

PR2.A – TEACHING SOURCES

Title	Changing ideas of beauty
Duration	1 session
Age Group	14 – 16 YO
Dimension of the advised group of students	<i>One group of 20-30 people</i>
Area	<input type="checkbox"/> Area 1: Reading, writing and literature <input type="checkbox"/> Area 2: Math <input checked="" type="checkbox"/> Area 3: Second language learning <input type="checkbox"/> Area 4: Sciences <input type="checkbox"/> Area 5: Soft skills
Specific objectives	<ul style="list-style-type: none"> - <i>To encourage students to question their perception of what is beautiful and become more tolerant of difference</i> - <i>To practice reading for specific information</i> - <i>To revise a range of tenses</i> - <i>To help students structure and write a biography-type text</i>
Needed Materials	<ul style="list-style-type: none"> - <i>Worksheets</i> <p>If the training is organized online one communication platform will be necessary.</p>
Software	<ul style="list-style-type: none"> - <i>One online communication platform, such us: Zoom, Google Meet, Webex, etc.</i> - <i>In person, no software is needed.</i>
Description	<p><i>Adolescents and young people become increasingly aware of their bodies through images presented to them through social structures during their developmental stage. These images may drive them toward unhealthy behaviors including overeating, starving, and skin bleaching. Several studies have found significant links between well-being and positive body image in adolescents. From a very young age, they are told that how you look is important to them and others who look at them.</i></p> <p><i>The lesson begins with students looking at a photo of a young woman with vitiligo and discussing their reactions to the photo. They then go on to read about a model with vitiligo, Chantelle Brown-Young (also known as Winnie Harlow), and discover what makes her special. The lesson reviews a range of tenses that might be used in a biography of a living person and looks at how to organize such a text, before the students go on to write their own.</i></p> <p><i>The activities are focused on centering students and asking them to write their short biography, so that they feel motivated by the task and wish to share facts about themselves with the group.</i></p>

<p>Procedure on how to put in practice</p>	<p><i>Duration: 60 minutes</i> <i>No of participants: 20-30</i> <i>Methods used: group discussion</i> <i>Competences developed: writing a biography, reading comprehension</i></p> <p><i>Step-by-step description:</i></p> <ol style="list-style-type: none"> 1. Ask the group to look at a photo and discuss how it makes them feel. 2. Participants read a text to pick out five facts about the model. Then, they complete comprehension questions. 3. They find examples of each tense in the text and revise their use, brainstorming rules and examples in groups. 4. Match paragraphs with the descriptions to organize a biography. 5. Using a paragraph plan and the tenses seen, participants write a similar text about themselves. 6. In groups, participants share their biographies and ask questions to the reader.
<p>Link</p>	<p>https://www.teachingenglish.org.uk/article/changing-ideas-beauty</p>
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