

Poppy's World

Poppy [you can choose a different name and sex] is at school. It is her first day. Poppy has many friends. Her new teacher's name is [choose a name].

Poppy likes her classroom. It has many nice things to see [touch your eyes], touch [wave your hands], smell [sniff the air], and hear [cup your ears].

Poppy goes to the . . . [choose station name]. She touches a . . . [choose object, e.g. soft teddy bear] and says, "How soft! I like this, it feels nice!"

Continue in this pattern, every time asking children to touch, smell, hear and see different objects and tell you what they are thinking, what it looks like, what they are feeling, etc. Let them physically express their reactions. For example:

Poppy goes to the music station. She hears a drum and says, "This is loud! I like the sound!"

Poppy goes to the art station. She smells the paint and says, "This smells different! I like it!"

Poppy goes to the book station. She sees a colourful book and says, "This looks pretty! I like the pictures!"

But Poppy stops and says, "Something is missing. What is it?"

Repeat the above sentence after every object handled, until the children learn to say it themselves. Continue in this pattern with all the stations

Poppy goes to all the stations but doesn't find what she is looking for. Then Poppy has an idea.
"Maybe I can find it outside," Poppy says.

Say that you must all go and find what Poppy is missing. Take them out into the school ground where you know there is a flowering plant growing – if there aren't any, bring a potted plant and leave it in the spot where you will then take your class.

Everyone goes outside with Poppy. They see a pretty plant. Poppy runs to it and laughs, "Here it is! A plant! I love plants. They make nice flowers."

Let children observe the plant, gently touch its leaves, look at the flowers, smell them and count their petals. Ask what the children think and feel about it.

Poppy is happy. She says, "Now I want a plant in the classroom too."

