



All.u.re Workshop Module 1: Philosophy of All.u.re (POA)

**Lesson 1: Estimated Duration = 1 hour
Bonus Activities = 30 mins**



GENERAL GUIDELINES:

- This lesson can be streamed online either by a teacher facilitating a class, or individually on a student's own computer or mobile phone (*student's email address must be submitted for site access prior to this lesson*).
- All of the videos have a corresponding task afterwards, which require students to type their answers into the lesson's worksheet. This can then be emailed as an attachment to their teacher for review.
- All the tasks can be adapted to either individual/self-paced learning, or utilised as group work if managed by a teacher
- It is important to follow the order of the videos, as they introduce concepts that build off each other.
- The lesson duration is **1 hour**, with **30 minutes** of bonus activities. If short on time, it is better to watch all of the videos and skip activities, rather than miss out on the videos, as they include content required to move onto the next lesson.
- You may wish to draw the lesson out over two separate lessons/periods, and use the bonus activities for students who would like to go at a faster pace.
- Scroll to the bottom of the lesson to see the Canva design tool referenced in the lesson, we highly recommend students using this (free) graphic design program!



POA LESSON 1 OUTLINE

This lesson is broken up into 8 videos (ranging between 1 – 3 minutes each).

At the end of each video, there is a corresponding task for students to apply what they have learned from the video:

Video 1. (2.42mins)

- Defines the meaning of allure and the secondary meaning of ‘all you are’
- Explains All.u.re’s aim of helping girls to value themselves from the inside out
- Suggests we can use our ‘allure’ in a positive or negative way
- Introduces All.u.re’s logo; the compass and invites students to embark on an ‘expedition’ to rediscover their self-worth

Task 1.

Q. What words can All-u-re sound out? Why does All.u.re Workshop use a ‘compass’ for their logo?

Video 2. (2.56mins)

- Explores the concept of ‘beauty’ and asks students to consider what they think is ‘beautiful’
- Explains the difference between universal beauty and cultural/personal ‘tastes’ in beauty
- Explains the danger of feeling pressured to follow cultural trends in beauty in order to be ‘enough’

Task 2.

a. Brainstorm different cultural or historical beauty trends throughout different eras (you can include current cultures)

b. Q. What were some of the products/advertisements shown as examples of ‘cultural beauty trends’ in this video? What did you notice that was ironic about their opposite messages?



Video 3. (2.33mins)

- Describes some historical 'trends' of beauty
- Students are encouraged to reflect on the fact that there may be limiting cultural trends about beauty they are influenced by in current society
- Introduces the first of All.u.re's 'three qualities of beauty': **Radiance**

Task 3.

Q. Can you think of anyone in your life who has the quality of radiance? Who is this person? What is it about them that makes them 'radiant'?

Video 4. (1.11mins)

- Introduces the second of All.u.re's 'three qualities of beauty': **Harmony**
- Applies this concept to a person and how we can tell when a person is being 'harmonious' or whether they are being 'fake' or 'two-faced'

Task 4.

Write down an example of 'harmonious' behaviour that you will try to live out in your daily life.

Video 5. (2mins)

- Introduces the final of All.u.re's 'three qualities of beauty': **Completeness**
- Explains the importance of appreciating ourselves in a 'complete' way so that we can understand and value our overall 'purpose' in life

Task 5.

Find an inspirational quote written by someone that reflects what you have learnt about valuing your 'complete' self.



Video 6. (0.46mins)

- This video is the first of five videos, which features a group of high school boys and the videos will be spread throughout POA lessons 1 - 4.
- In this clip, the high school boys answer the question: *'What would you say to girls who want to look like a celebrity?'*

Task 6

Q: What was one thing the guys said that impacted you in a positive way?

Video 7. (1.11mins)

- Sums up the 'three qualities' that form the *All.u.re equation* and how they underpin all of All.u.re's lessons
- Explores to concept of 'uniqueness' and how, when a society diminishes the value of individual uniqueness, it has a negative effect not just on the individual but also on the way they interact and appreciate the uniqueness of others

Task 7

What are some of your unique qualities that you could make more of an effort to appreciate, rather than try to change?

Video 8. (1.34mins)

- This concluding video encourages students to pause and reflect on what their 'life's purpose' is, rather than obsessing over certain aspects of themselves

Task 8

Part 1: Research Helen Keller. What is one inspiring fact you have found out about her attitude to her life?

Part 2. Now it's your turn: Brainstorm an inspiring female role model who embodies the 'three qualities' of All.u.re and is contributing positively to society in some way. She can be famous, or someone you know, from the past or present. Answer the questions about her on your worksheet.



BONUS ACTIVITIES

- 1. Design a magazine cover for your female role model. Answer the following questions on her behalf for an imaginary interview:**
 - What do you think it takes to be an inspiring woman to others?
 - What makes you happy in life?
 - How did you overcome some of the lowest points of your life?
 - What would be the best advice you would give to a teenage girl who admires you?
- 2. Find an advertising product that promotes a limited notion of beauty to women. Answer the following questions:**
 - Name of product:
 - Why do you think it is limited in its portrayal of beauty?
 - What would you tell a girl who was thinking about buying this product?