



ROYAL
MUSEUMS
GREENWICH

Picture Yourself

The Armada National
Outreach project

PSHE activities



Classroom activity – The Many Roles We Play

We all play different roles in our lives, such as a child, student, brother or sister, friend and potentially one day a partner, colleague, manager or leader. Encourage your students to discuss the positive and negative aspects of being in a position of power. Roles are about our relationship with others and how we contribute to the values of our family, school, our community and society.

Ask the students to call out as many roles of Elizabeth I within her professional and private life. Here are some examples:

friend	sister	cousin	victim	lover
intimidator	queen	peacemaker	enemy	leader /ruler
neighbour	enthusiast	woman	survivor	politician
visionary	daughter	influencer	achiever	individual

Ask the students to write four to six questions to Elizabeth within her various roles such as:

As a **queen**, what is the best gift you have ever received?

As an **intimidator**, what keeps you awake at night?

As a **visionary**, what are you terrible at?

As a **friend**, what is really important to you?

As a **leader**, what are you most proud of?

As a **daughter**, what are you really good at?

Next, ask students to form pairs, swap their questions and answer them as if they are Elizabeth. They will need to remember to consider the right role for the right situation; stretch their imagination and use empathy. You could also ask students to apply this same exercise to themselves.

Classroom activity – Bigger Picture

This activity will enable students to build a bigger picture of Elizabeth I and requires students to fabricate information to fill the gaps. Ask students to decide what Elizabeth is applying for, for example, a job, a library card, a talent contest, medical insurance, starting a business, volunteering or applying to appear on a reality TV show! They will need to complete the form as if they are Elizabeth and invent information where the facts are unknown.

About you:		Skills and abilities:
Name		Tell us about a challenging situation and how you responded to it.
Date of birth		
Gender		
Marital status		Describe your biggest life failure and how you handled it.
Country of origin		
Religion		
Do you consider yourself to have a disability?		
Qualities:		How many languages do you speak?
Define yourself in three words		
		Health:
What are your life goals?		Do you have any allergies, chronic illnesses or medical conditions?
What are your interests and hobbies?		
Tell us about a time you went above and beyond to help someone?		How often do you exercise? Never 1-2/3-4/5+ days

Tell us about your proudest professional accomplishment	Contact details:
	Who can we contact in case of emergency?
Employment:	Relationship:
What is your employment or previous employment history?	Social media handle:

Next, explain they are going to write a CV as if they are Elizabeth I. They can make it visually exciting for a display or digital. It is up to you as their teacher. They should also expand on their CV by writing a cover letter with a personal statement. The cover letter enables them to tell Elizabeth's professional story in a personal way to highlight her qualifications and education, outline skills and experience and list her personal qualities.

Classroom activity – Feeling Ruff

This activity will enable your students to visualise their emotions, be able to discuss emotions and use empathy to cope with anxiety and stress. The more we can talk about our feelings, the less overwhelming they are. Emotional awareness helps students to recognise how they feel and know what they need. Knowing their feelings will help students build better relationships and avoid and/or resolve conflicts.

Remind students that there aren't good or bad emotions but learning how to acknowledge, express and accept them is important. Ask them to discuss how their body behaves and looks when they are feeling sad, for example. Ask them to share a time when they have felt different emotions and what prompted a reaction. Ask them to identify what other things can happen to the body, like butterflies in the tummy, sweaty palms and feeling their heart beating fast. Remind them that sometimes we can just listen to our bodies.

Talk about Elizabeth I's complex life and how she may have felt in both her public and private life. Ask students to form small groups and role-play a situation about Elizabeth and her emotions. Once performed, ask the class to feed back how they might feel if they were in a similar situation and what they could have done differently. Ask your students to consider the body language observed and what message it portrayed. How did the role-play escalate, e.g. if the character was angry, what led to that emotion, such as embarrassment or jealousy? Next, ask them to think about being in someone else's shoes to identify and understand how the other person feels.

Using the template provided, ask students to choose and highlight an emotion and draw Elizabeth's face to match that emotion: **happy, sad, frustrated, scared, surprised, excited, proud or worried**. You may wish them to draw each other's faces, first showing different emotions, to practise before they embark on Elizabeth's face. Alternatively, you could ask the students to choose and write their own emotions and how to deal with them within Elizabeth's ruff.

Lastly, ask students to think about which emotions they most commonly feel and what leads to that reaction. If they can identify how certain situations affect their emotions, ask the class to come up with solutions to deal with it and/or avoid it. They may come up with additional solutions like closing their eyes to calm down, talking to someone, asking for a hug, taking deep breaths, drawing a picture, listening to music or having a 'chillout' zone at school.



Classroom activity – For the Love of Stuff

This exercise will help your students think about the importance they place on life values and attributes, and to make collective decisions as they will need to rank, prioritise and negotiate. Firstly, ask your students to imagine they could only keep one object from their possessions. Which object would they keep? Ask them to explain what it is and why.

With your class, talk about being materialistic. Is it a bad thing?

Ask students to form small groups. Reveal this list of 11 words on the board:

family, friends, devices, money, food, shelter, education, hobbies and fun, health, faith, success.

As a group, ask students to write a couple of the words each shown on a piece of paper, so they have all 11 in front of them and cut them up. Ask them to lay them out on the table. Cutting them up allows them to move them around as their task is to place nine of them in the order of the most to the least important. They need to do this as a group and will inevitably change their minds. You could also use a diamond 9 template, example below.

Ask the groups to feed back and to give reasons for their ranking and how they came to a joint decision. Which two did they leave out and why? Encourage them to explain how they reached a consensus and whether it was easy or difficult.

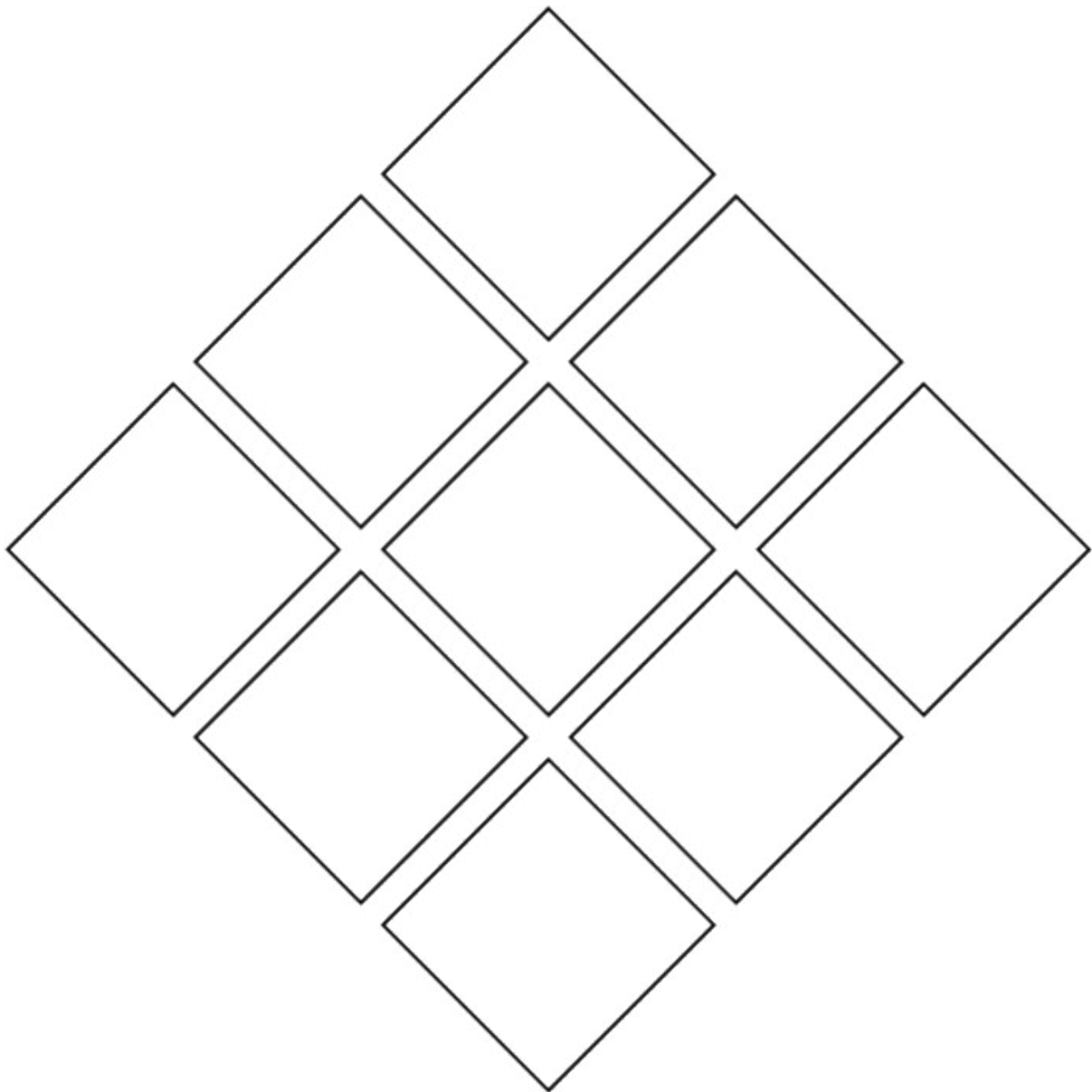
Next, ask them to repeat the exercise as if they were a homeless person, a multi-millionaire, themselves in the future or Elizabeth I. Does it change the order of their priorities?

Repeat the entire exercise with different values, some of which might be buzz words in your school motto. Make sure the students understand what each value means:

equality, respect, love, independence, democracy, solidarity, empathy, responsibility, manners, kindness, sharing, trust, cooperation.

Once again, ask the groups to feed back and to give reasons for their ranking and how they reached a joint decision. Which ones did they leave out and why? Encourage them to explain how they reached a consensus and whether it was easy or difficult.

Lastly, ask the group if they could change their original object would they and why? Explain that objects in our lives carry traces of our own personal story and individual identity. It is not always the most expensive item that is the most precious. Sometimes objects are sentimental and/or remind us of someone special.



Classroom activity – Online Identity

Students today are living their lives online as much as offline. This presents many positive and exciting opportunities, but also presents challenges and risks. This exercise should help students identify the positive and negative aspects of using social media, recognise respectful behaviour online and also understand how the things they share can have a negative impact. Make sure your students know where to go for help if they have concerns about content and to foster open and honest communication. Encourage them to support each other. You should discuss how they can be protected and where they can go to for support if necessary. Young people should be allowed to take risks but in a managed way.

Ask students to arrange chairs in a circle. Next, they need to write their name at the top of a piece of paper and then pass it to the person on their left. Each person then writes a positive trait or characteristic underneath the name of the person to celebrate what makes them unique. Go around the circle until everyone receives their piece of paper back again. Ask volunteers to read out the comments and see if there were any surprises.

As a class, ask your students:

- How they engage with technology and for what purpose?
- Which social media platforms do they use? How often and for what purpose?
- How often do they use social media? For more than 1 hour a day, more than 3 hours etc.
- Could they live without social media for a week?

In pairs ask students, why do they take and post selfies online?

- Is it important for them that their posts get lots of likes?
- What's the last selfie they posted and why? Did they want to make other people feel jealous, boost their self-esteem, receive affirmation, get attention, capture the moment, etc.
- Do people look different online than in real life?

- Identify what they like about themselves e.g. their hair or eyes and/or what they are grateful for. Did they agree with any of the comments written on the paper in the earlier activity?

Ask students to make groups of four. Give a range of questions to each group. One student asks the questions and two students discuss the pros and cons. A fourth student is a silent summariser and is only able to summarise after each point has been discussed.

- Is a selfie like a self-portrait that artists have been making for centuries?
- Does social media have an impact on the way we see ourselves?
- Why do people feel pressured to fit in?
- Does social media have a positive or negative effect on our self-esteem levels?
- What are the positives and negatives of taking and posting selfies?

Here are some examples of pros and cons they may discuss:

Negative – cyber bullying, gossip, comparing yourself to others, fake news, stereotypical images.

Positive – making new friends and connections, showing a talent and addressing an issue, getting inspired, learning, giving compliments to others, sharing funny stories.

- Do the positives outweigh the negatives, or vice versa?
- Does constantly being glued to our devices mean we are missing out on real life?
- Is using social media and devices addictive?
- Why is it important to interact and communicate with people in person?
- Does taking selfies encourage people to objectify themselves, be self-centred, narcissistic, materialistic and/or image-obsessed?
- Can this lead to low self-esteem and body image issues because of stereotypes portrayed?

Next, ask your students to form small groups and create a freeze-frame of how social media can affect you negatively, e.g. you arrange to meet someone in person you had been chatting to online, or you are being bullied and/or received nasty text messages, or are you now being blackmailed for sending an indecent image you sent to a now ex-boyfriend or girlfriend.

Create a second freeze of what happened next and how the main character dealt with the situation, such as they saved the bullying evidence via screen shots and reported it to a trusted adult.

As a class discuss:

- Why should we be careful about what we share online?
- What do you do if someone says something offensive to you online?
- Why would people not tell an adult if they are worried about something?
- Why do some people pretend they're someone they're not online?
- Why is there an age limit on some websites? Do you agree with this?
- What are the problems of sharing images of ourselves online?
- Why do people reveal private stuff online?
- What can happen after sharing the location of your photograph?
- What are the potential issues of an image existing online forever – short-term and long-term problems?
- Have you ever been persuaded by someone else to post something online you didn't feel happy about? What were the consequences?
- If you supposed a friend was having difficulties online, what behaviours might manifest? E.g. not wanting to go to school, being withdrawn.
- What do healthy and respectful online relationships look like?
- What activities could low body confidence prevent you from doing? E.g. public speaking and playing sport.
- What emotions could low body confidence lead to? e.g. anxiety, self-doubt, unhappiness.

Ask students to sit in a circle. Two people are chosen to come into the middle of the circle. They are given opposing views to debate. Once they begin to talk, students from the circle can tap in by tapping on the shoulder of one of the students and offer new a point of view.

You could provide word banks and group guidelines for discussion and/or assign roles such as clarifier, observer, summariser, challenger, etc.

Sentence starters:

I think in my opinion...

I have a similar opinion because...

We must also consider that...

To challenge what x said...

On balance, I think...

Opposing views:

- People only post a sense of self they choose to project and therefore social media has a negative effect on our self-esteem levels.
- A selfie is a 21st-century version of a self-portrait and is the art of self-representation. The positives outweigh the negatives.

Now students have heard a range of opinions, ask students to write an essay and provide an argument for both sides. They need to provide clear reasons as to why both sides of the argument are valid, but make sure to be clear as to which side they agree with using solid examples. They should include a counter-argument and explain why they believe that it is wrong.

Encourage ways for your students to become a good role model to others to promote online safety and where to seek support through a poster, an advert and/or a campaign.

- What advice would you give to other young people to use technology safely, responsibly, respectfully and securely?
- What advice would you give to someone who felt their low self-esteem was a result of using social media?

Remind your students that the internet is wonderful, but it is important to be aware of the impact of using social media, not only for their own safety but their mental health. Comparing ourselves to others can affect our self-esteem and low body confidence. Instead, try focusing on your positive qualities, talents, personality and traits. Different cultures have different ideas on what is considered beautiful. We shouldn't feel pressured to fit in. Instead, we should celebrate difference and be true to ourselves. We

are more than just our appearance. Remember, nobody is perfect, and how we portray ourselves online isn't always a true representation of how we really look or feel. Embrace friends who make you feel good. Try to avoid using negative talk and criticizing yourself. Unfollow people and so-called friends who don't make you feel positive about yourself. Lastly, everything you post online is your digital footprint and could be seen by potential future employers, so only post what you wouldn't mind seeing on a billboard in a public place!

Classroom activity - Dream Job

Explain to your students they will work in pairs and perform a role-play applying for their dream job. One student is the interviewer and gets given a list of typical questions and one is the applicant.

Firstly, ask students individually to describe themselves in one sentence, for example, good timekeeping and interpersonal skills.

Next, ask them to write an elevator pitch. They need to imagine they are stuck in an elevator with the interviewer and they should pitch their key points and strengths quickly and succinctly.

In pairs, ask your students to discuss their dream role and the kind of industry and/or company they would like to work for. This can be a made-up role, but they need to think realistically about the kinds of companies that exist and the skills they would need. Once they have decided, they need to design a job description for that dream job, remembering to:

- include the title of the job
- convey the company or organisation's identity
- outline the duties and responsibilities of the role
- state a list of skills the applicant would need.

Next, ask your students to pass their job description to another pair. They need to read the new job description and think about:

- the skills they possess and how they would meet the needs of the employer
- skills they would like to develop and how this role will enable that
- the aims and identity of the company.

Explain that one of them needs to be the interviewer and one is the candidate. They must listen to the questions and answer in detail but concisely. Remind them to demonstrate enthusiasm and project their voice so they will sound confident and composed. An employer wants to see their personality.

Interview questions:

Tell us about yourself

Make sure you demonstrate your answer in terms of the skills and experience required for the role.

Why do you want to work for us?

The employer will expect you to know about their:

- industry/company
- major competitors
- culture and values
- key challenges.

Why are you the right person for this role?

Show your knowledge of the company by stating something specific about the job that really interests you and what you could bring to the role and ultimately the company, including:

- how you work
- your passion for the industry/company
- your motivation to deliver results
- ways you can bring a fresh perspective to the company
- skills in which you can make a difference.

What is the biggest challenge you have overcome and what could you have done differently?

The employer wants to know more about you. Describe a genuine challenge that you have overcome that demonstrates good communication or leadership skills, for example.

What is your biggest achievement that you are proud of?

Provide an answer which shows your personality and interests and this will highlight the strengths you can bring to the role.

If you were an animal what would you be and why? If you could talk to an animal, what animal would it be, what would you say and why?

An employer is looking to see how you might respond and think on your feet rather than how clever your response is.

Think about the characteristics and behaviours of an animal and how that links with the job you are applying for.

Questions for the employer and interviewer:

Why do you like working here?

What is a typical working day like?

The Armada National Outreach project has been a partnership between Royal Museums Greenwich and Speakers Trust to support secondary schools in oracy and public speaking. The starting point and inspiration was the *Armada Portrait of Queen Elizabeth I* and her Tilbury speech.

