

# Ready to Run



B  
2

WENZILE'S VLOG  
More than Just Makeup



Student Pack

#### LEARNING GOALS

##### Vocabulary

Face and Makeup  
Feelings  
Diversity and Inclusion

##### Speaking Skills

Discussion

##### Writing Skills

Commenting on a video

## 1. Before Watching

Which of these things are important to you? Put them in order from 1 (most important) to 7 (least important). Discuss your ideas in pairs.

- hair
- face
- make-up
- clothes
- personality
- how others see yo
- how you feel about yourself

## 2. While Watching

### Activity a)

Watch the video. What things in Exercise 1 above does Wenzile talk about?

- |                                  |  |
|----------------------------------|--|
| <input type="checkbox"/> hair    | <input type="checkbox"/> personality                 |
| <input type="checkbox"/> face    | <input type="checkbox"/> how others see you          |
| <input type="checkbox"/> make up | <input type="checkbox"/> how you feel about yourself |
| <input type="checkbox"/> clothes |  |

### Activity b)

Watch the video again and make notes under the correct heading.



### 3. After Watching

#### NATURAL SPEECH

1. In the video Wenzile says the following. What does she mean by this? Use 'And to this day' in a sentence that's true for you.

And to this day, I still wear makeup.

- 
- 
- 
- 
2. In the video Wenzile uses the expression 'guys' when talking to her audience. What is the problem with using the word 'guys' to refer to all people? Can you think of a different term?

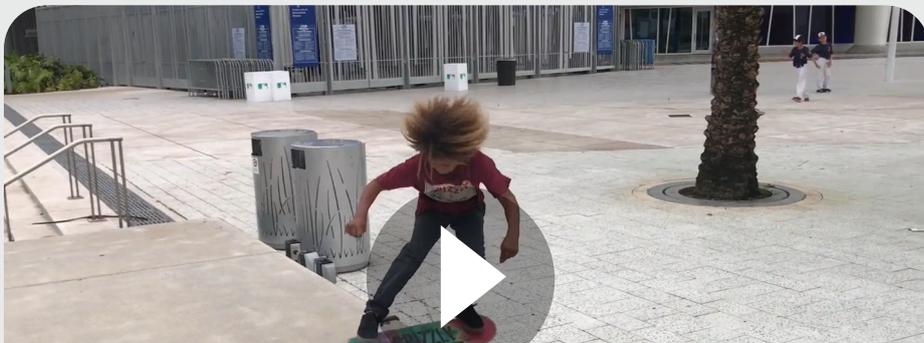
### SPEAKING

Make-up made Wenzile feel confident and helped her to express how she truly felt inside.

1. What other ways can people express their feelings?
2. Is it important to be true to yourself? Why? Why not?

### WRITING

1. What, if anything, did you learn from Wenzile's vlog? Discuss with a partner and make a list of the most interesting points she made. How do they apply to your own experience?
2. Now imagine you've just watched Wenzile's vlog on her channel and write a comment to tell her why her video made an impact on you.



# Ready to Run

B  
2

WENZILE'S VLOG  
More than Just Makeup



Teacher Guide

#### LEARNING GOALS

##### Vocabulary

Face and Makeup  
Feelings  
Diversity and Inclusion

##### Speaking Skills

Discussion

##### Writing Skills

Commenting on a video

Note to teacher: This lesson focuses on the topic of make-up and its importance to the trans vlogger. It isn't a lesson about trans people but it does include some language that learners may not have come across before. The aim of the lesson is to talk about how it's important to express our individuality. It is not a lesson on being transgender and so should be approached like any other lesson. It is important to allow learners to discuss the topic in a respectful and kind manner and the lesson includes some useful expressions to help teachers and learners discuss the topic respectfully.

## 1. Before Watching

Interaction Pattern: Individual & pairs

Time: 10 mins

C21 Tags: Social & Cross-cultural interaction, Communication

If learners have mobile phones, ask learners to go to their camera and to selfie mode. Emphasise that they're not taking a photo. Just looking at their reflection. If learners aren't able to access mobile devices, just ask the question: What makes you you?

Then, draw learners' attention to the list in their Student Packs: hair, face, make-up, clothes, personality, how others see you, how you feel about yourself

When they answered the question 'What makes you you?' did they identify these things? Learners rank the items in order of importance from 1 (most important) to 7 (least important). Then learners get together with a partner and in pairs compare their ideas. Encourage them to give reasons for their choices.

**Sustainable development goal: SDG 16, Peace, justice and strong institutions.**

Wenzile is a transgender activist who through her openness talks about the

vulnerabilities in being a transgender women thereby working towards peaceful, inclusive societies.

## 2. While Watching

### Activity a)

Interaction Pattern: Individual & pairs

Time: 5 mins

Tell learners they are going to watch a video of a woman called Wenzile talking about her appearance. Play the video. Ask learners to tick the things Wenzile talks about. Learners compare their answers with a partner.

**Answer key:** Wenzile talks about make-up, face, how others see you, how you feel about yourself.

### Activity b)

Interaction Pattern: Individual & Group

Time: 15 mins

Tell learners they are going to watch the video again for details. They must write terms they hear Wenzile use under the correct heading (makeup and feelings). Give pairs time before watching the video again to see if they can remember any of the language. Then, watch the video again.

When they have watched again and made notes, get learners to come up to the board one by one to write up one item under the correct heading. For online learning, ask learners to type vocabulary they heard in the chat box.

Discuss as a class why Wenzile might have felt those feelings about wearing make-up at 16. Encourage open but respectful discussion. Here is some useful classroom language:

- That's not funny.
- I'm not comfortable with that comment.
- I find that offensive / deeply offensive.
- What you just said is hurtful.
- We don't say things like that here.

Answer key:

#### Make-up

(clumpy) mascara

(black) eyeliner

(pink) lipstick

eyeshadow

(fake) eyelashes

#### Feelings

feminine

girly

scared

embarrassed

guilt (noun)

shame (noun)

beautiful

confident

### 3. After Watching

#### NATURAL SPEECH

Interaction Pattern: Individual & Groups

Time: 10 - 15 mins

1. Draw learners' attention to the quote from Wenzile: 'And to this day, I still wear makeup.' Display the relevant section of the transcript. As a whole class, discuss the question 'What does she mean by this?'

**Answer key:** 'And to this day' is an expression used to talk about something up until and including the present time. Wenzile talks about how she started wearing makeup when she was 16 years old and she still wears it today all these years later.

Ask learners to think about something that they did when they were much younger and that they still do today. Give them a few minutes to think about it and to write some notes. Get learners to walk around the classroom and find a partner to use the new language with. Give pairs two minutes then ask them to find a new partner. Repeat three or four times. Learners report back on the most interesting/funny thing they learned about someone in the class.

2. In the video Wenzile uses the expression 'guys' when talking to her audience. Give learners a couple of minutes to discuss the questions: 'What is the problem with using the word 'guys' to refer to all people? Can you think of a different term?'

The expression 'guys' when used to refer to all people isn't very inclusive as it references only men. Better alternatives include: people / everyone / folks / y'all (this last one is more US English).

### **SPEAKING**

Interaction Pattern: Pairs

Time: 15 mins

C21 Tags: Communication, Social & Cross-cultural interaction

Make-up made Wenzile feel confident and helped her to express how she truly felt inside. Ask the learners to read the discussion questions and prepare some personal notes.

1. What other ways can people express their feelings?
2. Is it important to be true to yourself? Why? Why not?

Give them 1-2 minutes to prepare. Ask learners to discuss the questions with the person sitting next to them. Give them about 5 minutes to discuss both questions. Ask pairs to join another pair and to summarise to each other what they have been talking about. Do the pairs agree with each other? Give the groups of four up to 10 minutes to summarise and discuss. Ask for open class feedback at the end.

### **WRITING**

Interaction Pattern: Individual

Time: 40 mins

C21 Tags: Communication, Creativity

Tell learners that they are going to write a comment on Wenzile's vlog. Give them time to read the instructions and make notes to prepare to write their comment.

Learners then write up their comments. Display these for everyone to read. Ask learners to read other comments and to reply to two of those comments too.

## 4. CLIL Project

### Produce a video

Time Required: 1-2 lessons

Learners are going to produce a video on the theme 'People are so much more than their looks'. Learners will work in groups to plan and produce their own video. Recording can be done on mobile phones. Emphasise that videos will not be published on the internet or shared on social media. They will only be used in the classroom and will be deleted afterwards. For those who feel uncomfortable being recorded, the video could be turned into a presentation delivered by all members of the group. They must decide on the format: interviewer-interviewees/ discussion panel/ talking heads, etc

In groups of 3 or 4 learners discuss their ideas related to the theme. They can use the ideas from the lesson or include some of their own. Together they agree on their main message then decide how to present it. Emphasise that the video will need a clear introduction just like Wenzile's, ideas that are supported with examples and/or reasons and a clear conclusion.

When learners are ready to record their video, groups can decide if they feel comfortable enough to show them to the class. Class then watch each video (or listen to presentations for those not happy to be recorded).

Overall class discussion on anything that the topic and videos brought up.

**Subject tags:**

Social studies, ICT

**C21 tags:**

Creativity & innovation , Collaboration, Communication

# Ready to Run



B  
2

WENZILE'S VLOG  
More than Just Makeup

Transcript



## Topic vocabulary

### MAKE-UP & FACE

cosmetics (*n*), eyelashes (*n*),  
mascara (*n*), contour (*v*), eyeshadow  
(*n*),  
eyelids (*n*), highlight (*v*)

### FEELINGS

feminine (*adj*), guilt (*n*),  
shame (*n*), confident (*adj*)

### DIVERSITY &

#### INCLUSION

transgender (*adj*),  
transition (*v*), pass (*v*)

**WENZILE** Hi there. I'm Wenzile Thwala, a vlogger and activist from Johannesburg, South Africa. And today I want to share with you guys a bit about myself and my love for makeup.

**TITLE** *More Than Just Makeup*

**WENZILE** I am a black **transgender** woman, and my love for makeup started when I was 16 years old. I remember I would sneak into my sister's bedroom when she left for school and I would try on her **cosmetics**. I loved how **mascara** made me feel. It made my **eyelashes** bigger and it made me feel **feminine** and girly. But I was also scared and embarrassed. What if my parents or classmates found out?

When I turned 18 years old, I started wearing makeup every day without any **guilt** or **shame**. I would wear my black eyeliner, pink lipstick and clumpy **mascara**. It wasn't the best makeup look but I felt beautiful and

**confident.** And that's all that mattered.

Years later in university, before I had any medical help to **transition** into a woman, makeup was one of those things that I used to feel feminine. And as my makeup skills grew I learned how to **contour**, which changed the shape of my face. My face suddenly went from round to slim, and masculine to feminine.

I learned how to apply **eyeshadow** and fake **eyelashes**. It is so hard. They are usually either too big or the corners won't stick properly to the **eyelids**. It is a difficult process but I love the end result.

Makeup was one of those things that I used that made me feel like a woman. And for the longest time, makeup allowed me **to pass** to a degree. If you feel like a girl inside, **passing** means that you also look like a girl to other people.

And to this day, I still wear makeup. I love makeup, but I don't use makeup anymore to hide parts of my face. I use makeup to **highlight** the beautiful parts of my face.

And that is what makeup means to me. It is so much more than what people think.