

# Natural perfumes (A2)



<u>Target group</u>	Age : 5-6 years old
<u>Material</u>	<p>Elements picked up by the children in the nature</p> <p>Jars that you can close</p> <p>Something to crush things: pestle, bottle, stone, ...</p> <p>Water</p>
<u>Procédure</u>	<p><b>Step 1</b></p> <p>The teacher goes with the children in the nature. When they go out, and they see a fruit or a leaf, or anything else that they can put next to their nose to smell it. They could also do the same exercise in their classroom (with honey, lemon, candles, matches, ...) to develop the sense of smell of the children.</p> <p>Sensitization to using one's sense of smell.</p> <p><b>Step 2</b></p> <p>Children are put in groups of two or three. The groups can be made by affinity, or the teachers can decide how to make the groups.</p> <p>In the garden or in the forest, the children look for things that they could use to make a perfume. They have</p>

	<p>to smell them first before choosing what they want to put in their perfume.</p> <p>Step 3 The children put all the things they have found in the jar and add water. They close the jar and shake it. They smell the result. Later, after some days, they can open it and smell the perfume they have made and maybe notice some difference with the day they made it. Each group can give a name to their perfume. Teachers write the name on a label, and the children can draw something. They present their perfume to the other children. They explain the name, what they used to make it, and maybe why. Children can help to create a new place 'Perfume shop' in their classroom with flowers, drawings and candles. And they can put the perfumes they have created in this beautiful place in the classroom.</p>
<u>Variations</u>	<p><u>Pictures and perfumes</u> <u>Where does it come from?</u></p> <ul style="list-style-type: none"> <li>- <u>Material</u> : blotting paper or paper tower or tissues. Different perfumes ou essential oils</li> <li>- <u>Aim</u> : the children must match the cloth with the perfume/oil next to the picture corresponding to the fruit or flower used in the perfume / oil.</li> <li>- <u>Procedure</u> :</li> </ul> <p>Workshops (5 to 6 children)</p> <ul style="list-style-type: none"> <li>- Put the pictures of the fruit and / or flowers on the table.</li> <li>- Put the pieces of cloth with the perfumes / oils on another table.</li> <li>- Every child smells the piece of cloth and together they decide to what picture it corresponds.</li> </ul>
<u>Aims</u>	<ul style="list-style-type: none"> <li>- Get to know others, establish relationships - cooperation</li> <li>- Refine one's olfactory perceptions: learn to distinguish</li> </ul>

	<p>different characteristics of different smells</p> <ul style="list-style-type: none"> <li>- <u>Art</u>: act and create to observe, compare and discover</li> </ul>
<u>Comments</u>	<p>Smell is very important in life. We can use it to detect dangers (things we can or cannot eat e.g.)</p> <p>In addition, it is a good way to give children <b>new vocabulary</b> (Words they don't usually use).</p> <p>Verbs: to smell, to stink, to sniff, to put scent on/in, to inhale,</p> <p>Adjectives: smelling, pleasant, sweet, exquisite, pungent, unpleasant, foul-smelling, heavy, stinking, ...</p> <p>Nouns : sense of smell, perfume, odor, fragrance, ...</p>

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