



Learning Lenses

Teacher Resource Pack
Key Stage 2

Second edition – Updated June 2019



Artangel



Introduction

Welcome to Learning Lenses, the Tate Year 3 Project's classroom resource. Working with globally renowned Turner Prize and Oscar-winning artist, Steve McQueen, the project has worked with Year 3 classes across London to create the largest group portrait ever made. This EPIC picture of the city's pupils and its rich civic diversity is a unique chance for 7- to 8-year-olds to explore their hopes and futures in this free to access programme of Citizenship and PSHE activities.

By taking part, Year 3 pupils can see themselves in a major artwork at the heart of the nation's collection and the project provides a pivotal and rich opportunity for schools to explore themes central to the work – inclusion, difference, identity and aspiration. The resource has proved enormously popular with teachers wishing to continue the discussions and activities started in Year 3 photography sessions and workshops, often with other year groups in the school. Many schools have posted examples on Twitter #year3project. We now present you with an updated version of the resource with new activities used by photographers and other practitioners working on the Year 3 project.

Knowing the huge pressures on your time, we have produced a resource which ensures that materials can be used flexibly, and although primarily designed for schools and pupils engaged in the Tate Year 3 Project, the resources can easily be used in standalone activity by any primary teacher from arts specialists to supply cover. A number of them work particularly well as transition activities for teachers to use with new classes.

All activities have been designed to be modular, either explored independently or combined with others to form themed schemes of work.

35 distinct activities have been designed and divided into four categories:

- **Frame It** introduces the processes of photography
- **Snapshots** offer short lesson and project starters
- **Selfies** are lesson-length explorations of project themes
- **Group Shots** suit assemblies and whole-school participation

We recognise that some pupils may require additional support and would encourage you to adapt activities as best suits the needs of your pupils. A New Direction runs a network for SEND teachers and practitioners and if you would like any further guidance about adapting these resources please do not hesitate to contact us: info@anewdirection.org.uk.

Foreword

Tate Learning and A New Direction believe that the curriculum needs to be broad enough to embrace the arts and to reflect and be inclusive of all children. The vision for this project is artistically adventurous and culturally inclusive, resonating entirely with our approach to creative learning.

The Tate Year 3 Project is a unique opportunity for us all to do something new, strategic, bold and different with our pupils. It has been thrilling to see the response from London's schools across every borough, with Year 3 children loving the chance to try out some of the activities included in the pack and explore the themes.

Many teachers have spoken about this project as a way to “empower children to feel more confident and have a sense of pride towards themselves and the local school community,” and for children to “celebrate difference and unity.” This chimes with education research that continues to explore the benefits of cultural learning; from personal and developmental aspects such as confidence building, team-working and social connectivity, to the increase in transferable skills and knowledge.

While this resource provides PSHE, Citizenship, Literacy, Art and Design activities, its principle focus is in starting a wide educational conversation about art and identity, and art as a powerful prompt for braver conversations about how we view and explore the world.

We hope you see in this pack some simple but essential opportunities for pupils to explore art and key current issues relevant to themselves.

Anna Cutler

Director of Learning and Research, Tate



Steve Moffitt

CEO, A New Direction



About The Artist

Steve McQueen

Over the last twenty years Steve McQueen has been influential in expanding the way in which artists work. He has been the author of some of the most seminal works of the moving image designed for gallery-based presentation, as well as four films for cinematic release, *Hunger* (2008), *Shame* (2010), *12 Years a Slave* (2013) and *Widows* (2018).

Born in London in 1969, he currently lives and works in London and Amsterdam. He has been the recipient of numerous awards including Best Picture (for *12 Years A Slave*), Academy Awards in 2014, CBE (Commander of the Most Excellent Order of the British Empire in 2011, OBE (Officer of the Most Excellent Order of the British Empire) in 2002 and the Turner Prize, Tate Gallery, London, England in 1999.

On the Tate Year 3 Project:

"The idea came from thinking about my past and my present and how I got here. I wanted to have an idea of the map of London, the future.

London is very much in my heart. It's very much a part of me and what shaped me as a person. Year 3 is an important time in a child's life because it's at that point that you're getting to understand your surroundings. It's one of those moments where there's a turning point and you're getting to understand, possibly, gender, race and class."

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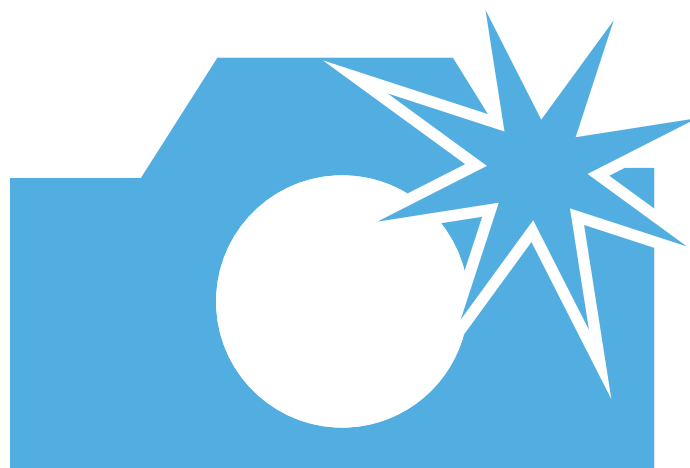
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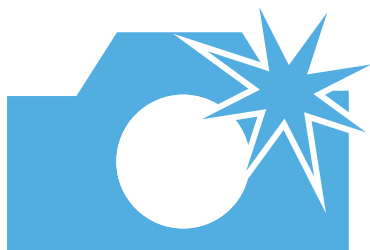
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Frame It



Frame It

Time required
(mins)



Year 3

Learning outcomes

- ✓ I can begin to understand how cameras and composition works
- ✓ I can understand what an artist is thinking about

Preparation time

None

Resources needed

- Thin cardboard (A5/A4) for creating moving apertures
- Thin card (A5/A4) for creating fixed apertures
- Scissors
- Pencils
- Rulers

Frame It 1

A short activity to help pupils prepare for their Tate Year 3 Project photographer visit by creating simple apertures and exploring photographic processes as an entry point to how we see the world around us.

What happens

1. Using a ruler and pencil, pupils mark and cut two L-shaped pieces of A5 or A4 cardboard: the marks/cuts can be of any size. These L-shapes make a moving aperture when the pieces are placed at right angles to each other: show pupils they can create a smaller or larger aperture space by sliding the L-shapes closer together or further apart.
2. Using scissors, ruler and pencil, pupils create a fixed aperture by cutting a square into the middle of a piece of thin card. Encourage different aperture shapes and sizes, e.g; triangles, rectangles, etc.

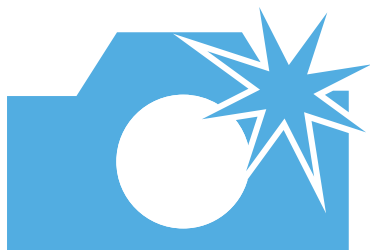
"An aperture is a hole within a lens, through which light can travel into a camera. It works in much the same way as your eye – controlling the amount of light needed to see. As you move from a light or dark space the iris in your eye can shrink or expand, changing the shape of your pupil to let in more or less light. A camera aperture is like a pupil for a camera and it can be made to shrink or expand to let in the correct amount of light to take a photographic image."

Extension

- To further understand how a photographic aperture works, bring in a digital or film camera and ask pupils to look into the lens from the front as the camera takes a photograph. They should be able to see the aperture moving to let in light.
- To explore how light affects the creation of a photographic image, try using sun paper, which is very simple to use and widely available in craft shops and online. Sun paper clearly shows how an image changes if it is exposed to too little, too much or just the right amount of light.

This activity works well with

- The Living Gallery (Group Shots)
- Changing Backgrounds (Selfies)



Frame It

Time required
(mins)



Year 3

Learning outcomes

- ✓ I can understand about composition and framing an image
- ✓ I can understand and talk about how people can view the same thing in different ways
- ✓ I can collaborate with others

Preparation time

None

Resources needed

- Moving and/or fixed apertures, made by pupils or provided by you

Frame It 2

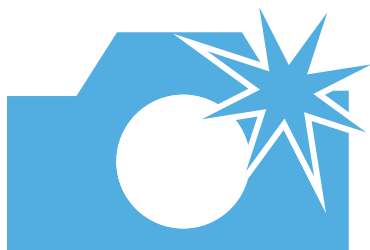
A further activity to help pupils prepare for their Tate Year 3 Project photographer visit by exploring photographic ideas and processes as an entry point to how we see the world around us and broader themes of identity and belonging.

What happens

1. Place pupils in pairs and ensure that each has a moving and/or fixed aperture to use to frame and 'photograph' things they are interested in capturing around the classroom or wider school.
 2. Taking turns in their pairs, one partner points something out and the other calls, "Frame it!" holding the frame around the chosen subject. Ask them what they're seeing within the frame and to create a title for their framed portrait.
 3. Encourage pupils to reframe what they're seeing, perhaps using some of the following questions as prompts:
 - *What would the image look like if we lay on the ground?*
 - *What would happen if we turned the frame from landscape to portrait format?*
 - *What happens if we stand further back or closer to the subject or make our aperture larger or smaller?*
- ★ *Tip: Encourage pupils to consider how different people make different choices about what to frame, how people often see things differently and how different opinions are important and should be respected.*

This activity works well with

- Frame It 1 (Frame It)
- Alternative Self-Portraits (Selfies)



Frame It

Time required
(mins)



Year 3

Learning outcomes

- ✓ I can understand and talk about how images tell stories
- ✓ I can understand and talk about how people can view the same thing in different ways

Preparation time

None

Resources needed

- Moving and/or fixed apertures
- Pencil, paper
- Clipboards

Frame It 3

A further activity to help pupils prepare for their Tate Year 3 Project photographer visit by exploring photographic ideas and processes as an entry point to how we see the world around us and broader themes of identity and belonging.

What happens

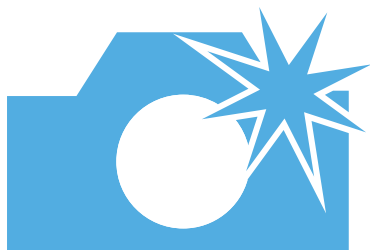
1. The class sits together so that they're all looking at the same scene or object. You could try this in the playground looking at a building or around a tree or climbing frame.
2. Ask pupils to cover one eye and ask what they can see of the scene in front of them. When they swap eyes and cover their other eye how does their vision shift? What moves at the edges of the image they can see if they quickly close and open their eyes in turn?
3. Give each pupil a fixed cardboard aperture. Ask them to draw what they can see of the scene in front of them as viewed only through the aperture. Encourage the group to only draw what they can see through the frame, even if this makes their drawing look quite abstract, e.g. only showing a small part of a building or tree.
4. Once completed, lay all the drawings out together and see how much of the scene has been captured and how many overlaps there are.

Reflection questions

- *Have any parts of the scene been missed out by the frames, why? Does this change your understanding of the scene?*
- *If apertures are held at different distances away from your body how does this affect what is included in the drawing?*
- *In pairs or small groups, ask pupils to discuss what they framed and why they chose to view that particular scene.*

This activity works well with

- Frame It 1 (Frame It)
- Alternative Self-Portraits (Selfies)



Frame It

Time required

(mins)



with
variation

Key Stage 2

Learning outcomes

- ✓ I can explore perspective, observation and identity
- ✓ I can think about how everyone can see the same thing differently

Preparation time

None if Frame It 1 has been done

Resources needed

- Moving and/or fixed apertures, made by pupils or provided by teacher as per Frame It 1
- Pencil and paper

Frame It 4

Like the other Frame It activities, this is a quick and easy activity that can help connect pupils to the photographic ideas at the heart of the Tate Year 3 Project. It can be done on its own, or all Frame It activities can be grouped together to create a deeper exploration of how each of us 'sees' the world around us. Without the variation (see next page), this activity will take 20-30 minutes.

What happens

1. In groups of 3-4, pupils create a short scene that involves each person in the group. Scenes should be silent, i.e. without words or sounds. If time is limited, the following scenarios could be used:

Scenario 1: A passenger is on a bus reading a book; a second passenger sits next to them and gradually falls asleep, almost resting their head on the first person's shoulder. The bus lurches forward and another passenger drops all their shopping, causing the sleepy passenger to wake up suddenly.

Scenario 2: Someone is walking a dog and someone else walks past in the opposite direction eating something delicious. The dog smells the food and suddenly lurches backwards to try and snatch it, causing the person eating it to leap away and for the dog owner to get pulled backwards.

Scenario 3: A pupil in a class has been kept in at lunchtime to finish work. They are sitting at a desk but are looking out of the window at their friends playing outside. Every so often another child peeps up to the window and pulls a funny face causing the pupil in the classroom to giggle, and then causing the teacher to look up. The teacher never sees the child outside and can't work out why the pupil in class keeps laughing.

2. Pair the groups, with each taking turns to silently act out their scene for the other group.
3. Make sure every pupil has a moving or fixed aperture (as per Frame It 1).
4. At least twice during the scene acting, someone in the observing group asks the group to freeze. You might want to decide in advance who this will be. The group uses their apertures to 'frame' part of the frozen scene.
5. Each group tries to guess what scene the other group was performing.

Reflection questions

- *How does a scene or image capture emotion? In other words, how do we know what someone is feeling or thinking when we see an image? (try and be specific about what we notice in different facial expressions, gestures, etc)*
- *What does the framed image tell us about what is actually happening in the wider picture? For example if we only frame the face of one character how does that affect the story as a whole?*
- *If we didn't easily guess what a scene was meant to convey, what might have made it more easy to understand? Consider movement, expression, and pace, i.e. how quickly things happen in the scene.*

Variation with Literacy focus (20-30 minutes)

- When each scene 'freezes', pupils write down what they are seeing through their apertures.
- Once both groups have done their scenes, pupils work in their groups to share their framed descriptions and put them in an order that so that they tell the story of the other group's scene in a slightly different way.

This activity works well with

- Emotional Muscles (Snapshots)
- Crossing the River (Snapshots)



Snapshots



Snapshots

Time required

20 minutes to
source images



Key Stage 2

Learning outcomes

- ✓ I can explore and respond to an artwork
- ✓ I can talk about my own opinions with confidence
- ✓ I can listen to and respect the views of others

Preparation time

5–10 minutes per session

Resources needed

None

Circle Time

A question series to help connect pupils to the artistic ideas and qualities behind the Tate Year 3 Project and develop important skills around questioning and critical thinking.

What happens

Every week for four weeks, start or finish the day with a set of questions supported by an image on the whiteboard. In week one start with an image of a traditional class photo and then follow each week with images of artworks of your choice but related to the week's question: you might choose an image for its beauty or because it's funny or curious and we encourage you to have fun with finding images and to go with your instincts.

For each session:

1. Gather pupils in a circle and show the week's chosen image.
2. Remind pupils about their involvement in the Tate Year 3 Project and how the artist Steve McQueen is creating a vast artwork to include their own class photograph that will be displayed at Tate Britain in 2019.
3. Pose and discuss the question of the week. Working in small groups or pairs may prompt richer discussions.
4. At some point in the session, ask pupils how they think the chosen image relates to that week's questions.

Suggested questions:

Week 1: *The artist Steve McQueen is using class photographs to create a vast artwork made up of thousands of children's faces.*

- *What do you think his artwork might be about?*
- *Do you think it's important that we know what an artist is intending us to think?*
- *If you were a famous artist, what would you use to make your artwork? e.g. paint, sculpture, photography.*

Week 2: *Ask pupils to write down a word they think of when they see this week's image and find a way to group these words and share them with the class.*

- *The Tate Year 3 Project explores 'a sense of place'. Do you have a special place in our school? In your community?*

Week 3: *Looking at art can be a new, surprising and sometimes confusing experience. Your opinions are just as meaningful as anyone else's and there is no right or wrong way to respond.*

- *Do you think that an artist should have to explain what their work is about or not?*

Week 4: *To what extent does our understanding of an artwork depend on our own experiences of life? How can making art help us represent who we are and what we feel and think?*

Extension

- Instead of conducting these sessions once a week, take an intense project week to explore the Tate Year 3 Project around the date of the Tate photographer visit.
- Print out questions and scribe pupils' responses on a sheet of flipchart paper or a series of sticky notes. Put the questions and responses on display in the classroom to present class discussions when the Tate Year 3 Project photographer comes to school.





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)





Snapshots

Time required
(mins)



Key Stage 2

Learning outcomes

- ✓ I have developed my communication skills
- ✓ I can participate in discussion and debate
- ✓ I have understood that home is different for everyone
- ✓ I can listen to and show respect for others

Preparation time

15 minutes

Resources needed

- A passport for demonstration, ideally yours!
- Globe or large world map
- Three tables pre-set with the titles: London, UK, The World

Citizens of the World

Using a passport as an entry point for discussion around home and global citizenship.

What happens

1. As homework in advance of the activity, ask pupils to find out where they were born (borough, city, country).
2. Hold up your passport. Ask pupils if they know what it is and ask for a show of hands as to who has one. Does anyone have more than one? Prompt questions:
 - *Why do we need passports?*
 - *What information does a passport hold?*
3. Explain to pupils that you have set up three 'stations' in the classroom labelled London, UK, The World and that they will need to move to the correct station in response to some questions you will be asking. Questions:
 - *Where were you born?*
 - *Where was your father/ mother/carer born?*
 - *Where was your grandmother/grandfather born?*
4. As pupils move around the room in response to the different questions, pick out some places and show where these are on a UK map or on the globe.

Reflection questions

You could take a quick survey: thumbs up/down for agree/disagree/or middle if they are unsure. Ask pupils to talk about their response:

- *Is where you are from, or where your family is from, an important part of who you are?*
- *What family traditions do you have? How are these important to you?*
- *Where is home to you? Where you live now or, if they have moved, where your family is from?*
- *Discuss/debate whether people should have to carry identity documents with them. Should we have to prove to people who we are and where we're from? What are the advantages and disadvantages of this? Hold a class vote.*
- *What does the term 'citizens of the world' mean to you?*

Extension

- You could extend this debate further to create a school-wide survey.
- Pupils create their own passport in Computing.
- Create a display using maps and photos of class and family members which shows where pupils and their families are from.

This activity works well with

- Global Guardians (Selfies)
- Who Are We? (Group Shots)





Snapshots

Time required
(mins)



Key Stage 2

Learning outcomes

- ✓ I can use descriptive language to express feelings and opinions
- ✓ I can understand and talk about how pictures tell a story
- ✓ I can listen to and show respect for the views of others

Resources needed

- Print-outs of photographs from The Brown Sisters by Nicholas Nixon, available at <https://www.theguardian.com/artanddesign/2014/nov/19/nicholas-nixon-40-years-brown-sisters-portraits-moma>
- Folders or paperclips to batch the images
- Post-it notes
- Pushpins, Blu-tack or Sellotape
- A clear space on a wall in the classroom

How Do We Belong?

A simple introduction to how a portrait, whether of a class or a family, can tell us about the relationships between people.

Preparation time

20 minutes

- Print out four images from the link on the left, one from each decade
- Make six copies of each image, or enough so that each group of five pupils can have a set of images
- Put the images in a folder for each group

What happens

1. Organise the class into groups of five.
2. Distribute one folder of photos to each group.
3. Ask each group to examine the four images and discuss their responses.
Some useful prompting questions:
 - *How might the individuals in the photos be related? What clues do we have to help us understand the group's relationship?*
 - *Why might the photographer have taken these portraits?*
 - *What do you think the photographer might want us to know about the group?*
4. Ask each group to pin or stick the photographs on the wall in chronological order.
5. Ask each group to write words or phrases on the Post-it notes that describe how they feel about the photographs and place these alongside the portraits.
6. In turn, ask each group to share their thinking with the whole class.

Reflection questions

- *Does the order in which you arranged the portraits matter?*
- *How did observing and questioning the portraits change the way you responded to them? Think about how you feel about them now compared to when you first saw them.*
- *How might the portraits help us understand how we connect with others in our class, or our family?*

This activity works well with

- A Day in Our Life (Selfies)
- String Connections (Selfies)



Snapshots

Time required
(mins)



Key Stage 2

Learning outcomes

- ✓ I can use my own life and experience as something to start writing about
- ✓ I can begin to use art as a way to tell stories

Preparation time

None

Resources needed

- Pencils / pens
- Paper or notebooks

How Do You Draw a Story?

A short visual storytelling and writing warm-up activity to help deepen an understanding of the Tate Year 3 Project.

What happens

1. Ask pupils to write a one-sentence story about a moment in their lives. It might have been on the way to school this week, a recent experience or a major family event. Give them a three-minute time limit and keen beans can stretch to two sentences, but no more as it's important to keep it simple.
2. Pupils then pair up and swap stories.
3. Ask pairs to draw each other's story, emphasising that this isn't about creating a great artwork but instead is about trying to include all of the people and objects that might be in the other person's story. For instance, "I got up, got dressed, made my bed, had breakfast" suggests places, people and objects.
4. Ask pupils to think about what's important to include in their story drawing. What should be most prominent, what in the background?
5. Once each story has been drawn, each pair gets together with another pair and once again, swaps drawings. Using only the drawings, each person has to tell the 'story' they see on the paper. Who are the main characters? What do they look like? What are they doing? How do they feel?
6. Pairs can then discuss how 'close' each viewer got to the written story.

Reflection questions

- *If you were to write your story again, what information or words would you add to make it clearer or more interesting to other people?*
- *How different or similar was the drawn version of your story to the written version? Which version did you prefer, and why?*
- *Can art help us better understand a story or an experience?*

Extension

- Reverse the activity by beginning with a photograph – either printed out or projected on the whiteboard – and asking pupils to write the story of what's happening there, considering people, place, objects, mood and emotions. Ask pupils to pair up and compare stories, then discuss as a class what was observed. How are visual and written stories similar and different? What other examples of 'visual' stories can we think of (e.g. film, comics and graphic novels)?

This activity works well with

- A Day in Our Life (Selfies)
- String Connections (Selfies)



Snapshots

Time required
(mins)



Year 3

Learning outcomes

- ✓ I can ask questions and listen to others
- ✓ I can understand and value what makes my classmates unique

Preparation time

None

Resources needed

- Single dice, enough for table groups or groups of 4-5

Rolling Connections

How well do your pupils know each other? An identity game to help build class cohesion and understanding while also embedding some key ideas behind the Tate Year 3 Project around belonging and inclusion.

What happens

1. Ask your class how well they think they know each other by asking them to use fingers and a 1-10 scale to show you, with 10 being very well and 1 being not at all. Discussion prompts:
 - *How have you got to know each other, e.g. chats, classroom activities, playground games?*
 - *Do you know some people in your class better than others? Why?*
 - *Why might we feel more connected to some people than others?*
2. Put pupils into mixed ability groups of four to five. Give each group a single dice.
3. Explain that each number on the dice corresponds to an instruction. Model the game using a dice on the whiteboard and write up instructions that correspond to the dice numbers as follows:
 - *1 Tell each person in your group something you know about them. (e.g. I know you have two sisters; I know you hate eating fish; I can see you have blue eyes)*
 - *2 Tell each person something that you hope for them. (e.g. I hope you get the unicorn bag you want for your birthday; I hope you win the Year 3 football match; I hope you will come to tea at my house)*
 - *3 Give each person in the circle a compliment (e.g. You are brilliant at drawing; you make me laugh)*
 - *4 Roll again!*
 - *5 Ask each person something you would like to know about them. (e.g. Do you like playing Lego? Who is your hero? What is your favourite food?)*
 - *6 Roll again!*
4. After modelling on the whiteboard, display the instructions so that pupils can refer to them.

Reflection questions

- *How do you feel more connected to each other after playing this game?*
- *What have you learnt about each other that you didn't know before?*
- *What other ideas do we have for getting to know each other better?*

Extension

- Put pupils into groups of six (not four) and give pupils in each group a number from 1 to 6. Pupil 1 throws the dice. If he throws a 4 he then gives pupil 4 a compliment. Pupil 2 then throws the dice. If she throws a 6 she gives pupil 6 a compliment. The game continues several times around the circle with each pupil taking it in turns to throw the dice. (If anyone throws their own number, they give everyone a compliment.)

This activity works well with

- Who Are We? (Group Shots)
- My Place in the World (Selfies)



Snapshots

Time required
(mins)



Key Stage 2

Learning outcomes

- ✓ I can identify how people are connected
- ✓ I understand how our class is a community
- ✓ I can participate in group activities

Preparation time

None

Resources needed

None

Crossing the River

An activity where the children use close observation skills and knowledge of each other to explore their class community and gain a clearer understanding of how they are connected to each other.

What happens

1. Divide students into two lines/ teams facing each other, with a good distance between lines. Explain that the aim of the exercise is to get as many people to cross over to your team as possible. The winning team is the one who has everyone in it.

For example, Team A might say: "Cross the river if you have blue eyes." Everyone in Team B who has blue eyes must then cross over and join Team A. Team B then responds with their own direction.

2. This sequence repeats itself, alternating from Team A to Team B until one side has the whole class with them. The activity can be repeated, with children then being encouraged to think of more insightful questions.

★ *Tip: After the first few turns, encourage pupils to think about the things that people have in common outside of what they are wearing or physical appearance. For example, "Cross the river if you enjoy art," or "Cross the river if you would rather go to the park than the swimming pool."*

Reflection questions

- What makes you feel connected to your class?
- When you made a connection with someone else, how did it make you feel?
- Does it matter that some people have things in common and others don't? How might this affect our class community?
- Can you make a link between our class community and to how communities outside of school are connected?

This activity works well with

- Class Pictures (Selfies)
- Strike a Pose (Snapshots)



Snapshots

Time required (mins)

10 minutes; could be longer if drawn out through discussion



Key Stage 2

Learning outcomes

- ✓ I can understand and describe how I'm feeling
- ✓ I can understand, value and support what others are feeling

Preparation time

None

Resources needed

None

Emotional Muscles

We all have different ways of letting people know how we are feeling. This activity is a good way to support the ongoing wellbeing of your pupils and give them additional tools to share how they're feeling, which supports a sense of belonging. You might also consider using this during lessons, pausing at points in subject teaching to gauge how pupils are feeling about a particular aspect of work.

What happens

1. Pupils and teacher stand in a circle.
2. Explain that we're going to warm up our 'emotional muscles' and that this is useful because what we're feeling can affect how we learn and how we work together.
3. Explain that you're going to call out an emotion, e.g. happy or grumpy. When you do that, you want pupils to respond with a physical pose that represents how happy or grumpy (for instance) they are feeling right now, on a scale of 1-10.

Extension: ask pupils to add a sound – a shout, a grunt, etc. – to add to their emotional 'picture'.

4. Count down from three, then say the emotion you want them to pose. Ask pupils to freeze and notice how others are responding.

Consider striking your own pose and sharing with your pupils.

5. Ask pupils to relax, then ask for volunteers to show their poses. Ask others what they notice, then ask the posing pupil what 'level' they are responding at (e.g., a 5 for happy, or a 3 for grumpy) and why.
6. Repeat as many times as seems useful.

Reflection questions

- How did it feel to share our feelings in this way?
- What was similar or different about how you felt compared to your classmates?
- What did you learn about your classmates/friends that you didn't know before?

This activity works well with

- Class Pictures (Selfies)
- I am Excellent! (Snapshots)



Snapshots

Time required
(mins)



Key Stage 2

Learning outcomes

- ✓ I can understand the difference between open and closed questions
- ✓ I can formulate meaningful and interesting questions
- ✓ I can collaborate with others on a creative task

Preparation time

None

Resources needed

- A selection of random objects, or no resources if using the Alternative set-up

Good Questions

This short but lively warm-up is a useful prelude to any lesson requiring pupils to ask deep questions or pursue lines of enquiry.

What happens

1. In groups of 5 or less, explain to pupils that you're going to play a game about asking good questions. Ask them what they think makes a good question, then explain:
 - *A definition of a good question is one that generates the most interesting or detailed answer, or a question that leads to other questions*
 - *A good question is often an open question, i.e. a question that does not generate either a 'yes' or 'no' answer. Give some examples.*
2. The game is that you have in your hand/in a bag/desk drawer, etc., a random object. Each group will be allowed to ask two questions to determine what the object is; after the second question, the group can guess.
 - *Alternative set-up: choose an object in the room. This creates a spatial dimension to the activity, wherein pupils can ask questions to locate it.*
3. If the guess is correct, that group gets to come up and choose another object and the game continues with other groups asking questions of the chosen group.
4. If the guess is incorrect, the questions/guessing moves to the next group.
5. Essential rules:
 - *If a group simply makes a guess and is wrong, the turn automatically passed to the next group. This helps encourage pupils to ask first, guess second.*
 - *The one question that cannot be asked is, 'What's the object?' or 'What is it?' They're good questions but they spoil the game!*
6. For each object, the turn is passed around until the object is correctly guessed or until each group has two goes.

Reflection questions

- *What did you notice about how your group worked together? How might your group have worked together more effectively?*
- *Did you find this activity easy or difficult?*
- *What did you learn/notice about your classmates/friends that you didn't know before?*

This activity works well with

- Circle Time (Snapshots)
- Manifesto! (Selfies)



Artangel





Snapshots

Time required (mins)

5-10 minutes; additional
10-15 minutes for
the Extension



Key Stage 2

Learning outcomes

- ✓ I can understand, value and support what others are good at

Preparation time

None

Resources needed

None

I Am Excellent!

This short warm-up is a fun way to reinforce class cohesion and individual confidence.

What happens

1. Pupils and teacher stand in a circle.
2. Ask pupils to turn to the person on their right, think about something that person is excellent at, and then tell them.
— Provide some examples or categories, e.g. sports, arts, personal qualities, school subjects, friendship qualities
3. Go around the circle, with each person saying the person's name and their excellent quality, e.g., 'Walid is excellent at listening.' Encourage pupils to explain either why they think this or when they noticed the particular pupil showing this. e.g. 'I noticed Walid listening really well in P.E. which meant he knew how to do the activity.'
4. Ask pupils to do the same thing with the person on their left. Repeat introductions.

Reflection questions

- Did you know that you were 'excellent' in these areas?
- How did it feel to have one of your classmates describe you as being excellent?
- Did you learn something about yourself that you hadn't noticed before?
- What did you learn about your classmates/friends that you didn't know before?

Extension

1. Ask pupils to remember what others have said they're excellent at and who told them.
2. On a colourful and/or shaped piece of paper (e.g., a star, a heart) ask them to write their name at the top and then, in quotations, their excellent qualities and who told them: 'You are an excellent listener – James'.
3. Post these in the room as confidence builders

This activity works well with

- Alternative Self-Portraits (Selfies)
- Superheroes of the Future (Selfies)



Snapshots

Time required
(mins)



Key Stage 2

Learning outcomes

- ✓ I can identify how people are connected
- ✓ I understand how our class is a community
- ✓ I can participate in group activities

Preparation time

None

Resources needed

- An open space
- Coloured scarves and a piece of music (optional)

Making Connections

An activity where the children use physical activities to explore their class community and gain a clearer understanding of how they are connected to each other.

What happens

1. Ask pupils to find a place in the room, ensuring they have a bit of distance from other pupils
2. Start with a physical warm-up of your choice
 - *Rubbing hands together in unison, developing into shaking out arms and legs and shoulders.*
 - *Moving around the room in pairs, matching strides and counting to three before changing direction.*
 - *Growing: lead pupils in practicing making small shapes into large ones; you might begin with the idea of a seed that grows, twisting and turning into a large sunflower that moves in the breeze. Tell pupils there is no right or wrong way to do this, and that how they 'grow' is up to them.*
 - *Shapes: try 'drawing' a variety of shapes, building up from small into large/wide/tall, using different body parts in space. You could develop this into pretending to rub out some lines, picturing how the shapes change in their heads.*
3. Ask children to walk around the room and form groups that connect when you call out a number and a body part.
 - *For example, if you call out, "Three legs," they create a group of three, legs connected.*
4. After a few tries, finish with groups of 4-6. Ask them to find their own different ways to make physical connections in their groups using different body parts. It is up to them how they are linked together.
 - ★ *Tip: Encourage pupils to change their group's 'shape' if they see another group doing something similar.*
 - *Variation, possibly for SEND classes: Hand out coloured scarves and conduct the activity with music playing. Encourage pupils to move their scarves to the music. When the music stops they offer one end of their scarf to someone else in their group, or another group, or could wear the scarf, toss it into the air, etc.*

Reflection questions

- What makes you feel connected to your class?
- When you made a connection with someone else, how did it make you feel?
- Does it matter that some people have things in common and others don't? How might this affect our class community?

- Can you make a link between our class community and to how communities outside of school are connected?

This activity works well with

- String Connections (Selfies)
- A Day in Our Life (Selfies)





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)





Snapshots

Time required

(mins)

10-15 minutes; another
5-10 minutes for the
Extension



Key Stage 2

Learning outcomes

- ✓ I can describe and present values that are important to me
- ✓ I can understand and support what others value

Preparation time

None

Resources needed

None

Performing Values

Physicalising values, which this activity supports, can be a powerful way to help pupils understand their meaning while paving the way for deeper discussion about what pupils value as individuals and as a whole class.

What happens

1. Pupils and teacher stand in a circle.
2. Ask pupils if they understand what values are; ask for some examples.
3. Explain that we're going to explore values in a different way, by striking poses that represent how these values feel/look to us. Add that there is no right or wrong way to do this: it is up to each pupil.
4. Count down from three and say a value: brave, honest, kind, generous, determined etc. Pupils freeze in a pose they feel represents that value. Ask pupils to notice how others have responded.
5. Ask pupils to relax, then ask for volunteers to show their poses. Ask others what they notice.
6. Repeat as many times as seems useful.

Reflection questions:

- How did it feel to explore values in this way?
- What was similar or different about how you expressed these values compared to your classmates?
- What did you learn about your classmates/friends that you didn't know before?
- Use the activity as an opportunity to discuss stereotypes. Do we think people ever make assumptions about particular values? E.g. Can boys be gentle? Can girls be brave?

Extension:

1. Write down a variety of values on pieces of paper and place them in a hat or box.
2. Still in the circle, ask for volunteers to pick a value from the hat/box and pose it in the centre of the circle. Can pupils guess what value they're seeing? What about the pose expresses this? How might others express it differently?
3. Repeat as many times as seems useful.

This activity works well with:

- Strike a Pose (Snapshots)
- Desert Island Values (Selfies)



Artangel





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)





Selfies



Selfies

Time required (mins)



or two
shorter
sessions

Key Stage 2

Learning outcomes

- ✓ I can participate in class discussion, listen to and respect the views of others
- ✓ I can write using descriptive language to express my opinions and ideas

Preparation time

20 minutes

Resources needed

- Online link to Class Pictures by Dawoud Bey: <https://aperture.org/shop/dawoud-bey-class-pictures/>
- Online link to making a simple handmade envelope: <https://www.wikihow.com/Make-an-Envelope>
- Sugar paper for creating envelopes
- Pencils, pens
- Glue sticks/Sellotape

Class Pictures

An activity introducing pupils in more depth to the power of photographs to convey identity.

What happens

1. Use the whiteboard to show Class Pictures by Dawoud Bey.
2. Ask the class to describe the portraits and what they reveal about each sitter, e.g.
 - *How old they are*
 - *What they are wearing*
 - *What their body language suggests about how they are feeling*
 - *The emotions their expressions suggest*
 - *How the messages in the portrait might be different if the individuals were in one group portrait*
3. Demonstrate how to make an envelope as per the online link.
4. Ask pupils to make their own envelopes, using the sugar paper.
5. Tell pupils they are each going to write a letter to the Tate Year 3 Project Team describing what's important to convey about their class, e.g. who's in it, what you're good at as a class, your class values, what you like about your school, your part of London, your hopes for the future.
6. Pupils insert their letters in their envelopes and write their names on the back. Post the letters to:

Tate Year 3 Project Team
New Direction
50 Worship Street
London EC2A 2EA

Reflection questions

- *Why does it matter how you look, stand and dress in a portrait?*
- *Why is a portrait of you on your own different from one of you in a group?*
- *Why is it important to express yourself?*
- *How might the artist Steve McQueen's epic group portrait of Year 3 children help visitors to understand you and your class?*

This activity works well with

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



Selfies

Time required

(mins)



or split
over two
lessons

Key Stage 2

Learning outcomes

- ✓ I can use descriptive words to express ideas in writing
- ✓ I can talk about how my choices and actions affect my community and the world
- ✓ I can begin to talk about the difference between rights and privileges

Preparation time

10 minutes

Resources needed

- Large pieces of paper
- Markers or felt pens

Global Guardians

An activity focused on citizenship, rights and responsibilities.

What happens

1. Ask pupils to sit in a circle for an introductory discussion that establishes the role of a guardian – someone who looks after someone or something. Use these key questions:
 - *What do guardians do? If a guardian is someone who looks after something, who looks after your school and your home? Who is responsible for looking after the local environment, the playground and the streets you walk down to get to school?*
 - *What might you be guardian of... each other? Your class? Your sister/brother? Your future?*
 - *Do you think you might be seen as guardians in your class photograph for the Tate Year 3 Project? How might visitors seeing the exhibition be thinking about you all?*
 - *Establish that we all have a role to play and a responsibility in looking after each other and our environment.*
2. In mixed ability groups of four to six pupils, ask each group to create a dramatic tableau that shows people disrespecting the environment or each other, e.g. dropping litter, vandalising playground equipment, being unkind to someone, etc.
 - ★ *Tip: dramatic tableaux are still 'pictures' created with our bodies, often in a group, to represent an idea or event. Good tableaux have participants at different levels in them, e.g. standing, sitting, crouching, stretching. It is sometimes helpful if one pupil can step out of the picture and look at the composition of the picture and then give others in the group direction. They can then step in and be part of the picture. Participants need to be very still and to hold their body in a dynamic position. Facial expressions are important and bring the picture to life.*
3. On a large piece of paper, ask each group to write a newspaper-style headline describing their tableau.
4. Ask groups to create another tableau, this one showing people respecting and caring for the environment and each other. Create another headline on another piece of paper.

5. Share pupils' work by asking half the class to sit down and be an audience whilst some groups show tableau 1 followed by tableau 2. Swap over so that everyone in the class has a chance to participate; this is a good place to ask the reflection questions suggested below, or to elicit comments and ideas about what's being shown.
6. From pupils' comments and discussion scribe up a list of rights and responsibilities. Some prompts:
 - *We have a right to be safe and protected; we have a right to a good education.*
 - *We have a responsibility to look after where we live.*
 - *We have a responsibility to care for everyone in our community.*
- ★ *Tip: Visit Amnesty International for their resources around rights and responsibilities, particularly We Are All Born Free – The Universal Declaration of Human Rights in Pictures: www.amnesty.org.uk.*
7. Put the rights and responsibilities on separate pieces of paper (or tear/cut them out of flipchart paper). Place them around the room and ask pupils to stand by the statement they feel most strongly about. Ask pupils about their choices.

Reflection questions

- *What is a responsibility? How do we know when it's our responsibility to do something, or take care of something?*
- *What is a right? How do we know if something is a right or a privilege? What's the difference and why is it important? For example, is playing on playground equipment a right or a privilege? What about being treated with respect?*
- *What can happen to either rights or privileges if we don't take responsibility for them? If we aren't solely responsible ourselves for something – say, keeping our school clean – what can we do to support others to be responsible?*

Extensions

- Pupils produce a poem, lyrics or rap to encapsulate their own ideas for a Charter for Human Rights or a Charter to Protect the Environment.
- The class could plan a campaign to look after the school or local environment. This could roll out to the whole school.

This activity works well with

- My Place in the World (Selfies)
- Who Are We? (Group Shots)



Selfies

Time required
(mins)



or split
over two
lessons

Key Stage 2

Learning outcomes

- ✓ I can talk about my experience and opinions with confidence
- ✓ I can use drama to express my ideas and experiences
- ✓ I can listen to and respect the views of others

Preparation time

20 minutes

Resources needed

- Lollipop sticks
- Sellotape
- Small rectangular pieces of paper to attach to the lollipop sticks
- Play-doh or Blu-tack
- Post-its
- Pencils
- Blank A5 and A4 paper

My Place in the World

A vibrant and visual way to explore the places that are important to your pupils and which influence their lives.

What happens

1. Ask pupils to create an A5-size self-portrait with their name written at the bottom.
2. Have pupils attach these portraits to lollipop sticks and tack these inside an inner circle that's been marked out on the floor in string and labelled School. Explain to pupils that they have just begun to create an alternative portrait of their class.
3. Put pupils into pairs and ask them to think about what school means to them.
4. After a few minutes, ask pairs to create a statue pose that represents this. Count down from 10 to zero then ask pupils to freeze silently in their chosen position by the time you reach zero. Repeat a couple of times to see what variations you get. Talk about what you observe and ask pupils to comment as appropriate.
5. In the same or new pairs, ask pupils to draw on a Post-it a picture of what home means to them. They might want to choose a single object or room; they could also include words. Ask them to place their notes within the second concentric circle marked out in string and labelled Home. How do you behave differently at home compared to school? Why? How does your behaviour change depending on who you are with and where you are?
6. Ask pupils to think of three places outside school or home that are either important to them (e.g. mosque, church, football pitch) or that they regularly visit (e.g. supermarket, their grandmother's flat). On a blank piece of A4, ask pupils to draw a large triangle and write their chosen places in each corner of the triangle.
7. With their completed triangles in hand, ask pupils to walk around the room: when you clap your hands, they are to form groups of three and share the places they've chosen. If there's time, have pupils cut out their triangles.
8. Pupils cut out these 'place triangles' along a third concentric circle labelled Local Community. Discuss with pupils how these places contribute to their sense of identity. Who has written the same place or the same kinds of place? How do you behave differently in these places to home?
9. Sit pupils as a group and ask where they have been in London – this is quick and random, with no right or wrong answers. Scribe responses on

- On separate pieces of A4 paper, pre-printed headings: School, Home, Local Community, London, The World
- Masking tape, string/ yarn, or other way to create five big concentric circles on the floor

different Post-its and place in the fourth concentric circle labelled London. Take a quick poll and discuss: Is living in London an important part of your identity? Ask pupils to respond by showing with their fingers how they feel on a scale of 1 to 10, with 10 being very connected to London and 1 being not connected at all.

10. Lastly ask pupils to draw or write on a Post-it the name of any country that is important to them and to write a sentence or a few words explaining their choice. Invite pupils to write in English or any other language they know. Ask pupils to place the Post-it notes in the fifth concentric circle marked out and labelled The World.
11. Ask the class to make a large circle holding hands and then to walk slowly around the map looking at what they have created as a class. Ask them to think about which of the places they think is most important to them and defines who they are.
12. Ask all pupils to sit around the edge of the map and give them the opportunity to move their lolly-stick portrait from the first circle to anywhere else in the circle if they feel it is a stronger part of their identity. For example, if a pupil's family is from Spain and they speak Spanish at home they may want to move their portrait to the section labelled The World. Discuss what happens.

Reflection questions

- *How does our sense of identity change as we think about the places that are important to us?*
- *Is it important that we visit a place regularly for it to have meaning, or can a one-off visit be just as impactful?*
- *If you asked your family – parents/carers, siblings, grandparents – about which places are most important to them, what do you think they'd say?*

This activity works well with

- Citizens of the World (Snapshots)
- Who Are We? (Group Shots)





Selfies

Time required
(mins)



Key Stage 2

Learning outcomes

- ✓ I can understand and talk about what's important to me
- ✓ I can understand, talk about and celebrate difference
- ✓ I can begin to understand and talk about personal goals
- ✓ I can begin to understand and talk about how I can support others in reaching their goals

Preparation time

20 minutes

Resources needed

- Blank postcards or thin card cut to A5/A6 size
- String or wool in two colours
- Scissors
- Tape or Blu-tack
- Old magazines

String Connections

An activity exploring the human points of connection by encouraging and supporting discussions around tolerance, self-image and aspiration.

What happens

1. Ask each pupil to write the following statements (or other 'identity' questions of your choosing) clearly onto a blank postcard or paper. Pupils should use a separate postcard/paper for each response:
 - *I like to eat...*
 - *I enjoy playing...*
 - *I like to wear...*
 - *A special place for me is...*
 - *I would like to travel to...*
 - *In 10 years time I see myself...*
 - *I dream of becoming a...*
2. In groups of four to five, ask pupils to find a space in the room – could be on the floor, at a table – and share their answers and see if anyone has any of the same responses.
3. Using string or wool of one colour ask pupils to physically connect (using tape or Blu-tack) their postcard to anyone else in their group who shares one of the answers with them. If they share two answers they should connect two pieces of string and so on. They may find they have several connections to one other person and multiple strings, or they may find they have no strings attached at this point.
4. Next, ask them to discuss their responses together in more depth and use a second colour of string or wool to make connections to anyone in their group whose answers they agree with.
 - *For example, one pupil has said they like eating pizza while another has written that they like eating ice cream...but as they also like pizza, they could make a string connection here. Again, use as many strings as there are connections.*
5. If time permits, the activity could continue with linking two groups together to continue the discussion and to make more string connections with each other. The intention is that the strings actually begin to look quite tangled and visually create a mesh or web of things that connect the whole group.
6. Ask pupils to illustrate their 'identity' statements using images found in magazines or by drawings. For example a pupil might collect together an image from a pizza advert as the food they enjoy or a football to illustrate the things they enjoy playing, etc.

- Glue sticks
- Pencils, felt pens, other drawing items
- A5/A4 paper

7. Cut and paste these images together onto a blank piece of paper to make an alternative self-portrait.
8. Display these self-portraits together in the class to create an alternative class portrait.

Reflection questions

- *What have we noticed about the things we have in common?*
- *What has surprised you about the connections you have with others?*
- *How do the things we like make us into a picture of ourselves?*
- *How important is it that we all like different things, and that we also share likes and dislikes?*
- *What is it about our future aspirations that are so varied?*

This activity works well with

- Anyone Who (Snapshots)
- Finding My Place (Group Shots)





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)



Artangel





Selfies

Time required

One-minute moments captured every hour across a day or week

15-30 minutes to arrange photos and discuss what they tell us

Key Stage 2

Learning outcomes

- ✓ I can explore time-lapse photography to tell a story
- ✓ I can understand and talk about what makes our class interesting and unique

Preparation time

15 minutes to set up camera on a tripod (or no prep if you take photographs without a tripod)

Resources needed

- Digital camera/ smartphone and tripod (if you don't have a tripod, the same result could be achieved by taking a photograph from exactly the same position each time)
- Printer

A Day in Our Life

By recording moments in the life of a classroom over a day, week or longer, pupils develop a different perspective on the passage of time and their life in school, while at the same time slowly creating an alternative class photo.

What happens

1. Set up a timer or alarm to go off every hour if recording a day, or 3 times a day if recording a week.
2. Whenever the alarm goes off, the pupils are to freeze in whatever they're doing, e.g. talking, writing, moving.
 - *If the alarm goes off when pupils are out of the class – whether at lunch or play – take the photo anyway*
3. During the freeze, a photograph records the moment. This could be done using a camera set up on a tripod that always takes a photograph from the exact same spot at exactly the same angle, or it could be a choice the class makes together about what would be best to photograph to capture each particular moment in the day.
4. After the period selected for the freeze frame photos, print out the photographs and as a whole class consider how to display them – as a timeline perhaps, or on the classroom projector as a quick-moving slideshow.

Reflection questions

- *What can we learn about the class just from looking at these photographs and captured moments?*
- *Are there any interesting details that can be noticed in the photographs that tell us extra information about the class?*
- *What other ways might we capture our class that could tell someone more about the children in this room?*
- *What do you think class photographs taken in different schools might tell us about the children there?*

This activity works well with

- String Connections (Selfies)



Selfies

Time required
(mins)



Year 3

Learning outcomes

- ✓ I can use art to express my feelings and opinions
- ✓ I can collaborate with others to create a piece of work
- ✓ I can understand and talk about how an artwork can tell a story

Preparation time

10-20 minutes

Resources needed

- Large cloth, canvas or taped together flipchart paper, the size of your circle time carpet or whole-class gathering space
- Decorating materials, e.g. fabric swatches, glitter, buttons, felt tips, sequins
- Glue sticks
- Felts and large markers
- Optional: fabric paint, fabric pens, acrylic paint

Tapestry

A large-scale group artwork that encourages discussion and collaboration to explore how we 'own' and represent our identity.

What happens

1. Lay the cloth/paper out on the floor before the pupils come in, ideally covering the entire carpet space.
2. Before sitting down, pupils indicate one by one where they normally sit.
3. Ask pupils to sit in their space and encourage discussion around the following questions:
 - *Why do we sit on the carpet at the start of the day?*
 - *How is where you sit on the carpet important to you?*
 - *Did you sit in a different place in your Year 2 class? How did that space (or classroom) feel compared to where you are now?*
 - *Where is your special place at home... the place you most like to be? How is it similar or different to your space in the classroom?*
4. Using felts/markers, pupils draw a box around where they are sitting. How could you decorate it to show the rest of the class that it's 'you'? They use available materials to do this; partners or trios might add perspective and encouragement.
5. The tapestry can then be hung in the classroom.

Reflection questions

- *We have created a tapestry: a single work of art composed of many materials and ideas. What do we notice about it?*
- *What is surprising or unusual about this tapestry, whether as a whole or in any individual part? Have you discovered anything that you didn't know before, e.g. that someone is a good artist or new information about someone?*
- *When you look at the tapestry, how does it make you feel?*
- *What do people see when they look at us? What do we choose to share with the world, and how is that reflected here?*

Extensions

- Challenge the entire school to do the same activity. Display the completed tapestries in an assembly or parents' evening as a way of introducing the Tate Year 3 Project.
- Artist Grayson Perry's 2009 work, *The Walthamstow Tapestry*, is an exploration of the London borough of Walthamstow using many different

materials. Download and display the work and encourage discussion around the following questions:

- *What elements in Perry's artwork do you think are about Walthamstow? What do you think each of the elements mean – e.g. the woman at the centre, the house in the upper left-hand corner – and why might Perry have put them into the tapestry?*
- *How does this artwork make you feel about Walthamstow? What kind of place do you think it is, based on this work?*
- *What effect does using different materials create in an artwork?*

This activity works well with

- Circle Time (Snapshots)





Selfies

Time required (mins)

Part 1: 10-20

Part 2: 30-45



Key Stage 2 +

Learning outcomes

- ✓ I can consider perspective and framing when creating pictures
- ✓ I can make inferences from a picture
- ✓ I can think about what is and isn't personal information

Preparation time

- Part 1: none
- Part 2: 10-20 minutes to print out photos; standard printer black and white print-outs are fine

Resources needed

- Digital cameras, iPads or similar, ideally enough for the entire class to use at the same time in small groups. If not, see Facilitation tip.
- A3 paper
- Pencils
- Glue sticks or Sellotape, one per small group

Alternative Self-Portraits

This activity encourages pupils to think about how they present themselves to others and how they wish to be seen. It also opens up thinking around social media image sharing and issues of personal privacy.

What happens: Part 1

1. In groups of 3-4, pupils help each other take a photograph of themselves but without showing their face directly.
2. Ask pupils to think about how they want to be seen. Examples:
 - *a detail of their hand holding a certain object*
 - *their full body but turning away from the camera*
 - *a close-up of an ear, an elbow or a shoe*
 - *a photograph into their school bag, coat pocket, P.E. kit.*
3. Encourage them to think about the information they are happy to share with anyone and to consider what they would only share with family or friends.
4. When all images have been taken, cameras are handed back to the teacher

Reflection questions

- What did you focus on? Why?
- Can an image still be a portrait if it doesn't show the whole person?
- How does wearing (or not wearing) a uniform affect what we know about a person from their photograph?
- How much can we tell about a person from looking for clues in the image?

★ *Tip: If cameras need to be shared between groups, ask any groups not using a camera to help each other draw around a part of their body, e.g., their hand, foot, elbow or head. Within the drawn space, encourage them to add a narrative of how they would introduce themselves to someone they had never met before.*

This activity could be done in a single class period (with an activity between photographing and viewing photos) or across two lessons.

What happens: Part 2

1. Print out the alternative self-portraits; enough so that small groups of 3-4 pupils can have a wide selection of images
2. In small groups, look for clues in each image and use these to build up an idea of a person and their life.
 - *Teachers should encourage pupils not to focus, yet, on which pupils are represented in the images*
3. As a group, cut out parts of the images and stick together a collective 'individual' using different parts. For example: an elbow from one photograph, a foot from another, a rucksack from another.
4. Once a character has been created, ask the group to write a description of this new character using the clues they have put together.
5. Small group presentations of their new characters. If time allows, ask other pupils if they can identify the components of this new character.

Reflection questions (as a whole class or in small groups)

- How do our collaborative images reflect, or not reflect, the actual people represented in them? How does the new photograph tell us something new about the people represented in it?
- What aspects of you or your life might you not want to share with people you don't know? What makes something either appropriate or inappropriate to share?
- Ask pupils about the social media sites or apps they have heard of. Why do you think these sites are only for older children and adults? What might not be appropriate to share with the world? On these sites/apps?

This activity works well with

- Good Questions (Snapshots)
- Making Connections (Snapshots)



Selfies

Time required
(mins)



Key Stage 2

Learning outcomes

- ✓ I can work creatively with others
- ✓ I can understand, value and support what is important to others
- ✓ I can tell a story using the idea of a recipe as a starting point

Preparation time

None for main activity; sourcing of art materials for the Extension

Resources needed

- Flipchart paper or a white board for main activity to record class-generated word banks
- Coloured paper and art materials for the Extension

Cooking up Community!

What's the recipe for a happy classroom? This activity answers that question by asking pupils to create just such a recipe, which reinforces collaborative working and class cohesion.

What happens

1. Children get into groups of 5-6 (use existing table groups or use the Making Connections Snapshot activity to get into groups as a warm up).
2. Explain that we are going to explore what's needed for our classroom to be a happy place for everyone. We'll do this in two ways: by creating tableaux and by making recipes for being happy!
3. Ask, 'what does a happy classroom look like?' Pupils respond with group tableaux.
4. While a given group holds its pose, ask others to describe what they're seeing. Consider what qualities and values create a happy and healthy classroom and use the children's responses to record a word bank on flipchart paper or on the board.
 - *Some possibilities include kindness, calmness, supportive, sharing, considerate, peaceful, respectful, friendly, fun, happy, close, healthy, vibrant, generous, energetic, thoughtful, creative, inclusive.*
5. Ask each group to create a recipe that could be used to preserve (and improve) the happy future of their classroom. Encourage pupils to be creative by asking them to add quantities and creative 'measures' of how much is needed of each value. For example:
 - *A slice of respect*
 - *A fistful of consideration*
 - *A bus load of kindness*
 - *A cosmic swirl of harmony*
 - *A million bagfuls of peace*
6. Groups perform and share their recipes.

Reflection questions

- What did we notice about how different groups created and performed their recipes? What was similar, and what was different?
- How did it feel to think about your class in this way?
- What did you learn about your class or classmates that you didn't know before?

Extension

- After the main exercise, give each table group a sheet of A3 paper and ask them to write and draw their recipe. Display in room or share with other classes

This activity works well with

- Making Connections (Snapshots)
- Superheroes of the Future (Selfies)





Selfies

Time required
(mins)



Key Stage 2

Learning outcomes

- ✓ I can understand and describe what is important to me
- ✓ I can understand, value and support what is important to others
- ✓ I can combine images and words to tell a story

Preparation time

About 10 minutes for printing out A3 suitcase templates (provided) and cutting string for suitcase 'tags' (which pupils could also do in class)

Resources needed

- A3 suitcase template
- Suitcase prompts (see activity description)
- Picture of a desert island
- Coloured felt tip pens
- Paper luggage tags (available online or at stationery shops)

Desert Island Values

How do we really know what's most important to us? This playful activity – which asks pupils to bring their most precious things to an imaginary desert island – helps clarify and share ideas about identity and belonging.

What happens

1. Show the desert island picture. In pairs, ask pupils to describe what they see: where they think it is, how it might feel to be there, what they might do there.
2. Ask pupils to imagine that they're going to spend a week on that island. There'll be comfortable shelter and plenty of food. Clothes and things like their toothbrush will be sent there with them; they'll be safe and taken back home after the week is up.

They're going to make new friends on this island, and everyone will introduce themselves with the contents of a single suitcase they're allowed to bring. But this is a special suitcase. It must hold all the things that are important about them, and important to them: their precious things and the qualities and experiences that make them who they are. Examples might include:

- *Special people, e.g. parents, siblings, grandparents, teachers*
- *Special objects or items*
- *Their values, personal qualities and experiences...what's important to them (give examples)*

Some prompts you could print out to have on tables:

- *WHICH...personal qualities are you most proud of in yourself?*
Hint: if this is a difficult question, ask your friends what they like most about you!
- *WHAT...objects, items or mementos can you pack that will tell people the most about who you are?*
- *WHO...are the people most important to you, and what can you 'pack' that represents them?*
- *Draw and write...pack your suitcase full!*

3. Distribute suitcase templates and felt tip pens and ask pupils to fill their suitcases.
4. After pupils have worked on their suitcases for a sufficient time, ask them to visit others in the class and share the contents of their suitcase.
 - *Extension: if your school has two or more classes in a year group, consider doing this activity with all classes and 'visiting' other classes with suitcases.*

- String, cut in 10cm lengths
- Sellotape or glue sticks, to stick tags to the suitcase templates

5. After their visits, are there things pupils might want to add to their suitcase or change? Give pupils time to do this.
6. Finally, hand out luggage tags and string and ask pupils to personalise their tag and attach it to the suitcase. Display in class.

Reflection questions

- How did we feel about the idea of going to a desert island?
- Was it difficult to decide what people, objects, values and experiences you wanted to share with others in your suitcase?
- What did you learn about your classmates/friends that you didn't know before?
- Did anyone else's suitcase prompt you to add or change anything in yours?

This activity works well with

- Strike a Pose (Snapshots)
- Rolling Connections (Snapshots)





Selfies

Time required
(mins)



Key Stage 2

Learning outcomes

- ✓ I can articulate ideas and aspirations
- ✓ I can understand, value and support what is important to others
- ✓ I can present my ideas to a group in collaboration with others

Preparation time

None

Resources needed

- A1 paper, enough for table groups (flipchart is fine)
- A variety of coloured felt tips

Manifesto!

The Tate Year 3 Project is about the future, and this activity encourages pupils to take charge of what they think needs changing in the world.

What happens

1. Get into groups of 5-6 (use existing table groups or use the Making Connections activity to get into groups as a warm up).
2. Explain that we are going to explore what we, as a class, want for the future. In a free-form fashion, ask what pupils think is great about their community, country and the world. If pressed, you could ask them to think about family, about school, about holidays, etc.
3. Again in free-form fashion, ask pupils what about their community or world they think needs to change. Be sure you write or type these up so everyone can see. If pressed, you could offer ideas about climate change, pollution, better housing, taking care of animals, etc.
4. Ask each group to select ONE thing they want to change.
5. Explain that they are going to create a manifesto about what needs changing. Ask if anyone has heard of the word 'manifesto' or knows what it means.
 - *'A manifesto tells the world what we want to change and how we're going to change it.'*
6. Hand out felt tips and sheets of A1. At the centre of each sheet, someone needs to write, 'Our Manifesto'. Ask them to think about and then write/draw answers to the following:
 - *What we want to change*
 - *Why we want to change it*
 - *How we think we can change it*
 - *Who else we need to get involved to make change happen*
 - *How the world will be better if this change can happen*

Circulate and help children develop their answers before moving them on to practise presenting their manifesto. They might want to create pictures to help them make their points clearer and easier for the audience (rest of the class) to understand.
7. Each group presents its manifesto. Depending on time, each group could present to the class and answer questions about it, or you could pair up groups to present to each other and then have a brief feedback session where children reflect on what they found particularly interesting about another group's manifesto.

Reflection questions

- How did you feel about thinking about the future in this way?
- What change does your class feel is most important for the world?
- What did you learn about your class or classmates that you didn't know before?

This activity works well with

- Good questions (Snapshots)
- Making Connections (Snapshots)





Selfies

Time required
(mins)



Key Stage 2

Learning outcomes

- ✓ I can work creatively with others
- ✓ I can understand, value and support what is important to others
- ✓ I can combine sound and movement to tell a story

Preparation time

Time to source sample soundscapes as per
Resources required

Resources needed

- Two sample soundscapes: one of a natural environment (e.g., a forest, a beach) and another of a built environment, e.g., a city. These should be no more than 10-20 seconds long or play 10-20 seconds of a longer recording.
- A recording device (e.g.

Soundscape of our School

This activity asks pupils to use listening and sound to develop a different sense of their classroom, school and community, which enhances ideas about identity and belonging.

What happens

1. Place pupils in groups of 4-5.
2. Explain that we're going to explore our classroom, school and community through sound and rhythm, as a different way to notice the world around us.
3. Play the natural environment soundscape. Ask pupils to describe what they can hear. Where do they think this was recorded? Are these sounds you hear in school or in your community? Where in London, if anywhere, might you hear them?
4. Play the built environment soundscape, repeating the same questions as in step 3.
5. Ask the groups to recreate what they hear in the built environment soundscape, using their voices, their bodies and objects around them. Is there an order in which sounds happen? What sounds are easy to recreate, and which are challenging?
 - *Soundscape performances shouldn't last longer than the original soundscape*
 - *You may need to play the original soundscape a few times so that pupils can pick up essential sounds.*
6. Ask each group to 'perform' its soundscape.
7. Ask each group to pick a moment in their school day: consider arrival, break time, lunch time, class time, home time.
8. Give groups time to create their own soundscape for their chosen time of day, saying that each group is going to perform its soundscape with the idea that others can guess which time of day they are performing.
9. Groups perform their school soundscapes.

Reflection questions

- What did we notice about how different groups created and performed their school soundscapes? What was similar, and what was different?
- How did it feel to think about your school in this way?
- What did you learn about your school or class that you didn't know before?

tablet, smartphone)

- A sound playback device (this could be the classroom computer and whiteboard)

This activity works well with

- Alternative Self-Portraits (Selfies)
- A Day in Our Life (Selfies)





Selfies

Time required
(mins)



Years 2-4

Learning outcomes

- ✓ I can understand and describe what I'm good at
- ✓ I can understand, value and support what others are good at
- ✓ I can use my imagination to create stories

Preparation time

However long you need to devise your superhero character, create a costume and think of a backstory! Begins in a very similar way to 'My Secret Superpowers (Group Shots)' so this could be adapted to follow on from that assembly.

Resources needed

- Teacher in 'superhero' role, costumed as elaborately as desired!
- Superhero Fact File (create a template using the headings in step 7)

Superheroes of the Future

In many ways, the Tate Year 3 project is about celebrating the nation's future superheroes. This activity explores what makes each of us 'super'.

What happens

1. As a teacher in role, enter the classroom as if you are flying back from a superhero 'mission.' Use or adapt the following script or devise your own.

Appear not to notice the class to start with.

"Wow, that was a tough mission. One of my hardest yet! Too much climbing, and chasing that boggle eyed dragon was tough. Now I've just got 5 minutes to get ready for English."

Start to take off costume and notice the class

"Oh, you are all here. Am I late? You shouldn't see me like this... I'm not sure (head teacher's name) would be very pleased to know that I have another job. I've just come back from my hardest mission yet. I had to save the London Eye from being destroyed. It has been a long night. In fact I could have used some help. Perhaps you can all help me next time as I know you have super talents and powers to do good in the world. I think we should spend this next hour preparing for you to be superheroes."

2. Explain to pupils that they now have a chance to create their own superhero character. Their own name will remain the same – e.g., Superman is also Clark Kent – and be part of their backstory, but they need to invent a superhero name and think about their superhero powers.
3. Take pupils into the playground or hall (or clear a space in your classroom) to do some superhero training. Once pupils are ready, tell them you're going to suggest some training movements and from time to time will ask them to 'freeze' so you can see how their training is going. Ask them to move as if they are:
 - climbing a building
 - crawling through a small gap
 - flying fast
 - preparing to jump
 - hiding
 - using their 'laser vision'
 - pushing something very heavy, e.g. a car or even a train!
 - What else? Pupils should feel free to improvise.
4. Back in class (if you've gone out) ask pupils to hot-seat you in character so that they can learn more about your superhero character. Clarify that being

a teacher is your 'backstory'.

5. Using talk partners ask pupils to work out what special superpower their superhero is going to have. Explain that they need to link it to something that they feel is 'super' about them. For example, if they love maths their character might be able to fly fast round the world to crack difficult codes to save people; if they are fast at running then they can run at super speeds to save people from danger, etc.
6. Put pupils into pairs so that they can hot-seat each other to draw out details about their superhero's backstory. You could provide prompt sheets with key questions for pupils who might need support with this. E.g. When did you first realise you were 'super'? How? Where were you? Who knows you're a superhero? What's your favourite thing about being a superhero? Is there anything difficult about being a superhero?
7. Ask pupils to complete a Superhero Fact File including their name, super skills, disguise, secret talent, etc. Use the Fact Files to generate a display that celebrates all the super talents in the class or to create extended narratives or newspaper reports (see Variation below).

8. Reflection questions

- What were some of our superpowers? Which powers did we share with others?
- Thinking about your real superpowers – things you're good at – which did you learn, which might you have inherited from a family member, and which feel like they've come naturally only to you?
- How can we use our real superpowers, whether individually or as a whole class – like the Justice League or Avengers – to make things better in our class, school or community?

Variation

1. Before Step 7 in the main activity, set up a pairs role play where one pupil is a TV reporter interviewing the other pupil, who pretends to be an eyewitness to a London landmark being saved. The pupil playing the part of the eyewitness is really the superhero but they keep this part of their identity hidden. Encourage pupils to keep the conversations short and to focus on the who, where and what of the story.

Example:

- *Reporter: Here I am standing outside London Zoo talking to Billy Jones, age 8, who witnessed the strangest event here last night.*
- *Eyewitness/Superhero: I was just walking home from school when all of a sudden a huge flash erupted in the sky and I saw a boy in a blue suit flying through the sky. He must have landed in the zoo. I could hear cries of help.*
- *Reporter: Who do you think was calling for help?*
- *Eyewitness/Superhero: Apparently it was the park keeper. A toddler had dropped his ice cream in the lion's den and he had climbed over the wall. The lion was about to eat him!*
- *Reporter: And did the superhero manage to save him?*
- *Eyewitness/Superhero: From what I've heard yes. He calmed the lion down by being kind and gentle so that the toddler could be rescued by the zoo keeper.*

This activity works well with

- Rolling Connections (Snapshots)
- My Secret Superpowers (Group Shots)





Group Shots



Group Shots

Time required
(mins)



Key Stage 2

Preparation time

10 minutes to source the photographs at the heart of the activity (Google Images is useful here)

Resources needed

- Three contrasting photos of different people (ideally not celebrities)

Who Are We?

This short but powerful assembly activity reveals the complexity of identity and builds pupil skill in interpreting the meaning of images.

What happens

1. Display a key question: Who are we? Ask pupils what they would say if someone asked them this question. Scribe their responses to build up an ideas web (I'm a human; a boy/girl; I'm me; Mohammed; a brother, etc).
2. Establish that this is a complex question and that there are many things that make up who we are.
3. Display a photograph of a person. Ask pupils what they know about this person from looking at this photograph, e.g. We know this person is a man. We know they are playing football because of the clothes they are wearing.
4. Ask pupils what they don't know about this person just by seeing this photo, e.g. We don't know what this person likes eating. We don't know if they have any pets.
5. Ask pupils what they can infer or guess about this person, e.g. It looks like he might have just scored a goal because his arms are up in the air and he is running. He also looks very happy.
6. Repeat with one or two more photographs.
7. Finish by inviting Year 3 to stand up. Explain the Tate Year 3 Project and that when people see our Year 3 class photo they will only know a few things about the class from the photograph. Ask members of Year 3 to say a few things that people might be able to know and infer from their class photograph (tip: you might want to prep your Year 3 class in advance for this part).
8. Ask others in the assembly what they won't know about the Year 3 class just by seeing the photo. Emphasise that only positive comments are welcomed.

Reflection questions

- *Why can't we know everything about someone from what they look like?*
- *What parts of our identity – what makes us who we are – might change over time, and what might create those changes?*

Extension

- For the classroom: Establishing that our name is an important part of who we are, ask pupils to find out where their name comes from and share the history and meaning of their names in class.

- Building on the previous activity, set up an experiment with the class about how they feel if they either swap names, choose a different name or if you give them a different name. Having 'borrowed' a different name, ask pupils to walk around the class and introduce themselves when you clap your hands using their new name. Repeat several times and then discuss with the class how they felt about using a different name. How does it feel different if you have another name? Why might this be so?

This activity works well with

- My Place in the World (Selfies)
- Global Guardians (Selfies)





Group Shots

Time required
(mins)



Key Stage 2

Preparation time

10 minutes to prepare superhero slideshow; if you're doing superhero role-play to start, you'll also need to prepare your own superhero costume!

Resources needed

- Projector and images of popular superheroes, from the Marvel or DC Comics Universe
- Superhero music to play over the final superhero 'gallery' moment
- Optional: your own superhero costume...

My Secret Superpowers

A lively assembly activity that introduces the notion of how we are all unique.

What happens

Run into the assembly in your superhero costume and stop dramatically. Follow the script below or devise your own:

"Sorry I'm late, I hope you haven't been waiting long. Normally I change before assembly but I ran out of time. Someone was trying to steal a famous painting from the Tate gallery last night and I got a call that a young child was stuck in the tunnel in the new playground in Peckham. It has been a busy few hours. It's hard having superpowers and being a teacher."

Display the title of the assembly along with pictures of superheroes. Script continues:

"So let's see, what are we discussing today – ah, yes! Being super. Fantastic! You can see some of my colleagues in these pictures. I wonder if they have been as busy as me lately."

1. Ask pupils who they see in the pictures and what is special about these superheroes. Emphasise that while superheroes may all have super skills (speed, spinning webs, etc.) it's their personal qualities such as honour and bravery that make them heroic.
2. Ask pupils who their heroes are at school, home and in the local community. Why are these people heroes to them? You could extend this discussion by asking who else in the world, past or present, might be considered a hero or asking if someone needs to have a superpower to be a hero.
3. Using talk partners invite pupils to think about times when they have been heroic or have helped someone. Share some of their examples and celebrate the importance of being kind and considerate to others.
4. Using talk partners, ask pupils to think about what makes them super. This could be something they are good at: maths, swimming, etc., or a quality they have such as being a wonderful friend or a caring sibling.
5. Ask all pupils to stand up and to think about how to make their bodies into a statue that shows their super talent. After a bit of thinking time, count down from 10 to 0 and then say "freeze" – by the time you get to zero, pupils will need to have settled on their superhero pose.

6. Choose a few statues for everyone to look at, or ask a class at a time to stand up and show their super poses.

★ *Tip: For the statue display, play music to create a superhero atmosphere.*

7. After the statue exhibition, explain that the super Year 3s are taking part in the Tate Year 3 Project where their class photography will form an artwork in the Tate national collection, along with thousands of other Year 3 pupils.
8. Explain who Steve McQueen is – an Oscar-winning and Turner Prize-winning artist who had the vision for the project and who is making this artwork. The artist is fascinated by what this work might tell us about the city we belong to, our pupils, our futures and hopes.
9. Ask the Tate Year 3 Project class to stand up and to strike a pose that shows them as superheroes. Conclude by asking everyone to be a superhero for the day by thinking about our school as a great place to belong to, being kind and considerate in our school community and helping younger pupils in the school.

This activity works well with

- Frame It
- Global Guardians (Selfies)





Group Shots

Time required (mins)



to create the initial work, and as long as desired to share it and add to it

Whole school

Preparation time

40-50 minutes to trace a world map outline or the time to source a large, printed world map

Resources needed

- Large world map or UK map
- String or wool
- Scissors
- Blank postcards or similar sized pieces of paper
- Pins and Blu-tack
- A noticeboard or site for the map to be seen by the whole school

Finding My Place

A whole-school activity, encouraging rich discussion about family backgrounds and shared histories and cultures as well as exploring the wider world and where we see ourselves in it. It works particularly well at a school fair or other events where parents can get involved.

What happens

1. Explain to pupils that they are going to create a world map of their school that connects the places they have visited or lived, starting with their class.
2. On blank postcards or similar, encourage people to find a connection(s) with places across the world and to write or draw something on the card to illustrate this link. This could include places travelled to or different countries you or your family lived in, but it could also include places where family or friends live.
3. Using pins, Blu-tack or similar, stick the cards around the edge of the map and use lengths of string or wool to connect them to the relevant countries, towns, cities and places.
4. Pair pupils and ask them to give their partners a 'tour' of their chosen place or places: what it's like, some interesting things about it.
5. Ask pupils where they think the map would best be placed in the school so that everyone could see it and add to it.
6. Find time in an assembly to introduce the map to the wider school or ask pupils to write invitations to be sent to each class, inviting them to work on the map. Give a deadline so everyone is encouraged to participate.

Reflection questions

As the map develops, ask your pupils:

- *How much of the world has been travelled to by pupils and/or families and teachers from our class/school? Are there places that have more connections than others?*
- *What places aren't well represented on the map? Why do we think this is the case?*
- *What's the most interesting place someone has visited and why? Can you find this person and discover more...or do your own research and tell them something they may not know about this place?*

This activity works well with

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



Group Shots

Time required (mins)

2 class sessions
plus school
assembly

Key Stage 2

Learning outcomes

- ✓ I can explore and talk about my future aspirations
- ✓ I can talk about and respect different ideas and experiences
- ✓ I can use descriptive language to write about my life
- ✓ I have developed my communication skills

The Living Gallery

By creating a gallery of 'living sculptures' for the whole school to interact with, this three-part activity builds anticipation and explores key themes around the Tate Year 3 Project photographer visit. Activities 1 and 2 are done in class with Activity 3 creating a whole-school moment for pupils, teachers and parents.

Activity 1: Sculpting the Future

Preparation time

2 minutes

Resources needed

None

What happens

1. Ask pupils to find a partner; each tells the other what they would like to be when they are older. *Listening partners, see if you can find out as much detail as possible and ask good questions!*
2. Partners take it in turns to sculpt their partner into that future role, e.g. if a pupil wants to be an athlete their partner may pose them in a running position.
3. Half the group will have been 'sculpted'. They are to hold these positions while their partner introduces them to the rest of the class and presents their future aspiration.
4. Swap over the partner sculpting and class observing.
5. Ask everyone to hold their future poses, turning the classroom into an amazing space of living statues representing future aspiration.

Reflection questions

- *How did it feel to have your partner tell your story? How might you have 'sculpted' yourself to express the future idea of 'you'?*
- *What did you learn that was interesting about your classmates by seeing their sculptures? What do you think they learned about you that they didn't know before?*

Activity 2: Statue Plaques

Preparation time

10-15 minutes

Resources needed

- A5 card or heavy paper
- Felts, pens, crayons, other writing/drawing items
- A variety of making materials, e.g. magazines for collage, paint, glue, etc.

What happens

1. Ask each pupil to create a plaque for their 'living statue': this could include their personal history, interests, beliefs, etc., all written in third person, e.g. "Jacob Samuels was born in Clapton and loves to swim."
2. Give each pupil a piece of A5 card to create their plaque, encourage them to use making materials to make it unique. Show pupils' statue plaques or Blue Plaques from images online. For pupils who struggle with writing, assign writing buddies to work together.

Activity 3: The Living Gallery (a walking assembly)

Preparation time

Variable, depending on space availability and number of children participating

Resources needed

Pupils participating in the Living Gallery could bring their statue plaques from Activity 2.

What happens

1. Pupils find a space in the hall and become their 'statue' representing their ambition for the future as created in Activity 2.
2. At the base of their living statue place their 'statue plaque' created in Activity 2.
3. Invite other classes and the school community to visit and walk around the living gallery. Present in assembly the context of the Tate Year 3 Project and photographer visit.

Extension

- Ask pupils to bring in an object that expresses something about their identity and sense of belonging. Place this object with their statue plaque as they pose in the Living Gallery.
- Photographing the entire class frozen in poses of future ambition could make for a powerful alternative class photograph to display in school.
- Creating a Living Gallery of aspiration would be an exciting parents' evening offer for the entire year group, or whole school.

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