Challenging and Reclaiming Beauty

Teacher Summary

This lesson is the culmination of the work done during this unit. Students will use video editing software to produce a movie that makes a statement about how notions of appearance ideals should be challenged and reclaimed. As they develop their movies, students will use the material they have shared and created in this unit, along with other pieces, to counter the dominant perspectives about appearance ideals presented in our society's media.

Teacher Message

The big idea in this unit is that students have the power to make a difference on an issue that is important. Through this media piece, students have a chance to change the narrative about what is beautiful. They will challenge the messages that are currently dominant and offer an alternative point of view. They will have opportunities to share their ideas and messages and celebrate that we need to embrace who we are, as we are. Their movies should be thought provoking and leave people thinking about how appearance ideals needs to be redefined.

Materials

Computers or tablets (one per student)
Video editing software (e.g., Windows 10 Video Editor or iMovie)

Media Clips

Christina Aguilera, "Beautiful" (Available at https://www.youtube.com/watch?v=eAfyFTzZDMM)

Learning Organizer

Learning Organizer 5-1 "Beautiful" Think Aloud

Learning Organizer 5-2 Redefining Appearance Ideals Planning Sheet: My Media Library

Learning Organizer 5-3 Movie Storyboard Template

Learning Organizer 5-4 Reflective Journal: Looking Back

Assessment Tool

Assessment Tool Lesson 5 Redefining Appearance Ideals Movie Rubric

Supporting Curriculum Outcomes

Alberta

Atlantic Provinces

British Columbia

Manitoba

Ontario

Québec

Saskatchewan

Lesson Outline

Inspiration: How will I engage the students?

1. **Distribute Learning Organizer 5-1 "Beautiful" Think Aloud.** Explain to students that thinking about what is going on in their heads is known as metacognition and can help them develop effective learning strategies and problem-solving strategies.

2. **Play Christina Aguilera's song "Beautiful."** It is not important to have students watch the video.

   Let students know that they will be listening to the song a couple of times. As they listen, ask students to jot down what they are thinking, feeling, seeing, doing, wondering, and noticing.

3. **Invite students to share their ideas with a partner or small group.** Allow time for them to do so, and then invite students to share their thinking with the class.

4. **As a class, brainstorm songs that challenge some of the stereotypes that we face in our society.** Ask students to share the main idea of each song, and how the song challenges a stereotype.

5. **Guide the conversation to songs that challenge stereotypes about appearance ideals***; Christina Aguilera's song is one example. Create a class list of those songs, and encourage students to add to the list as they work on their media piece. Others include:

   • Colbie Caillat, "Try" (Available at https://www.youtube.com/watch?v=GXoZLPSw8U8)

   • Deborah Cox, "Beautiful U R" (Available at https://www.youtube.com/watch?v=-BoGA5sPRrg)

   • Lady Gaga, "Born This Way" (Available at www.youtube.com/watch?v=wV1FrqwZyKw)

   • Meghan Trainor, "All About That Base" (Available at https://www.youtube.com/watch?v=7PCkvCPvDXk)

   • TLC, "Unpretty" (Available at www.youtube.com/watch?v=g2gy1Evb1Kg)

   * Be mindful that not all of the videos are appropriate for classroom viewing, nor do some of these videos challenge the appearance ideals, in fact, the images may reinforce them. This could be an interesting discussion to have with your class.

Facilitation: How will students learn the concepts?

6. **Tell students that, as a culminating task, they will create a move to offer an alternative point of view about appearance ideals**, incorporating all of their learning in this unit and challenging the dominant messages we are bombarded with. Using video editing software, they will combine the photos and spoken word poems that they have gathered, along with other elements such as quotes, images, facts, songs, and Dove videos to create a movie that is thought-provoking and leaves their audience thinking about how appearance ideals should be rejected and redefined.

7. **Discuss what students could include in their movies.** As students begin to plan their movies, they can record their own ideas on **Learning Organizer 5-2 Redefining Appearance Ideals Planning Sheet: My Media Library**.

8. **Co-construct assessment criteria for the movies.** Establish the purpose and learning goal (see teacher message) and work with students to list what needs to be included. For example, students might suggest the videos should include:

   - the photos you took
   - your spoken word piece (students might want to record themselves performing their poem and include that as a voice over, or as a video)
   - quotes from your journaling or your personal thoughts
   - quotes from the videos you viewed (Dove, TED talks)
   - additional quotes about beauty
   - at least one song excerpt
   - at least one clip from the videos you watched together
   - information from your research about body-image and beauty norms

Application: How will students demonstrate their learning?

9. **Have students begin to plan what artifacts they will include in their production piece.** As they work, they can record their ideas on **Learning Organizer 5-2 Redefining Appearance Ideals Planning Sheet: My Media Library.**

10. Allow time for students to storyboard their movie using **Learning Organizer 5-3 Movie Storyboard Template** before beginning to use editing software. Alternatively, students may decide to use a different method to plan their movie. Regardless of the tool they use, it is vital that students spend time planning the sequence of events, as well as what artifacts they will be including.

11. **Allow students time to acquaint themselves with the features of the video editing software they will be using.** Students who are more familiar with some features could help others learn how to use them.

12. Have students develop their movie. Allow them to help one another. During the process, you may decide to share excerpts from their developing movies, showcasing different elements and techniques students have used.

Reflection: How will students reflect on their learning?

13. **When students have completed their movies, ask them to reflect** on the message they communicated in their movie and the process of making the movie — what went well, what challenges they faced, and what they would do differently. They can use **Learning Organizer 5-4 Reflective Journal Looking Back** to help them organize and record their reflection.

Assessment

As students work on their pieces, beginning from their planning template, they will need descriptive feedback about the process, so that they can be successful when putting together their final production piece. Meet students to conference about their movie along the way, and when sharing as a class, invite students to offer descriptive feedback, including comments that are positive, and things the student presenting needs to work on.

You may choose to use assess students work using **Assessment Tool Lesson 5 Redefining Appearance Ideals Movie Rubric**, which can be found at the end of this lesson. This rubric can be used for evaluative purposes and is structured using the four categories of the achievement chart.

Related Resources to Extend Learning

Best Bets for Teachers:

Camera Angles and Shooting Tips: Digital Writing 101
http://digitalwriting101.net/content/excerpt-camera-angles-and-shooting-tips-for-digital-storytelling/
There are many resources on this site to help with teaching about camera angles when students take their pictures. See the additional information sheet about camera angles on this webpage. It might help while discussing the significance of the angles while taking photos.

Best Bet for Students:

Develop Visual Storytelling with Video Editor on Windows 10
http://st.vtc.edu.hk/LRC/OnlineTeachingResources/Windows10_Video_Editor_How_To_Guide.pdf
Video Editor in the Microsoft Photos app helps students and educators tell stories and express themselves in a digital world. Learn how to use the various video creation and editing tools to create movies with music, narration, filters, and even 3D effects.

"Beautiful" Think Aloud

Name: _____ Date: _____

As you listen to the song, answer the following questions.

What are you thinking?	What are you wondering?
What are you feeling?	What are you doing?
What are you seeing?	What are you noticing?

Redefining Appearance Ideals Planning Sheet: My Media Library

Name: _____ Date: _____

Quotes	Songs
Photos/Images	**Spoken Word Poem**
Videos	**Facts/Research**

Movie Storyboard Template

Name: _____ Date: _____

Reflective Journal: Looking Back

Name: _____ Date: _____

1. What are you proud of about your movie?

   _____

   _____

   _____

   _____

2. What were some of the challenges in sharing your message?

   _____

   _____

   _____

   _____

3. What would you do differently?

   _____

   _____

   _____

   _____

   _____

4. What were the most important lessons you learned during this unit and in creating this piece?

   _____

   _____

   _____

   _____

Redefining Appearance Ideals Movie Rubric

Name: _____ Date: _____

	Level One	**Level Two**	**Level Three**	**Level Four**
Knowledge and Understanding	The movie does not establish a purpose early on and maintains very little focus for most of the piece.	The movie establishes a purpose early on and maintains focus for some of the piece.	The movie establishes a purpose early on and maintains focus for most of the piece.	The movie establishes a clear purpose early on and maintains clear focus throughout.
Thinking	Few connections are made between how appearance ideals are viewed in society and how appearance ideals need to be redefined.\n\nThe message about how appearance ideals need to be redefined has very little clarity or effectiveness.	Some connections are made between how appearance ideals are viewed in society and how appearance ideals need to be redefined.\n\nThe message about how appearance ideals need to be redefined is somewhat clear, with some effectiveness.	Connections are made between how appearance ideals are viewed in society and how appearance ideals need to be redefined.\n\nThe message about how appearance ideals need to be redefined is clear and effective.	Clear connections are made between how appearance ideals are viewed in society and how appearance ideals need to be redefined.\n\nThe message about how appearance ideals need to be redefined is clear and very effective.

Redefining Appearance Ideals Movie Rubric *(continued)*

	Level One	**Level Two**	**Level Three**	**Level Four**
Communication	Music, pictures, video, and sound are used in a few scenes to complement or enhance the presentation, but most are not relevant. Movie has not been revised or edited. There are many errors.	Music, pictures, video, and sound are used to complement and enhance the presentation in some scenes. They are somewhat relevant. Movie has been revised and edited. There are some errors.	Music, pictures, video, and sound are used to complement and enhance the presentation. They are mostly relevant. Movie has been revised and edited. There are few errors.	Relevant music, pictures, video, and sound are used to complement and enhance the presentation. Movie has been revised and edited. There are no errors.
Application	The movie shows little originality and inventiveness. Content and ideas are not logically sequenced, and the beginning, middle, and end are unclear. A few segments of the movie may be well developed or presented in an interesting way.	The movie shows some originality and inventiveness. Most content and ideas follow a logical sequence, with a beginning, middle, and end. Parts of the movie are well developed and presented in an interesting way.	The movie shows some originality and inventiveness. The content and ideas are well sequenced, with a beginning, middle, and end. The movie is well developed and presented in an interesting way.	The movie shows creativity, originality, and inventiveness. The content and ideas are well sequenced, with a beginning, middle, and end. The movie is well developed, thoughtful, and presented in an interesting way.

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.

Express interpretations of oral, print and other media texts in another form or genre.

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

Choose appropriate strategies for generating ideas and focusing topics for oral, print and other media texts.

Create a variety of oral, print and other media texts to explore ideas related to particular topics or themes.

Produce oral, print and other media texts with well-developed an well-linked ideas and sections.

Compare, contrast and combine ideas and information from several sources.

Communicate ideas and information in a variety of oral, print and other media texts, such as reports, autobiographies, brochures and video presentations.

Use appropriate visual, print and/or other media effectively to inform and engage the audience.

Experiment with figurative language, illustrations and video effects to create visual images, provide emphasis or express emotion.

Clarify and support ideas or opinions with details, visuals or media techniques.

Identify and use explicit techniques to arouse and maintain interest and to convince the audience.

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.

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.

Demonstrate an ability to integrate interesting effects in imaginative writing and other forms of representation.

Produce a range of writing forms.

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.

Acquire some exposure to the various technologies used for communicating to a variety of audiences for a range of purposes.

Demonstrate a commitment to crafting pieces of writing and other representations.

Collect information from several sources and combine ideas in communication.

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.

Visual Arts
Explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.

Create and/or present expressive products in the arts for a range of audiences and purposes.

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 summarizing ad synthesizing and interpreting the speaker's verbal and nonverbal messages, purposes, and perspectives.

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.

Create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information and ideas relevant to the topic, featuring development of ideas by making connections to personal feelings, experiences, opinions and information; an expressive and individualistic voice; and an organization in which key ideas are evident.

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

Select and use various strategies during writing and representing to express and refine thoughts, including referring to class-generated criteria, accessing multiply sources of information, and ongoing revising and editing.

Select and use various strategies after writing and representing to improve their work, including checking their work against established criteria.

Use writing and representing to extend thinking by exploring new ideas.

Reflect on and assess their writing and representing, by relating their work to criteria.

Visual Arts
Analyse and apply unity as created by combining visual elements in a coherent way.

Analyse and apply a variety of materials, technologies, and processes to create artworks.

Manitoba

Language Arts
Compare own and others' insights and viewpoints.

Summarize and represent personal viewpoints in clear and meaningful ways.

Expand self-expression in oral, written, and visual forms.

Summarize and represent personal viewpoints in clear and meaningful ways.

Create original texts to communicate and demonstrate understanding of forms and techniques.

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

Select and compose using specific forms that serve various audiences and purposes.

Identify and use appropriate organizational patterns that serve various audiences and purposes.

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

Visual Arts
Integrate knowledge of different art media to create multimedia or mixed-media images and/or objects.

Explore the expression of ideas, using a variety of art media and techniques.

Use design strategies to visualize artmaking solutions and plan related processes.

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.

Identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies.

Demonstrate understanding that different media texts reflect different points of view

Identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice.

Identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message.

Produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques.

Visual Arts

Create art works, using a variety of traditional forms and current media technologies that express feelings, ideas, and issues, including opposing points of view.

Québec

Language Arts

Create a tone and style suitable to the context.

Use collaborative talk purposively in order to extend understanding of the issue or topic by building on the ideas of others.

Select an organization appropriate to the genre.

Choose rhetorical strategies appropriate to the genre and the audience's needs.

Synthesize information gathered from multiple sources, using controlling idea/research question(s)/thesis statement as a guide.

Produce a text within a specific context.

Extend repertoire of stylistic techniques, i.e., takes risks, experiments with new features for special effect.

Transfer knowledge gained from previous work into new productions.

Visual Arts

Choose ideas and plan a media creation project.

Experiment with methods of materializing his/her ideas.

Shape the material and language elements and organize them, based on the message to be conveyed.

Identify the important elements of his/her experience and its characteristics.

Saskatchewan

Language Arts

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

Listen critically to understand and analyze oral information and ideas from a wide range of texts.

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

Select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing and other representing activities.

Create and present a variety of representations including visual and multimedia presentations.

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