



Snapshots

Time required

(mins)

10-20 mins (20-30 mins
with Extension)



Key Stage 2

Learning outcomes

- ✓ I can explore my future aspirations
- ✓ I can consider and describe other people's skills and qualities
- ✓ I can listen to others

Preparation time

None

Resources needed

An open space

Strike a Pose

Using drama and discussion, pupils consider both their own future aspirations and skills and those of their peers.

What happens

1. Ask pupils to think about what job they might want to have when they are older, or a new skill they might want to learn outside of school. For example, 'a chef,' or 'learn to cook.'
2. Form a circle and ask each pupil to choose one other pupil in the circle to secretly watch.
3. Everyone closes their eyes and mimes silently on the spot their chosen job. When the teacher calls, "Strike a pose," they freeze.
4. Ask pupils to open their eyes and copy the pose of the person they secretly chose. The whole group may end up morphing into the same pose.
5. Ask all pupils to freeze in their copied poses and choose a child to show their original pose. Send the pose round the group one at a time (like a wave) until everyone is doing that pose. Ask pupils to guess what the job/skill might be.
6. Ask the original pose-striker to reveal their job and tell them why you think they would be good at it, for example: "I think you would be great at cooking because you follow instructions well!"
 - *If time and circumstances allow, ask other pupils to share more positive reasons why this pupil would be good at their job.*
7. Repeat with other pupils' poses sent round the group, encouraging the class to help give suggestions for reasons why the poser would be successful.

Reflection questions:

- Do we all have the same aspirations?
- Do you think you might change your mind in future to a different job or skill?
- How did it feel to receive advice about your aspirations?
- Why might it be helpful to share your aspirations with others?
- Why is it important to tell people when you think they have a particular strength?

Extension:

1. Still standing in a circle, ask pupils to face a partner and tell each other what they want to be when they're older.
2. Give them time to think about their partner's chosen job and think of three

reasons their partner would be good at it.

3. For example, if someone said 'photographer' you might say, 'You would be good at that because you like art/you are friendly to everyone/you are very observant and good at noticing things.'
4. Ask pupils to share advice and to listen carefully to what's being offered. Select pupils to share their jobs, and what advice they received, with the whole class.
5. If there is time, ask pupils to discuss with their partners what they'd need to do to achieve their goal of doing their chosen job.
6. For example, advice for someone who wants to be a photographer might include practice taking photos, looking at books of photographs or online archives, thinking more about what you like taking photos of and why, etc.

This activity works well with:

- Anyone Who (Snapshots)
- Rolling Connections (Selfies)



Artangel

