



## Selfies

### Time required

(mins)



or split  
over two  
lessons

### Key Stage 2

### Learning outcomes

- ✓ I can use descriptive words to express ideas in writing
- ✓ I can talk about how my choices and actions affect my community and the world
- ✓ I can begin to talk about the difference between rights and privileges

### Preparation time

10 minutes

### Resources needed

- Large pieces of paper
- Markers or felt pens

# Global Guardians

An activity focused on citizenship, rights and responsibilities.

### What happens

1. Ask pupils to sit in a circle for an introductory discussion that establishes the role of a guardian – someone who looks after someone or something. Use these key questions:
  - *What do guardians do? If a guardian is someone who looks after something, who looks after your school and your home? Who is responsible for looking after the local environment, the playground and the streets you walk down to get to school?*
  - *What might you be guardian of... each other? Your class? Your sister/brother? Your future?*
  - *Do you think you might be seen as guardians in your class photograph for the Tate Year 3 Project? How might visitors seeing the exhibition be thinking about you all?*
  - *Establish that we all have a role to play and a responsibility in looking after each other and our environment.*
2. In mixed ability groups of four to six pupils, ask each group to create a dramatic tableau that shows people disrespecting the environment or each other, e.g. dropping litter, vandalising playground equipment, being unkind to someone, etc.
  - ★ *Tip: dramatic tableaux are still 'pictures' created with our bodies, often in a group, to represent an idea or event. Good tableaux have participants at different levels in them, e.g. standing, sitting, crouching, stretching. It is sometimes helpful if one pupil can step out of the picture and look at the composition of the picture and then give others in the group direction. They can then step in and be part of the picture. Participants need to be very still and to hold their body in a dynamic position. Facial expressions are important and bring the picture to life.*
3. On a large piece of paper, ask each group to write a newspaper-style headline describing their tableau.
4. Ask groups to create another tableau, this one showing people respecting and caring for the environment and each other. Create another headline on another piece of paper.