

No. 62301

Scents Sort Match Up Kit



! WARNING:
CHOKING HAZARD—Small Parts

Not for children under 3 years

AVERTISSEMENT:
RISQUE SUFFOCATION—Petites Pièces
Ce produit n'est pas recommandé
pour enfants de moins de 3 ans.

Pour instructions en langue française, veuillez visitez notre site web: www.roylco.com/fr/62301

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Work with your students to explore a wide range of smells and scents. The goal of the Scents Sort Match Up Kit is to familiarize students with their sense of smell.

Please Note: We have suspended a scent medium in a glycerine base. Glycerine is a common ingredient in many personal care products from soap to toothpaste. It is made from sugar and very rarely causes a skin reaction. The contents of the individual scent cups should not be handled or touched by children. We have included thin foam barrier cushions. You can place these cushions over the top of the glycerine to prevent children from touching the surface.

Your kit includes thirty scent cups and thirty matching double-sided image cards. The scent cards have reversible number labels applied to the inside of each cap. On one side of the image card is a number and small graphic representing the smell contained in the same numbered scent cup. On the other side of the image card is a larger graphic of the image representing the scent. The cards are printed on thin plastic and die cut into circles. With proper use, the image cards should last for years.

The scents have been organized loosely into six categories. The categories represent similar smells or subjects. We've selected smells that are pleasant and familiar to children.

There are Six Ways to Use the Product.

1. The Name Game: Begin your exploration of scents by learning the names of all the objects represented. Start with just the image cards. Working in small groups, talk to the students about each image and ask them to name it. Write down the names and refer to the list to help students associate the names of the scents with the written word. Here is a

complete list of scents:

2. Smell Vocabulary: Break the class into groups. Let them match up the numbered label on the scent cup to the same numbered image card. Children can smell the scent cup to become familiar with the smell of all of the objects. Work on a list of words to describe each scent. Some words, like sweet, fresh, tangy, etc., may be used to describe similar scents, while other words such as bright, warm, sharp, etc., may be used to describe specific scents. Develop your students' vocabulary by writing out the word list and asking students to describe the scents as accurately or creatively as possible.

3. Match Up Numbers Game: Students can begin playing games even before they become fully able to distinguish all of the scents. Make it easy by handing out four or five scent cups and the matching image cards with the numbers facing up to a small group of children. Give each child his or her own scent cup and lay the cards in a loose pile in the center of the work space. The goal of this game is to give each child the chance to match up one scent cup to one of the cards in the pile. Tip: To make it easier, pick four or five scent cups from four or five different categories. Children should work together to possibly correct each other's attempts to accurately match up the scent cups to the image cards. Use the numbers on the image cards to check and double check that the answers are all right.

4. Mix-Up Match Game: Once students are familiar with both the names and scents of all of the subjects, Apple, Pear, Peach, etc., challenge them to match the scent cups to the image cards with very few clues. Hand out five or six scent cups to a small group of students along with the matching image cards. This time ask students to place the image cards with the picture facing up and the number side facing down. Students will then match up the scents to the images without using the numbers as clues. To challenge students even more, give them extra scent cups and image cards to match up. For instance, ten scent cups are significantly more challenging to match up than five. Likewise, if you give the group several scent cups from one category, for instance, fruits or flowers, they will find it more challenging to match up than if you give them very different smelling scent cups.

Tip: Sometimes smelling several different scents can become confusing and everything starts to smell the same! Take a tip from perfume retailers and have a small satchel of fresh coffee beans handy. Between smelling the scent cups, students can sniff the satchel to clear their "palate". To make the satchel, place a tablespoon of coffee beans in a fresh coffee filter. Use a twist tie to secure the coffee filter closed. When not in use, place the coffee satchel in a zip lock bag to maintain freshness. If you

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|-----------|--------------|--------------|-----------------|----------------|----------------|
| 1. Apple | 6. Rose | 11. Honey | 16. Peppermint | 21. Lemon | 26. Raspberry |
| 2. Pear | 7. Tulip | 12. Kiwi | 17. Nutmeg | 22. Pineapple | 27. Strawberry |
| 3. Peach | 8. Carnation | 13. Tea | 18. Spearmint | 23. Orange | 28. Blueberry |
| 4. Papaya | 9. Grass | 14. Licorice | 19. Cinnamon | 24. Cantaloupe | 29. Grape |
| 5. Mango | 10. Banana | 15. Cucumber | 20. Maple Syrup | 25. Grapefruit | 30. Watermelon |



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Printed in Canada
Made in Canada

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have concerns about spreading germs between students, make a personal satchel for each child. Write their names on the coffee filter in marker and ask them not to share satchels.

5. Choices, Choices, Choices: Challenge your students by giving them more choices to make when matching up scent cups to the image cards. For instance, hand out five scent cups and ten image cards to a small group of students. Ask the students to match the scent cups up to the correct image cards and remove the excess image cards to a separate pile. To make this even more challenging, pick image cards that relate to similar smells, for instance give them the scent cup that matches strawberry and give them the image cards for both strawberry and raspberry. Children need to discern between the two similar smells and eliminate the incorrect one. Once children are able to discern between two images, add a twist to the game by giving the groups twice as many scent cups as image cards. For instance, hand out ten scent cups and only five image cards. The goal is to discern between the smells rather than the pictures. This is much more challenging than it sounds!

6. Partner Match Up: Work with students to develop their cooperation and communication skills. Pair up students and give each child a scent cup and matching image card. Ask one of the pair to open and smell their scent cup. That student then describes the scent as clearly as possible in order for the other child to determine the name of the scent. For instance, an apple may be described as fruity, sweet, fresh, crisp, juicy, crunchy and tart while an orange might be described as citrusy, bright, juicy, fresh and tangy. After each word used to describe the scent, the other child can make a guess.

To do this in front of the whole class, ask two students to go to the front of the class. Give one student the scent cup while you keep the image card hidden. The child with the scent cup then describes the smell to his or her partner who guesses until he or she discovers the correct answer. Count the number of guesses or clues until the correct answer is given. The winning pair is the one who gets the answer in the shortest number of guesses.

Let's Learn More About Our Sense Of Smell!

We learn about our world through our five senses, taste, touch, sight, hearing and smell. Of all of our senses, smell is often the most overlooked while at the same time it is considered by many to be the most acute! Humans can distinguish between 10,000 different smells.

Our amazing sense of smell has another unique factor. Of all five senses, smell is the only one which is directly linked to the brain. In other words, our other four senses require nerves to feel, taste, hear or see. Smell goes directly to the brain. Here's how it works. Many objects release molecules through a process similar to evaporation. The molecules are very light and drift through the air and into our noses. Inside the nose, they land in a small patch, about the size of a postage stamp, at the back of the nose. The molecules land on cilia which are hair like extensions of brains neurons. This is the only spot of the body where the brain comes into contact with air. The neuron then recognizes either the frequency or the shape of the molecule and our sense of smell is stimulated. We need to learn what objects smell like, but once we can

discriminate between smells, we can begin to develop a scent palate. Some people learn to refine their sense of smell to a very high degree.2

There are objects that do not release molecules, so they do not produce a smell. These objects are called non-volatile. Stainless steel is an example of a non-volatile material. The next time you sit down for a meal, smell your knife, fork and spoon. If they are made of stainless steel, they will not have a scent.

Other animals use their sense of smell differently. Basically the process is the same, molecules of objects come into contact with the brain. For instance, some snakes use their tongues to flick in the air and gather molecules. They then transfer these molecules to a fluid filled sack on the roof of their mouths. These sacks then lead to a second "nose" or smelling chamber that connects to their brains.

Did You Know...?

1. Much of how we think something tastes is affected by its aroma.
2. Our sense of smell continues even while we are asleep.
3. Babies are born with a full sense of smell.
4. Different people perceive smells very differently.
5. Newborn girls have a stronger sense of smell than newborn boys.
6. Smells can affect our moods. Some smells can put us in a relaxed state of mind while others can be agitating.

Try This Experiment...

1. Let's look at how taste and smell work together. You will need a flavored jelly bean for each student. Ask the students to smell one of the scent cups and describe the scent to a partner. Next, chew on the jelly bean and describe its flavor. Open the scent cup while chewing the jelly bean and smell the scent again. Describe the flavor of the jelly bean while inhaling. Here's what should happen. The jelly bean should lose all of its flavor while inhaling the scent from the scent cup. Our sense of smell is so strong it overwhelms our sense of taste.

Arts and Crafts

1. Make your own perfume! Mix different herbs, spices and dried flowers in a large bowl of water. Try making a mixture of two or three ingredients such as orange peel, vanilla, cinnamon, cloves, rosemary, thyme, lavender and lilac. Leave over night and strain the next day. Smell the perfume and decide if you need more ingredients. Add whatever you need, let sit over night and strain the next day. Pour into bottles and add a personalized label.

2. Make smelly paint! Mix cinnamon, nutmeg, ginger, dried basil or curry powder into paint. Remind children not to eat the paint. Encourage children to fingerpaint with the scented paint so they can see the colors, smell the scents and feel the texture of the paint. Paint and listen to music for a full sensory experience!

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