four or five animal sensing abilities from the example list. 4. Ask learners: <i>"Do you know any other animals with special senses?"</i> 5. Invite a few quick answers and briefly guide each idea toward survival: • finding food • avoiding danger • moving safely • finding a mate or a safe place 6. Choose one animal from the list and model the thinking: <i>"This sense helps the animal because..."</i> 7. Ask: <i>"If humans had a sense like this, how could it help us? What problem could it create?"</i> 8. Accept a few short ideas from the class and guide learners to notice both benefits and risks. 9. End by saying: <i>"Strong science thinkers imagine new abilities by first studying real life. Next lesson, you will invent a sixth sense and defend whether it would be useful and responsible."</i>	Animal sensing abilities: Bat: <i>"A bat uses echoes to fly and hunt in the dark."</i> Shark: <i>"A shark detects tiny electrical signals from nearby animals."</i> Snake: <i>"Some snakes sense heat from warm bodies."</i> Bee: <i>"Bees see ultraviolet patterns that help them find flowers."</i> Dog: <i>"Dogs smell tiny scent traces that humans cannot detect."</i> Teacher: <i>"A bat's echo sense helps it move safely in darkness. If humans had this sense, it could help people walk safely at night, but it might also become overwhelming in noisy places."</i>	Keep the animal examples short and real so the science foundation stays clear. Focus on survival value: food, safety, movement, danger, and communication. Guide learners to think about both benefits and possible problems. Use the Intro to ground imagination in biology before the debate version.	5–7 min
	Intro						

1.	<i>Invent a Sixth Sense</i>	✓ Conceptual innovation	Abstract Scientific Imagination & Structured Debate	1. Review the five commonly taught senses: sight, hearing, touch, taste, and smell. Explain that humans also use other sensory systems, including balance and body-position awareness. 2. Ask: “If humans could develop an entirely new sense beyond those we already have, what might it detect?” 3. Give students 1–2 minutes to think or write. 4. Invite one volunteer, the Inventor, to present the new sense in 1–2 sentences. 5. The Inventor explains: • what the sense detects • how it helps people 6. The rest of the class becomes the challengers and takes turns giving disadvantages, risks, or problems. 7. The Inventor responds with rebuttals, trying to build three reasons why the new sense would be useful and responsible. 8. Win conditions: • if the Inventor reaches three strong advantages → Inventor wins • if the Inventor does not reach three strong advantages before time runs out → Class wins 9. Give each turn a 10-second limit. If a side cannot respond in time, the turn passes to the other side. 10. If time allows, invite a new Inventor to the board with a different sixth sense and begin a new round. 11. End by highlighting one especially strong trade-off argument or one especially thoughtful defense of a new scientific idea.	Inventor: “My sixth sense can read minds.” Class: “That’s dangerous, because people would lose privacy.” Inventor: “But it could help stop lies and protect people from harm.” Class: “You would hear negative thoughts all the time.” Inventor: “Then it could also help people understand emotions earlier and reduce conflict.” Class: “It could make it difficult to concentrate.” Inventor: “People could learn to switch the sense on and off.”	Use a visible 10-second countdown to keep the pace sharp. Push learners to argue with logic, not just imagination. Keep the debate short so each round stays energetic and focused. Encourage respectful disagreement and clear rebuttal. Praise strong thinking from both the Inventor and the challengers.	5–7 min
	Activation	✓ Trade-off reasoning ✓ Ethical impact reasoning					

Dew Bright Thinking Powers:

- Spark
- Support
- Serve

Beyond the Activity – Understanding the Thinking, Growth, and Transfer Taking Place



Activity	Core Skills Being Built	What This Trains in Students	What Growth Looks Like	How This Transfers to Life	Teacher Look-Fors	Student Takeaway
Invent a Sixth Sense	Scientific imagination and ethical trade-off reasoning	Inventing conceptual extensions, weighing benefits and risks, anticipating consequences, defending ideas through rebuttal	Inventors produce more balanced arguments, anticipate deeper drawbacks, and defend imaginative ideas with clearer ethical and practical reasoning	Develops ethical judgment, innovation evaluation, and the habit of thinking beyond excitement to consequence and responsibility	Both benefits and risks discussed, stronger rebuttals, clearer trade-off logic, respectful disagreement	<i>"I can imagine new scientific possibilities and think carefully about their impact."</i>