



Journeys in the Spirit

inward outward upward downward

Children's work edition September 2012 Issue 67



The five senses - smell

Getting ready

There are five senses in the human body that are most commonly talked about. Smell is one of those' it is very important and is very closely linked to taste. The hairs in our noses and the buds on our tongues help us to detect smells and tastes through sensory cells that send messages to our brains. As babies we first learn to recognise the smell of our parents. Our sense of smell is 20,000 times stronger than our sense of taste. In this issue of Journey's in the Spirit we are going to look at smell and danger, smell and pleasure and smell and memory.



If your nose is at its best, you can tell the difference between 4,000 -10,000 smells! As you get older, your sense of smell gets worse. Children are more likely to have better senses of smell than their parents or grandparents

Journeys in the Spirit offers resources and ideas to Quakers engaging with children and young people.

This children's work edition comes out monthly. It offers resources and ideas to Quakers engaging with 5–12 year olds in a Quaker setting.

It provides opportunities for exploring, creating and learning in an atmosphere of worship in partnership on our shared journey in the spirit.

Gather

Once everyone is settled and comfortable say that today you are going to be talking and doing things about our sense of smell – how we smell things.

Now ask whether anybody knew that a long, long time ago in our country, in what is called the medieval age, people did not wash very often and when they did they washed in the river. They did not have many sets of clothes either. The river was the place where sewage and waste went as they did not have a rubbish collection. In the streets there were gutters in to which people emptied their chamber pots and all their house hold waste along with the waste from slaughter houses. There is a picture of a medieval street on *Additional Resource Sheet 67.A*.

Ask everybody to think about and say what it would have smelt like.

Now ask everybody the questions – what does your street smell like? Does it smell differently from the time and smells we just talked about? Have a brief conversation about this. Now ask everyone to think of a smell that they like about their home. Sit quietly for a moment and then, if people want to, they can say what the smell was that they thought of.

Underpinning references

Dogs have 1 million smell cells per nostril and their smell cells are 100 times larger than humans

The Bible: Proverbs 27:9

'Perfume and incense make the heart glad, but the sweetness of a friend is a fragrant forest.'

Engage

Smells and danger. Smell seems to be something that is just there. There are no galleries or museums of smells like we have for photographs or paintings, there are no musicals about smell. But a sense of smell helps to keep us safe. It helps us to choose foods that are not bad such as rotten eggs or sour milk.

Ask the question, what does a dog do when it is in a new place? Which sense does it use first? It smells first to decide if somewhere is safe. What smells would the dog be looking out for?

Now ask everybody to think when it is very important to use your sense of smell to avoid danger. Give the children one of the noses on *Additional Resource 67.B* – they can write or draw something about they thought or heard – use red pens to do this.

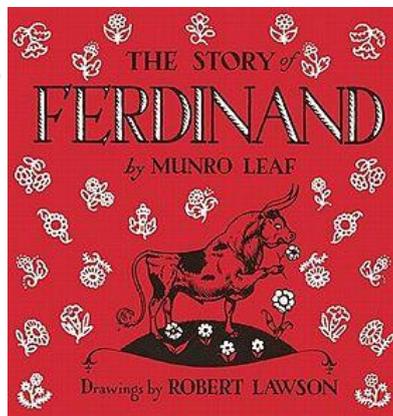
There are some other situations were people are in places of danger and have used animals to help them detect the danger. Canaries were once regularly used in coal mining. Dangerous gases in the mine would kill the bird before affecting the miners. The use of canaries in British mines was stopped when other ways of finding the gases that people couldn't smell were found.



Do you think that is was fair to use canaries in this way if it meant that the lives of the coalminers were saved?

Can children think of other animals used by humans to help them because of their sense of smell? Should we still be using animals in this way?

Smells and pleasure. A bull called Ferdinand. There is a story on *Additional Resource 67.C* about a bull called Ferdinand. Read the story. Talk with children about the things he liked to smell and what happened to him. Then go onto the activity in Respond.



If you couldn't smell things. Anosmia is the condition where a person has no sense of smell. Have some perfume, scented flowers and dried herbs on a table. Ask children to hold their noses tightly and go to the scented things and try to smell them. Next ask children to smell what is there. Ask children what it would be like if they couldn't smell things. Suggest that next time children are having a meal that they try holding their nose so that they can't smell the food before tasting it. Does it make a difference to how it tastes?

Smells I like and don't like. Give children some more of the noses from *Additional Resource 67.B*. Ask them to think of things they like the smell of and things they don't like the smell of and then write or draw something about them on one or more noses. All the different noses can be stuck on a sheet to go on the wall. How many of these do other people also like and dislike? Are there any really popular smells?



References & other resources

“Sharks have a brilliant sense of smell they can sense 1 part of mammalian blood in 100 million parts of water” Guinness Book of Records 2010

Humans use insect warning chemicals, called pheromones, to keep away pesky insects!

The Happy Day by Ruth Krauss and Marc Simont. Harper Collins 1949

Available from www.abebooks.co.uk

Dog Breath: Horrible Trouble With Hally Tosis by Dave Pilkey Blue Sky Press. Available from www.abebooks.co.uk

Additional Resources mentioned in this issue can be found at: www.quaker.org.uk/resources-children

References & other resources

What Can I Smell? by Sue Barraclough.
Raintree 2005



ISBN: 13:
9781410921642

'Memories, imagination, old sentiments and associations are most readily reached through the sense of smell than through any other channel.'

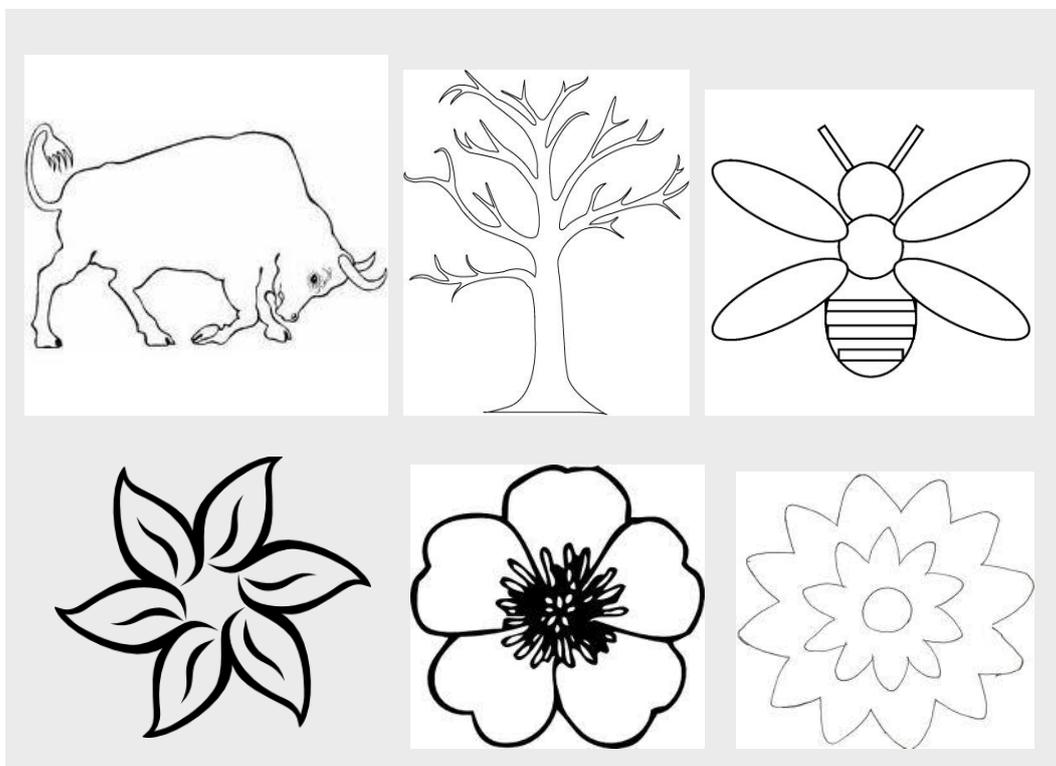
Oliver Wendell Holmes

On *Additional Resource Sheet 67.D* there are some other activities about smell.

Additional Resources mentioned in this issue can be found at:
www.quaker.org.uk/resources-children

Respond

A bull called Ferdinand. From a craft shop buy a selection of coloured felt – make sure you have enough black or dark brown to make bull figures. Children can make a felt picture about the story of Ferdinand with a difference - have some bottles of perfumed oil to drip onto the flowers when they are made. Here are some outline shapes to help with pictures. You will also need scissors, PVA glue and stiff card to stick the shapes onto. Everybody who made a picture, child or adult, can pass around their picture so everyone can smell it.



Smelly things to do.

What can you smell? Make a series of smell patches using very small (1 cm. square) pieces of tissue or cotton wool pads dipped in various smelly samples. Get some labels as used for printing on computers. Stick each smelly item between the backing and the label and then stick the label back down again. Number each label and have your "smellers" note the smell detected against that number on a list that you have given them. Provide a reference list of possibilities for smelling novices. Odours used on each tissue piece could include: toothpaste, fruit flavours, vanilla, strong cheese, nothing, chocolate, witch hazel, perfume, vinegar, garlic powder. Do not use anything like pepper or chilli as these act as irritants. Remind the children not to breathe too deeply.

Where am I? - a smelling game. Ask children to think of a place that other people will recognise the smell of and describe the smells of the place you have thought of to the others. See if they can guess where it is.

What am I? - a smelling game. Children try to describe the smell of something everybody will know *without* naming what it is? See if anyone can guess what is being described.

A day in Smells. Can children tell the story of a day in their life just by talking about the smells they experience during the day? They should write down all the smells they have on the one day they have chosen and then try to make these into a story that they might like to share with others. They could also draw a clock with the name of the day in the middle and the smells matching the hours of the clock around the outside.

Reflect

Gather everyone together for closing worship and ask everybody to think of one more smell.

What could be a smell to make people happy, maybe even to stop people fighting? After a little talk about this conclude with quiet worship.



Review

What sorts of links do you think have been made between the children's experiences of their world and the smells around them?

Do you think you have helped children become aware of the power of smell in memory?

What might you do the same or differently another time?

What did you like about the session relating to this topic?

This issue was written by Adrienne Jorrett and edited by Chris Nickolay and Howard Nurden. The Topical activity was written by Chris Nickolay.

Issue 68 is all about different ways to explore our sense of hearing. Available 1 October 2012.

Issue 69 offers all sorts of ways to explore and think about our sense of taste. Available from 1 November 2012.

Issue 70 provides a variety of ways to think and find out about our sense of sight. Available from 3 December 2012.

Materials available online are:

Current issue additional Resources Sheets

An easy to use plan for a Children's Meeting

Links to other resources and information

A simple plan for an all age Meeting for Worship

A topical activity – this time about helping children do something different around Armistice Day in November

Also a 'How to use *Journeys in the Spirit*' guide; a link to special issues; an archive of previous issues; a discussion forum and a link to the *Journeys in the Spirit* Youth edition.

All these are available at:

www.quaker.org.uk/journeyschildren

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