

# Image conscious

## Topic

Image consciousness / changing your look

## Aims

- To develop learners' ability to communicate their opinion on and reaction to a text
- To develop learners' ability to negotiate in a group and work as a team
- To develop learners' ability to defend their position
- To expand vocabulary on the topic of image

## Age group

Teens

## Level

B1 +

## Time

60-90 minutes

## Materials

- Image conscious student worksheet

## Introduction

This lesson asks students to discuss ways of changing their image before reading an informative article about tattoos. They then design a new image for a client of their company and then for themselves before discussing at what age they should be allowed to take certain decisions. The themes are image-consciousness and personal choice.

## Procedure

### 1. Lead-in: what do you

- Bring in photos of particularly attractive/ugly/interesting examples of piercings, tattoos, earrings, hairstyles, etc for students to look at.

<b>look like? (5-10 minutes)</b>	<p><b>Tip: If issues such as body piercing and wearing earrings are sensitive where you teach, use only more moderate ways such as hairstyle, hair colour, clothes, etc.</b></p> <ul style="list-style-type: none"> <li>• Ask students to look at the photos and tell you which are the most/least attractive. Can they think of any reasons why people decide to change the way they look?</li> </ul>
<b>2. Task 1: Ways of changing your look (10 minutes)</b>	<p>Hand out <b>Worksheet A</b>. Run through the instructions and examples, clarifying any language problems. Pay particular attention to the pronunciation of sounds and word stress in: <i>piercing, navel, tongue, tattoo, dying, weird, accessory</i>.</p> <p><b>Tip: It is always a good idea to do choral drills of new words, chunks or phrases for students to hear and practise the phonological features.</b></p> <p>Students work individually. When they have finished, ask for some feedback from the class on the three questions.</p> <p><b>Tip: In cultures where knowing anyone who has done this is unlikely, for a) ask them to think of celebrities they know and how they have changed their look.</b></p>
<b>3. Task 2: Pre-reading task (5-10 minutes)</b>	<ul style="list-style-type: none"> <li>• Give students plenty of time to discuss their predictions beforehand. The questions are designed for all levels. At higher levels you could ask students to speculate further about the information or draw further conclusions from the text.</li> <li>• This text will be quite challenging, so have some explanations prepared for, or pre-teach if desired: <i>tat</i> = trendy abbreviated form for tattoo, <i>Pat dry</i> – can be mimed, <i>Until it's healed</i> = until it stops hurting, <i>Henna</i> is a plant used for its ink to make tattoos which only last a day or two.</li> <li>• Hand out <b>Worksheet B</b>.</li> <li>• When the majority of students have finished reading, get the answers to the pre-reading questions.</li> </ul> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>a) How old do you think you have to be to get a tattoo in the UK? <b>Over 18.</b></li> <li>b) How much do you think they cost in pounds? <b>The cheapest are £10</b></li> <li>c) Do you think it hurts? <b>For some people it does, for others it doesn't.</b></li> <li>d) Do you think you need to look after your tattoo once you have one? <b>You have to until it has healed.</b></li> <li>e) Is it easy or difficult to remove a tattoo nowadays? Is it 100% effective? <b>Easy, but expensive. It is not completely effective.</b></li> </ol>

f) Are temporary tattoos worth trying, or do they just look false? **They can look amazing, so yes they are worth a try.**

**4. Task 3:  
Post reading  
discussion (5  
minutes)**

- Notice that the focus here is on students' natural reaction to the text. This is to encourage an unguided, authentic response to reading materials.

**Tip:** It is always a good idea to board or make a note of some of the language problems students have at this stage and use this as language work in class to teach new vocabulary, phrases or grammar arising from their attempt to express themselves naturally. Do not make correction personal if done in open class, rather try and make it appropriate to the whole class. Remember that at higher levels production errors are often simply performance errors students already know and they therefore do not see the need for correction, whereas if they don't know the word for something or pronounce it inaccurately, your language feedback is invaluable to them.

**5. Task 4: Role  
play (10  
minutes)**

- You will need photos of people for this activity. Hand out one per group to use with **Worksheet C**. This task is fairly open-ended and can be completed according to the level of the students. Clearly, with lower levels we can expect less articulate answers.
- Get feedback from groups when they have completed the task. If you draw attention to and respect their contributions in whole class situations, you will find that these improve as the course develops.

**Tip:** When students are discussing in groups, correction can be done either on the spot or noted down to be addressed later on the board with the whole class. There are advantages and disadvantages of both methods.

**6. Task 5: Pair  
work (10  
minutes)**

- This activity, **Worksheet D**, is deliberately similar to the previous activity in order that students have the opportunity to practise the same language in a one-to-one situation after having had some exposure to other students' contributions and language.
- Students change their own look. With shyer or reluctant students, encourage them to simply think about a change of hairstyle or a new item of clothing, for example. When students are giving class feedback, be careful to make sure shyer or weaker students are not teased. If this is a problem, only have class feedback on the more confident students.

**Tip:** When students are discussing in pairs, correction is much easier and more readily accepted. Take the opportunity to monitor closely and correct individually.

**7. Task 6:  
Family role  
play (10- 15  
minutes)**

- Explain the following situation to students: Student C is 15 and has changed his/her look in one of the ways mentioned without their parents' consent.
- Hand out the role cards, **Worksheet E**, put students with the same role into groups and give them a couple of minutes to write down some ideas and ask

you for words they don't know how to say in English. This allows them to get some ideas and language before performing.

**Tip: Success in role-plays has a lot to do with assigning the right roles to the right people. In this case, to give the activity some authenticity, it is a good idea to have stronger students in the role of**

**parent and weaker in the role of child. This is not always the case, but here the adults need to have strong arguments.**

- Have students summarise their arguments afterwards, telling you what was said and what the outcome was.

**Task 7:  
Discussion –  
parental rules  
(10 minutes)**

- This is a more general discussion about parental rules. Having students put the issues in order of age can work as a prompt for discussion here if students are slow to start the task. The discussion can also be easily extended by looking at the final issue and asking students what exactly the rules are in their own homes

**Contributed by**

Barney Griffiths