



## Snapshots

### Time required

10–30 minutes,  
depending on the  
breadth and depth  
of discussion



### Key Stage 2

### Learning outcomes

- ✓ I can listen to and respect the views of others
- ✓ I can express my own opinion with confidence
- ✓ I can craft questions and feedback to participate in class discussion

### Preparation time

15 minutes

### Resources needed

- An open space and a circle of chairs
- Pre-written cards as shown in the activity plan on the right

# Anyone Who

A simple entry-point to class dialogue about identity, differences and respecting others' opinions – great to kickstart the school week or as a quick daily prompt towards deeper exploration.

### What happens

1. Everyone sits in the circle, leaving enough space in the centre for people to move around.
2. Sit in the circle with your class and after explaining the game, remove your chair and stand in the centre.
3. The game starts with a statement beginning “Anyone who”, and uses any of the following examples:

*Anyone who...*

- ate breakfast this morning
- has a pet
- is wearing shoes
- has brown eyes
- wears glasses
- likes cold weather

4. Everyone to whom the statement applies has to stand up and find a new seat (including the teacher).
5. The person left without a seat moves to the middle and begins again with a new “Anyone who...”.
6. Repeat as many times as pupils feel comfortable with the game.

★ *Tip: Pupils can only move to chairs across the room, not next to them and not returning to their own chair – if they do this they take a turn in the middle.*

★ *Tip: If pupils don't leave their chairs, due to shyness or feeling they'd just rather not, you can introduce a statement that applies to all, e.g. “Anyone who is in school right now”.*

7. Now introduce a few more thought-provoking statements, whether by verbal suggestion – e.g. “Let's hear some ‘Anyone who's’ about where we live.” Or pupils are then given a card from a pre-prepared written selection to read each time they end up in the middle.

Just some examples below – you'll think of more:

*Anyone who...*

- has travelled to another country

- *thinks they learn more from the internet than from school and each other*
- *believes all human beings have equal value*
- *feels like London is their home*
- *wants to become a celebrity*
- *speaks more than one language... two languages...three*
- *has dreams about what they want to be in the future*
- *feels that home is more important than school (or the reverse)*
- *thinks everyone should be able to choose their gender*
- *believes that humans are more valuable than animals*

★ *Tip: To create the space for discussion, once a statement has been read and pupils are moving, call out “Freeze!” and everyone must stop wherever they are. You can then ask individual pupils what has prompted them to move, e.g. “I see that you’re changing seats ...can you tell us why?”*

★ *Tip: Or once pupils are seated then open up class discussion with your observations and ask for volunteers to share opinions and feelings.*

### **This activity works well with**

- The Living Gallery (Group Shots)
- Tapestry (Selfies)

