

MENTAL WELLBEING AGES 7-13

AN EXPLORATION OF MENTAL WELLBEING AND CELEBRITY CULTURE

PRE- AND POST-VISIT LESSONS



YOUR VISIT TO MADAME TUSSAUDS LONDON . . .

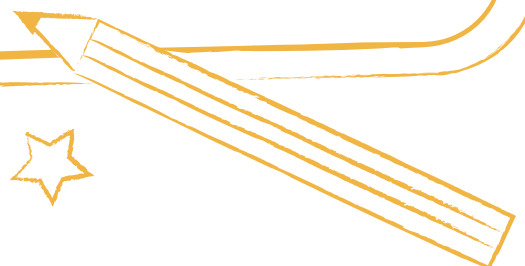
Students will... develop their PSHE and Speaking and Listening skills by exploring the concepts of 'mental health' and 'mental wellbeing' in relation to their own lives as well as a number of high-profile celebrities from Madame Tussauds London!

Following on from the Duke and Duchess of Cambridge, as well as Stormzy and Ed Sheeran who have all spoken out on the subject of mental health, students will 'Check in' with themselves, participate in mindfulness exercises, and adjust their daily routines to improve mental wellbeing. These three lessons and a visit to Madame Tussauds London will encourage students to open up about their feelings and will leave them with a better understanding of positive and negative influences upon their mental wellbeing.

The objectives of these pre- and post-visit lessons include but are not limited to:

1. Explore what we mean by the terms 'mental health' and 'mental wellbeing'
2. Identify strategies to support and improve mental wellbeing
3. Discuss the pressures celebrities face with their own mental wellbeing
4. Understand the importance of 'opening up' and 'speaking out' about mental wellbeing
5. Design 'I am Awesome' medals to celebrate what makes you special
6. Plan and create a 'Wellbeing Routine' to improve wellbeing in the future

These lessons have been written for students aged 7-13 but could be differentiated for younger or older age ranges at the teacher's discretion.



PRE- AND POST-VISIT LESSONS
OBJECTIVES & OUTCOMES

This pack provides material for at least three, hour-long lessons; the first two should be delivered before visiting the Madame Tussauds London attraction, and the third should be delivered after visiting, to consolidate learning.

PRE-VISIT LESSON 1: MY MENTAL WELLBEING	PRE-VISIT LESSON 2: MENTAL WELLBEING IN THE SPOTLIGHT	POST-VISIT LESSON 1: MY FUTURE MENTAL WELLBEING
<p>Objectives:</p> <ul style="list-style-type: none"> To understand what we mean by the terms 'mental health' and 'mental wellbeing' and how they can affect us To explore strategies to protect our mental wellbeing 	<p>Objectives:</p> <ul style="list-style-type: none"> To discuss some of the pressures faced by those in the public eye To consider the importance of 'opening up' and 'speaking out' about mental wellbeing 	<p>Objectives:</p> <ul style="list-style-type: none"> To reflect on your Madame Tussauds London trip and what you learned about its celebrities To identify how you can improve your mental wellbeing going forward
<p>Outcomes:</p> <p>A Madame Tussauds London Mindfulness Map; a completed row of 'Checking in' boxes; a set of Mental Wellbeing Thought Clouds; a worksheet of 'I am Awesome' medals.</p>	<p>Outcomes:</p> <p>A list of the pressures celebrities face; a pair of speech bubbles written from celebrity perspectives; a worksheet identifying the benefits of 'opening up' and 'speaking out'; a social media post to promote and support mental wellbeing.</p>	<p>Outcomes:</p> <p>A second row of 'Checking in' boxes; a reflection about your Madame Tussauds London trip; a set of Gratitude Cards; a planned Wellbeing Routine; a 'Top Tips' poster helping other students protect their mental wellbeing.</p>



PRE-VISIT LESSON 1

MY MENTAL WELLBEING

LEAD-IN QUESTIONS:

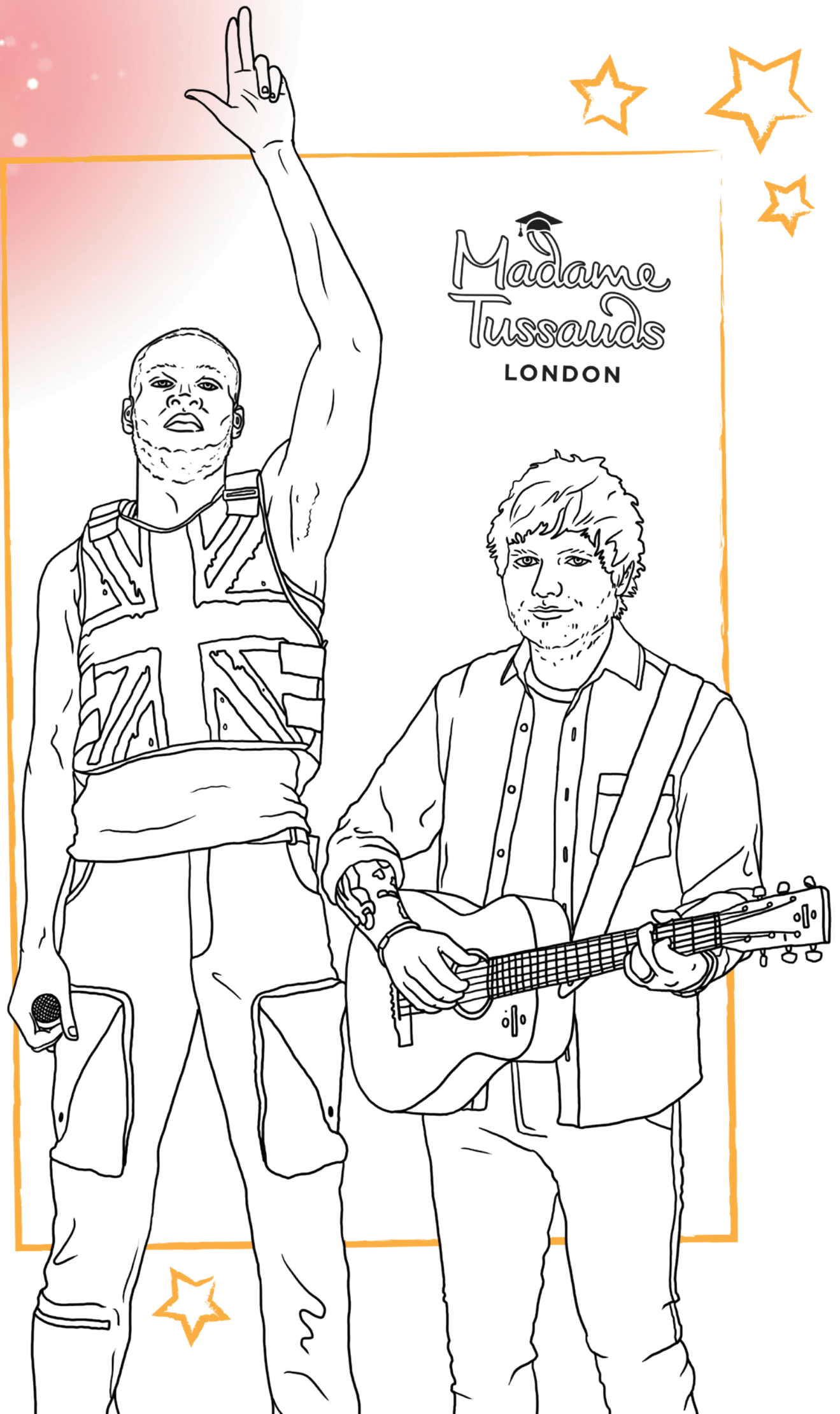
- What do the words 'mental health', 'mental wellbeing', and 'mindfulness' mean to you?
- Who and what can have an impact upon your mental wellbeing?

INTRODUCTORY TASK:

Madame Tussauds London is full of celebrities - many of whom have spoken out about the importance of looking after your mental health. From the Duke and Duchess of Cambridge, to Stormzy and Ed Sheeran - celebrities have good days and bad days just like everyone else!

Before we start thinking about mental wellbeing in more detail, discuss with a partner which celebrity you are most excited to meet on your trip to Madame Tussauds London and why. Colour in the Madame Tussauds London figures below while you chat and see if you feel the calming influence that activities such as this can have!

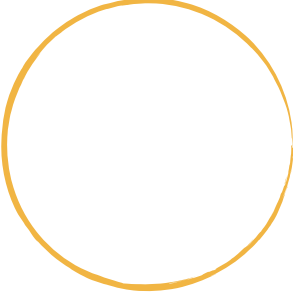
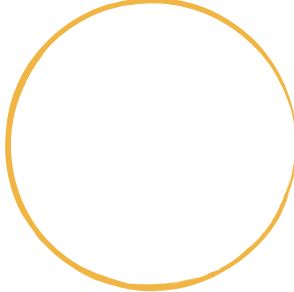
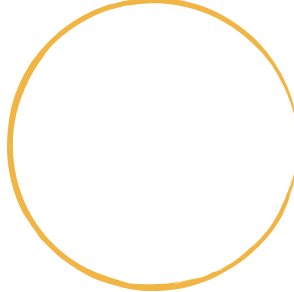
Madame
Tussards
LONDON



TASK 1:

In order to look after your mental wellbeing, it's important to 'check in' with yourself every now and then. In doing so, you will get better at recognising your feelings and also what is causing them.

Get started by reflecting on how you are feeling today. In the 'today' box, sketch a facial expression and write down an emotion or two that express how you are feeling today. Colour in the box with one or more colours or shades that reflect your emotion(s). Do the same for yesterday, then for how you hope to feel tomorrow.

YESTERDAY	TODAY	TOMORROW
 <p data-bbox="252 1205 440 1240">EMOTIONS:</p>	 <p data-bbox="703 1205 892 1240">EMOTIONS:</p>	 <p data-bbox="1152 1205 1340 1240">EMOTIONS:</p>

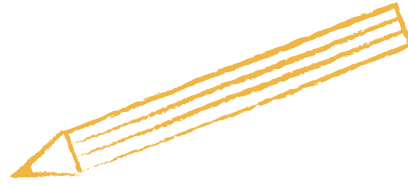
TASK 2:

Use Task 1 as a way to dig deeper into positive and negative impacts upon your mental health. Do you already know the kinds of things that make you feel good or not so good? Fill in the Thought Clouds on your worksheet to help you reflect upon this, as well as strategies you use to look after your mental wellbeing.

When you have filled in the first three Thought Clouds as best you can, have a chat with a partner about the ideas you have come up with. Based on your discussion, see if you can add any 'Strategies I could try in the Future' in your fourth cloud.



Things that make me feel good...



Things that don't make me feel good...



Strategies I use to help me...

Strategies I could try in future...

TASK 3:

As human beings, we all have negative thoughts about ourselves at times. However, if we are not careful, these negative thoughts can become overwhelming and have a negative impact upon our mental health. A useful tool for combatting this is to remind yourself of all the things that make you awesome and proud of yourself!

In each of the 'I am Awesome' medals below, note down something about you that makes you awesome. This could be a skill, a personality trait, something you've done, or anything that makes you unique and special!

Discuss these medals together as a class. Which medal are you most proud of and why? How does it feel to think and talk about yourself in this way?



EXTENSION:

Design a 'You are Awesome' medal for a friend or family member and give it to them. Remember, making other people feel good is a sure-fire way to make yourself feel good too!

PRE-VISIT LESSON 2

MENTAL WELLBEING IN THE SPOTLIGHT

LEAD-IN QUESTIONS:

- How many different celebrities at Madame Tussauds London can you name?
- What do you know about each person and the challenges they have faced in their lives?

TASK 1:

No matter how much money you have or how famous you are, everyone faces challenges with their mental health from time to time. Of course, on the surface, sometimes people in the spotlight look like they have it all.

In pairs, note down some initial ideas in relation to the questions below.

What pressures might celebrities face in relation to their mental health?	Can you give any real-life examples?

TASK 2:

Together, look over each of the Madame Tussauds London zones and the celebrities in each category below. Choose one name from two different zones and research their lives and careers to date. Have they spoken out about their mental wellbeing at any point? Why/why not?

Teacher’s note: Try to make sure students choose a varied spread of celebrities. This will support discussion at the end of the task.

For each of the two celebrities you have chosen, write a few lines from their perspective about the pressures they have faced being in the spotlight and how this impacts their mental wellbeing.

Read out some of your work and discuss how this has helped you to see this celebrity in a different way. Why is it important to try and see the world from other people’s perspective from time to time?

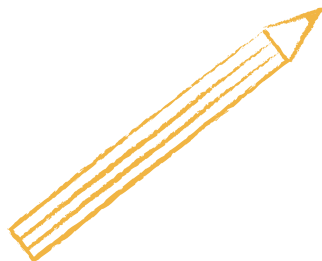


MUSIC	SPORT	ROYALS
Ed Sheeran	Usain Bolt	The Duke of Cambridge
Stormzy	Jessica Ennis-Hill	The Duchess of Cambridge
Dua Lipa	Anthony Joshua	

CELEBRITY 1 _____



CELEBRITY 2 _____

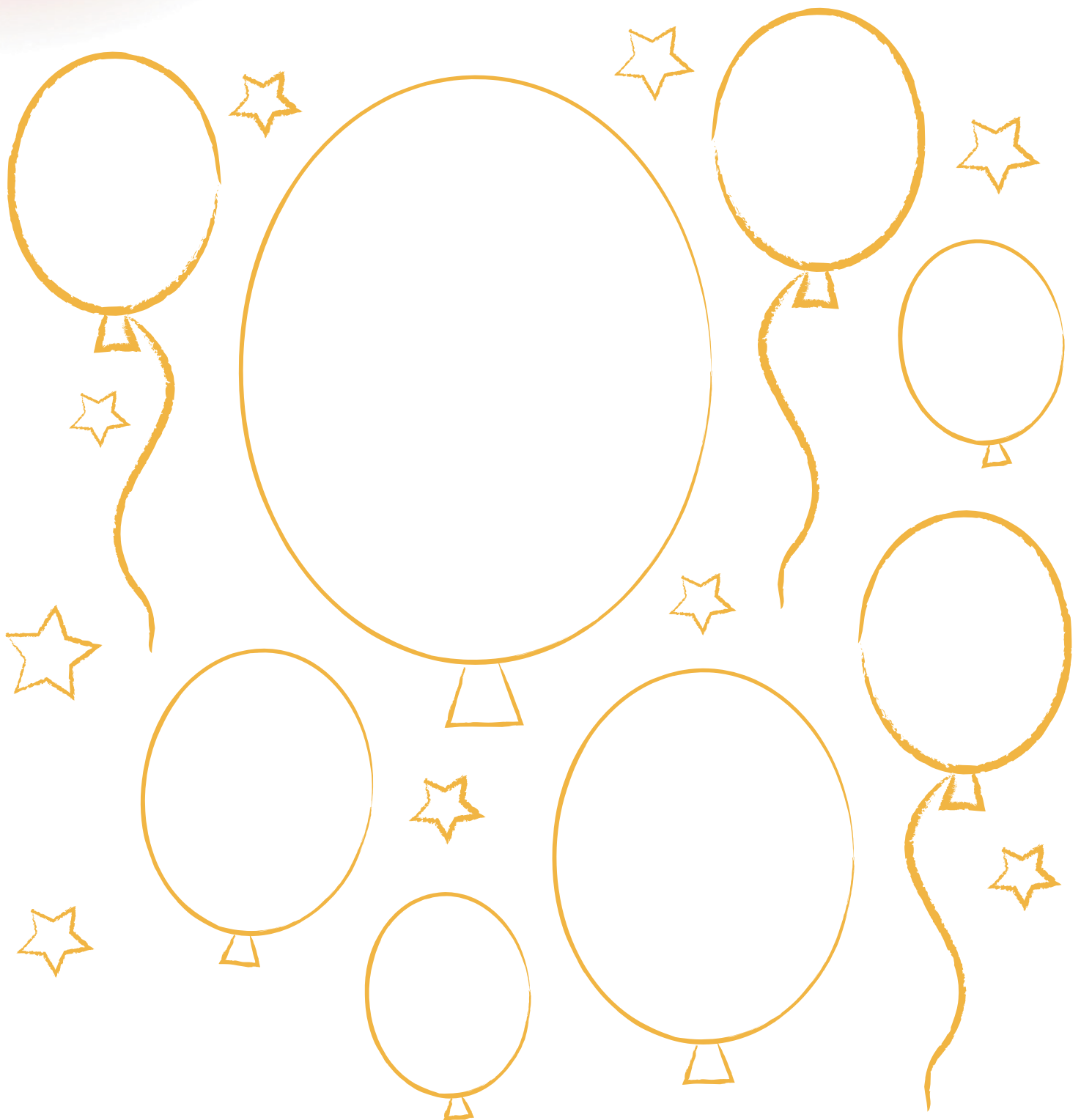


TASK 3:

It's time to think about the importance of speaking out and opening up about mental wellbeing. Begin by discussing together:

- Why are people sometimes reluctant to open up about their mental health?
- Why is it crucial that we do speak up?
- What positive impact can this have for everyone?

Use these ideas to help you fill in the worksheet below, in the balloons note down the benefits of celebrities and everyone speaking out about mental wellbeing.



TASK 4:

Look back over all of the activities and discussions you have taken part in so far. Next, imagining that you have achieved celebrity status, use your fame to create a social media post 'opening up' or 'speaking out' about the importance of looking after your mental wellbeing.

You can use any hashtags or emojis you like but remember to create a positive and powerful message that will help support others with their mental health.

The form is a social media post template for Twitter. It consists of a large central text area for writing the post. At the bottom left, there are two icons: a camera for adding photos and a location pin for adding a location. At the bottom right, there is a button labeled 'TWEET'. The entire form is framed by a thin orange border. There are several decorative orange stars and a bird icon (resembling the Twitter logo) scattered around the form.



TEACHER INFORMATION

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Free teacher ratio

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POST-VISIT LESSON 1

MY FUTURE MENTAL WELLBEING

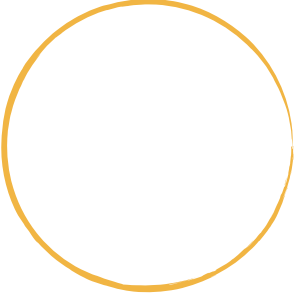
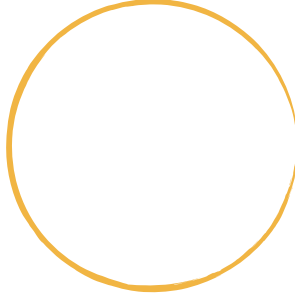
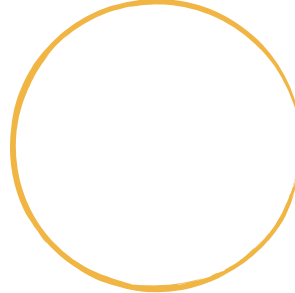
RECAP QUESTIONS:

- What did you enjoy most about your visit to Madame Tussauds London?
- What did you learn about mental wellbeing and celebrity culture?

TASK 1:

It's time to repeat the 'checking in' exercise you did back in Lesson 1. Like before, start by reflecting on how you are feeling today. In the 'today' box, sketch a facial expression and write down an emotion or two that express how you are feeling today. Colour in the box with one or more colours or shades that reflect your emotion(s). Do the same for yesterday, then for how you hope to feel tomorrow.

Reflect on whether it easier to do this activity the second time round. Why/why not? What changes (if any) do you notice between the boxes? How might you continue to check in with yourself in future?

YESTERDAY	TODAY	TOMORROW
		
EMOTIONS:	EMOTIONS:	EMOTIONS:

TASK 2:

Use the questions below to reflect on the work you have done on mental wellbeing as well as your visit to Madame Tussauds London. Discuss any final questions you have about mental health and mental wellbeing together. Remember, it's great to open up!





Name: _____

Date of Madame Tussauds London visit: _____

Q1. What feelings did you have in the build-up to your Madame Tussauds London trip and why?

Q2. Which emotion would you use to summarise your experience at Madame Tussauds London and why?

Q3. How did it feel to bond with classmates on your trip?

Q4. How have your views on mental wellbeing changed over the course of your lessons and trip?

Q5. Which new strategies will you try in future to improve your mental wellbeing?

Q6. How can you help support the mental wellbeing of your classmates? Give examples.

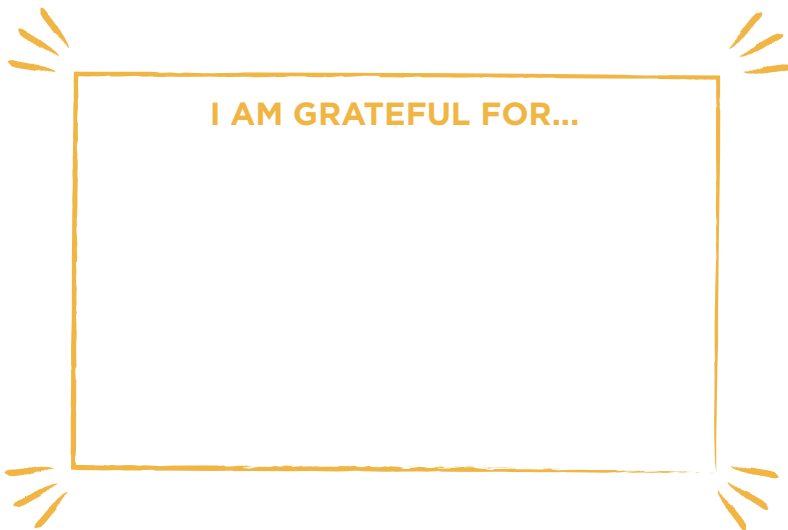
Final questions I have about mental wellbeing



TASK 3:

Another useful strategy for improving your mental wellbeing, is to remind yourself of things you are grateful for. These can be really small things like the sun shining, or your favourite meal that makes you smile.

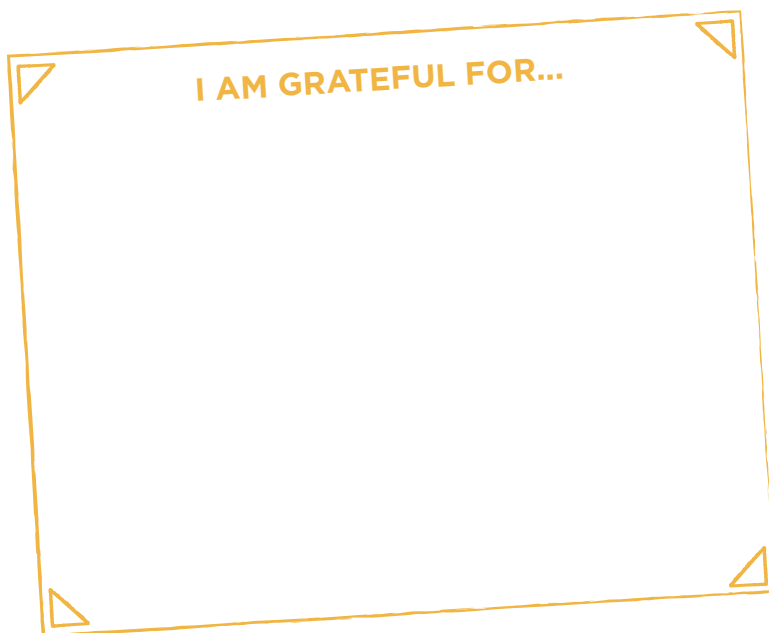
Spend a few moments thinking about all the things and people you are grateful for. Then, fill in each of the Gratitude Cards below. Can you create and design one for a friend or family member? Perhaps even your favourite teacher? If so, note down why you are grateful to have them in your life, cut it out and give it to them. Spreading kindness and positivity is another way that you can help others with their mental wellbeing.



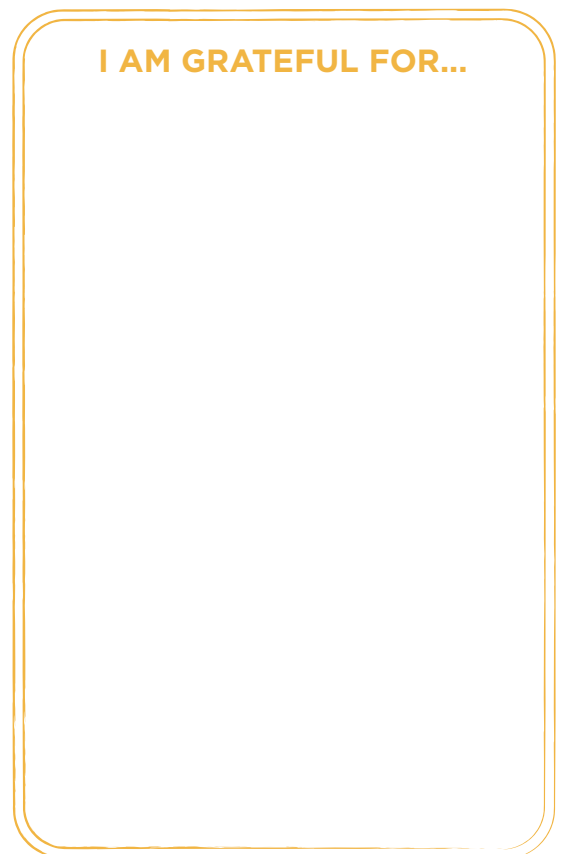
I AM GRATEFUL FOR...

A rectangular card with a hand-drawn orange border. It has four starburst-like shapes at the corners, one on each side.

I AM GRATEFUL FOR...

A rectangular card with a hand-drawn orange border, tilted slightly to the right.

I AM GRATEFUL FOR...

A rectangular card with a hand-drawn orange border. It has small triangles at each of the four corners.

I AM GRATEFUL FOR...

A vertical rectangular card with a hand-drawn orange border and rounded corners.

TASK 4:

You are now going to use all you have learned throughout your lessons to create your own Wellbeing Routine. This involves trying to add in at least one thing every day that will help you to feel good and improve your mental wellbeing. You can use any of the ideas discussed so far and here are a few extra you could try:

- Breathing exercises or meditation - counting slow inhales and exhales in a quiet, comfy place
- A relaxing bath with lots of bubbles
- Having a dance or singing whilst you are getting ready
- Finding time to exercise - walking and stretching counts too!
- Being outside in nature
- Learn a new skill or try something new
- No screens in bed
- Finding time to read - even just 5 or 10 minutes counts!

Feedback together on the impact of your Wellbeing Routines. There may be some things you really like and others less so; it's all about trying different things to see what works for you! Try to keep up these good habits.



MY WELLBEING ROUTINE

MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
SATURDAY	
SUNDAY	

EXTENSION:

Create a 'Top Tips for Looking after your Mental Wellbeing' poster to help others in your school to protect their mental wellbeing. Put your posters up around school to encourage other students to 'open up' and find strategies to help make them feel good!

