

Lesson Plan/Teaching Unit

Title: Beauty online	Duration: 3 lessons / 180 minutes
Level (CEFR) : B1+ / B2	
Learning Outcomes: <ul style="list-style-type: none"> • Raise awareness of image manipulation online • Analyse images and identify specific features • Understand, reflect and discuss the impact of digital manipulation of pictures on young people • Develop critical thinking and express opinions • Express feelings and emotions 	
-DCE - Digital Competence Framework - Key Domains <ul style="list-style-type: none"> • <u>Wellbeing Online</u> <ul style="list-style-type: none"> ○ Ethics and Empathy ○ Health and Wellbeing • <u>Rights Online</u> <ul style="list-style-type: none"> ○ Consumer Awareness 	
-RFCDC – Reference framework for Competences for democratic culture (page. 11) <ul style="list-style-type: none"> • <u>Values:</u> <ul style="list-style-type: none"> ○ Valuing human dignity and human rights ○ Valuing cultural diversity • <u>Attitudes:</u> <ul style="list-style-type: none"> ○ Respect and tolerance • <u>Skills:</u> <ul style="list-style-type: none"> ○ Autonomous learning skills ○ Analytical and critical thinking skills ○ Skills of listening and observing ○ Empathy ○ Flexibility and adaptability ○ Linguistic, communicative and plurilingual skills ○ Collaborative skills 	
-Language <ul style="list-style-type: none"> • Vocabulary: <ul style="list-style-type: none"> ○ Body and face ○ Face /skin / beauty problems ○ Feelings /Emotions ○ Image manipulation – purposes (fake identities, profiles...) • Grammar: <ul style="list-style-type: none"> ○ Phrasal Verb “To Look” • Listening: 	

<ul style="list-style-type: none"> ○ Listen to the song “Beautiful” by Christina Aguilera ● Reading: <ul style="list-style-type: none"> ○ Read a news article about the Dove campaign ● Speaking: <ul style="list-style-type: none"> ○ Brainstorming: Discuss the topic of digital manipulated pictures ○ Oral presentation of group work ● Writing: <ul style="list-style-type: none"> ○ Write words / expressions related to beauty and physical appearance ○ Write the final presentation of the group work <p>Potential Product/s = Final presentation of an advertisement or campaign which highlights the topic of beauty online – group work</p>	
Category (CDL, ITP, COP, CMP, IOC):	IOC - Identity Orientated Component
<p>Resources Required:</p> <ul style="list-style-type: none"> ● Personal phones ● Computer ● Projector ● Internet access ● Worksheets 	
Possible follow up activity:	
<p>Process & Assessment Activity Activity steps (following bullet points/numbers)</p> <ol style="list-style-type: none"> 1. Warm up activity <ul style="list-style-type: none"> ○ Use the Mentimeter to write the two words that first come to your mind when you think about the concept of beauty (this can be done previously at home). Link to the app: www.mentimeter.com ○ Show the results of the Mentimeter (which words were chosen, what different things were mentioned, how are they related...) 2. Brainstorming about the topic “what beauty is” <ul style="list-style-type: none"> ○ Discuss the issue of beauty online - here are some prompts that can be used to inspire students to take part in the discussion: <ul style="list-style-type: none"> ✓ Does beauty affect people’s lives? If so, in what ways? ✓ Is beauty related to a successful career? Why? ✓ How much time do you spend on making yourself look better each day? ✓ Do you feel pressured to look better? Why? ✓ What do you do to look better? 	

- ✓ Does personality affect the perception of beauty?
- ✓ Do you know what does ‘beauty is in the eye of the beholder’ mean? Do you agree with the statement?

3. Listen to the song “Beautiful” by Christina Aguilera ([Worksheet 1](#))

Link: [Christina Aguilera - Beautiful \(Official Video\) - YouTube](#)

- select the words/expressions related to self-esteem/ well-being / insecurity
- OR
- fill in the gaps with the correct words
 - find the meaning of some words

4. Grammar activity Phrasal verb Look ([Worksheet 2](#))

5. Self-esteem reinforcement activity:

- Create a Google Forms with the photos of all the class students, in which:
 - ✓ each student individually notes down the physical features they don’t like in them
 - ✓ all students write one beautiful characteristic of each colleague
- Analysis of the results provided by the Google Forms
 - ✓ Students’ main conclusions about the activity (example: things we don’t like, can be very appreciated by others)

LESSON 2

1. Watch the video “Dove- Reverse Selfie”

Link: [Dove | Reverse Selfie | Have #TheSelfieTalk - YouTube](#)

2. Read the article about this Dove Advertisement “The Selfie talk” and find information in the text. ([Worksheet 3](#) – activities A, B, C, D)

3. In groups, debate:

- the reasons why people use filters or apps to improve their appearance
- other reasons to manipulate images

4. Watch the video of Barack Obama’s fake speech – manipulated by artificial intelligence.

Link: [Fake Obama created using AI video tool - BBC News - YouTube](#)

- Talk about the connection between improved pictures with manipulated pictures / images / videos and the connection between false identities and fake news
- Show manipulated pictures / videos / advertisements and compare them with the original picture ([Worksheet 4](#))



Digital Citizenship Education
and Foreign Language Learning ○



Erasmus+

Project Ref: 2020-1-DE01-KA203-005712

Search / find / show examples of apps and sites to manipulate images
(Examples: snapshot, etc)

BEAUTY ONLINE - WORKSHEET 1

A. Listen to the song “Beautiful” by Christina Aguilera and fill in the gaps.

Don't look at me

Every day is so _____

Then _____ it's hard to breathe

Now and then I get _____

From all the _____

I'm so _____

I am beautiful no _____ what they say

Words can't bring me _____

I am beautiful in _____ single way

Yes, words can't bring me down, oh no

So don't you _____ me down today

To all your _____ you're delirious

So _____ in all your doom

Trying hard to fill the _____

The pieces gone, left the puzzle _____

Is that the _____ it is?

You are beautiful no matter what they say

_____ can't bring you down, oh no

You are _____ in every single way

Yes, words can't _____ you down, oh no

So don't you bring me down _____

No _____ what we _____

(No matter what we do)

No matter _____ we say

(No matter what we say)

We're the song inside the _____ (Yeah)

Full of beautiful _____

And _____ we go

(And everywhere we go)

The sun will always _____

(The sun will always, always shine)

And tomorrow we might _____ on the other side

'Cause we are beautiful no matter what they say

Yes, words won't bring us down, no, no

We are beautiful in every single way

Yes, words can't bring us down, oh, no

So don't you bring me down today

Ooh-oh-oh, yeah

Don't you bring me down today

Yeah, ooh

Don't you bring me down

Ooh, today

B. Vocabulary Activity – match the words with the correct definition.

- | | |
|--------------|--|
| 1. Wonderful | a) a sad feeling of having no emotion or purpose |
| 2. Insecure | b) feeling guilty or embarrassed |
| 3. Doom | c) <u>destruction</u> , or any very <u>bad situation</u> that cannot be <u>avoided</u> |
| 4. Delirious | d) an error in action, opinion or knowledge |
| 5. Emptiness | e) not confident, anxious, uneasy |
| 6. Ashamed | f) unable to think clearly, crazy |
| 7. Mistakes | g) excellent, great, fantastic |

WORKSHEET 1 – ANSWER KEY

A. Listen to the song “Beautiful” by Christina Aguilera and fill in the gaps.

Don't look at me

Every day is so wonderful
Then suddenly it's hard to breathe
Now and then I get insecure
From all the pain
I'm so ashamed

I am beautiful no matter what they say
Words can't bring me down
I am beautiful in every single way
Yes, words can't bring me down, oh no
So don't you bring me down today

To all your friends you're delirious
So consumed in all your doom
Trying hard to fill the emptiness
The pieces gone, left the puzzle undone
Is that the way it is?

You are beautiful no matter what they say
Words can't bring you down, oh no
You are beautiful in every single way
Yes, words can't bring you down, oh no
So don't you bring me down today

No matter what we do
(No matter what we do)
No matter what we say
(No matter what we say)
We're the song inside the tune (Yeah)
Full of beautiful mistakes

And everywhere we go
(And everywhere we go)
The sun will always shine
(The sun will always, always shine)
And tomorrow we might wake on the other side

'Cause we are beautiful no matter what they say
Yes, words won't bring us down, no, no
We are beautiful in every single way
Yes, words can't bring us down, oh, no
So don't you bring me down today

Ooh-oh-oh, yeah
Don't you bring me down today

B. Vocabulary Activity – match the words with the correct definition

- | | |
|--------------|--|
| 1. Wonderful | a) a sad feeling of having no emotion or purpose - 5 |
| 2. Insecure | b) feeling guilty or embarrassed - 6 |
| 3. Doom | c) <u>destruction</u> , or any very <u>bad situation</u> that cannot be <u>avoided</u> - 3 |
| 4. Delirious | d) an error in action, opinion or knowledge - 7 |
| 5. Emptiness | e) not confident, anxious, uneasy - 2 |
| 6. Ashamed | f) unable to think clearly, crazy - 4 |
| 7. Mistake | g) excellent, great, fantastic - 1 |

BEAUTY ONLINE – WORKSHEET 2

A. Phrasal Verb LOOK – Match the verbs on the left with their meaning on the right.

- | | |
|--------------------|--|
| 1. LOOK BACK | h) think about what is going to happen in the future and make plans |
| 2. LOOK FOR | i) find a specific information in a book, on a map or a dictionary |
| 3. LOOK FORWARD TO | j) think about something that happened in the past |
| 4. LOOK UP | k) try to find something |
| 5. LOOK THROUGH | l) to go through a place in order to see what is there; to explore a place; search for |
| 6. LOOK OUT | m) watch what is happening and be careful |
| 7. LOOK AHEAD | n) feel pleased and excited about something that is going to happen |
| 8. LOOK ROUND | o) read something quickly and briefly |

WORKSHEET 2 – Answer Key

1. LOOK BACK - **C**
 2. LOOK FOR - **D**
 3. LOOK FORWARD TO - **G**
 4. LOOK UP - **B**
 5. LOOK THROUGH - **H**
 6. LOOK OUT - **F**
 7. LOOK AHEAD - **A**
 8. LOOK ROUND - **E**
-
- a) think about what is going to happen in the future and make plans
 - b) find a specific information in a book, on a map or a dictionary
 - c) think about something that happened in the past
 - d) try to find something
 - e) to go through a place in order to see what is there; to explore a place; search for
 - f) watch what is happening and be careful
 - g) feel pleased and excited about something that is going to
 - h) read something quickly and briefly

BEAUTY ONLINE – WORKSHEET 3

A. After watching the video, read the article.



21/04/2021

Behind the selfie: reversing the damage of digital distortion

Dove's new 'Reverse Selfie' film and campaign aim to stop the damage retouching apps are having on girls' self-esteem

Look at the picture above. Would you be surprised to discover that both images are of the same girl?

The make-up and hairstyling are obviously different. But there is more to it than that. Look carefully and you will see that the girl's face on the right is fundamentally different. Her nose, her lips and her chin have all been digitally altered using a retouching app. The result? A picture that reflects a conventional image of beauty but that loses any sense of the real girl behind the selfie.

Fifteen years after the launch of the Evolution campaign addressing the issue of image manipulation in advertising, Dove is again focusing on the problems of image distortion with a powerful new film – 'Reverse Selfie', which highlights the damage social media pressure and retouching apps are causing to girls' self-esteem.

Dove Self-Esteem Project 2020 Research Behind the 'Reverse Selfie' Film

A new Canadian study conducted by the Dove Self-Esteem Project, which fueled the development of the 'Reverse Selfie' film reinforces that we're amid a confidence crisis. Canadian girls ages 10 – 17 years old were surveyed and research results share that:

- 80% of girls said they had already applied a filter or used a retouching app to change the way they look in their photos by age 13
- 59% of girls with lower body-esteem regularly distort their photos before posting them on social media

- 37% of girls say they don't look good enough without any photo editing
- 80% said they compared the way they looked with others on social media
- 77% tried to change or hide at least one body part/feature before posting a photo of themselves
- Girls who distort their photos are more likely to have low body-esteem (48%) compared to those that don't distort their photos at all (28%)

Importantly, girls said that if images on social media were more representative of the way girls look in everyday life, they would feel more confident.

- 67% of girls say they would not end up feeling judged on the way they look
- 66% of girls would be less worried about the way they look
- 63% of girls wish the world would focus more on who they are instead of what they look like

The pressure for perfection

“Now that social media has grown to be part of our everyday lives, digital distortion is happening more than ever and tools once only available to the professionals can be accessed by young girls at the touch of a button without regulation,” says Alessandro Manfredi, Executive Vice President of Dove, reacting to these results.

Dr Phillippa Diedrichs, Research Psychologist at the Centre of Appearance Research at the University of West England and body image expert, highlights **the double-edged sword** these apps can be. “Powerful editing apps on smartphones have democratised the way in which girls can be creative with their photography. But these apps also cause huge damage to the confidence of young girls,” she says. “This happens when users spend significant amounts of time posting selfies, using editing apps and filters to alter their appearance, comparing themselves to others, and seeking validation through comments and likes. It’s therefore imperative that we help young people to develop skills to navigate social media in a healthy and productive way.”

From selfies to self-confidence

Dove’s new campaign aims to tackle these issues by providing parents, carers and young people with a toolkit that can help them navigate social media in a more positive way.

With 34% of teenagers spending an average of three hours a day scrolling on their feeds, talking about healthy social media habits now feels as critical for their wellbeing as discussing sex or puberty.

“Girls all around the world have begun to feel the pressure to edit and distort how they look, to create something ‘perfect’, which cannot be achieved in real life,” reflects Alessandro. “After a year of increased screen-time, there’s never been a more important time to act.”

Adptated and abridged

<https://www.unilever.com/news/news-and-features/Feature-article/2021/behind-the-selfie-reversing-the-damage-of-digital-distortion.html>

<https://www.newswire.ca/news-releases/it-s-time-to-have-the-selfie-talk-new-dove-self-esteem-project-research-finds-80-of-canadian-girls-are-using-photo-editing-apps-by-the-age-of-13-866468860.html#:~:text=Canadian%20girls%20ages%2010%20%E2%80%93%202017,posting%20a%20photo%20of%20themselves>

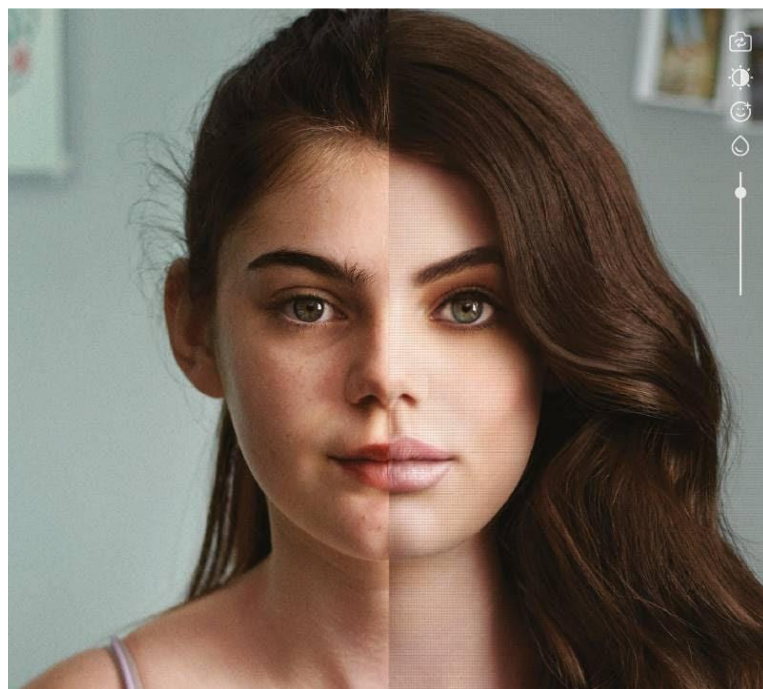
B. Find in the text words that mean the same as:

(teachers can divide the class into groups and each group finds X words)

1. To intend
2. Clearly
3. Essentially
4. Shows
5. Traditional / ordinary
6. Makes something stronger
7. In the middle of
8. Inquired
9. Probably / expected
10. Emphasizes
11. Extremely large
12. Harm
13. To change
14. Trying to find or get something
15. Try to deal with something or someone
16. Became larger in amount or size

C. Explain the meaning of the expression “double-edged sword” highlighted in the text.

WORKSHEET 3 – ANSWER KEY



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From selfies to self-confidence

Dove's new campaign aims to **tackle** these issues by providing parents, carers and young people with a toolkit that can help them navigate social media in a more positive way.

With 34% of teenagers spending an average of three hours a day scrolling on their feeds, talking about healthy social media habits now feels as critical for their wellbeing as discussing sex or puberty.

"Girls all around the world have begun to feel the pressure to edit and distort how they look, to create something 'perfect', which cannot be achieved in real life," reflects Alessandro. "After a year of **increased** screen-time, there's never been a more important time to act."

Adapted and abridged

[Reversing the damage of digital distortion | News | Unilever global company website](#)

[It's Time to Have The Selfie Talk - New Dove Self-Esteem Project Research Finds 80% of Canadian Girls Are Using Photo Editing Apps by the Age of 13 \(newswire.ca\)](#)

B. Find in the text words that mean the same as:

(teachers can divide the class into groups and each group finds X words)

The synonyms below are also highlighted in the text above.

1. To intend - **aim**
2. Clearly - **obviously**
3. Essentially - **fundamentally**
4. Shows – **reflects**
5. Traditional / ordinary – **conventional**
6. Makes something stronger – **reinforces**
7. In the middle of - **amid**
8. Inquired – **surveyed**
9. Probably / expected - **likely**
10. Emphasizes - **highlights**
11. Extremely large - **huge**
12. Harm - **damage**
13. To change - **alter**
14. Trying to find or get something - **seeking**
15. Try to deal with something or someone – **tackle**
16. Became larger in amount or size – **increased**

**C. Explain the meaning of the expression “double-edged sword”
highlighted in the text.**

Literally, a *double-edged sword* is a sword that has two sharpened edges. Such a sword can be helpful (in striking your opponent) and harmful (if you strike yourself).

People use this expression to refer to something that has both good and bad consequences, which is the case of these apps that can distort images.

BEAUTY ONLINE – WORKSHEET 4

A. Examples of digital manipulated pictures and their contexts which teachers can show to their students.



This is a photo from the G-20 meeting, in Hamburg, in 2017. In the first picture we can see Vladimir Putin, the president of Russia, surrounded by Donal Trump (the president of the USA at the time), Angela Mekel (the German chancellor at the time) and Erdogan (president of Turkey). Actually, Putin was digitally placed on an empty chair, around which the other leaders talked together. He was not there at that moment, and the chair was Theresa May's (prime-minister of the UK). The original photo is from the Associated Press.

<http://multirio.rio.rj.gov.br/index.php/leia/reportagens-artigos/reportagens/12616-fotos-originais-x-fotos-manipuladas>



“Body Evolution – Model Before and After” is a video created by online campaigners [Global Democracy](#) back in 2011. It demonstrates the full extent to which **airbrushing** and image ‘touching up’ techniques can be used on **models** and **celebrities** by photographers, advertisers and magazine designers to enhance – and totally transform – the original photograph. The result, claims Design Taxi in their article about such Photoshop wizardry, is a “lifeless, plastic mannequin rather than a living, breathing human being.”

You can watch the video here:

<https://www.solopress.com/blog/art-design/photoshop-image-manipulation-good-or-bad-thing/>



These two pictures are the covers of Newsweek and Time Magazine in June 1994, based on the same mug shot of O.J. Simpson. Newsweek used the original image, while Time was subsequently accused of manipulating the photograph to make Simpson appear “darker” and “menacing”.

<https://digitalslavery.wordpress.com/>