



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.

5. Share pupils' work by asking half the class to sit down and be an audience whilst some groups show tableau 1 followed by tableau 2. Swap over so that everyone in the class has a chance to participate; this is a good place to ask the reflection questions suggested below, or to elicit comments and ideas about what's being shown.
6. From pupils' comments and discussion scribe up a list of rights and responsibilities. Some prompts:
 - *We have a right to be safe and protected; we have a right to a good education.*
 - *We have a responsibility to look after where we live.*
 - *We have a responsibility to care for everyone in our community.*

★ *Tip: Visit Amnesty International for their resources around rights and responsibilities, particularly We Are All Born Free – The Universal Declaration of Human Rights in Pictures: www.amnesty.org.uk.*
7. Put the rights and responsibilities on separate pieces of paper (or tear/cut them out of flipchart paper). Place them around the room and ask pupils to stand by the statement they feel most strongly about. Ask pupils about their choices.

Reflection questions

- *What is a responsibility? How do we know when it's our responsibility to do something, or take care of something?*
- *What is a right? How do we know if something is a right or a privilege? What's the difference and why is it important? For example, is playing on playground equipment a right or a privilege? What about being treated with respect?*
- *What can happen to either rights or privileges if we don't take responsibility for them? If we aren't solely responsible ourselves for something – say, keeping our school clean – what can we do to support others to be responsible?*

Extensions

- Pupils produce a poem, lyrics or rap to encapsulate their own ideas for a Charter for Human Rights or a Charter to Protect the Environment.
- The class could plan a campaign to look after the school or local environment. This could roll out to the whole school.

This activity works well with

- My Place in the World (Selfies)
- Who Are We? (Group Shots)

