



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 that 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
- Global Guardians

