

## MODERN MEDIA – PRE & POST VISIT LESSON PLANS

### *Your workshop at Madame Tussauds . . .*

Students will stretch their critical literacy and writing skills by delving into the complex world of the media. They will compare and contrast old and new media in order to see how it has changed to become what it is today. They will explore the benefits and warning signs of modern media (including the concept of ‘fake news’) and how they come into play in celebrity culture, as well as in their own everyday lives.

The objectives of the workshop and these corresponding lessons include but are not limited to:

1. Identifying the different types of media and their purposes.
2. Comparing old and modern media types.
3. Identifying how old and modern media are different and how much the media has changed over time.
4. Understanding the concept of ‘fake news’ and why it is important.
5. Understanding how the media portrays people and to recognise its possible impact.
6. Creating stories across different social media platforms.

These lessons have been written for students aged 7–11 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 two, hour-long lessons; the first should be delivered *before* visiting Madame Tussauds, and the second should be delivered *after* visiting, to consolidate learning.

*Pre-visit Lesson: @ModernMedia #FakeNews*

*Objectives:*

- To understand what we mean by the terms: 'modern media' and 'fake news'
- To identify the pros and cons of modern media
- To write a celebrity interview on the topic of 'Media and Celebrity Status'

*Outcomes: A table of the pros and cons of modern media; an interview with a celebrity on the subject of 'Media and Celebrity Status.'*

*Post-visit Lesson: Madame Tussauds Emojis!*

*Objectives:*

- To summarise the life and work of Marie Tussauds using emojis
- To design an informative poster advising young people how to use media responsibly
- To create a social media post summarising the Madame Tussauds experience

*Outcomes: A table of five emojis; an informative poster about how to use media responsibly; a 50 character social media post summarising the Madame Tussauds experience.*

**PRE-VISIT LESSON**

**@MODERNMEDIA AND #FAKENEWS**

Lead-in questions:

- What is 'modern media'?
- What is a 'fake news'?
- How are these two concepts connected?

Task 1:

Think of one of your favourite celebrities who you follow on some form of modern media. Consider the following questions:

- Why do you follow this person?
- What sorts of things have you found out about this celebrity through media?
- Can you think of a celebrity who has been in the media for doing some bad or controversial?
- How do you know if what you have found out about them is true?

Task 2:

Use the table below to identify some pros and cons of modern media. The questions and answers from Task 1 should help you.

<b>PROS OF MODERN MEDIA</b>	<b>CONS OF MODERN MEDIA</b>
1)	
2)	
3)	
4)	
5)	

Task 3:



In pairs, take it in turns to role-play interviewing each other's celebrity. The topic of the interview is 'Media and Celebrity Status'. Try to focus upon how your celebrities feel about being in the spotlight. Think about how the media is useful in their career. Do they have to be careful about things that they talk about and what they post on social media?

Extension:

Do your celebrities differ much in their answers? What do they have in common?

Task 4:

Imagine your celebrity interview has been chosen to feature on the Madame Tussauds website.

Write up your interview including at least six questions and responses on the topic of 'Media and Celebrity Status'.

## POST-VISIT LESSON

### MADAME TUSSAUDS EMOJIS!

Recap questions:

- Think back to your visit to Madame Tussauds. What did you learn?
- What did you like most about your visit?

Task 1:

Read the 'Madame Tussauds and Media' article below.

Marie Tussaud first opened her business over 200 years ago in 1770s Paris. By the age of 17, she became art tutor to King Louis XVI's sister at the Palace of Versailles. During the French Revolution (1789–1790s), she was forced to prove her allegiance to the nobles by making death masks of the executed aristocrats.

Marie Tussaud came to Britain in the early 19<sup>th</sup> century alongside a travelling attraction of revolutionary relics and effigies of public heroes and rogues.

This was a time before the wide circulation of newspapers and certainly before the existence of the Internet or social media. Marie Tussaud's attraction was viewed as a 'travelling newspaper', providing insight into global events and allowing ordinary people to view the people in the headlines face to face.

In the 20<sup>th</sup> century, the role of Madame Tussauds began to change. Due to the global circulation of newspapers, television and cinema and increased improvements in public literacy, information about current events became more easily accessible. In order to survive, Madame Tussauds diversified into new areas and became more of a commentary on popular celebrities whilst still retaining its role as a tourist attraction.

Using this article and everything you have learned in the Modern Media Workshop, summarise the life and work of Marie Tussaud in five emojis. You can use some emojis that already exist, but try to create some of your own to make them personal and specific to Marie Tussaud.

Emoji 1	Emoji 2	Emoji 3	Emoji 4	Emoji 5

Task 2:

Make a 'Top Tips' poster using emojis, giving general advice on how to use media responsibly. Make sure that you include information about fake news and how to recognise it.

Task 3:

Create a social media post with no more than 50 characters summarising what you have learned and enjoyed about your visit to Madame Tussauds!

What emoji would you include to summarise how you feel about Madame Tussauds?