



<p>Aims:</p>	<p>Students will be visiting Madame Tussauds to find out what it means to <i>Be Inspired</i> and to <i>Reach For The Stars</i>. They will be learning about Marie Tussaud herself, a pioneering woman of her time, exploring the qualities that make a person a good role model. Students will be asked to identify the challenges that she faced throughout her life and to use what they learn in the workshop to <u>find their own inspiration</u> and set their own <u>goals</u>.</p>
<p>Overall Objectives:</p> <p>Subject Links:</p> <p>PowerPoint Slides 1 + 2</p> <p>PowerPoint Slide 3</p>	<ul style="list-style-type: none"> • Defining and understanding the word 'inspiration' and exploring the qualities that role models or influential people possess • Understanding that role models are not 'perfect' people • Identifying role models and explaining reasons for choices • Understanding that everyone faces challenges in reaching their goals • Exploring how to overcome challenges or difficulties • Identifying significant moments in the biography of Marie Tussaud and/or another role model of choice • Setting aspirational goals that are inspiring in multiple contexts <p>Personal, Social, Health Education (PSHE) (UK), Citizenship, Critical Literacy, National Health Education Standards (NHES) (US), Morality and Society curriculum (China), History and Literacy.</p> <p>INTRODUCING MADAME TUSSAUDS: 5–10 MINUTES</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To introduce the Madame Tussauds brand with a brief historical timeline. • To discuss what we mean by the term 'role model' and to identify personal role models both within the attraction and outside of the attraction. <ul style="list-style-type: none"> • As students walk into the room and at the beginning of the workshop: WELCOME TO MADAME TUSSAUDS. • Ask students: what do they already know about Madame Tussauds? What do they like about it? Why? • Give brief introduction to the Madame Tussauds <u>brand</u> by sharing a few points from Slide 2 and Slide 3. On Slide 2: do not read <u>ALL</u> text and dates. Tell them: this is the story of Marie Tussaud, the Founder of Madame Tussauds, and how she came to create a global brand. The main things to convey: her date of birth (a long time ago!); the fact that she lived through the French Revolution and had to leave France; the fact that she opened her first permanent exhibition in London in 1835. If the facilitator does not have access to a ppt. then ideally the contents of slides 2–3 would be printed, laminated and handed out to students each time a workshop takes place. Otherwise, a general, verbal intro to the brand works well. • On Slide 3 – explain to students the different locations of Madame Tussauds. Convey to students the breadth of the Madame Tussauds brand and <u>how it has grown</u> from its conception. It might be nice to locate where the group is on the world map – and then work out the MT site that is furthest away from



PowerPoint
Slide 4

them? Can students count how many sites there are across the globe? Is it more or less than they expected? If no ppt. then ask children to guess the number rather than count!

- Tell students that today we'll be learning about **ROLE MODELS** and **INSPIRATIONAL FIGURES**. Ask students to use empathy skills to discuss their local and international role models with the whole class. Ask them: what are the qualities of a role model? Do they think they have to be 'perfect' individuals, or not? Encourage students to recognise that role models are not perfect, so we should not aspire to be perfect people.
- Ask students to engage their Citizenship skills: what different types of role models are there in society? E.G. ask students to think about celebrity role models in the attraction but also across society – policemen, teachers, nurses, surgeons, firemen etc.
- **TAKEAWAY:** role models come from all parts of society – they share particularly inspiring qualities, but they are not perfect, flawless individuals.

STARTER ACTIVITY: ROLE MODEL QUALITIES: 10 MINUTES

Objectives:

- To define what we mean by the term: 'role model'.
- To identify key facts in the biography of Marie Tussaud and link them to her personal qualities.
- To encourage students to communicate clearly and confidently.
- To encourage students to listen to their peers.

PowerPoint
Slide 5
(return to
Slide 2) +
Resource 1

- Introduce Marie Tussaud as a new role model.
- Ask students to look at the different qualities dotted around the room (Resource 1) – (these can be just on one sheet, or cut out, enlarged and stuck around the room as a permanent fixture!). If there is no dedicated schools room, could these qualities be dotted around the attraction?
- Can they use literacy skills to define each quality that they come across in pairs?
- Can they use comprehension and inference skills to match a different quality to each fact about Marie Tussaud on Slide 4? Note: be clear that there are no right or wrong answers. If no ppt. or printout of slide 4 then just remind children of some facts from that slide about Marie Tussaud by reading them out loud, one at a time, asking children to match qualities as you go.
- As an extension for more able students: can they come up with their own qualities? If students have completed the pre-lesson, can they remember any qualities that they have already discussed?
- **TAKEAWAY:** Marie Tussaud was inspiring because she showed many qualities in order to open an exhibition of her wax figures during the time she was alive.

MAIN TASK 1: MARIE TUSSAUD'S CHALLENGES: 10 MINUTES

Objectives:

- To identify the challenges faced by Marie Tussaud throughout her life.



<p>PowerPoint Slide 6 + Resource 2</p>	<ul style="list-style-type: none"> • To discuss the level of difficulty of the different challenges and the personal qualities she had to show to overcome them. • UNIQUE TASK: Give students the Challenge Cards listing the different challenges that Marie Tussaud faced in her life (Resource 2). Ask them to use skills of comprehension and categorisation to rank them from 1–8, in order of most difficult to least difficult, giving reasons for their choices. Note: be clear that there are no right or wrong answers. Note: if there is no schools room or space available, the cards can still be printed and used. Another way of delivering this would be to split the space into sections 'Very Difficult' on the left and 'Less Difficult' on the right; students move to the correct side of the space when the facilitator reads out a card. • As an extension for more able students: after learning about Marie Tussaud's challenges, what other qualities can they say that she possessed? How did she overcome her challenges? • Discuss the idea that all role models overcome challenges, which is why they are inspirational for others. • Ask students, can they spot any challenges that might also be seen as negative points of Marie's character? (e.g. she left her son behind, what does this say about her? – encourage students to consider how her personal ambition might have outweighed her love for her son, therefore showing a weakness or flaw in her character. She is not a perfect individual. • TAKEAWAY: Marie Tussaud overcame many challenges in order to reach her goal. This is a key quality of an inspirational person: that they never lose faith in their inspiration and their goals! However, she was not a perfect individual: she also had flaws just like everyone else. <p>MAIN TASK 2: ROLE MODEL PROFILE: 10 MINUTES</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To consolidate learning so far by creating a Role Model Profile for Marie Tussaud, including information about her personal qualities, background, challenges and achievements. • Tell students it's time to be Tussaud detectives! Students should reflect on their learning so far to complete the Marie Tussaud Role Model Profile (Resource 3), including information that students have learned about her personal qualities, her background, her challenges and her achievements (as well as her flaws!). Note: if no schools room or space for writing, children can either sit on the floor or they can complete the profile verbally, lead by the facilitator: e.g. 'What was her goal or talent?' 'What helped her achieve it?' etc. • UNIQUE TASK: Ask children to think of their own role model – either a celeb or a normal member of society (policeman etc.). They should be given 5 minutes to present their role model of choice to the class by drawing them, acting out a meeting with them, doing an impression of them, or writing a short, descriptive piece about them! • Make sure students explain who their role model is and why they have chosen him/her. • TAKEAWAY: this is an opportunity for students to show skills of
<p>PowerPoint Slide 7 + Resource 3</p>	



<p>PowerPoint Slide 8</p>	<p>summarising what they have learned so far about role models (include Marie Tussaud) and how they might not be perfect individuals, but they overcome challenges to reach their goals and to become inspirational role models.</p> <p>PLENARY: MY INSPIRATION: 15 MINUTES</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To consider how Marie Tussaud is an inspiration. • To create a Madame Tussauds Moodboard! • To reflect on learning at the Madame Tussauds attraction and workshop. <ul style="list-style-type: none"> • Ask students, how does Marie Tussaud inspire them? How have they been inspired at Madame Tussauds today? • UNIQUE TASK: Ask students to use creative skills to produce an 'Inspiration Moodboard' in groups – give them magazines to cut and paste or pictures of figures in MT (chosen by sites to localise) or use the guide book! If there is no schools space, children could create 'freeze frames' (frozen shapes created in groups with their bodies) to present their moodboards, conveying the different feelings that they've had whilst visiting the attraction. • Students should be encouraged to be as creative as possible. • Once finished, these 'Inspiration Moodboards' should be passed around and shared (or performed!); they could even be mounted on the walls if there is a dedicated schools room/space – or photographed if not. • UNIQUE TASK: Using what they have learned about Marie Tussaud, ask students to complete a My Inspiration Star (Resource 4). This is quite easy to complete whether there is a dedicated schools space or not. • Discuss the idea that inspiration can take many forms and can come from many different places. • TAKEAWAY: students should feel safe and secure to discuss their own Inspiration Stars and the inspiration that they have found during their Madame Tussauds experience and the workshop.
<p>PowerPoint Slide 9</p>	<p>PLENARY: SUMMARY: 10 MINUTES</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To set five goals for achieving their inspiration stars! • To develop or redefine the term: 'role model'. <ul style="list-style-type: none"> • UNIQUE TASK: Final task: explain to students that they must <u>take actions</u> in order to achieve their inspiration. Tell them it is important to take action in their daily lives. How will they use what they have learned/discovered in this workshop to reach for the stars? • Ask students to consider the following things when setting their five goals: <u>who</u> will help them? What is their <u>timeframe</u>? How can they break their goal down into <u>manageable steps</u>? What <u>imperfections</u> or <u>flaws</u> in their own personalities might they come up against? • Ask students to share their five goals with a partner and to keep hold of what they have learned at the Madame Tussauds workshop today. • Can they redefine or revisit their definition of the term: 'role model'? • TAKEAWAYS: that Marie Tussaud was inspirational because, even though
<p>PowerPoint Slide 10 + Resource 4</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • To set five goals for achieving their inspiration stars! • To develop or redefine the term: 'role model'. <ul style="list-style-type: none"> • UNIQUE TASK: Final task: explain to students that they must <u>take actions</u> in order to achieve their inspiration. Tell them it is important to take action in their daily lives. How will they use what they have learned/discovered in this workshop to reach for the stars? • Ask students to consider the following things when setting their five goals: <u>who</u> will help them? What is their <u>timeframe</u>? How can they break their goal down into <u>manageable steps</u>? What <u>imperfections</u> or <u>flaws</u> in their own personalities might they come up against? • Ask students to share their five goals with a partner and to keep hold of what they have learned at the Madame Tussauds workshop today. • Can they redefine or revisit their definition of the term: 'role model'? • TAKEAWAYS: that Marie Tussaud was inspirational because, even though

