

USING YOUR NOSE

Smell activities for young children



5-14 Environmental Studies, Science, Level B
National Curriculum, Key Stage 1, Topic - Senses

Information for Teachers

Primary:

Using Your Nose. Activities on smell for young children:

This web based resource is written for 5 - 14 Environmental Studies, Science, Level B in Scotland and for the National Curriculum, Key Stage 1, Topic Senses, in England and Wales. It includes a set of practical activities, stories, assessments and background information for 5-7 year olds about smell. There are Teacher, Technician and Pupil sheets available. All the activities are freely available on the SAPS website.

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LESSON ON SMELL

General Introduction

The following can be used as a basis for the smell lessons. As an alternative, two more structured lesson plans follow.

The sense of smell tells us about our environment. We can smell good things like 'tasty' food, horrible smells like dirty socks and dangerous smells like smoke from a fire. *(could produce sets of pictures to go with this statement)*

Materials needed for the activities (also included in Technical Guide)

film canisters, small bottles or baby food jars
selection of smells: cinnamon sticks, garlic or onion powder, **red, cider and white vinegar**, vanilla, **peppermint, mixed spices, mixed herbs, rubbing alcohol, cocoa**, lemon essence, coconut essence, spray perfume
(those materials in bold are used in the prepared lessons)
cotton balls
colouring pencils
rulers
chart paper

optional: folders with picture selection of (i) animal noses, (ii) objects to fit with activity one eg gas cookers, burning/smoking buildings, rotten food

Introduction

Whole group gathered at circle time.

Read story of the children inventing new perfumes. Use chart paper/board to list the ideas that are put forward by class during this presentation.

Does everything have a smell? Pass round the baby food jars with (i) water and (ii) rubbing alcohol and (iii) white vinegar in them. Note these all look the same. Volunteers to smell the bottles. What do we notice now?

What about these bottles? Look at second set of bottles. (*These could contain red vinegar, white vinegar and cider vinegar or you could also use white vinegar in this second set but colour each with different food colouring.*) These all look different. What do we notice when we smell them? They are all the same kind of smell.

On board put up pictures of gas stove, burning building and rotten food. How would our sense of smell help us here? Class to think about the dangers involved and how our smell helps us to detect these dangers.

Break to do activities.

Gather for Conclusion

What are some of the important things we have learned about our sense of smell?

On chart paper list (i) good smells (ii) bad smells (iii) dangerous smells
When does our sense of smell not work so well?

So how do we think our noses work?

Using a spray perfume, spray a little to one side of the group. Who can smell the perfume first? Why is that?

So small particles of perfume must be moving in the air and getting into our noses. Then they tickle our nerves in our nose and the nerves send a message to our brilliant brains. Then we remember the smell or we memorise this new smell.

Assessment

Discuss the following with the group and then break to complete the assessment assignment.

- 1 Dangers. (Remembering situations when our sense of smell would help us out of danger. The smell of smoke, for example, or rotting food perhaps.)
- 2 Using senses together. (When we have a cold our sense of smell is not so good but also our sense of taste is affected. Think of the other senses used; sight, hearing, and touch.)
- 3 Importance of smell. (Smell is one of the ways we have about knowing and enjoying our world. Think about Spring/Summer coming and the smells you will come across then, like freshly cut grass or sun tan lotion.)

Lesson 1 - Smell

Gather as Group

Today we are going to think about our senses. What are these?

Here are some clues. (Use the drawings of senses).

Seeing/Hearing/Touching/Tasting/Smelling

We are going to concentrate on one sense. Our sense of smell.

Begin with story. Place the picture on a storyboard. Read the story aloud to group.

(Possible answers to questions)

What would like the smell of a fish? Cat/seagull/osprey/bear

Who likes the smell of a bone? Dog/wolf/lion

Can you invent some names for the new perfumes in the lemon, apples, flowers, eggs.

Begin group activity together

- 1 Pass round the vinegar/alcohol/water bottles. Look the same but smell different.
- 2 Pass round the second set of bottles containing three types of vinegar. Different colours but this time smell the same.

So our noses are good at telling the difference between smells. Our noses also help us detect danger.

Show pictures/discuss ideas such as:

Smelling smoke from a burning building, or a gas leak from a stove or rotten food from good food.

Lets look at our smell booklets. Return to seats to begin to look and complete these. Go through booklet once as class. Explain Activity 1. Suggest teacher only has one practical activity going on at one time ie save Activity 2 for the second lesson. The rest of the class can complete Activity 3 and 4 on their own, after explanation.

Activity 1

Three/four people can go to this centre at one time. They will smell the samples there and see if they can detect what the smell is. Look at the words to help you.

Activity 2

Four people can do this activity at one time. Here we look at different noses. Some animals use a snout, like the pig. Some animals use a trunk, like the elephant. Some animals use a forked tongue to smell with, like the snake. Some insects, like the butterfly, the fly and the moth use their antenna and sometimes their feet to smell with. Some of the noses you'll find in the packet will not fit the groups you are given. For these you will have to count **all the odd ones**.

Activity 3

Use your colours carefully and repeat the pattern on each side of the wings. Join the words to the pictures.

Activity 4

Match the favourite smell to the animal. Then draw your own animal and smell-match in the boxes left over.

When you see a space at an activity you can go and do that activity. You will also have the story picture to colour.

Gather as Group

Today we are going to finish off our work on the sense of smell.

What have we learned so far about smell?

On chart paper/board

List good smells/bad smells/smells that tell us of danger, using responses from class.

When does our sense of smell not work so well?

(When we have a cold)

How do our noses work?

Use spray bottle with perfume. Spray to side of group.

Who can smell the perfume first?

Why is that? Discuss movement of drops/particles/droplets in the air from where there is lots of the perfume to where there is little.

Summarise

Small drops of perfume must be able to move in the air and get up into our noses. Then they tickle our nerves in our nose and these nerves send a message to our brains. We remember the smell or we learn a new smell.

Class return to seats and work on remaining activities.

After we have finished the activities still to do, we will have a little quiz.

Go over what has still to be finished.

- 1 Pupils to finish Activity 1
- 2 Pupils to finish Activity 2
- 3 Concentrate on finishing Activities 3 and 4 if you have done all the other activities. When you have finished all four activities you can go onto the word search or complete the big colour picture from the story.

Assessment

Go over each area of the assessment. There could be a wordbank on the board to help pupils with the questions.

Technical Guide

Supplies

- film canisters, small bottles, four needed per activity 1. Label 1 to 4
- bottles labelled A, B, C for Group Discussion. To contain water, rubbing alcohol and white vinegar
- bottles labelled E, F, G for Group Discussion. To contain either selection of coloured vinegars or water coloured with three different food colourings.
- smell selections: peppermint, mixed spice, mixed herbs, vanilla, cocoa, vinegar (white, red, cider, optional), rubbing alcohol, perfume/body/room spray, food colouring (optional)
- cotton balls, cotton buds
- plastic bags for -
 - (a) words in Activity 1,
 - (b) picture selection in Activity 2,
 - (c) pictures of building on fire, gas leaks and rotting food.
- large folder for A3 size paper, to contain story and colouring picture.
- chart paper
- colouring pencils
- rulers