



# SMELL: IDENTIFYING FOOD SMELLS

## FLAVOUR SENSATION SCIENCE:

A flavour is made up of building blocks of different single odour molecules. Each flavour is a very complex structure. You could imagine this to be like different coloured Lego bricks, all pieced together in different ways depending on the type and strength of each flavour. Each colour would symbolise the same type of molecule and each brick would represent a single molecule.

Anosmia is the inability to smell. It is also possible to be 'anosmic' to single flavour molecules, which means that some people smell the same flavours differently to others.

Most people can smell many hundreds of thousands of different aromas. The difficulty is being able to identify these by name. Some people are better at retrieving smell names from their memory than others. They often have jobs like perfumers and flavourists and they are trained to be able to do this.

## OUTCOMES AND IMPLICATIONS:

Scientists are researching how smell can trigger memory recall in patients who are suffering from dementia. We know that our sense of smell is the sense most closely linked with memory and emotion. Smells like cut grass, freshly baked bread or leather can often bring back strong memories of a certain time or place, and scientists are exploring how this can be used as a powerful memory stimulant in patients with memory loss.

**1**

**2**

**3**

**4**

**METHOD:**

Dip narrow end of smelling stick into flavour as you would do when testing a fragrance. Please be aware that the flavour is highly concentrated.

**SAFETY**

If taste testing is taking place, you must ensure you have up to date information relating to any food allergies children may have and take appropriate precautions.

**N/C link LKS2:**

Children should describe the simple functions of the basic parts of the digestive system in humans. Elsewhere, they should explore the rest of the digestive system, through activities such as modelling the digestive system (in a bag), this should include work on the teeth

**WORKING SCIENTIFICALLY**

- Planning different types of enquiries to answer questions
- Taking measurements
- Recording data and results of increasing complexity
- Using test results to make predictions
- Reporting and presenting findings from enquiries
- Identifying scientific evidence that has been used to support or refute ideas or arguments