

# Madame Tussauds LONDON

## MEDIA AND FAKE NEWS



**An exploration of media, fake news and celebrity culture**  
**Pre- and Post-Visit Lessons (Ages 7-13)**



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## PRE- AND POST-VISIT LESSONS

### Media and Fake News (Ages 7–13)

An exploration of the media, fake news and celebrity culture



# YOUR EDUCATIONAL VISIT TO MADAME TUSSAUDS LONDON...

**Pupils will...** stretch their English subject-knowledge by delving into the complex world of the media and developing their critical literacy skills. They will explore the concept of the media and its impact on modern audiences. If taking part in an exclusive Madame Tussauds London workshop, they will do this by analysing fake and real news stories, writing fake or real stories of their own, and creating a pamphlet of 'top tips' for how to spot fake news – all in the best media and celebrity setting you could possibly find: Madame Tussauds London!

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

- ★ **To explore** what we mean by the term 'bias' and how it can affect the way the news is presented
- ★ **To understand** what we mean by 'fake news' and how it affects people both in and outside of the public eye
- ★ **To discuss** the roles of lies and the truth in media and society as a whole
- ★ **To write** a news article in the role of a character
- ★ **To identify** how we can spot fake news and stop it from spreading
- ★ **To plan and design** a persuasive and informative poster about the dangers of fake news

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



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# OBJECTIVES AND OUTCOMES

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

### Pre-visit Lesson 1: **Celebrity Culture and Bias**

#### **Objectives:**

- ★ To explore what we mean by the term 'bias' and how it can affect the way the news is presented
- ★ To write a news article in the role of a character, considering the concept of 'bias'

#### **Outcomes:**

A role play using a celebrity scenario; a news article from a character's perspective; a discussion about how bias affects what we read or what we see in the media.

### Pre-visit Lesson 2: **Lies and the Truth**

#### **Objectives:**

- ★ To discuss the roles of lies and the truth in media and society as a whole
- ★ To understand how fake news can affect people both in and outside the public eye

#### **Outcomes:**

A worksheet exploring the impact of fake news on different people; a news report considering 'Fake News and its Impact'.

### Post-visit Lesson 1: **Using Media Responsibly**

#### **Objectives:**

- ★ To identify the positive and negative impacts of modern media
- ★ To plan and design a persuasive and informative poster emphasising the importance of using modern media responsibly

#### **Outcomes:**

A table of pros and cons of modern media; a list of ten 'Top Tips' for using media responsibly; a planning sheet for a campaign poster; a completed campaign poster emphasising the importance of using modern media responsibly.

## PRE-VISIT LESSON 1

# CELEBRITY CULTURE AND BIAS

### Lead-in questions:

- ★ What does the word 'celebrity' mean to you?
- ★ Why are people so interested in the lives of celebrities?
- ★ How are our opinions of celebrities and people generally influenced by news and gossip that we hear?





# CELEBRITY CULTURE AND BIAS

## INTRODUCTORY TASK



Madame Tussauds London is full of celebrities – from Meghan Markle and Prince Harry, to Kim Kardashian, to Usain Bolt and Ed Sheeran. It's a world where celebrity culture comes to life!

Before we start thinking about celebrity culture and the media, discuss with a partner which celebrity you are most excited to meet on your trip to Madame Tussauds London and why.



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# CELEBRITY CULTURE AND BIAS

## TASK 1



Work together to place a sign on the wall saying 'Yes' and another saying 'No' at opposite sides of the classroom. Everyone should then stand in the middle between the two signs.

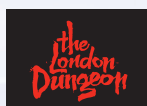
To get you thinking about how you interact with celebrity culture in preparation for your visit to Madame Tussauds London, listen carefully as your teacher reads out the questions on Resource 1.

After each question, you should answer by moving over to either the 'yes' or 'no' side of the room. Use the game to identify trends in your responses and to elaborate on your ideas at different points in the game.

# YES or NO GAME



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# CELEBRITY CULTURE AND BIAS

## TASK 1: RESOURCE



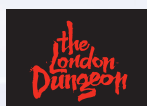
## YES or NO GAME

### Questions:

- ★ Do you watch the news on television?
- ★ Do you find or access news online?
- ★ Are you interested in celebrities' lives?
- ★ Would you like to be a celebrity?
- ★ Do you think it is easy being in the spotlight?
- ★ Do you usually trust what you see on the news or online?
- ★ Has anyone ever passed around information about you that isn't true?
- ★ Can our opinions of people be influenced by rumours?
- ★ Have you ever judged a celebrity based on news you've read or heard about them?



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# CELEBRITY CULTURE AND BIAS

## TASK 2

Understanding the term 'Bias'

Do you already know what this means?

Can you explain it in your own words or give examples?

Split into groups of 4 and role-play the scenario on the Bias Scenario sheet below.

*Information that we hear and read shapes our views and opinions.*

Freeze frame at different points in the scenario and consider what is happening and how your characters are feeling.

- ★ Have any characters developed biased views towards one another?
- ★ Is anyone to blame for this?
- ★ Could it be avoided?
- ★ What are the different ways that the situation could be resolved?

## SCENARIO

**Characters: 1 security guard, 1 celebrity teenager, 1 paparazzo, 1 passer-by**

On a busy Saturday afternoon, a celebrity teenager decides to go shopping in London. The celebrity teenager goes to one of his/her favourite high-street shops that sells trainers. The celebrity teenager spends a long time looking around and as he/she does so, he/she notices that a security guard is following him/her. The security guard doesn't recognise the celebrity.

The shop has had lots of problems with theft in the last few weeks, so the manager has asked the security guard to keep a close eye out for anyone acting suspiciously.

However, getting frustrated at being watched, the celebrity teenager makes a comment as he/she walks past the security guard. There is a confrontation and a passer-by – who is a friend of the teenager – gets involved. He/she sticks up for his/her friend saying they have done nothing wrong.

The argument gets a bit heated, drawing the attention of other shoppers who start to film it on their phones. Within a few minutes, paparazzi turn up and start taking pictures. They are only doing their job, but this only makes things worse as nobody wants their picture to be taken.



# CELEBRITY CULTURE AND BIAS

## TASK 3



From the perspective of the character that you acted out in Task 2, using Task 3 resource, write a news article for a local London newspaper – the MT Star to be exact!

In your article, think specifically about the role your character played and how they would have felt throughout the events that followed.

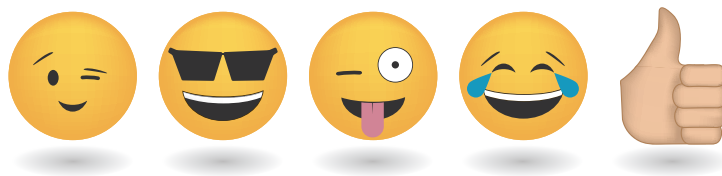
- ★ Were they treated unfairly in any way?
- ★ If so, who did it?
- ★ How did bias and the media impact upon the situation?
- ★ Who would your character say is most in the wrong?

**All of these questions will help you to write from a particular point of view and will inevitably give your article bias.**

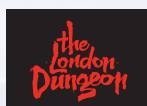
## EXTENSION

Write a biased social media post or message as your character summarising your feelings after the event.

For an extra challenge, try to make it exactly 30 words including emojis!



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### TASK 3: RESOURCE – NEWS ARTICLE TEMPLATE

# MT STAR

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



# CELEBRITY CULTURE AND BIAS

## TASK 4

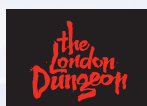


**In pairs or groups, discuss the following reflection questions:**

- ★ Looking back over the lesson, can you see any connections between the questions you answered in the Yes or No game in Task 1, and the scenario in Task 2?
- ★ How does bias and point of view affect what we read or what we see in the media?
- ★ Why is it important to consider bias and point of view when we read news stories?
- ★ Can you think of any other news stories that you have read or heard about that link to the issues that have come up in this lesson?
- ★ How will you think about what you've learned when you visit Madame Tussauds London?



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## PRE-VISIT LESSON 2

# LIES AND THE TRUTH

### Lead-in questions:

- ★ Have you ever seen or read something in the news and then found out that it isn't true?
- ★ Why isn't it always easy to work out what is and isn't true in life and in the news?





# LIES AND THE TRUTH

## TASK 1



In pairs, play a game of...

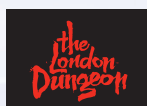
# TWO LIES AND A TRUTH

Take it in turns to tell your partner two pieces of information that are not true and one thing that is true. Your partner then has to decide which detail is true out of the three and give at least one reason why they chose that one.

The three pieces of information can be about anything you like but take your time in coming up with them to make it as tricky for your partner as possible!



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# LIES AND THE TRUTH

## TASK 2



Together, hold a class discussion entitled...



Split yourselves evenly into small groups.

You will have three rounds of three-minute discussions in your group.

In each round, your teacher will pose a question from the Lies and the Truth Questions Sheet, and you will have three minutes to discuss it between you.

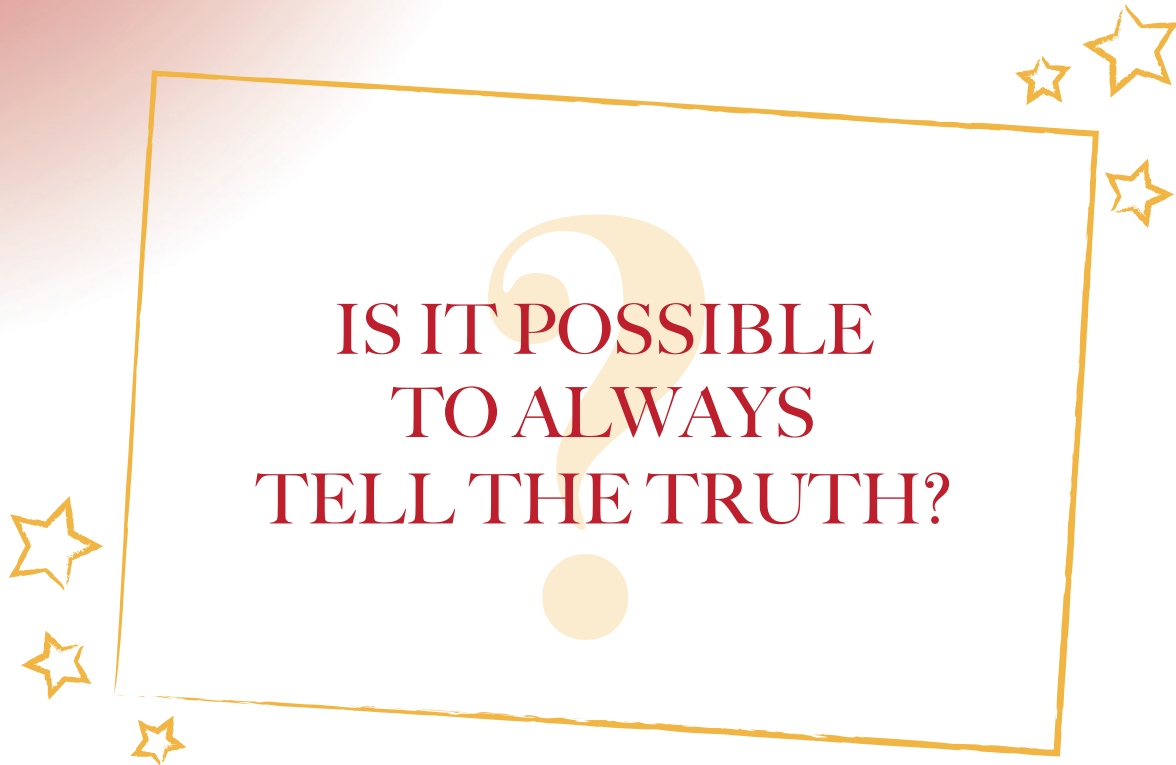
When the timer hits three minutes, discussions must stop and one spokesperson from each group will be asked to summarise the points of view their teammates came up with.

Make sure that you choose a new spokesperson after each round.



# LIES AND THE TRUTH

## TASK 2: QUESTION 1



IS IT POSSIBLE  
TO ALWAYS  
TELL THE TRUTH?

### Think about:

- ★ Why this can be difficult
- ★ Your own experiences
- ★ Why 'the truth' is so important



# LIES AND THE TRUTH

## TASK 2: QUESTION 2

DOES THE MEDIA  
MAKE IT EASIER OR  
HARDER TO FIND  
OUT THE TRUTH?

### Think about:

- ★ Trustworthiness of different media forms
- ★ How celebrities are affected
- ★ How quickly news spreads

# LIES AND THE TRUTH

## TASK 2: QUESTION 3

SHOULD IT BE  
ILLEGAL TO TELL  
A LIE, NO MATTER  
HOW BIG OR SMALL?

### Think about:

- ★ Is it easy to split everything into 'lie' or 'truth'?
- ★ The effect this could have in society
- ★ How this would be enforced by police

# LIES AND THE TRUTH

## TASK 3

It's time to introduce the issue of...



In pairs, discuss whether this is a term that you are already aware of.  
How does it link in with the discussions of Task 2?

Now, your teacher will give you one  
of the three scenarios from the Fake  
News Scenarios Worksheet.

When you consider your scenario, think  
about how fake news and lies in the  
media can affect many different people  
in a number of ways.

Remember... sometimes people can  
benefit a great deal from fake news!

**Fake news isn't always  
easy to spot; how does  
it affect the lives of  
those in the public eye  
in particular?**



# LIES AND THE TRUTH

## TASK 3 FAKE NEWS SCENARIO 1

A sports star is scoring lots of goals for his club and playing really well. However, the day before an important match, a newspaper prints a story linking him with a big-money move to a rival club. The article states that the player is wasting his time playing for his current club. A “reliable source” also says that the footballer and his manager have fallen out. Consider the impact that this fake news could have on the player and different people associated with both clubs.



WHO IS  
AFFECTED?

HOW ARE THEY  
AFFECTED?

WHAT COULD  
BE DONE?

### Extension questions

- ★ Is there any way that this could end up working in the player's favour?
- ★ Is there any element of bias present in this scenario?

# LIES AND THE TRUTH

## TASK 3 FAKE NEWS SCENARIO 2

Some members of the royal family are due to attend an important dinner with the prime minister of another country. However, on the evening of the dinner they are unwell and unable to go. Instead, they go to bed early to make sure they get better as soon as possible. The next day, someone has posted a picture from a few nights ago of them socialising with friends. As a result, word spreads round that they lied about being poorly so they could see their friends instead of going to the important dinner. Consider the impact that this fake news could have on the royal family, the prime minister, and public opinion.



WHO IS  
AFFECTED?

HOW ARE THEY  
AFFECTED?

WHAT COULD  
BE DONE?

### Extension questions

- ★ Why do stories like this attract so much attention?
- ★ Is there any element of bias present in this scenario?

# LIES AND THE TRUTH

## TASK 3 FAKE NEWS SCENARIO 3

A famous actress gets an audition for a role in a big blockbuster film. The night before the audition, a well-respected critic on a chat show is reported as saying off-air that “only she is good enough for the role”. They go on to say that if she isn’t hired, then the film will be a failure and movie fans shouldn’t bother going to see it. Consider the impact that this fake news could have on the actress, other actors, and public opinion.



WHO IS  
AFFECTED?

HOW ARE THEY  
AFFECTED?

WHAT COULD  
BE DONE?

### Extension questions

- ★ Why might the actress have mixed feelings about these comments from the critic?
- ★ Is there any element of bias present in this scenario?



# LIES AND THE TRUTH

## TASK 4

Looking back over all of the activities and discussions you have taken part in so far, create a news report entitled 'Fake News and its Impact'.

You could use your scenario from Task 3, or real-life examples, to explain how fake news spreads and how it affects members of society, creating bias in public opinion.

### FAKE NEWS AND ITS IMPACT



# MEET THE WORLD'S MOST INFLUENTIAL PEOPLE

## TEACHER INFORMATION



You are now ready to visit:

# MADAME TUSSAUDS LONDON

**IF YOU HAVEN'T BOOKED YOUR VISIT ALREADY, DISCOVER OUR EDUCATIONAL VISIT BENEFITS:**

 Educational Workshops	 Primary school rates from £12.95 per pupil
 Two free pre-visit planning tickets*	 Free supporting risk assessment
 Free teacher ratio	 Free supporting lesson activities and ideas

**UPGRADE YOUR VISIT TO INCLUDE A WORKSHOP...**

### KS2/KS3 Media & Fake News

Empower young people with the essential skills they need in their day-to-day lives. Not only does it invite them to stretch their English subject-knowledge by delving into the complex world of the media and developing their critical literacy skills, it also asks them to explore the concept of 'fake news' and its impact on modern audiences.

#### Key activities will include:

- ★ Structured discussion around modern celebrity culture and the media, and how the two are linked
- ★ Working in groups to categorise news stories according to different criteria, including: how the news was shared; who wrote it; text and images; and the emotive impact on the reader
- ★ A group-based definition of 'fake news' and other key terminology
- ★ A game in which pupils try to identify their classmates' real stories from their fake ones

**START PLANNING YOUR SCHOOL TRIP TODAY...**

[www.madametussauds.com/education](http://www.madametussauds.com/education)



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\* Bookings made must be paid in full to receive two teacher planning tickets. Please note: Prices and availability are correct at time of going to print.

## POST-VISIT LESSON 1

### USING MEDIA RESPONSIBLY

#### Recap questions:

- ★ What did you enjoy most about your visit to Madame Tussauds London?
- ★ What did you learn about celebrity, media and fake news on your visit?





# USING MEDIA RESPONSIBLY

## TASK 1

In pairs, use everything that you have found out about modern media to discuss its pros and cons. What are some of the positive effects of the media on both celebrities and young people? What are some of the negative effects?

### PROS OF MODERN MEDIA

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### CONS OF MODERN MEDIA

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# USING MEDIA RESPONSIBLY

## TASK 2



Using all that you have learnt about modern media over your two pre-visit lessons and your educational visit or workshop at Madame Tussauds London, note down a list of up to ten 'Top Tips' for how to use social media responsibly.

## TOP TIPS

1 .....

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

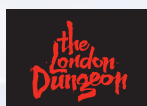
8 .....

9 .....

10 .....



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# USING MEDIA RESPONSIBLY

## TASK 3

Your school wants to raise awareness over the dangers of using social media irresponsibly. They have asked you to design a campaign poster to make pupils more conscious of how they use modern media.

Use the Planning Your Poster Template to help you to plan your poster.

<b>Audience</b> – who is your poster aimed at?	
<b>Purpose</b> – what is the aim of your poster?	
<b>Heading or headline</b> – make it short and snappy to attract attention	
<b>Intro</b> – a short blurb explaining what your poster is about and why it is useful	
<b>Sub-headings or sections</b> – how will you break down the information in your poster?	
<b>Bullet points or lists</b> – what advice or information could you summarise?	
<b>Images</b> – what use of colour or images make your poster more eye-catching?	
<b>Contact details</b> – who or where else could pupils go to for further help or guidance?	

# USING MEDIA RESPONSIBLY

## TASK 4



Use your Planning Template to now design your campaign poster. Remember, the idea is that it will be put up on display around your school, so make it bright and eye-catching!

Try to make it as persuasive and informative as possible in order to spread the word to your peers about the importance of using modern media responsibly.

## EXTENSION

‘Show and Tell’ your campaign posters by presenting them to each other in pairs.

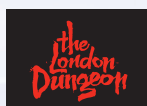
Compare and contrast the ways that you have approached this task and how your posters get your messages across.

Alternatively, take your posters into another class to help to raise awareness and to get feedback on what you’ve created.

The best posters could then be put up on display around the classroom or the school for the rest of term!



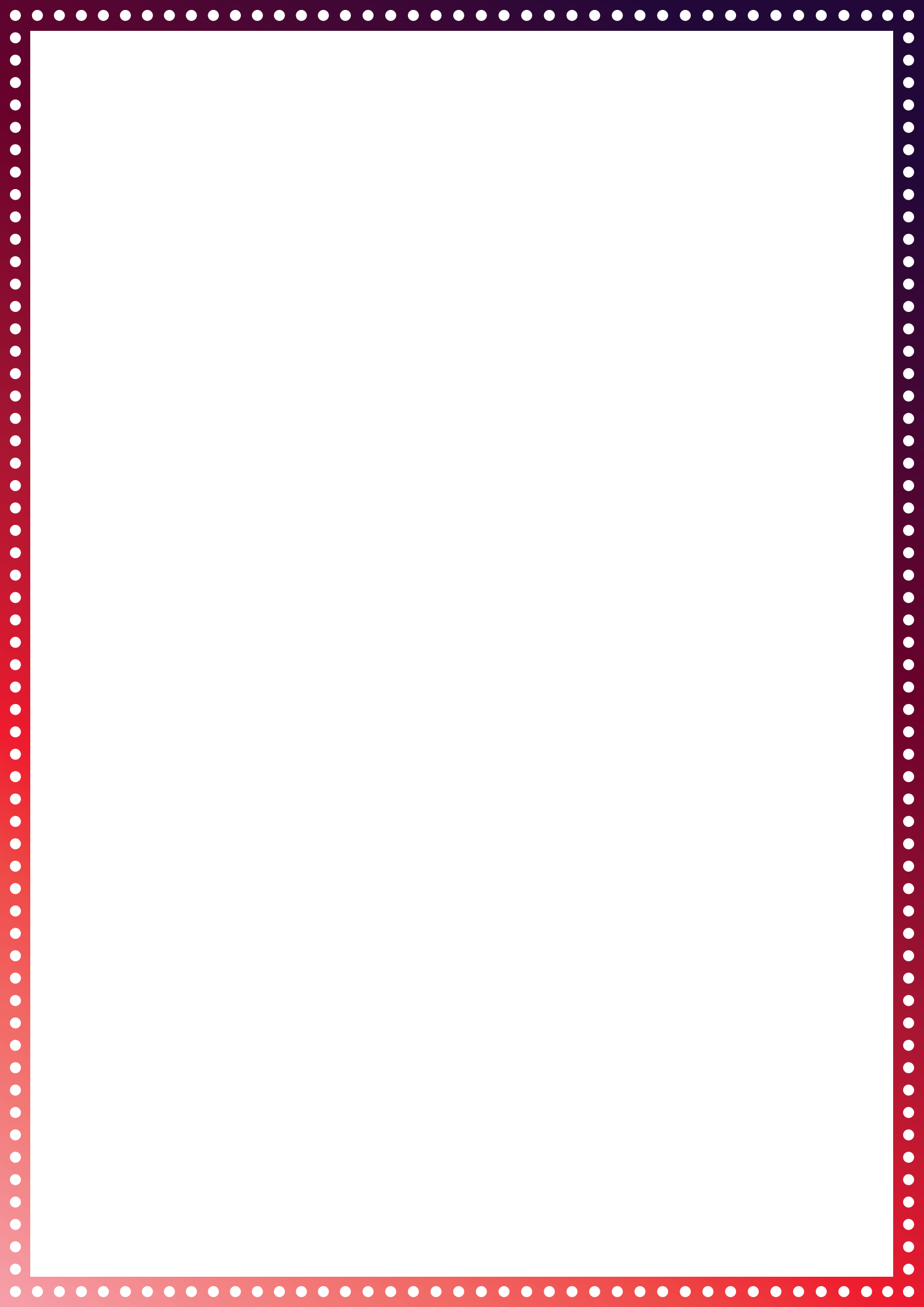
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# USING MEDIA RESPONSIBLY

## TASK 5

As a class, discuss what you have learned over your lessons and visit to Madame Tussauds London.

If you had to create a news headline about your pre-visit and post-visit lessons and your visit, what would it be?

Ask your teacher to share some of your work or experiences on social media (responsibly of course, no fake news!) to encourage other schools to experience Madame Tussauds London!

# CONTINUE THE MAGIC OF LEARNING!

Discover these additional inspirational free lesson plans from Merlin Schools London.



## The London Skyline

A journey through the human and physical geography of London

**Ages 7-13**

Develop a greater understanding of London's geographical position and identify the impact of tourism...

- ★ Pre-visit Lesson 1: Landmark Detective Files
- ★ Pre-visit Lesson 2: Create Your Own Attraction
- ★ Post-visit lesson 3: Changing Skylines

### DOWNLOAD AT:

[londoneye.com/schools](http://londoneye.com/schools)



## The Natural World

Dive deep into a world of underwater discovery

**Ages 7-11**

Develop a love for the natural world at SEA LIFE London...

- ★ Pre-visit Lesson 1: Meeting our SEA LIFE creatures
- ★ Pre-visit Lesson 2: Creature Needs
- ★ Post-visit lesson 3: A Trip Around the World

### DOWNLOAD AT:

[visitsealife.com/london/schools](http://visitsealife.com/london/schools)

# CONTINUE THE MAGIC OF LEARNING!

Discover these additional inspirational free lesson plans from Merlin Schools London.



## Building Stories

Step into story construction

### Ages 5-9

Discover the tools behind creating a story, exploring how to plot events and empathise with characters through drama and role-play

- ★ Pre-visit Lesson 1: Introducing Fairy Tales
- ★ Pre-visit Lesson 2: Characters in Fairy Tales
- ★ Post-visit lesson 3: Magical Settings

### DOWNLOAD AT:

[shreksadventure.com/schools](http://shreksadventure.com/schools)



## Script Writing and Performance

Meet some of London's Most Infamous Characters

### Ages 12-14

Gain exclusive insight into one of the capital's most immersive and exciting attraction as they step into the shoes of the London Dungeon show curation team.

- ★ Pre-visit Lesson 1: A Horrible Cast of Characters
- ★ Pre-visit Lesson 2: Frightening Scenes and Showdowns
- ★ Post-visit lesson 3: Stories from Inside the Dungeon...

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[thedungeons.com/london/schools](http://thedungeons.com/london/schools)