

Suggested Use for Teachers

Introduce the kit and give a brief explanation of how using the samples will help the students identify culinary herbs and spices by aroma and taste. Research has shown that language, which is processed in a different part of the brain, reduces the impact of the aroma and taste experiences so too much detail is counterproductive¹. The process of sampling each flavor should only take 1-2 minutes each.

If using one kit with multiple students, we suggest spoons, pieces of unsalted crackers, or edible wafer paper instead of placing samples on the tongue.

Worksheets for student responses are available on our website:

[The Educated Palate](#)

The Sampling Process:

1. Demonstrate the procedure for inhaling the aroma (physically do this):
2. Open a specific vial, example: flavor no.101. Hold the vial up to the nose. Move vial back and forth under your nose while inhaling the aroma.
3. Have the students do this.
4. Ask the students: What does it make you think of? A place, a person, an event, a name?
5. Have the students (on the worksheet provided) write down thoughts, comments or impressions about the flavor.
6. Demonstrate the tasting method (physically do this).
7. Turn the open vial upside down over your tongue. The plastic insert will prevent spillage.
8. Using your index finger, tap the bottom of the vial once to release one drop of the flavor onto the tongue, or whatever conveyance you are using.

9. Ask the students: What do you think it is?
10. Have them write their answer in the space provide on the worksheet.
11. Have students cleanse their palates with neutral, unsalted bread or cracker (i.e. Bremmer water crackers) and a sip of purified water.

Repeat with the next flavor sample.

When you have finished with the flavor samples, go over each sample individually and provide the students with the correct flavor names while students self-correct their forms.

When you provide the correct names for the flavors, it is important to show the actual flavor source (i.e. a bay leaf) or a picture of the source so students can identify it visually.

Elicit comments about the students' previous experience with that flavor.

OPTIONAL After sampling the flavors: Provide a brief description of the olfactory and gustatory systems. It is important to remember that the taste buds only have the ability to sense four (sweet, sour, salty, bitter), possibly five (umami/savory), tasteants. Most of the work in flavor identification (the combination of taste and smell) is done by the olfactory system, which in humans can distinguish over 10,000 scents. You may decide to discuss some flavor descriptor words such as earthy, smoky, piney, woody, citrus, vegetal, etc., to help in future samplings.

Students should be encouraged to practice using the kit on their own.

The Educated Palate www.EducatedPalate.com 401. 383.4545

¹Schab ,Frank R. and Crowder, Robert G., editors, Memory for Odors (Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers, 1995), 17.