Activity title:	'Write' a Selfie.
Description:	Create a graphic image of Dylan, and then yourself, using language. (2 sessions)
Year groups:	KS2

Link to LNF:	Writing
	Writing accurately
	* Language
	Y3/Y4/Y5/Y6
	  Use language appropriate to writing, including standard forms of English.
	
	*Grammar, punctuation, spelling, handwriting.
	Y3
	  • start sentences in a variety of ways
	  • use adjectives and adverbs to expand simple sentences and phrases
	Y4
	  • vary the order of words, phrases and clauses in sentences
	  • use adjectival and adverbial phrases to add interest and precision
	Y5
	  • use different sentence structures, including complex sentences showing relationships of time, or cause,
	Y6
	  • use varied sentence structures for emphasis and effect
	  • use the full range of punctuation accurately to clarify meaning

Dylan Thomas Text:	Could be linked to 'Return Journey' or 'Fern Hill'. Thinking about what Dylan was like as a child and then as an adult when he returned to a post war Swansea.
Resources required:	• Smart phone templates • Dylan Selfie sheet • In a Nutshell grid • Selfie Speech Bubble sheet
Suggested teaching sequence:	• Using www.rockandrollpoet.co.uk , research and discuss what Dylan was like, where he lived, what he was doing etc. as a child and then as an adult. In groups or as a class record a bank of words that could be used to describe Dylan during those times. • What is a selfie? How does it compare to a traditional Self Portrait. Use the 'Dylan' Selfie image (as an adult) and in the blank 'text' image, as a class, write the key words to describe him at the time. • Shared writing - If we were to 'write' Dylan's Selfie using these ideas and words, what would it say? • Using individual research, learners 'write' a selfie about Dylan, either as he was as an adult or a child.

	• **Warm up game** – Using class name cards or lollipop sticks, give one out to each learner. (Ensure they don't have their own) Not revealing who they have selected, learners write 4 words they associate with or would use to describe their peer. (Record on the Selfie Speech Bubble sheet.) • Can the learners guess who is being described? • **Mad Hatter's Tea Party Activity** – Learners sit in two rows of chairs facing each other. They tell the person opposite them what they think they will be doing in the future, the person opposite them agrees or disagrees, saying what they aspire to be doing. One row then gets up and moves 2 seats to the left so that they are then sat opposite a different person. Learners discuss a different element of their future, then move 2 seats to the left again and discuss another question, e.g. Where will they be living? Who will they be sharing their life with? Are they happy? What would they still like to achieve? • After gathering ideas and thoughts from the warm up activities, learners create their own 'written' Selfie. They could write one for the present and one for the 'future them'.
Extension activities:	• Selfies could be created using 'Wordfoto' or 'Skitch' app. Using family photos brought in from home, they could also use 'Face Film' app to create a short film showing them grow from a young child to what they might look like as an adult. This visual could accompany the text element of the Selfie through a film with voice over or 'QR code' linked to an 'Audioboo'. • This could link to work on Autobiographies, Obituaries and Self Portraits. • Can learners 'write' a selfie for other famous or historical figures based on Self-portraits? • Will make a good interactive display with lift up 'image' selfies that reveal their 'written' selfies or 'image' selfies that have a 'QR code' linking to an oral recording of the selfie.
Modifying for other age groups:	