



Beauty Beyond Borders

[Link to Teacher's Guide](#) / Designed by:
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How does culture influence a person or a group of people's definition of beauty?

Introduction

Is beauty defined by age, gender, color, size, body shape, or one's culture? Who gets to decide? The word *Beauty*, which is the English equivalent for the French word *beauté*, is recorded as being first used in the 14th century. Over time, one's concept of what is considered to be beautiful has changed and still to this day, varies from person to person, culture to culture, and from country to country. Hence, there are many definitions of beauty existing in our world. This in itself can be said to be *beautiful*.

Task

You will be going on an expedition to explore the beauty standards of different places around the world. You will start off by thinking about who you think is beautiful or how you define beauty. Then you will find out what North Americans consider to be beautiful in both men and women. Lastly, you will take a trip to a destination around the world to discover how another culture views beauty.

This SPEAQ Quest will give you the opportunity to infer, interact with your teammates in English, voice your opinions and thoughts on this topic, and "lead" the class with your PowerPoint presentation on your chosen culture's beauty ideals.

Let's begin our culturally, enriching beauty journey!

Process

Activity 1: Dear Journal



It is time to put on your . What does beauty mean to you? Write a journal entry about your personal outlook on this subject.

1. Answer one of the two questions provided on the [journal worksheet](#) in 2-3 paragraphs by typing it.
2. Print the worksheet and hand it in to your teacher.



You will be graded on the content, formulation and organization of your message, and whether you provide a supporting example to one of the questions. Use this [link](#) to help you with your paragraph transitions (remember, you will be evaluated on the organization of your message).

Activity 2: Beauty in the Eyes of North America

Now that you have written your journal entry, it is time to take a trip and find out what North Americans consider to be beautiful in a man or woman.

For this activity, you will be examining 5 different websites and filling out a [chart](#) with different elements that make men and women beautiful in North America.

1. The first website found on the worksheet will lead you to a voice thread. Read and listen to the voice thread, and take notes in your notebook. These notes will help you later on when filling out your chart. Remember, you can pause and restart the voice thread whenever you want.
2. Go through the following four websites found on the worksheet and take notes on the different elements of beauty.
3. Once you have finished looking through the websites, go through your notes and fill out the chart with at least 7 elements of male beauty and 7 of female beauty.
4. Print out your sheet and hand it in to your teacher.



You will be evaluated on the content of your answers. Your chart should include 7 elements of male beauty and 7 elements of female beauty.

Activity 3: Beauty Around the Globe

It is time to go on a beauty journey and find out what it means to be beautiful by other cultures' standards. The places you can learn about are: Brazil (Amazona jungle), Mauritania (Uganda), Ethiopia, Nigeria, South Korea, and Padaung (Thailand).

Links:

[Matsés Women in the Amazon](#)
[Women in Mauritania](#)
[Mursi and Suri Tribes in Ethiopia](#)
[Wodaabe Men from Nigeria](#)
[Women in South Korea](#)
[Karen Padaung Women in Thailand](#)



1. Select a location that you would like to learn about and sign up with your teacher (there should be an even amount of people per place).
2. Now that you have chosen the place you would like to learn about and it has been approved by your teacher, it is time to start your beauty learning journey!
3. Click [here](#) to create your very own boarding pass. Be sure to include your name, the date, your destination, and a couple of sentences on your definition of beauty. Print this out and bring it with you on your journey around the globe (really, around the classroom).
4. Read the following worksheet entitled *Beauty Around the Globe* to see the types of questions you will be asked to answer.
5. Now, click on one of the appropriate links above and start reading about your chosen destination! If you are having difficulties understanding some words, feel free to use the [Merriam Webster Dictionary](#) or [WordReference](#) to look up the definitions.
6. Once you have finished reading, complete the activity sheet entitled *Beauty Around the Globe*.



You will be evaluated on the content of your questions and on your ability to make them syntactically correct. The answers to two of your questions should be found from the text and your other question should have an answer that shows further reflection on the subject you read about. Your questions will also be evaluated on grammar (using proper form and question words).

Activity 4: What Did You Think?

In this activity you will be getting into groups with students who have read about the same beauty culture ideal as you. This will give you the opportunity to share your opinions, thoughts, and initial reactions with others. You will also be discussing and making a list of North American beauty ideals and a list of your chosen culture's beauty ideals.



1. Get into groups with your fellow classmates who have read about the same location as you.
2. Each group member will be responsible for a managerial task. Choose one of the following jobs you would like to have. Note that each member should have **one** (in the case that there are more jobs than there are group members, some people may have more than one job).
 - a. *Resource Manager*: Confused about a word? Unsure about the proper term to use? Sick of using the same word? It is the resource manager's job to help you find the appropriate words using a dictionary, or the text itself.
 - b. *Time Keeper*: Is time flying by and the job isn't getting done? The time manager's task is to keep track of time and give everybody an equal opportunity to speak and share their ideas.
 - c. *English Enforcer*: Are you passionate about English and want everyone to do their best to learn English? Well then, the English enforcer's job is for you! You will be responsible for making sure that everyone is speaking and communicating in English to the best of their ability.
 - d. *Secretary*: Do you have *beautiful* handwriting? Are you a good listener? The secretary's job is to fill out the comparison chart to be handed at the end of the class.
 - e. *Discussion Leader*: Are you good at managing a group of people and the flow of a discussion? You are a leader! You will facilitate your group's discussion and make sure all components of the activity are completed.
 - f. *Editor*: Are you a perfectionist and have a good grip on the English language? Then you can look over the final product before it is handed in to the teacher.
3. Print one copy per group of the worksheet entitled *What Did You Think?* The secretary will fill it out and hand it in to the teacher at the end of the class.
4. Start discussing!



You will be evaluated on your ability to participate and maintain a conversation with your team members. You will also be evaluated on the demonstration of your knowledge by answering the provided questions with explanations and elaborations, your grammar and articulation of the message (pronunciation and vocabulary use), and the use of strategies and resources should you need them (your team members, online resources, the teacher, etc.).

Activity 5: Class Leaders

You are now an EXPERT on the country of your choice, so it is time to share this knowledge with the rest of the class by making a PowerPoint! Each group presentation should be 5 minutes.

1. Follow the links in the chart below that correspond to your chosen location. These links should be used to gather more information and enrich your presentation.

Matsés Tribe



[Matsés Pictures +Info](#)
[Facts about Matses](#)
[Matsés Video](#)

Mauritanian Women



[Force Feeding Video](#)
[Pictures](#)
[Facts about Mauritania](#)

Mursi and Suri Tribes



[Mursi people Lip Plate information](#)
[Facts about Mursi tribe](#)
[Pictures Mursi Women Pictures](#)
[Pictures](#)
[Video](#)

Wodaabe Tribe



[General info](#)
[Video](#)
[Facts about Wodaabe Tribe](#)
[Pictures](#)

South Korean Women



Eye Lid Video
Facts about South-Korea
General Info
Pictures
Before/After Pictures of Korean Actresses

Karen Padaung Women



Neck Braces Video
Pictures
Facts about Karen Tribe

2. Use this [storyboard](#) as a template for your slideshow presentation. Each PowerPoint **MUST** include the following information and in the appropriate order.
 - a) Slide 1: Title
 - b) Slides 2, 3, and 4: Background information about the country (continent, population, religious beliefs)
 - c) Slides 5 and 6: Two (2) examples of the country's beauty standards (provide visual aids).
 - d) Slide 7: Are these beauty standards recent or are they long standing traditions? Explain.
 - e) Slide 8: One (1) [discussion question](#) based on your presentation that you will ask your classmates.
3. Prepare your PowerPoint.
4. Once your slideshow presentation is complete, print this [check-list](#) and fill it out. One sheet per group needs to be handed in to the teacher before your presentation. Note that each group member **MUST** sign their name at the bottom of the chart.
5. Your group will present next class.



Click [here](#) to find out how you will be evaluated for your Power Point presentation.

Activity 6: Beauty Reflecting

You have learned about North American beauty ideals, went on a journey and became an expert on another culture's beauty standards, and acquired information from your peers' presentations. It is now time for you to reflect on what you have learned.

1. Click [here](#) in order to access the template for your reflection writing. You may want to consult this [website](#) for tips on how to write a reflection.
2. Once you have typed out your reflection, print out your paper and hand it in to you teacher.



Click [here](#) to find out how you will be evaluated on your reflection.

Conclusion

Congratulations! You have successfully journeyed from North America to a foreign location and learned about the different beauty standards set around the globe. Your communicative skills have been further developed by working in teams and you have had the chance to teach your classmates about your chosen country's beauty standards.

We can see that *beauty goes beyond borders* and is differently viewed depending on one's culture. You have hopefully realized the importance of being open-minded and more tolerant towards the concept of beauty.

Picture References

Title Picture: Multicultural Faces

<http://geoffallan.blogspot.com/2009/04/belize.html>

Activity 1: Thinking Cap

http://school.discoveryeducation.com/clipart/clip/thinkingcapwhoa_color.html

Activity 3: Hands around the Globe

<http://samrao.com/samraoblogarchivesJANJUNE2010.html>Activity

4: Group Work

<http://www.library.drexel.edu/blogs/groupwork/category/together/>

Activity 5: Matsés Tribe

<http://www.matses.org/thematses.html>

Activity 5: Mauritanian Women

<http://businessglobalunity.blogspot.com/2009/10/circumcision-in-africa-dance-and-music.html>

Activity 5: Mursi and Suri Tribe

<http://www.flickrriver.com/photos/14466267@N07/2906983927/>

Activity 5: Wodaabe Tribe

<http://saharanvibe.blogspot.com/2007/02/wodaabe-beauty-ceremony.html>

Activity 5: South Korean Women

<http://equalwrites.org/2009/12/15/guest-post-some-thoughts-on-gender-in-south-korea/>

Activity 5: Karen Tribe

<http://www.fotolibra.com/gallery/647793/mursi-people-of-africa/>

Checklist

http://mset.rst2.edu/portfolios/f/frasca_k/brains/final/evaluation.html