



PowerPoint
Slide 6

- access to celebs in their own country etc.)
- Ask them to use empathy skills to consider: how is this different in each region? Is FAME different across the world? How do Madame Tussauds cater for different cultures? Why is it important that Madame Tussauds does this? – it is important to make connections across the globe, to join people together.
 - NOTE: it is important to raise the question of stereotypes – even though there are well-known celebs in each different region, Madame Tussauds must always provide a variety of figures to cater for all interests.
 - **TAKEAWAY:** to empathise with other cultures and to show the importance of making connections across the world – bringing people together.

MAIN TASK 2: A GLOBAL AUDIENCE: 20 MINUTES

Objectives:

- To understand what we mean by 'global audience'.
- To explore the concept of 'purpose' and 'audience'.
- To identify the how a brand caters for a global audience.
- To work together in groups to gather information.

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Slide 7 +
Resource 2

- Ask students to engage literacy skills, to consider 'audience' and 'purpose': what do we mean by the 'audience' of a brand?
- STAGE 1: Ask students to get into groups of four. Give them one of the Resource 2 Audience Sheets. Ask them to work together using communication and collaboration skills. How many types of people they can identify as part of the MT 'audience'? They should consider the types of people they have seen as they've walked around the attraction. (E.G. Encourage students to think about families, children, couples, school students, tourists – but try to get them to reach these conclusions themselves). Think of at least four different types of people and write them at the top of the four triangles. If no schools space for writing, simply ask children to discuss and share ideas.
- STAGE 2: Ask students to think of as many ways as possible that Madame Tussauds appeals to the different people in the audience. How does it adapt to the different needs to different groups? Why is this important? Write ideas for each type of people in the triangles.
- STAGE 3: Tell students we're going to 'zoom-in' on the audience of 'overseas visitors' or 'tourists': why is this an important group? Explain that in Singapore, for example, MT gets a lot of visitors from India, so they have a large Bollywood section. How does the site that you are visiting cater for global interests/visitors?
- In groups again, ask students to fill in Resource 3 with different ways that MT caters for their visitors from across the globe. E.G. wax figures of different ethnicities, from different parts of the world, from different parts of society, any different 'areas' of the attraction for specific audiences, global brands in the attraction (e.g. Marvel 4D Movie at MT London). Again, if no schools space for writing, simply ask children to discuss and share ideas.
- **TAKEAWAY:** to explore different audiences of a global brand, focusing on the audience of overseas visitors/tourists, understanding how MT empathises with other cultures and caters for those cultures, to show the



<p>PowerPoint Slide 8 + Resource 3</p>	<p>importance of making <u>connections</u> across the world – bringing people together.</p> <p>MAIN TASK 3: CELEBRATING DIFFERENCE: 10 MINUTES</p> <p>Objectives:</p> <ul style="list-style-type: none"> To use creative thinking to cater for an overseas MT audience with the theme of 'celebration'. To work in groups to present ideas confidently. <ul style="list-style-type: none"> Tell students it's time to use their creative brains to <i>Think Big!</i> Imagine that they have been approached as a group and asked to create <u>a new section</u> in the MT attraction. Their target audience is overseas visitors or tourists from places all over the world including London, New York, Delhi and Beijing. Ask students: how can they <i>make the most of the differences</i> between their audience members? How can they <u>celebrate</u> difference? Encourage students to consider the theme of celebration when coming up with their ideas. Give students an A3 piece of paper on which to record ideas. Create a <u>name</u>, <u>logo</u> and <u>description</u> for their new area. How will it appeal to the different needs of their audience? They have 10 minutes. If there is no space for children to draw/write, ask them to create a presentation or pitch of their new area instead. Nominate a spokesperson in each group to share work with the room: ask students to listen carefully and to use evaluation skills to identify what is good about the ideas that are presented. TAKEAWAY: using creative thinking skills and cultural empathy/understanding to come up with new ideas for how to cater for an overseas audience, taking into account everything that they have learned. <p>PLENARY: POSTCARD TO A PEN PAL: 10 MINUTES</p> <p>Objectives:</p> <ul style="list-style-type: none"> To develop empathy skills for a student from across the world. To write a Madame Tussauds postcard as a class. <ul style="list-style-type: none"> UNIQUE TASK: Tell students: as a class – it's time to use literacy skills to write a postcard to another student or 'pen pal' from one of the regions that have been touched on in the workshop. Either take ideas from students and write together on sheets of paper, with facilitator leading the writing on a flipchart – or, ask one student to come to the front and to take the role of facilitator. This postcard can be written verbally rather than written physically if it is difficult for the facilitator to do the latter. Use writing frame on Slide 10 to prompt ideas or read these prompts out if no ppt. TAKEAWAY: encourage students to think about having EMPATHY for different cultures and audiences around the world, understanding the importance of <u>connections between cultures</u>.
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<p>PowerPoint Slide 10</p>	<p>PLENARY: SUMMARY: 5 MINUTES</p> <p>Objectives:</p> <ul style="list-style-type: none">• To reflect on learning at the Madame Tussauds attraction and workshop.• To redefine the terms: 'entrepreneur', 'global brand' and 'target audience'. <ul style="list-style-type: none">• Ask students what they have learned at the Madame Tussauds attraction today. What have they learned about another culture?• To revisit and redefine the term: 'global brand' and to consider what makes a brand successful on a global scale. Encourage students to reflect on how MT empathises with its audiences and caters for different interests across the world.• Ask students, if they could write another postcard, where would they send it? Where else would they like to visit in the world?• TAKEAWAYS: an interest in another culture to pursue, empathy with another culture, an understanding of Madame Tussauds as a global brand, and how it caters to different audiences across the world in order to connect and unite interests.• Suggest to students and teachers that they complete the post-visit activities around completing case studies on the human and physical geography of another region and sending more postcards!• Thanks!
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