



Snapshots

Time required

(mins)

10 – 15 minutes, could be longer depending on questions and discussion



Key Stage 2

Learning outcomes

- ✓ I can confidently express my thoughts and opinions to others
- ✓ I can understand and accept that people are both different and similar
- ✓ I can listen to others and sometimes change my mind.

Preparation time

A few minutes to clear some space in your classroom; none if you use your hall

Resources needed

None

On the line

A gentle yet lively way to draw out opinions, ideas and experiences from pupils that relate to key Tate Year 3 Project themes around identity, community and aspirations for the future.

What happens

1. Create a clear space at the centre of your classroom from one wall to another or create the same environment in your school hall. The space should be such that all pupils can stand at the centre of the room.
2. Explain that you've created an imaginary line to measure everyone's opinions. At one end of the line – one wall – is '1' and the other is '10'. You might want to mark it out by walking along the imaginary 'line' to show them different steps within 1-10.
3. Ask pupils to stand at the centre of the 'line' facing you. Explain that you are going to ask them some questions and then they will move along the line according to how they feel about these questions, with '1' being strongly disagreeing and '10' strongly agreeing.
4. Start with a simple example:
 - *Example: I might ask, 'Do you like chocolate?', and if chocolate is one of your favourite things in life you'd move to stand close to 10, but if you hate chocolate you'd be closer to 1.*
 - *There is also room for other opinions. For instance, if you like chocolate a bit or feel sort of 'meh' about it, you could stand anywhere in the middle.*
5. Ask questions that start out as playful but move, gradually, towards themes of identity, community and aspiration. Examples:
 - *Do you like ice cream?*
 - *Do you like football?*
 - *Is play time at school important?*
 - *Is it important to have good friends?*
 - *I know what I want to be when I grow up.*
6. For the more in-depth questions, ask individual pupils about their opinions – 'why did you choose to stand there?'
7. After asking a few children, you can give the class another chance to consider their place on the line based on the opinions they've heard. If any change their place, ask them what changed their mind.

Reflection questions

- Did you all agree about your answers to the questions?

- Do you have to like the same things to be friends with others?
- Do you think you will like the same things now as when you are an adult?
Do our likes and dislikes change?
- What makes you who you are? Is our identity fixed or does it change?
- Is it ok to sometimes change your mind about something? What can cause someone to change their mind?

This activity works well with

- How Do We Belong (Snapshots)
- Tapestry (Selfies)

