

Field of Poppies.

This process-based lesson plan allows children to create their own field of poppies and is a great activity to accompany discussions around the significance of ANZAC Day and the symbolic importance of the poppy.

MATERIALS

- **Red Crepe Paper** - Product Code: 25090959
- **Green Crepe Paper** - Product Code: 25093264
- **Green Paint** - Product Code: 25082185
- **Glue** - Product Code: 25082195
- **Brushes**
 - **Glue Brush** - Product Code: 25091217
 - **Paint Brush** - Product Code: 25091188
- To extend the PVA and make it easier for the children to handle, you can add **Mix-a-Paste** - Product Code: 86736963 (A ratio of 50/50 works well)
- **A3 Paper** - Product Code: 25082123
- **Scissors** - Product Code: 87244512
- **Black Oil Pastel** - Product Code: 86880971
- You will also need containers for your paint and glue

Lest we forget.





INSTRUCTIONS

1. Set up your working space.
 - Cut the green and red crepe papers into more manageable sizes and set out all the supplies, including pictures of poppies, individual poppies and poppy wreaths and allow the students to make and create their own versions with the materials.
2. As this is a process-based plan, this activity focuses less on the end product and more on the journey children take to get there. If you have spoken about ANZAC day before setting this activity up, this is a lovely opportunity to note down children's thoughts as they work. This activity will also help children demonstrate their thoughts and feelings about ANZAC Day in their own creative way.

OPEN ENDED QUESTIONS TO ASK DURING THIS ACTIVITY:

- What do you think ANZAC day means?
- I wonder how the soldiers felt?
- I wonder what you like about poppies?
- I wonder what it would be like to walk through a field of poppies like your artwork?



EARLY YEARS LEARNING FRAMEWORK

Outcome 1: Children have a strong sense of identity.

- 1.1 Children feel safe, secure, and supported
- 1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- 1.3 Children develop knowledgeable and confident self-identities
- 1.4 Children learn to interact in relation to others with care, empathy and respect

Outcome 2: Children are connected with and contribute to their world.

- 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- 2.2 Children respond to diversity with respect
- 2.3 Children become aware of fairness
- 2.4 Children become socially aware and show respect for the environment

Outcome 3: Children have a strong sense of wellbeing.

- 3.1 Children become strong in their social and emotional wellbeing

Outcome 4: Children are confident and involved learners.

- 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- 4.2 Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
- 4.3 Children transfer and adapt what they have learned from one context to another

Outcome 5: Children are effective communicators.

- 5.1 Children interact verbally and non-verbally with others for a range of purposes
- 5.2 Children express ideas and make meaning using a range of media
- 5.3 Children begin to understand how symbols and pattern systems work