



## Selfies

### Time required

(mins)



or split  
over two  
lessons

### Key Stage 2

### Learning outcomes

- ✓ I can talk about my experience and opinions with confidence
- ✓ I can use drama to express my ideas and experiences
- ✓ I can listen to and respect the views of others

### Preparation time

20 minutes

### Resources needed

- Lollipop sticks
- Sellotape
- Small rectangular pieces of paper to attach to the lollipop sticks
- Play-doh or Blu-tack
- Post-its
- Pencils
- Blank A5 and A4 paper

# My Place in the World

A vibrant and visual way to explore the places that are important to your pupils and which influence their lives.

### What happens

1. Ask pupils to create an A5-size self-portrait with their name written at the bottom.
2. Have pupils attach these portraits to lollipop sticks and tack these inside an inner circle that's been marked out on the floor in string and labelled School. Explain to pupils that they have just begun to create an alternative portrait of their class.
3. Put pupils into pairs and ask them to think about what school means to them.
4. After a few minutes, ask pairs to create a statue pose that represents this. Count down from 10 to zero then ask pupils to freeze silently in their chosen position by the time you reach zero. Repeat a couple of times to see what variations you get. Talk about what you observe and ask pupils to comment as appropriate.
5. In the same or new pairs, ask pupils to draw on a Post-it a picture of what home means to them. They might want to choose a single object or room; they could also include words. Ask them to place their notes within the second concentric circle marked out in string and labelled Home. How do you behave differently at home compared to school? Why? How does your behaviour change depending on who you are with and where you are?
6. Ask pupils to think of three places outside school or home that are either important to them (e.g. mosque, church, football pitch) or that they regularly visit (e.g. supermarket, their grandmother's flat). On a blank piece of A4, ask pupils to draw a large triangle and write their chosen places in each corner of the triangle.
7. With their completed triangles in hand, ask pupils to walk around the room: when you clap your hands, they are to form groups of three and share the places they've chosen. If there's time, have pupils cut out their triangles.
8. Pupils cut out these 'place triangles' along a third concentric circle labelled Local Community. Discuss with pupils how these places contribute to their sense of identity. Who has written the same place or the same kinds of place? How do you behave differently in these places to home?
9. Sit pupils as a group and ask where they have been in London – this is quick and random, with no right or wrong answers. Scribe responses on

- On separate pieces of A4 paper, pre-printed headings: School, Home, Local Community, London, The World
- Masking tape, string/ yarn, or other way to create five big concentric circles on the floor

different Post-its and place in the fourth concentric circle labelled London. Take a quick poll and discuss: Is living in London an important part of your identity? Ask pupils to respond by showing with their fingers how they feel on a scale of 1 to 10, with 10 being very connected to London and 1 being not connected at all.

10. Lastly ask pupils to draw or write on a Post-it the name of any country that is important to them and to write a sentence or a few words explaining their choice. Invite pupils to write in English or any other language they know. Ask pupils to place the Post-it notes in the fifth concentric circle marked out and labelled The World.
11. Ask the class to make a large circle holding hands and then to walk slowly around the map looking at what they have created as a class. Ask them to think about which of the places they think is most important to them and defines who they are.
12. Ask all pupils to sit around the edge of the map and give them the opportunity to move their lolly-stick portrait from the first circle to anywhere else in the circle if they feel it is a stronger part of their identity. For example, if a pupil's family is from Spain and they speak Spanish at home they may want to move their portrait to the section labelled The World. Discuss what happens.

### Reflection questions

- *How does our sense of identity change as we think about the places that are important to us?*
- *Is it important that we visit a place regularly for it to have meaning, or can a one-off visit be just as impactful?*
- *If you asked your family – parents/carers, siblings, grandparents – about which places are most important to them, what do you think they'd say?*

### This activity works well with

- Citizens of the World (Snapshots)
- Who Are We? (Group Shots)

