



## Selfies

Time required  
(mins)



### Key Stage 2

### Learning outcomes

- ✓ I can understand and talk about what makes me unique
- ✓ I can understand and talk about values
- ✓ I can create and use a timeline

### Preparation time

30 minutes to cut card strips, source magazines and individual pupil photographs (though pupils could be asked to bring in the latter)

### Resources needed

- Printed photographs of each pupil or drawn self-portraits
- Scissors
- Two strips of A4 card per pupil, cut lengthwise (approximately four strips per A4 sheet)

# Changing Backgrounds

An activity that encourages pupils to think about their future aspirations by visually placing an image of themselves in different contexts.

### What happens

1. Give pupils their portrait and ask them to cut away surrounding paper so that only the image remains.
2. Using the thin A4 card or heavy paper, pupils use magazines and glue sticks to create two collaged 'backgrounds' for their selfie:
  - *One background should represent pupils' lives now: what they like to do, where they spend time, favourite football teams, pop stars, etc.*
  - *The second background should represent ideas and aspirations about their future self, thinking about where they'd like to be, what they'd like to be doing, where they'd live, etc.*
3. Using glue sticks, pupils attach the two A4 card strips to their collaged backgrounds, folding the strip at the end (about an inch or so) so that it adheres to the background and sticks out. Place the backgrounds on a table, side by side.
4. First with the 'now' background, pupils bend the other end of the A4 card strip and attach the portrait image. This will leave a gap between the portrait and the background; viewed from above, it will create a 3D effect.
5. Use the digital camera to photograph the 'now' portrait/background. Then detach the portrait and do the same with the 'future' background. Photograph again.
  - ★ *Tip: ask pupils to photograph their portrait/backgrounds as tightly as possible so that nothing else is shown, e.g. part of the table. This will create a strong sense of depth.*
6. Print out and display the images in class.

### Reflection questions

- *What's the difference between how you see yourself and how others see you? How do you feel about this?*
- *How did this activity make you think differently about your world as it is now and how it might be in the future?*
- *What do you hope your future will hold? What route will you take to get there?*

- Glue sticks
- Stack of magazines
- Thin A4 card or heavy A4 paper, enough for two sheets per child
- Several digital cameras (or smartphones / tablets)

## Extension

- Using their 'now' and 'future' collages as beginning and ending points on a timeline, ask pupils to add events and activities they think will need to happen in their lives in order to move from one point to another: what they need to learn, what they'll need to do. These events/activities could be written or drawn on Post-it notes or small scraps of paper.
- On the same timeline, ask pupils to add how they think the world will change more broadly in that time, e.g. will humans have visited Mars, what about climate change, etc.

## This activity works well with

- Frame It 1 (Frame It)
- String Connections (Selfies)



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