



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

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.

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.

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.

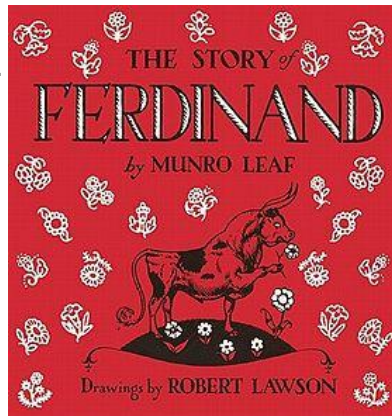
There are some other situations where people are in places of danger and have used animals to help them detect the danger. Canaries were once regularly used in coal mining. Dangerous gases in the mine would kill the bird before affecting the miners. The use of canaries in British mines was stopped when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



Do you think that it 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.'

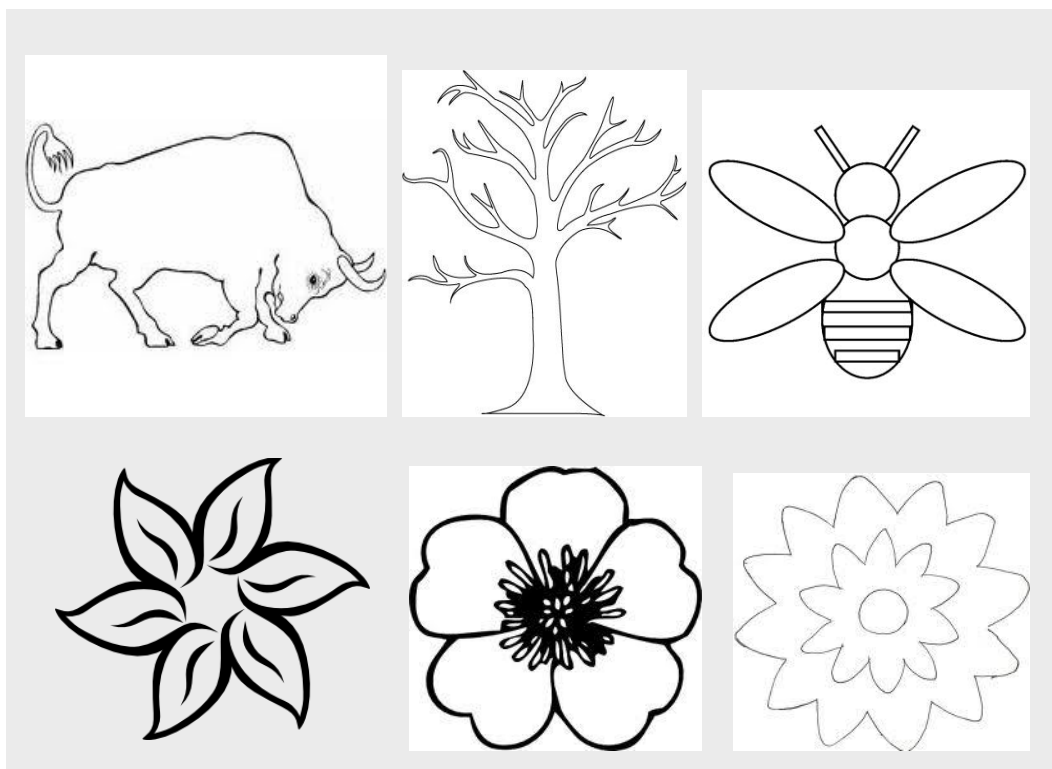
Oliver Wendell Holmes

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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Available free by subscription.

Contact:
CYP Administrator,
Friends House,
173 Euston Road,
London NW1 2BJ

Phone: 020 7663 1013

Email:
cypadmin@quaker.org.uk

Website:
www.quaker.org.uk/cyp



Journeys in the Spirit

Children's work

Additional resources 67.A

Gather

A medieval street and waste disposal





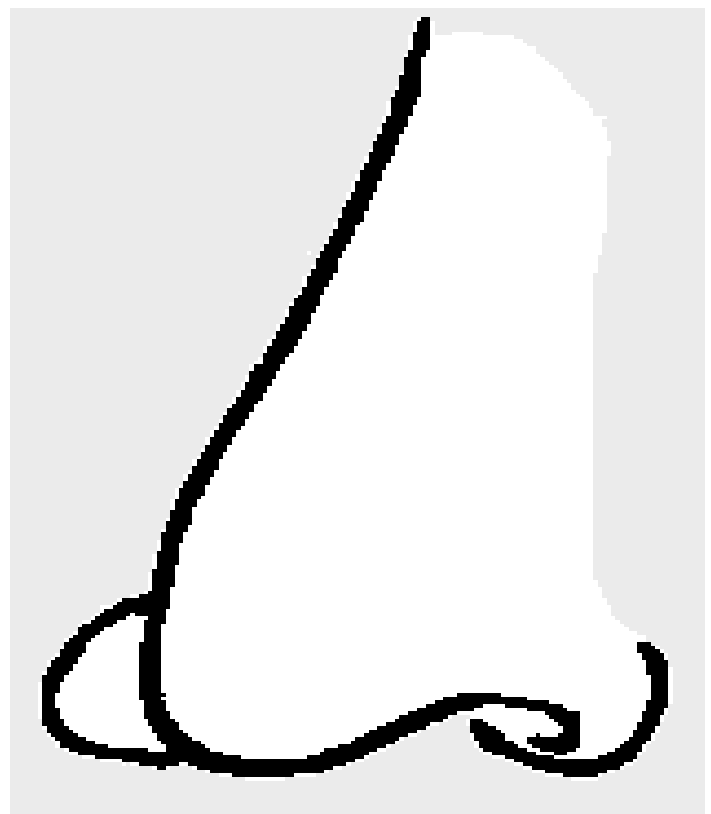
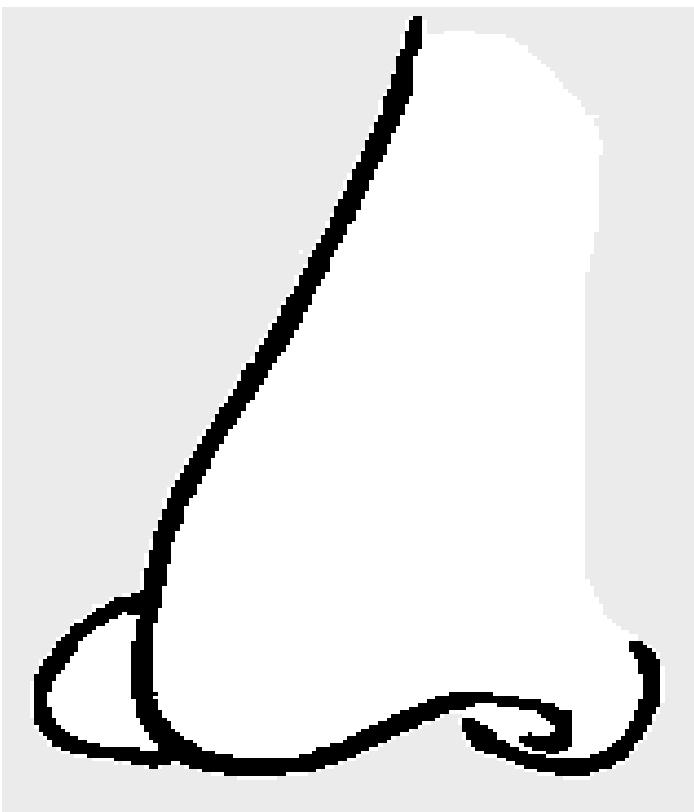
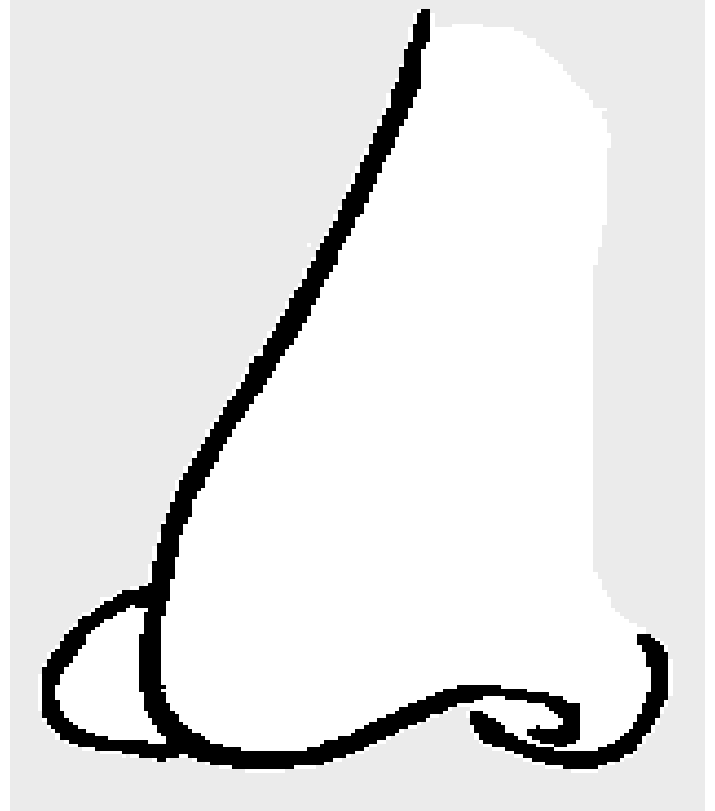
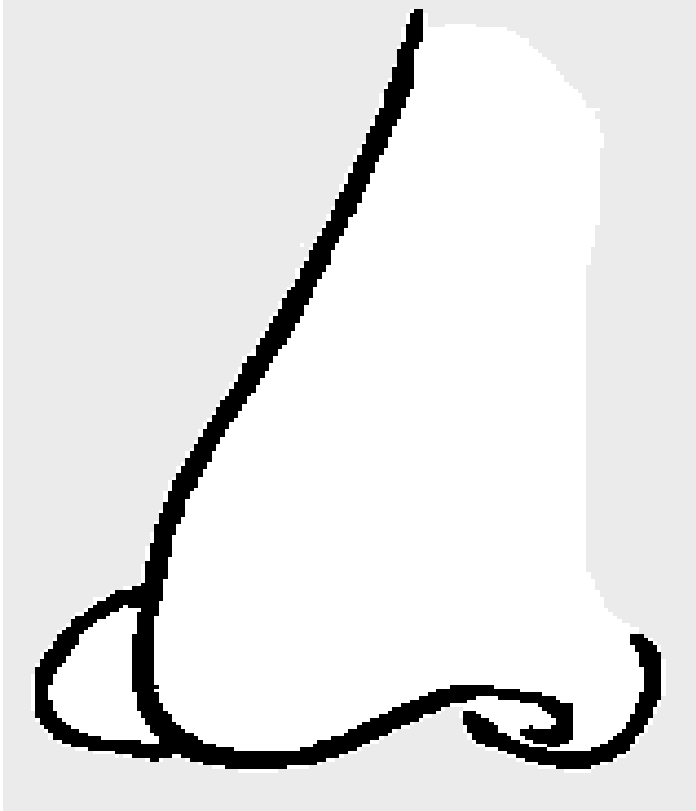
Journeys in the Spirit

Children's work

Additional resources 67.B

Engage

Nose shapes





Journeys in the Spirit

Children's work

Additional resources 67.C

Engage

Ferdinand the bull



The Story of Ferdinand by Munro Leaf

Once upon a time in Spain there was a little bull and his name was Ferdinand. All the other little bulls he lived with would run and jump and butt their heads together, but not Ferdinand. He liked to sit just quietly and smell the flowers. He had a favourite spot out in the pasture under a cork tree. It was his favourite tree and he would sit in its shade all day and smell the flowers.

Sometimes his mother, who was a cow, would worry about him. She was afraid he would be lonesome all by himself. "Why don't you run and play with the other little bulls and skip and butt your head?" she would say. But Ferdinand would shake his head. "I like it better here where I can sit just quietly and smell the flowers." His mother saw that he was not lonesome, and because she was an understanding mother, even though she was a cow, she let him just sit there and be happy.

As the years went by Ferdinand grew and grew until he was very big and strong. All the other bulls who had grown up with him in the same pasture would fight each other all day. They would butt each other and stick each other with their horns. What they wanted most of all was to be picked to fight at the bull fights in Madrid. But not Ferdinand - he still liked to sit just quietly under the cork tree and smell the flowers.

One day five men came in very funny hats to pick the biggest, fastest roughest bull to fight in the bull fights in Madrid. All the other bulls ran around snorting and butting, leaping and jumping so the men would think that they were very very strong and fierce and pick them. Ferdinand knew that they wouldn't pick him and he didn't care.

So he went out to his favourite cork tree to sit down. He didn't look where he was sitting and instead of sitting on the nice cool grass in the shade he sat on a bumble bee. Well, if you were a bumble bee and a bull sat on you what would you do? You would sting him. And that is just what this bee did to Ferdinand. Wow! Did it hurt! Ferdinand jumped up with a snort. He ran around puffing and snorting, butting and pawing the ground as if he were crazy.

The five men saw him and they all shouted with joy. Here was the largest and fiercest bull of all. Just the one for the bull fights in Madrid! So they took him away for the bullfight day in a cart.

What a day it was! Flags were flying, bands were playing...and all the lovely ladies had flowers in their hair. They had a parade into the bull ring. First came the Banderilleros with long sharp pins with ribbons on them to stick in the bull and make him mad. Next came the Picadores who rode skinny horses and they had long spears to stick in the bull and make him madder. Then came the Matador, the proudest of all--he thought he was very handsome, and bowed to the ladies. He had a red cape and a sword and was supposed to stick the bull last of all. Then came the bull, and you know who that was don't you? – FERDINAND. They called him

Ferdinand the Fierce and all of the Banderilleros were afraid of him and the Picadores were afraid of him and the Matador was scared stiff. Ferdinand ran to the middle of the ring and everyone shouted and clapped because they thought he was going to fight fiercely and butt and snort and stick his horns around. But not Ferdinand. When he got to the middle of the ring he saw the flowers in all the lovely ladies' hair and he just sat down quietly and smelled.

He wouldn't fight and be fierce no matter what they did. He just sat and smelled. And the Banderilleros were mad and the Picadores were madder and the Matador was so mad he cried because he couldn't show off with his cape and sword. So they had to take Ferdinand home.

And for all I know he is sitting there still, under his favourite cork tree, smelling the flowers just quietly. He is very happy.

Go to <http://www.sedl.org/scimath/pasopartners/senses/lesson5.html> for ideas and resources about using this story.

If you like this story there is another story called *The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas (Author), Helen Oxenbury (Illustrator) which turns out to be about a smell too.



Journeys in the Spirit

Children's work

Additional resources 67.D

Respond

More smell activities



1. Words about smells. Write the following words on a sheet of paper.

Fish shop

Flower shop

Bakery

Read them out or ask children to read them. Ask - can you smell anything?

Now show the pictures below and ask the children:

- Can you smell anything now or do you have any memory of a smell?
- Does seeing something make a difference to your memory of a smell?





2. What smells can I think of?

Smells can bring great pleasure and joy to people, whether it is the smell of food, fragrances or a certain smell with a favourite place or person.

Smell can bring us closer to nature and make us aware of the beauty around us.

Smells can be a very powerful way of stimulating our memories.

Can children think of smells associated with - school, a Café, the hair dressers, swimming pool, sports hall, the countryside or the city or woodlands, and supermarket?

Think of those smells that make you think of home?

The smells of their favourite plate of food? Does it make a difference if the food is hot or cold? Are some foods smellier than others?

Can they link smells with the following seasons?

Summer - the beach? The park? Picnics?

Autumn - a wet day, a cold day, rain in the woodland or on concrete? What is the difference in those smells?

Winter - Christmas smells? Warming soups?

Spring – first flowers? Are there changes from winter to spring?