

<p>PowerPoint Slide 4</p>	<ul style="list-style-type: none"> • Tell students that today we'll be learning about the MEDIA. Ask students to discuss the term '<u>the media</u>' with a partner. What does it mean? What different types of media are there? • Did they come across any uses of the media as they visited the attraction? How does the media come into play when we think about celebrity culture? <p>STARTER ACTIVITY: 'NOW' AND 'THEN': 10 MINUTES</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify different forms of modern media that you and your family use. • Consider how media has changed since the lifetime of Marie Tussaud. • To match up characteristics of media today compared to how it existed in the lifetime of Marie Tussaud. • To understand the benefits and warning signs of modern media. • To define and explore the concept of fake news.
<p>PowerPoint Slide 5 + Resource 1</p>	<ul style="list-style-type: none"> • Get children to broaden their understanding of the media: list the forms of media that you and your family use most. Why do you think these forms of media are so popular today? • Use their historical knowledge: how would people during Marie Tussaud's lifetime have found out about news and gossip? • UNIQUE TASK: Using the 'Now and Then Matching Activity Sheet' (Resource 1), match up characteristics of today's media versus the media of Marie Tussaud's lifetime. 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 'Now' on the left and 'Then' 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: how might Marie Tussaud's life and business have been different if she was born in the 21st century? • At the end of the task, explain that old media included print media and attractions such as MT (which was considered a method of communication); NOW we have whole world of digital platforms, TV, radio etc.! • Tell students: modern media is GREAT. Drawing on their own experiences, ask them to think of the <u>benefits</u> (e.g. access to information, creative space to communicate, lots of visual news, caters to all audiences). • Ask students: drawing on their own experiences, what are the bad things about modern media? What are the <u>warning signs</u> (e.g. what is <u>fake news</u>? People can lie more often. [Fake news is the spreading of fake stories for the benefit of someone or a group of people]. • Tell students: they shouldn't have BLIND FAITH in the media! • TAKEAWAY: Modern Media is fantastic and we have come a long way – but it is still important to beware of lies, or <u>fake news</u>, and also to make sure that forms of media don't have a negative impact on our identity and wellbeing.
<p>PowerPoint Slide 6</p>	<p>MAIN TASK 1: GOING BACK IN TIME: 15 MINUTES</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Discuss historical facts about Madame Tussauds and what they tell us about media of the time. • To write your own news article as a reporter in the first half of the 20th

<p>PowerPoint Slide 7 + Resource 2</p>	<p>century, taking style, audience, and purpose into consideration.</p> <ul style="list-style-type: none"> • UNIQUE TASK: activate literacy skills to read over the 'Six Quirky Facts' sheet (Resource 2). Discuss what is unusual or interesting about each fact. What do they tell us about the history of Madame Tussauds and media at that time? Pick your favourite fact! These can also be read out instead of printed out and given to children. • Using your favourite fact, plan and write a newspaper article (or headline/first sentence) in the style of early 20th century media. Encourage students to understand that this is a newspaper <u>format</u> because social media/blogs/vlogs etc. didn't exist. Also encourage students to think about the language that they use: old media was very <u>serious</u> and <u>formal</u>, only for the eyes of important, literate people. The skill here is literacy-based: adapting writing style for an audience/purpose using the conventions of a particular format (newspaper) and style (formal). • Note: if no schools room or space for writing, children can either sit on the floor or they can shout out headlines only, using voice/tone/inflection to show how they intend headlines to be read. • TAKEAWAY: from this task: some quirky facts about Madame Tussauds and the features of early media. <p>MAIN TASK 2: MAKE IT MODERN: 10 MINUTES</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Transform your newspaper article into a modern media form. • Consider how your story has changed and what this tells us about the evolution of the media over time. <ul style="list-style-type: none"> • UNIQUE TASK: In another literacy task: transform your newspaper article into the format of one of these modern media forms; Instagram post, Facebook post, Blog, or Vlog. Think again about audience and purpose of your piece. If no space for writing, children can act out their stories. • As a group, discuss what changes you had to make in order to modernise your story. For instance, how did you change the <u>style</u> of your writing? How might your <u>audience</u> have changed in terms of age, sex, race, or class? Has the <u>purpose</u> of your story altered in any way? • With a partner, discuss how you made your news articles more modern. Ask your partner which version of your story they find more appealing and why? • TAKEAWAY: from this task: how the features of modern media can be beneficial, making news more exciting and more accessible. <p>PLENARY: CREATING A PROFILE: 10 MINUTES</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Consider how Marie Tussaud may have used modern media if she'd had the opportunity. • Design a social media profile for Marie Tussauds that she could have used to promote herself in the 19th century.
<p>PowerPoint Slide 8</p>	<p>century, taking style, audience, and purpose into consideration.</p> <ul style="list-style-type: none"> • UNIQUE TASK: activate literacy skills to read over the 'Six Quirky Facts' sheet (Resource 2). Discuss what is unusual or interesting about each fact. What do they tell us about the history of Madame Tussauds and media at that time? Pick your favourite fact! These can also be read out instead of printed out and given to children. • Using your favourite fact, plan and write a newspaper article (or headline/first sentence) in the style of early 20th century media. Encourage students to understand that this is a newspaper <u>format</u> because social media/blogs/vlogs etc. didn't exist. Also encourage students to think about the language that they use: old media was very <u>serious</u> and <u>formal</u>, only for the eyes of important, literate people. The skill here is literacy-based: adapting writing style for an audience/purpose using the conventions of a particular format (newspaper) and style (formal). • Note: if no schools room or space for writing, children can either sit on the floor or they can shout out headlines only, using voice/tone/inflection to show how they intend headlines to be read. • TAKEAWAY: from this task: some quirky facts about Madame Tussauds and the features of early media. <p>MAIN TASK 2: MAKE IT MODERN: 10 MINUTES</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Transform your newspaper article into a modern media form. • Consider how your story has changed and what this tells us about the evolution of the media over time. <ul style="list-style-type: none"> • UNIQUE TASK: In another literacy task: transform your newspaper article into the format of one of these modern media forms; Instagram post, Facebook post, Blog, or Vlog. Think again about audience and purpose of your piece. If no space for writing, children can act out their stories. • As a group, discuss what changes you had to make in order to modernise your story. For instance, how did you change the <u>style</u> of your writing? How might your <u>audience</u> have changed in terms of age, sex, race, or class? Has the <u>purpose</u> of your story altered in any way? • With a partner, discuss how you made your news articles more modern. Ask your partner which version of your story they find more appealing and why? • TAKEAWAY: from this task: how the features of modern media can be beneficial, making news more exciting and more accessible. <p>PLENARY: CREATING A PROFILE: 10 MINUTES</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Consider how Marie Tussaud may have used modern media if she'd had the opportunity. • Design a social media profile for Marie Tussauds that she could have used to promote herself in the 19th century.

PowerPoint
Slide 9

- Encourage students to reflect on their learning: think about all you have learnt about media and Marie Tussaud so far. Discuss how she would have used social media if she had the chance. How could this have helped her business during her lifetime?
- Then, consider what information Marie Tussaud might have included on her own social media profile. How might her profile change depending on which media form she adopts?
- **UNIQUE TASK:** Choose which social media platform you think would be most suitable for Marie Tussaud. On an A4 sheet of paper, make a social media profile for her. If no dedicated schools space/tables for writing, children can sit and write on the floor, or they can act out their profiles/MT bios as though in a vlog or instagram story format.
- During this phase of the workshop, ask students to reconsider the benefits of modern media and the warnings – eg. access to information but also bias (celebrities can portray themselves as whatever they want to be)!
- **TAKEAWAY:** how a modern social media profile would've helped Marie Tussaud. Also how a modern social media profile can be manipulated to bend the truth!

PLENARY: SUMMARY: 5 MINUTES

Objectives:

- **To reflect on learning at the Madame Tussauds attraction and workshop.**
 - **To develop or redefine the term: 'modern media'.**
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- Ask students what they have learned at the Madame Tussauds attraction today.
 - Can they redefine or revisit their definition of the term: 'modern media'? Can they remember the benefits and warning signs that they have taken away from this workshop?
 - **TAKEAWAYS:** there are differences between old and new media; media has come a long way; that there are benefits to modern media; and there are also some negative impacts of modern media (e.g. fake news, making people feel insecure or worried etc.)
 - Ask students how they will implement what they have learned in their own lives? For example: what will they make sure they do when reading the news? What will they make sure they think about when reading or creating new social media profiles?
 - Suggest to students and teachers that they complete the post-visit activities around making their own social media posts
 - Thanks!

PowerPoint Slide 10	
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