



## Selfies

Time required  
(mins)



Key Stage 2

### Learning outcomes

- ✓ I can understand and describe what is important to me
- ✓ I can understand, value and support what is important to others
- ✓ I can combine images and words to tell a story

### Preparation time

About 10 minutes for printing out A3 suitcase templates (provided) and cutting string for suitcase 'tags' (which pupils could also do in class)

### Resources needed

- A3 suitcase template
- Suitcase prompts (see activity description)
- Picture of a desert island
- Coloured felt tip pens
- Paper luggage tags (available online or at stationery shops)

# Desert Island Values

How do we really know what's most important to us? This playful activity – which asks pupils to bring their most precious things to an imaginary desert island – helps clarify and share ideas about identity and belonging.

### What happens

1. Show the desert island picture. In pairs, ask pupils to describe what they see: where they think it is, how it might feel to be there, what they might do there.
2. Ask pupils to imagine that they're going to spend a week on that island. There'll be comfortable shelter and plenty of food. Clothes and things like their toothbrush will be sent there with them; they'll be safe and taken back home after the week is up.

They're going to make new friends on this island, and everyone will introduce themselves with the contents of a single suitcase they're allowed to bring. But this is a special suitcase. It must hold all the things that are important about them, and important to them: their precious things and the qualities and experiences that make them who they are. Examples might include:

- *Special people, e.g. parents, siblings, grandparents, teachers*
- *Special objects or items*
- *Their values, personal qualities and experiences...what's important to them (give examples)*

Some prompts you could print out to have on tables:

- *WHICH...personal qualities are you most proud of in yourself?*  
*Hint: if this is a difficult question, ask your friends what they like most about you!*
- *WHAT...objects, items or mementos can you pack that will tell people the most about who you are?*
- *WHO...are the people most important to you, and what can you 'pack' that represents them?*
- *Draw and write...pack your suitcase full!*

3. Distribute suitcase templates and felt tip pens and ask pupils to fill their suitcases.
4. After pupils have worked on their suitcases for a sufficient time, ask them to visit others in the class and share the contents of their suitcase.
  - *Extension: if your school has two or more classes in a year group, consider doing this activity with all classes and 'visiting' other classes with suitcases.*

- String, cut in 10cm lengths
- Sellotape or glue sticks, to stick tags to the suitcase templates

5. After their visits, are there things pupils might want to add to their suitcase or change? Give pupils time to do this.
6. Finally, hand out luggage tags and string and ask pupils to personalise their tag and attach it to the suitcase. Display in class.

### Reflection questions

- How did we feel about the idea of going to a desert island?
- Was it difficult to decide what people, objects, values and experiences you wanted to share with others in your suitcase?
- What did you learn about your classmates/friends that you didn't know before?
- Did anyone else's suitcase prompt you to add or change anything in yours?

### This activity works well with

- Strike a Pose (Snapshots)
- Rolling Connections (Snapshots)

