



## Investigating The Notion of “Beauty”

### Lesson Summary

This unit focuses on the big idea of empowering students to redefine appearance ideals, allowing students the opportunity to reflect on the theme of beauty, and having them build a counter-narrative to the portrayal of appearance ideals in the world around them. In this second lesson, students explore three key questions:

- *What is beautiful?*
- *Who defines appearance ideals?*
- *How are appearance ideals represented to us?*

This exploration continues the work of the first lesson to lay the foundation to allow students to continue to reflect thoughtfully on their ideas about appearance ideals, enabling them to begin to collate their own ideas about these ideals and how to redefine them.

### Teacher Message

Students will explore resources and do work that challenges the status quo about what is seen as beautiful in our society. To promote student engagement, it is important that you, as the teacher, also reflect on the biases and prejudices you might have about appearance ideals and body-image. Students will need time and opportunities to examine and reflect critically on the materials used; open dialogue and discussion as a classroom community are integral. Journaling is also important, as it will provide students with a space to self-reflect on the media messages they will experience and the community discussions that they will participate in.

### Materials

Chart paper  
Markers

### Book

Boritzer, E. *What Is Beautiful?*  
ISBN: 978-0-9637597-7-1

### Media Clips

Dove, *Choose Beautiful: Women all over the world make a choice* (Available at <https://www.youtube.com/watch?v=jEmoXFGNdrI>)

TED, Cameron Russell: *Looks Aren't Everything. Believe Me, I'm A Model* (Available at [https://www.ted.com/talks/cameron\\_russell\\_looks\\_aren\\_t\\_everything\\_believe\\_me\\_i\\_m\\_a\\_model?language=en](https://www.ted.com/talks/cameron_russell_looks_aren_t_everything_believe_me_i_m_a_model?language=en))

### Learning Organizer

Learning Organizer 2-1 Quotes About Appearance Ideals  
Learning Organizer 2-2 3–2–1  
Learning Organizer 2-3 Messages About Appearance Ideals  
Learning Organizer 2-4 Appearance Ideals Are ...  
Learning Organizer 2-5 Reflective Journal: What Are Appearance Ideals?

### Assessment Tool

Assessment Tool Lesson 2 Reflective Journal Assessment Rubric

## Supporting Curriculum Outcomes

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## Lesson Outline

### Inspiration: How will I engage the students?

1. **Write 4 to 6 of the quotes in Learning Organizer 2-1 Quotes About Appearance Ideals on pieces of chart paper.** Write large enough so that students can read the quotes from anywhere in the room. Leave room on the paper for students to add their thoughts.
2. **Post the quotes around the classroom, and leave a few markers at each spot.**
3. **Engage students in a four corners activity.** As students enter the room, tell them to walk around the room, reading the quotes about appearance ideals on the chart paper, and adding in their thoughts, ideas, opinions, questions, feelings, and reflections. Let them know that it is important to be silent as they walk, read and reflect on the quotes.
4. **Observe and monitor students, as they add their ideas about each quote.**
5. When you see that they have finished, get their attention again. **Ask students to choose the one quote that they felt the strongest connection to, the one that speaks to them most strongly about what appearance ideals are.** Students may choose a quote because they agree with the quote, or because they disagree with it. They might make a personal connection to the quote, or they may like or dislike what it says.
6. **Have students move to the quote they chose.** Once there, ask them to read the comments on the chart paper and engage in a small group discussion with the other students that chose the same quote.
7. **Encourage students to talk about their reasons for choosing the quote** and what the quote says to them about appearance ideals. Why is this the quote they felt the strongest connection to?
8. **Invite groups to participate in a whole-class discussion,** sharing their thoughts about what their quote says about what appearance ideals are. This discussion may erupt into a debate; allow students to debate, while you facilitate and ensure that the talk remains respectful.

### Facilitation: How will students learn the concepts?

9. **Have students return to their seats.**
10. **Explain that you will now be watching two different media texts:** a video produced by Dove, *Choose Beautiful*, and a TED talk, *Cameron Russell: Looks Aren't Everything. Believe Me, I'm A Model*.
11. **Provide each student with two copies of Learning Organizer 2-2 3–2–1.** (You can photocopy double-sided.) Students can write the name of one media text on each sheet, to help organize their ideas.
12. **As they view each media text, have students use the prompts in Learning Organizer 2-2 to reflect on what they see and hear.** They can write as they watch, or they can complete the organizer after the texts are finished.
13. Students may need to watch each video more than once — allow time to do so.

**Application: How will students demonstrate their learning?**

14. **Engage in a discussion about the messages in the videos:** *What were the intended messages? What meaning did you take from the videos? What were the big ideas?*
15. **Explain that we receive messages from everywhere — society, the media, our family and friends, and so on.** These messages begin to form truths for us, and influence the opinions we develop about many different topics and ideas. These messages affect the way we see the world and the way we see ourselves. This is true of who and what we believe to be “beautiful” — our opinions are affected by these same messages.
16. **Explain that “body-image is the mental picture you have of your body** — what it looks like, what you believe about it, and how you feel about your body. Self-esteem is the “real” opinion you have of yourself: how you value and respect yourself as a person. Your self-esteem has a direct effect on how you take care of yourself, emotionally, physically and spiritually. Self-esteem and body-image also exert influences on each other — it is hard to feel good about yourself if you hate your body!” (nedic.ca)
17. **Hand out Learning Organizer 2-3 Messages About Appearance Ideals**, and ask students to use it to reflect on the messages they receive from various sources.
18. **Tell students that during this unit they will be critically analyzing and offering a counter-narrative to what is traditionally seen as beautiful.** Talk about this traditional view of appearance ideals, asking questions such as *What is beautiful?* and *What does society deem to be an ideal appearance?* Encourage students to begin to think about the ideas they and their classmates express, and to analyze how ideas such as these contribute to our idea of beauty.
19. **You could read the picture book, *What Is Beautiful?*** aloud to the class, to follow up on the ideas students have shared. The book raises many insightful ideas and questions, and could be a great addition to your discussion.

**Reflection: How will students reflect on their learning?**

20. **Have students brainstorm what beauty means to them, using Learning Organizer 2-4 Appearance Ideals Are ...** They will be able to use their ideas in Lesson 4, as they put together their culminating task.
21. **Have students complete Learning Organizer 2-5 Reflective Journal: What Are Appearance Ideals?** and then use their thoughts to write the first entry in a reflective journal that they can add to throughout this unit. You may choose to collect these entries, or provide a notebook or duotang to house students’ writing.

**Assessment**

During the discussions and the four corners activity, observe students as they share in their small groups, as well as in the large group. Make anecdotal notes to keep track of students’ participation and the ideas they share.

You can use **Assessment Tool Lesson 2 Reflective Journal Assessment Rubric** to assess students’ developing ability to reflect on their own writing for personal expression.

## Related Resources to Extend Learning

### Best Bets for Teachers:

Dove, *Love Your Curls: How we can help girls learn to love their curls*

(Available at <https://www.youtube.com/watch?v=bSKRN3w0m1w>)

In addition to the Dove video Choose Beautiful: Women around the world make a choice, you may also decide to share this video with your students, breaking down the conflicting emotions some young girls feel about curly hair.

TED, *Playlist (9 Talks): New ways to think about beauty*

([https://www.ted.com/playlists/256/new\\_ways\\_to\\_think\\_about\\_beauty](https://www.ted.com/playlists/256/new_ways_to_think_about_beauty))

Cameron Russell's TED Talk listed in *Materials* is one of nine on the topic of beauty.

### Best Bet for Students:

Dove Self-Esteem Project (<https://www.dove.com/ca/en/dove-self-esteem-project.html>)

Dove's excellent website is filled with thought-provoking articles and information that students can access.

## Quotes About Appearance Ideals

<p>Everything has beauty, but not everyone sees it. – Confucius</p>	<p>Beauty is not in the face; beauty is a light in the heart. – Kahlil Gibran</p>
<p>The best and most beautiful things in the world cannot be seen or even touched, they must be felt with the heart. – Hellen Keller</p>	<p>Real beauty is to be true to oneself. That's what makes me feel good. – Laetitia Casta</p>
<p>Beauty has a lot to do with character. – Kevyn Aucoin</p>	<p>Inner beauty should be the most important part of improving one's self. – Priscilla Presley</p>

3-2-1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Video: \_\_\_\_\_

**3** interesting things I discovered from the video  
(Explain **why** you found these things to be interesting.)

**2** questions or thoughts I was left with

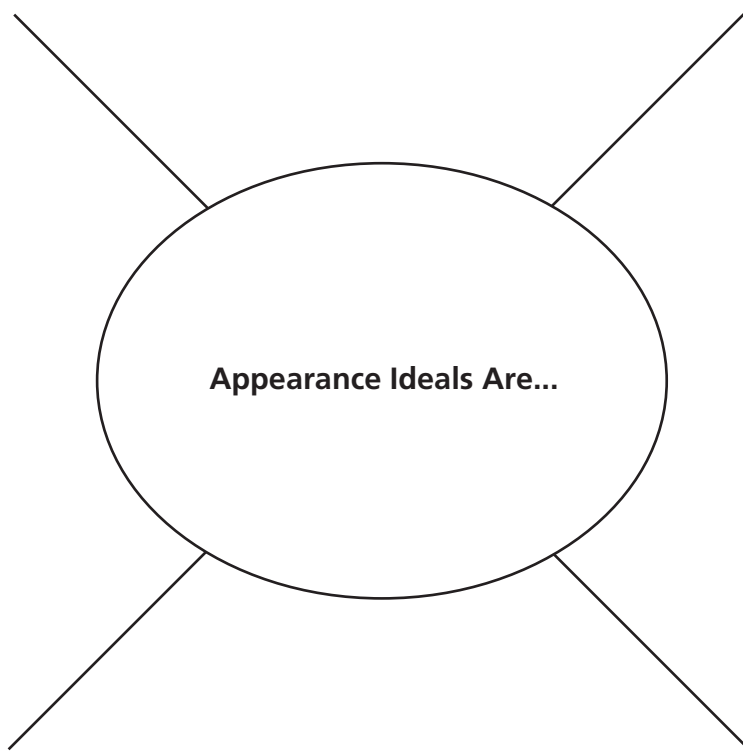
**1** thing that inspired me to take action  
(Explain **why** you are inspired to take this action.)

## Messages About Appearance Ideals...

Name: \_\_\_\_\_ Date: \_\_\_\_\_

...from society	...from the media
...from my friends	...from my family
...from my culture	...from myself

Name: \_\_\_\_\_ Date: \_\_\_\_\_





## Reflective Journal: What Are Appearance Ideals?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. In your opinion, what is beautiful?

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2. Who defines what is beautiful? Why?

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3. How are appearance ideals represented ...

a. ... in the media?

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b. ... in society?

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## Reflective Journal: What Are Appearance Ideals? *(continued)*

c. ... in your personal life?

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d. ... on social media (Facebook, Instagram, Twitter, Snapchat...)?

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## Reflective Journal Assessment Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_

	Student	Teacher
<b>Level One</b>	<ul style="list-style-type: none"> <li>• I did not develop my ideas into a complete personal response.</li> <li>• My ideas are in no specific order.</li> <li>• I did not try to write for an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas are undeveloped, or developed ineffectively.</li> <li>• Ideas are not ordered logically.</li> <li>• Content and format are not suitable for the reading audience.</li> </ul>
<b>Level Two</b>	<ul style="list-style-type: none"> <li>• I tried to develop my ideas but my personal response is not whole or complete.</li> <li>• I tried to order my ideas for the type of writing I did but it may get off track.</li> <li>• I tried to understand the audience I was writing for.</li> </ul>	<ul style="list-style-type: none"> <li>• Some ideas are developed effectively.</li> <li>• Some ideas are ordered appropriately.</li> <li>• Some content is suitable for the reading audience.</li> </ul>
<b>Level Three</b>	<ul style="list-style-type: none"> <li>• My personal response is partially developed, but there may be gaps or uneven parts.</li> <li>• I used an order for my ideas and it is appropriate for the type of writing I did.</li> <li>• I somewhat understood the audience that I wrote this for and I tried to meet the audience's needs, even if the audience is myself.</li> </ul>	<ul style="list-style-type: none"> <li>• Most ideas are developed effectively.</li> <li>• Ideas are ordered appropriately.</li> <li>• Most content and format are suitable for the reading audience.</li> </ul>
<b>Level Four</b>	<ul style="list-style-type: none"> <li>• My personal response is well developed and complete.</li> <li>• I used a clear organization for my ideas and it is appropriate for the type of writing I did.</li> <li>• I clearly understood the audience that I wrote this for and I meet the audience's needs even if the audience is myself.</li> </ul>	<ul style="list-style-type: none"> <li>• All ideas are developed thoroughly and effectively.</li> <li>• Ideas are ordered clearly and appropriately.</li> <li>• Content and format are completely appropriate for the reading audience.</li> </ul>

## Supporting Curriculum Outcomes

### Alberta

#### Language Arts

Express personal understandings of ideas and information based on prior knowledge, experiences with others, and a variety of oral, print and other media texts.

Reflect on own observations and experiences to understand and develop oral, print and other media texts.

Listen and respond constructively to alternative ideas or opinions.

Use talk, writing and representing to examine, clarify and assess understanding of ideas, information and experiences.

Select and focus relevant ideas from personal experiences and prior knowledge to understand new ideas and information.

Justify own point of view about oral, print and other media texts, using evidence from texts.

Organize interpretations of oral, print and other media texts around two or three key ideas.

Develop, clarify and defend own interpretation, based on evidence from the text with support from own experiences.

Use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts.

### Atlantic Provinces

#### Language Arts

Express clearly and with conviction, a personal point of view, and be able to support that position.

Listen attentively to grasp the essential elements of a message, and recognize and consider supporting details.

Participate in small-group conversation and whole-class discussion recognizing that there are a range of strategies that contribute to effective talk.

Demonstrate active speaking and listening skills such as making eye contact, rephrasing when appropriate, clarifying comments, extending, refining, and/or summarizing points already made.

Demonstrate respect for others by developing effective ways to express personal opinions such that they reflect sensitivity to others, including differences in culture and language.

Extend personal responses, either orally or in writing, to print and non-print texts by explaining in some detail initial or basic reactions to those texts.

Make evaluations or judgments about texts and learn to express personal points of view.

While learning to express personal points of view, develop the ability to find evidence and examples in texts to support personal views about themes, issues, and situations.

Recognize that print and media texts can be biased and become aware of some of the ways that information is organized and structured to suit a particular point of view.

Develop the awareness that content, writing style, tone of voice, language choice, and text organization need to fit the reader and suit the reason for writing.

### British Columbia

#### Language Arts

Use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by staying on topic in focussed discussions, and explaining and effectively supporting viewpoints.

Listen critically to understand and analyse ideas and information, by interpreting the speaker's verbal and nonverbal messages, purposes, and perspectives.

Use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts.

Use speaking and listening to improve and extend thinking by questioning and speculating, considering alternative viewpoints, and summarizing and synthesizing.

Select and use various strategies after reading and viewing to confirm and extend meaning, including generating and responding to questions, reflecting and responding, visualizing, and summarizing and synthesizing.

Respond to selections they read or view by expressing opinions and making judgments supported by reasons, explanations, and evidence; explaining connections; and identifying personally meaningful selections, passages, and images.

Read and view to improve and extend thinking by analysing and evaluating ideas and information, comparing various viewpoints, and summarizing and synthesizing to create new ideas.

Write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas and opinions, featuring clearly developed ideas by using effective supporting details, explanations, analysis, and insights; an honest and engaging voice; and an organization that is meaningful, logical, and effective, and showcases a central idea or theme.

Select and use various strategies before writing and representing, including generating, selecting, developing, and organizing ideas from personal interest, prompts, texts, and/or research.

Use writing and representing to critique, express personal responses and relevant opinions, and respond to experiences and texts.

## **Manitoba**

### **Language Arts**

Use exploratory language to discuss and record a variety of predictions, opinions, and conclusions.

Compare own and others' insights and viewpoints.

Summarize and represent personal viewpoints in clear and meaningful ways.

Ask specific and focused questions for elaboration and clarification; engage in dialogue about experiences and understanding.

Consider form and audience when generating ideas and focusing a topic.

Identify and use appropriate organizational patterns [such as key idea and supporting details, cause and effect, sequence...] that serve various audiences and purposes.

Demonstrate growing self-confidence when expressing and sharing thoughts, ideas and feelings.

## **Ontario**

### **Language Arts**

Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups.

Demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience.

Generate ideas about more challenging topics and identify those most appropriate for the purpose.

Interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations.

Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts.

## **Québec**

### **Language Arts**

Create a tone and style suitable to the context.

Use collaborative talk purposefully in order to interpret new information and experiences and fit them into what s/he already knows, seek multiple perspectives on the issue, and extend understanding of the issue or topic by building on the ideas of others.

Focus on the relationship between self as reader and the text to construct an interpretive reading.

Accommodate responses of peers as part of the discussion process.

## Saskatchewan

### Language Arts

View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.

View and demonstrate comprehension and interpretation of visual and multimedia texts with specific features and complex ideas including the visual components of media such as magazines, newspapers, websites, reference books, graphic novels, broadcast media, videos and promotional materials.

Create various visual, oral, written, and multimedia texts that explore identity, social responsibility, and efficacy.

Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations.

Use oral language to effectively express information and ideas of some complexity in formal and informal situations.

Write to describe a person; to narrate an imaginary incident or story; to explain and inform in a news story, a factual account, and a business letter; to persuade in a letter and in interpretation of a text.