

Unit: Dove Campaign for Real Beauty

Grade: Grade 11, Week 13-16

Length: 12 lessons

Lines of inquiry:

- Factual: What's problematic about depicting unattainable beauty standards and gender stereotypes roles in advertising?
- Factual: How does the Dove Campaign for Real Beauty address the problems?
- Conceptual: In what ways do both a non-literary work and a literary work explore the concepts of identity, representation and perspective?
- Debatable: To what extent are men and women affected differently by unrealistic gender constructs? Is toxic masculinity so different from toxic femininity?

Guided inquiry

1. Empathise (lesson 1): [What's problematic with these ads?](#)
2. Define (lesson 2): [Killing Us Softly](#)
3. Ideate (lessons 3-6): [Cinematography and Dove](#)
4. Develop (lesson 7): [A P E E E E L Presentation](#)
5. Action (lesson 8-9): [Group presentation on half an IO](#)
6. Evaluate (lessons 10-12): [Reflecting on half an IO group presentation](#)

Resources

- The hyperlinked worksheets
- [Dove Campaign for Real Beauty](#)

Learning goals:

- Students can write and speak about the global issues presented in the texts studied.
- Students can organise their work, reflect and experiment in their portfolios.
- Students will develop an understanding a deeper conceptual understanding.

Assessment outcomes

- Students will develop the skills that are needed for the Individual Oral

Approaches to Teaching and Learning

- Thinking: Transfer: Students apply their knowledge of cinematography techniques to multiple videos.
- Thinking: Critical thinking: Students make connections across different Dove commercials. They connect the Dove ads, non-literary work, to a literary work.
- Collaboration: Students build a collective understanding of the non-literary work through shared documents that act as preparation notes for assessment.
- Research: Media literacy: Students analyse the implicit messages of inappropriate ads.
- Self-management: Organisation: Students' outlines for the Individual Oral are scaffolded

- Self-management: Reflection: Students evaluate their own mock IO, in light of a model IO.
- Interaction and language skills: students express their ideas on shared docs, engage in classroom discussion, and articulate their analysis of texts.

TOK

- How do these commercials use language to change people's perception of both 'beauty' and the beauty industry?
- Is physical beauty objective or subjective (in the eye of the beholder)?