

My Hair, My CROWN!

Workshop Facilitator Tool
for 11 to 14 year olds





My Hair, My CROWN is a new Dove Self-Esteem Project tool for educators, parents and mentors to help boost hair confidence in kids with coils, curls, waves & protective styles, while building allyship to

Create a Respectful and Open World for Natural hair



Many thanks to Body Confidence Canada who reviewed and adapted the content of this tool with Dove having the final approval.

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We're on a mission to change beauty.

Will you join us?




At Dove, we're on a mission to empower young people to be curious, to think critically about the world around them, and how society impacts how they feel about their physical appearance and others. We're on a mission to help young people develop body confidence to help them celebrate the unique and diverse parts of themselves that make them special so they can reach their full potential in life.

We know through our 2017 Dove Global Girls Beauty and Confidence Report that 8 in 10 girls who don't feel good about the way they look will avoid seeing friends and family or trying out for a team or club at school or in their communities. Low body confidence can contribute to negative mental health and self-esteem.

However, when self-esteem is high, 78% of girls are likely to believe they are beautiful, even if they look different from images they see in the media.

That's why, in 2004, we set up the Dove Self-Esteem Project to help support parents, guardians, teachers, education workers, community leaders and mentors in ensuring the next generation grows up to reach their full potential equipped with tools necessary to help unpack the roots of self-doubt. Dove Self-Esteem Project aims to help girls recognize and advocate against body-shaming including race-based hair discrimination and other forms of appearance-based bullying and stereotyping.



*Dove Global Beauty and Confidence Report, 2017. Study of body esteem across 14 countries with girls 10 to 17 years old.

Since launching the Dove Self-Esteem Project, we have examined a wide range of appearance pressures—from celebrities to cultural biases.

Most recently, we sought to explore and advocate the unique beauty experiences of Black communities. Dove is committed to providing self-esteem and body confidence building tools and experiences that consider the unique cultural and social experiences of Black and racialized communities.

CROWN stands for Creating a Respectful and Open World for Natural Hair, and is about creating an equitable and inclusive experience for Black women and girls' hair as they confidently choose to style it.

In Canada there are no laws to prevent race-based hair discrimination and there are also no laws that ensure hair salons, barbers, and beauty schools teach students how to care for natural, textured, afro, and curly hair.

The **Canada Human Rights Code** (CHRC) is a piece of legislation that is supposed to protect people's human right to liberty, dignity and respect free from discrimination in Canada. While 'hair' is not explicitly mentioned as a prohibited ground in the CHRC, provincial, or territory human rights codes, some provinces and territories are making the connection between race, racism and hair-discrimination by encouraging employers and schools to avoid dress code and uniform policies that support hair discrimination.

The following curriculum, born out of this commitment, explores the personal, social, cultural and economic significance of hair—from beliefs, appearance pressures, stereotypes, cultural and systemic barriers and biases, to family norms, individuality, and creative self-expression.



Overview

This workshop is designed to address a prevalent source of appearance pressure for those with natural and textured hair, coils, kinks, curls, locks, waves and protective styles, often associated with Black and racialized communities. During the workshop, participants will participate in exercises that promote critical thinking, creativity, empathy and a sense of community.

During this 90-minute workshop, participants are given the space to vulnerably self-identify key confidence-impacting stereotypes, systems of oppression, and experiences related to hair and/or beliefs about hair and beauty. By showcasing how many beliefs and life experiences participants may share, the facilitator(s) will provide an environment to unpack how those stereotypes, systems of oppression, and encounters can affect self-esteem, mental health, and body confidence. Then, practice using insights and tools that help participants combat hair-related appearance pressures and discrimination personally, with friends and in the community at large.

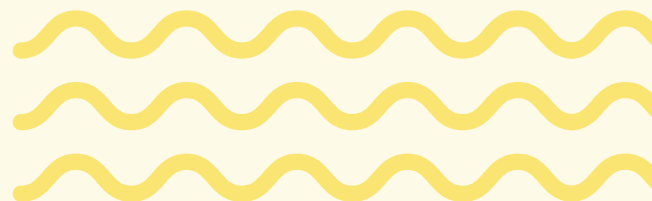
Dove found that Black girls cite their first experience with negativity about their appearance as early as 8 years old, and the top critique they receive relates to their hair.*



of young girls view their hair as a form of self-expression



of young girls say their hair can make them feel self-conscious**



*Dove Polycultural Beauty Study, Edelman Intelligence, 2019

**Dove Love Your Hair Study, Edelman Intelligence, 2019

Learning Outcomes

Participants will:

- + Learn to identify and critically assess **current hair stereotypes**.
- + Consider the **effects of media**, social media and systems of oppression on their hair attitudes and beliefs.
- + Consider the relationship between **appearance pressures & bullying**.
- + Explore ways to advocate for themselves and/or their peers in **response to race-based hair discrimination and bullying**.
- + Be offered tangible resources designed to **challenge negative beauty ideals, thoughts, and attitudes** about their own hair and the hair of others.
- + Be given the opportunity to creatively **champion healthier beliefs** about their hair and appearance identity via open dialogue and design of a creative visual representation of their "crown" to share with the group.

Together we will:

- + **Write a new narrative** on what it means to love our hair as is, embracing the texture, height, colour, length, and current style.
- + **Identify the power** in using our hair as a creative expression of our personalities and beauty and body stories.

Materials needed



Access to:

Pieces of blank paper

Creative design materials
(coloured pencils/crayons/
markers/pens, etc.)

Whiteboard and pens

Access to:

Internet

sufficient for video streaming

Virtual conferencing platform
(e.g., Zoom)

host technology aptitude

Play/stream "CROWN" anthem
by Kelly Rowland, in partnership
with Dove

Each virtual participant

Access to:

Internet

sufficient for video streaming

Virtual conferencing platform
(e.g., Zoom)

host technology aptitude

Creative design materials
(coloured pencils/crayons/
markers/pens, etc.)

Facilitator Preparation



○ **Keep it courageous**

Congratulations on boldly and bravely choosing to explore this curriculum with young people in your lives. Trust yourself and the tools and resources you will receive in this guide. These are courageous conversations. YOU GOT THIS!



○ **Situate yourself**

My Hair, My CROWN is designed to explore participants' internal relationships with external influences on their beliefs of what makes hair "beautiful." It is important to situate yourself before facilitating. What was your own hair journey like? How did you feel about your hair as a young person? Who or what images, beliefs, and experiences influenced your attitudes about hair? What social spaces such as schools, malls, hair salons, barbershops, or workplace interactions impacted your hair attitudes? What were your hair attitudes in the past and how do you feel today? Do you think you have "beautiful" hair and if so, why?



○ **Look around**

Considering the communities within which your young participants live is a great way to prepare for presenting My Hair, My CROWN. Legacies of colonialism and systems of oppression such as discrimination, racism, sexism, and classism impact attitudes about hair and beauty ideals. It is important to consider your own identity, and social location, to help ground yourself before presenting. Take inventory of beauty norms, stereotypes, positive hair belief inspirations triggers or biases that you may be associated with unconsciously. Also consider advocates, policies or groups that address hair-based discrimination. Consider how your environment affects your personal self-esteem and body confidence and how you respond to that impact.

Facilitator Preparation



○ **Stay curious**

It's not likely you will have all of the answers for questions your audience may ask – and that's totally OK! Don't pretend to know what you don't. Instead, find power in saying "I don't know, but..." Remind yourself and your audience that the My Hair, My CROWN curriculum is designed to make participants think of, question, and consider our most confidence-supporting possibilities when it comes to our hair beliefs. If you're not sure what to say in response to a question, ask them to write it down and save it. Thank participant(s) for their critical thinking and curiosity and direct them to Dove.com/selfesteem for resources they can use with their parent/guardian after the workshop to explore anything they're still curious about. Participants can also be encouraged to connect with local organizations and libraries in their community for additional resources.



○ **Don't forget the fun!**

Discussions about bullying and hair, racism or body-based discrimination can be uncomfortable and heavy. Creating a safe(r) space where participants are able to share their thoughts and experiences will help facilitate these courageous conversations. Incorporate brief moments for breaks to support the experience throughout. These quick intermissions could include a 10 second "Movement Break," where participants can move their bodies or brief pauses for "power posing" to remind the participants that this experience is designed to help them feel stronger and more powerful. Be mindful for activities and breaks to accommodate the mobility needs of all participants.

Curriculum Connections

The **My Hair, My Crown** session guide is best suited for young participants ages 11 to 14 (approximately elementary grades 5 to 6 and intermediate grades 7 and 8.) The session guide fits with external educational curriculum and resources that foster critical thinking and media literacy skills development. According to your province or territory, you can explore curriculum connections by visiting your Ministry of Education website. Here are some examples:

○ The Arts

- + Creating and Presenting
- + Reflecting, Responding, and Analyzing
- + Exploring Form and Cultural Contexts

○ Health & Physical Education

- + Social-Emotional Learning Skills
- + Healthy Living
- + Mental Health

○ Science & Technology

- + STEM Skills and Connections
- + Life Systems: Habitats and Communities
- + Structures and Mechanisms

○ Social Studies, History & Geography

- + Heritage & Identity: Communities in Canada
- + People & Environments

Audience considerations



Who is your audience?

- + If executing in a virtual environment, you may have one screen in the household with multiple people observing/participating. Consider that each young person may be viewing with a parent and/or family member.
- + Many elementary school aged children are bombarded with a disproportionate amount of social media, distorted images of beauty, and harmful hair and body stereotypes. However, some young people and families may have limited or no access to the internet and their attitudes may be shaped more through family, school and in-person interactions. Ask participants what forms of advertising, marketing, and visuals about beauty they observe in their daily interactions.
- + As middle school aged kids, consider their point of view through their lens of being digital natives who may be constantly bombarded with media and images of beauty stereotypes. Some young people and families have limited or no access to the internet and their attitudes may be shaped more through family, school, and in-person interactions.

Ask participants what forms of advertising, marketing, and visuals about beauty they observe.

- + Consider that some of your audience could be adopted, fostered, or children and youth in care without familiar homes. Be cautious of using language that could place more value on the experiences of those young people living with biological families.
- + Aim for an inclusive workshop space. If in person, facilitating at a local library, school, or community centre may make the workshop more accessible for different types of learners who need in person opportunities or those who may not have access to internet.
- + It's important to proactively assess the diversity of hair types and potential experiences when discussing examples of participant beliefs and/or experiences about hair. Remember that some young participants may have limited choices around how they present their hair due to various types of hair loss such as scarring alopecia.

For example, limited beauty stereotypes for “natural hair” recognized amongst your group may limit images to only “finer” 3a/b/c/d hair types, excluding “thicker” 4a/b/c/d textures.



Audience Considerations

Consider the caring adults in your participants' lives and how different family or chosen family structures may affect their relationship to their hair.

Some questions to consider:

- + Do they have an adult figure they can talk to about their hair?
- + Is there a person in their household who has the same or similar cultural background, race, religion, gender identity or gender expression that they can talk to about their hair?
- + How do the adults in their household feel or talk about their own hair?
- + Are they a child or youth in care? Are they adopted or fostered? Do their parenting adults have similar or different hair than them? And if not, is there anyone else in their household that has similar hair?

Explore cultural nuances within the community of participants.

- + Are wigs, weaves, extensions, locks, or "protective styles" more commonly worn and/or widely accepted?

- + Is there a prevalent cultural or religious community represented where hair is covered, styled, or modified in a specific way?
- + Is hair a major element of self-expression within the community of participants? Are there school policies that dictate or influence how participants groom their hair? *For example: One could argue hair might be a bigger appearance pressure in a school where students all wear the same uniforms—as it offers a point of distinction.*
- + What media may the participants be consuming that may be further affirming stereotypes they encounter? What are the popular social media platforms for your participants? Who are the social media influencers, artists, celebrities they admire? (*i.e., content for 11 year olds could be much different from content consumed by seniors in high school*)
- + For this age group, their bodies are changing daily and the participant could include pre-pubescent participants. They may be more self-conscious of their bodies as they navigate the changes they are experiencing physically, mentally, socially, and emotionally—especially in comparison to their peers and images in media. As a facilitator you want to create a space that is affirming and validating.

Communication Tips

- > **Use your name and personal pronouns** when introducing yourself to participants (i.e., 'she/her/hers', 'they/them/theirs', 'him/he/his'.) Never assume a participant's pronoun based on their physical appearance as this could lead to misgendering, which can be hurtful and can contribute to creating an unsafe workshop environment. Encourage participants to create visible name tags that include both their names and pronouns. If the workshop is virtual, encourage participants to include pronouns in their screen names.
- > **Try using gender-neutral language** when asking participants about their lives /interests use "siblings", "family", "chosen family", "friends," "adults" rather than exclusively using sisters, brothers, parents, mom and dad. Using gender-neutral language is inclusive and will help you avoid making assumptions that can shame participants or create an unsafe workshop environment.
- > **Consider using "adults"** instead of "parents" as participants may have different familial structures.
- > **Use hand motions/depictions** for reinforced communication. Invite students to raise their hands in virtual settings to use the hand raise/emoji response functionality.
- > **Using slightly exaggerated enunciation** or added emphasis when explaining concepts and directives may be handy in engaging younger audiences virtually. Use examples when possible to illustrate and explain complex terms and concepts.
- > **When presenting virtually feel free to communicate options for participants** to use their preferred method of sharing (i.e., out loud once acknowledged by host and video is unmuted or via written response in the chat box). Using Zoom captions can also help create a more accessible workshop environment.
- > **Try "[Name], thanks for raising your hand.** Feel free to unmute and share your answer aloud or if you'd prefer to write it in the chat, that's ok too."
- > **Consider the needs of your participants.** Ensure your workshop is accessible with necessary tools so participants who are part of Deaf, Deafblind, Blind, Neurodivergent, and people with physical or learning disabilities communities can attend and participate fully in the workshop.
- > **Suggested language if conducting virtual workshop:** "If anyone needs anything from me to help them participate, you can send me a private message right now!"

Communication Tips

- > **Use open-ended questions.**
- > **Make questions/requests very clear.**
- > **Advise participants to either** “shout it out,” “raise your hand,” or “use the chat function and private message me when presenting virtually.”
- > **Encourage participants** to anticipate and reserve feedback for designated question and discussion periods throughout the workshop.
- > **Try “I want you to share today!”**
I will let you know when you can contribute. I will ask a question and announce it is time to share or discuss.” Participation can be verbal or non-verbal. Remind participants that if they choose not to speak and participate silently via chat function that they are still actively participating and their contributions are not any less valid.
- > **Share your hair story, vulnerability, and clarity with visual aids** (i.e. childhood photos of yourself throughout your individual hair journey and/or anecdotes to help illustrate your journey for your young audience).
- > **Avoid negative self-talk** in describing yourself, your past hair experiences, or using contextual anecdotes.
- > In classroom workshops **encourage the use of “I” statements** like “I feel” or “I think,” which help remind participants that their responses are based on their lived experience. “I” statements instead of “you” statements promote better communication and lessen opportunities

for assumption or judgement statements. Remember your goal is to help create a safer workshop environment where participants feel comfortable to share. If someone shares an idea which isn’t in line with the teaching moment, acknowledge “thank you for sharing, does anyone else have a different perspective?”

- > Your **Duty to Report:** As the facilitator you need to create a safe environment in-person or virtually for your participants. If any participant shares a story or example where they experience abuse or neglect you have a **duty to report** under Canadian child welfare laws.



Tips for Using Zoom



Instructions for setting up a Zoom meeting

- 01 Create a Zoom account or log into Zoom
- 02 Click on "Schedule a Meeting" in the top right-hand corner
- 03 For "Topic" type in "My Hair, My CROWN Workshop by the Dove Self-Esteem Project"
- For description type in:- 04 Academically validate workshop for youth on hair confidence from the Dove Self-Esteem Project.
- 05 For "When" pick the time and date of the Zoom meeting that you are facilitating.
- 06 For "Duration" it should be 1-hour and 30-minutes (90-minutes)
- 07 Make sure it is in the correct time zone
- 08 For "Security" make sure both checkboxes are NOT checked
- 09 For "Video" make sure video for Host and Participant is on
- 10 Press Save at the bottom
- Once the meeting is saved it will create a link where you can
- 11 "Copy Invitation" and send the link to participants.

Chat Function Tips

Have participants direct message you with their questions so they do not get lost in the chat feed.

Empower participants to use the chat to encourage each other via feedback and sharing, but instruct them to avoid sharing gifs because of the potential interference with the internet connection and ultimate call quality.

Have one additional person (adult) monitor the chat feed and communicate questions or items requiring attention via direct message to the facilitator.

Audio Tips

Use the "mute all" button in host functionality if group dialogue becomes challenging to hear or control.

Community Support

Add your pronouns to your name on Zoom.

Zoombombing

This occurs when a virtual intruder disrupts an online meeting or event. It usually involves racist, sexist, and violent sounds, imagery, and words flashing across the screen that the event/meeting host cannot stop. To help prevent this ensure your software is up to date, use password-protected meetings, and do not share invitations on social media.





Hair Belief & Experience Interactive Poll Activity PREP

Next, go into your designated Zoom meeting and set up poll questions in the app **beforehand**. Here's how to do it:

Creating the Poll

- 01 Click on "Meetings" on the left menu then go to "Upcoming" at the top
- 02 Click on the name of the Zoom meeting you would like to create a poll for
- 03 Scroll to the bottom of the page where there are two tabs that say "Poll" and "Live Streaming" and click on "Poll"
- 04 Click on the "Add" button on the right side of the page
- 05 In the title bar, type "Hair Belief and Experience Poll Activity"
- 06 Pick an experience from the list on the right of this page and type it into the question box
- 07 Pick the "Single Choice" button
- 08 For Answer 1, type "Yes" and for Answer 2, type "No"
- 09 To create another question, click "Add a Question"
- 10 Repeat steps 6-9 until you have created 6 different poll questions
- 11 Click "Save"

Launching the Poll

- + During the Zoom meeting, when ready, click on the "polling" button next to the share screen button on your Zoom window
- + Click "Launch Poll"
- + When participants are done click "End Poll"
- + To talk to participants about the poll, click "Share Results" in order to discuss the answers

Choose from the below list:

- + I don't see hair that looks like mine in TV shows, movies, books, magazines and toys or in advertisements
- + Because of the famous people and influencers I see on TV, in movies or on social media, I feel my hair has to look a certain way to be liked and admired
- + I change/edit my pictures and videos on social media to make my hair different from real life
- + I feel more confident when my hair is complimented
- + I wish my hair was different from how it is naturally (i.e. straight, curly, kinky)
- + I wish my hair was long
- + Why is my hair so short?
- + I wish my hair blew in the wind
- + My hair is unique
- + I wish people wouldn't ask why I cover my hair when I wear a hijab
- + I wish people wouldn't ask why I'm a boy with a long braid
- + Someone has labeled me a different gender because of my hair (i.e. boy or tomboy)
- + Someone has touched my hair without asking
- + Someone has asked me why my hair is thinning or why I don't have hair
- + Someone has asked me if my hair is real
- + I love my natural hair texture
- + I feel pretty when my hair is styled a certain way
- + I feel embarrassed to ask for help when it comes to my hair
- + I have felt excluded from activities because of my hair
- + I love expressing myself through my hair style
- + I don't think about my hair very often
- + I wish there were more products available for my hair type

Session Facilitation⁺



ACTION CHECKLIST



ACT 1: HAIR STEREOTYPES, BELIEFS & EXPERIENCES

Part 1: Icebreaker (5 mins)

- ☐ Set ground rules
- ☐ General thumbs up icebreaker activity
- ☐ Hair-related thumbs up icebreaker activity



Part 2: Introduction to Critical Thinking about Beauty or Appearance Stereotypes (10 mins)

- ☐ Review definitions of key terms: Self-esteem, Confidence, "Perfect Hair", "good hair", "bad hair".
- ☐ Discuss stereotypes, hair beliefs, and experiences



Part 3: Hair Belief & Experience Interactive Poll Activity (10 mins)

- ☐ Poll participants on hair beliefs, experiences, and stereotypes



Part 4: How this Makes Me Feel (5-20 mins)

- ☐ Review poll results and corresponding beliefs, experiences, and stereotypes
- ☐ Discuss pressure from family, friends, school, and social media
- ☐ Discuss the effects of pressure with participants. (e.g., gender, race, cultural or ethnic differences)
- ☐ Discuss what words or actions participants could say or do to help others who are struggling with confidence



Part 5: Bullying & Building "Crown Confidence" Interactive Activity (10 mins)

- ☐ Define bullying and discuss experiences of bullying
- ☐ Discuss how stereotypes can lead to bullying or teasing
- ☐ Ask participants how they would address experiences of bullying



Part 6: Championing Uniqueness in the Face of Bullying (5 mins)

- ☐ Review where common stereotypes and appearance pressures originate
- ☐ Review commonalities between participants related to experiences around hair
- ☐ Review differences between participants related to experiences around hair



ACT 2: YOUR HAIR, YOUR CROWN: SHOW OFF & SHARE

Part 1: Create Your Crown (10 mins)

- ☐ Guide participants in making their crown and thinking of 3 things they love about their hair

Part 2: Show Off Your Crown (5-10 mins)

- ☐ Encourage participants to share their crowns and discuss three (3) things they love about their hair
- ☐ Remind participants to feel fully self-expressed, develop their own beauty beliefs, and to remember the three (3) highlights they wrote with their crown
- ☐ Encourage participants to commit to a call to action



Hair stereotypes, beliefs & experiences

Set ground rules before you start

Assure participants that throughout this workshop you will strive to create a safe and inclusive space for them to be themselves.

Encourage the idea that for this time together, they are free to participate without judgement.

Encourage confidentiality and review your Duty to Report with participants.

Remind them that

- + Everyone's story is important
- + Everyone's feelings are valid
- + We will respect everyone's experience
- + We are here to listen and learn from one another

Request that all agree to

- + Hold on to these lessons in order to help make others feel safe
- + If virtual, encourage participants to keep their camera on (if comfortable and if they are able) so they can remain active within the group within the group



Consider playing "Crown" as participants arrive. Encourage them to listen, dance and pay attention to the lyrics.

Search YouTube for CROWN Song by Kelly Rowland.

🕒 3 mins

Icebreaker

 5 mins



Goal

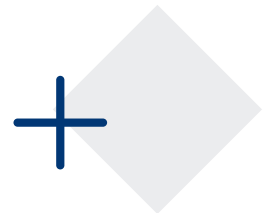
Encourage participants to consider their own responses, along with the responses of the other participants around them. While this activity is intended to be fun and engaging it will also touch on stereotypes for the participants which may never have been challenged or identified.

Talk Track



- ☐ Now we are going to get loosened up for what we're going to chat about and we'll see who we are sharing this awesome space with. So how about a game?
- ☐ We call this "**thumbs up!**". When I say something that applies to you, either put your real thumb up so we all can see, or use the thumb up reaction button to show the thumbs up icon on your video window.
- ☐ After each statement, put your thumbs back down. As you respond, look around at who else shares your experience.

Are you ready? Here goes...



Icebreaker



Method

Participants will get to use their physical thumbs or the “thumbs up” reaction Zoom functionality if virtual to participate in response to facilitator call-outs.

Evaluate your participants and consider call-outs that may resonate with the group as a way of seamlessly introducing the subject matter.

Wrap up the game and transition by calling attention to how much we just learned about each other, our commonalities and our differences.

Share that interactive activities will help participants learn even more about how we think and feel about hair as we move through the workshop.

The goal here is to show them how connected they are with the group of participants, and that they can support each other and learn from one another.

Talk Track



Thumbs up if you ...

- + Have a younger sibling
- + Love to watch YouTube videos, TikTok, etc.
- + Like ice cream
- + Love to dance
- + Like pizza
- + Love to sing

Thumbs up if you...

- + Like to do your friend's hair
- + Think about changing your hair
- + Like getting your hair styled by others
- + Feel like you love your hair
- + Wish you saw more hair like yours online/ TV
- + Wish you had longer hair
- + Wish you had straight hair
- + Wish you had shorter hair
- + Wish you had hair that moved

- ☐ Thank you for being so open right from the beginning! I'm excited about what we will learn today. You all have great energy and I can't wait to discover all the things that get you excited about your hair.
- ☐ Did you see some similarities between the group that surprised you? Did you discover anything cool, interesting, and different about others in our group?
- ☐ We will keep learning from each other and exploring our hair stories in the next exercises.
- ☐ In the meantime, I want you to think about what it means to really love your hair. Keep this question in mind as we move forward. We will continue to explore ways to love your hair and help your friends and peers do the same!

Transition

(Choose 1 or 2)

Talk Track



We've identified ways in which we may be similar in our experiences. Now let's talk about hair and explore stereotypes about beauty. We will discuss how they can influence our confidence.

Sometimes, we see images, or we might feel a certain way about how we look or our hair. I want to challenge us today to think about where these ideas may come from.

What does it mean to really love our hair? I want us to think through this question as we continue.

Thank you for being so open right from the beginning! We will keep learning from each other and exploring our hair stories in the next exercises.



Do you think there have been changes in the way society sees hair over time?

Do you think there have been changes in how we see our hair over time? Were there differences in how different genders view hair? Any similarities? What about differences in how they view hair confidence?

Are there differences in how people from different racial backgrounds view hair? Any similarities?



Introduction to critical thinking about beauty stereotypes

 10 mins

02

Goal

Level set the group around the workshop's key themes and terms that may come up throughout the conversation.

To begin, provide a brief overview of the workshop purpose to explore our individual hair beliefs, understand the power of stereotypes, and discuss and demonstrate how we can confidently embrace our unique hair and express ourselves, through our hair, in a way that we feel confident about.

Introduce the notion of beauty stereotypes and identify some stereotypes the participants may know and/or believe.

- + Where do they come from?
- + What can they create?
- + How do they make you feel?
- + Where do you hear them?

Today we are going to explore the My Hair, My CROWN workshop created by Dove. We are going to:

- **Explore & analyze** current hair beauty stereotypes.
- **Consider** how media and social media can influence our hair attitudes and beliefs.
- **Engage** tools to help us **embrace** our unique hair and support others.
- Creatively **champion** healthy beliefs about our hair.
- **Practice** writing new narratives for ourselves on what it means to love our hair.

Talk Track



Beauty Stereotypes



Engage the group for volunteers to share their definitions of the following key terms.

01

Self-Esteem: the way that you value and perceive yourself, your appearance, attributes, and/or capabilities, strengths /talents, etc. Your self-esteem can also be influenced by others and your social surroundings.

02

Confidence: your positive affirming feeling around your appearance, attributes, and/or capabilities, strengths /talents, etc. Your confidence can also be influenced by social factors and healthy or unhealthy relationships and social interactions.

03

"Perfect Hair": an image of hair that truly does not exist; but, the concept of which may be shaped by a dominant hair beauty ideal or stereotype adopted in mainstream culture. For example, Eurocentric beauty standards hair that 'flows in the wind', is long, or straight hair as "perfect." These beliefs contribute to race-based hair discrimination because they ignore that we are all unique individuals and we are beautiful.

+ Engage the group in exploring stereotypes. Have the group share their personal definitions via the chat if presenting virtually.

+ Recap shares from chat and reconcile a definition from where the group's feedback landed.



Talk Track



- ☐ What does **self-esteem** mean to you?
- ☐ What does **confidence** mean to you?
- ☐ What do you think when you hear "perfect" or "**beautiful hair**"?

So let's use the chat function if presenting virtually. What do you think STEREOTYPE means?

Stereotype is a concept reflecting a limited perception of a specific type of people, particular culture, or specific appearance element, attribute, or characteristic.

When the perception becomes a dominant belief by a majority of people it can directly impact how people are treated by others.

Transition

Transition to identify some examples of hair stereotypes & their origins.



Let's chat about beauty stereotypes



Goal

Begin to work with the participants to provide context for how we CAN identify hair stereotypes and reframe potential pressures or hurtful experiences that participants or their peers MAY encounter as a result of such stereotypes. This will serve as a set up to the upcoming **Hair Belief & Experience Interactive Poll Activity** where participants will anonymously identify their beliefs and experiences around hair.

Some suggestions for ways to start the conversation here include:

Share one or two of your own experiences with hair stereotypes.

Examples could include:

- ☐ When did you become aware that you could change your hair? Or became aware of your hair?
- ☐ What are hair rituals within your own families or culture(s)?
- ☐ Do you feel like you need to have your hair styled for special occasions? And if so, what hair styles do you consider appropriate for special occasions? *Picture day/Swimming/Birthday Party*
- ☐ What does it mean to have "pretty hair"? Do you remember a time when you felt that your hair might not be "pretty enough" as is? What made you feel this way?
- ☐ Offer a personal favourite memory from childhood related to hair—when your hair felt amazing. What made you feel this way? How did it impact how you felt about yourself?

Talk Track



Great! Thanks again for sharing those. Let's make sure we're all on the same page when it comes to hair stereotypes we recognize in our environments. When I say a statement, I'd love you to help me fill in the blank.

- + "Pretty Hair" is _____?
- + "Ugly Hair" is _____?
- + People should wear their hair _____ for work or school.
- + If your hair is _____, it is considered "beautiful".

Awesome! Great job. Let's discuss this a little more. I'm going to ask you a few questions about stereotypes now and I'd love if you could raise your hands and share feedback after each.

Cool? Here we go!

- + Where do these stereotypes come from?
- + Where do you remember first seeing or hearing any of these?
- + How can they influence beauty ideals?



Talk Track



Transition

(Choose 1 or 2)

Has your view of beautiful or “pretty” hair changed as we’ve been talking?

If you had your own show on YouTube or TikTok to talk about your hair, what would you say?

It is powerful to hear each other’s beliefs and experiences of loving our hair. It is also powerful to hear the stories of those who have experienced hair stereotypes. It’s good to remember these examples and stories when facing hair stereotypes, pressures, and race-based discrimination. Let’s dig a little deeper into the pressures and stereotypes we MAY feel along our unique hair journeys.



Hair belief & experience interactive poll activity

 10 mins



Goal

Engage participants to critically think about experiences they've encountered involving their hair (or the hair of others), beliefs they have around hair and beauty, hair stereotypes they may know/believe and where they come from, and what influence all of these elements may have on how they feel about themselves and others around them.

Method

(See page 15 for additional prep details for this activity):

- + Utilize 6 pre-set poll questions (pre-selected and added to backend Zoom functionality prior to workshop by facilitator). Consider balancing potentially "positive" and "negative" poll elements when selecting inclusions.
- + Each poll will include one hair experience example or one hair belief/stereotype and allow participants 10 seconds to answer after question is presented on-screen by the Zoom host/facilitator.

As poll questions are presented, results tallied, and quantitative results presented via anonymous percentages, the facilitator should unpack each poll briefly before moving on to the next poll question.

Talk Track



You all are doing an amazing job! Let's keep going.

- ☐ A quote that inspires me in presenting this workshop is from one of Lizzo's songs championing body positivity "I am my inspiration, I am my inspiration. You know you're a star, you can touch the sky!"
- ☐ What that means is that while it's okay to be inspired by someone else's 'look' we should always remember that we are unique. As soon as we start comparing ourselves to others, we can be disappointed because we are all individually unique.
- ☐ **YET**, with us all being so awesomely different, you may be surprised by what hair experiences and beliefs we may share.
- ☐ How about we see what those are?
- ☐ We are about to poll you with a series of beliefs and experiences. If you recognize as something you believe or have experienced, submit **yes**. If not, submit **no**.
- ☐ Once we have the poll results, we will discuss how those beliefs and experiences show up in our lives and make us feel.

How this makes me feel

 5 mins



Goal

Once participants can see the results of responses through the poll activity, they will be able to understand what experiences and beliefs they share and what experiences their peers encounter that they may have been unaware of. This offers an opportunity to have them continue to critically think about how these elements make them feel about themselves and others and how they can create positive experiences/beliefs and also combat potentially negative appearance pressures and race-based hair discrimination.

Tips

- ☐ Ask participants to raise their hands to contribute ideas via the chat.
- ☐ Consider, where did you first hear/see this stereotype?
- +** (Potential Responses): From my family, an adult outside of my family, in movies, things my friends have said, on social media, etc.
- ☐ Facilitators can support this group dialogue by reiterating shares from the chat out loud and verbally acknowledging contributors by name.

Talk Track



- ☐ Did any thought, belief, or experience stand out? Which one(s) and why?
- ☐ Did this exercise influence your ideas of what makes hair beautiful or 'pretty'?
- ☐ Is there anything else you wish was mentioned in the poll?
- ☐ How does it feel to see and hear other participants share your experiences?
- ☐ We've talked about stereotypes, where they come from, and some of the beliefs and experiences we have all had. Let's unpack how all of these things affect how we feel about our own hair and beauty.
- ☐ How do you feel about your hair when you always see a different kind of hair called 'beautiful'?
- ☐ Do you think social media impacts you and your friend's view of their hair?
- +** (Potential Negative Response): It makes me feel like my hair isn't beautiful or that I need to change. That makes me feel unconfident and weird.

How this makes me feel



To begin

01 Identify what hair stereotypes are trending via Zoom poll results within the group and explore those more deeply. Once the top few trending stereotypes are identified, the facilitator can dig deeper into the origins and significance of those dominant stereotypes.

02 Here the group can collectively explore where these hair stereotypes and potential pressures to look a certain way come from in the first place.

03 Consider directing the conversation toward hair beauty influences and potential pressures derived from environments where stereotypes can appear, like pressure from school, friends, TV and movies, social media, advertising—any type of outside content.

04 Direct the conversation to media and social media pressures.



- ☐ Do you feel pressure from family/friends or even strangers when it comes to your hair? If so, how does that influence compare to social media pressures?
+ (Potential Response): More from the media because that is what I compare my looks to, etc.
- ☐ Do you get excited to see hair like yours in the media and on social media? When you do, does it inspire you to rock your crown proudly?
+ (Potential Response): Yes! I would be more confident to let it be big/curly/kinky/short/afro/braids or to change the hairstyle, etc.
- ☐ What would you say to help a friend who is struggling with confidence issues? What if they are comparing themselves to people in real life or in the media and on social media?
- ☐ Do you think social media also influences your friends' views of their hair?
+ (Potential Response): Yes! My friends are also always comparing themselves as well.
- ☐ Do your friends seem confident about their hair when they are on social media? What could you say to help a friend who feels pressure to look different?
+ (Potential Response): I would tell them that I can understand there are pressures to look different and that they are beautiful. I would also tell them that beauty standards in the media are impossible to meet because they are usually not real and often unhealthy for those who try to meet them.

Bullying & building “CROWN confidence” interactive activity

 10 mins

05



Goal

Introduce the notion of how limiting stereotypes can be triggers for **judgement** between individuals, especially middle school aged individuals, as many are changing and learning who they are. As they move from being a child to a teenager, this experience can create a basis for **bullying**. Here we will encourage friendship, allyship and advocacy in the face of hair bullying and hair discrimination.

Advise participants that understanding how stereotypes can lead to judgement and possibly precipitate bullying is a first step in preparing to combat it or support oneself (or a friend) in dealing with the effects of hair bullying and hair discrimination.

By showing there are multiple ways to stand up against hair bullies, and that understanding how differently hair bullying can show up in participants' lives, the curriculum may be able to offer new insights around appearance related bullying that participants may not have been aware of previously. Hair bullying and hair discrimination is also a form of racism when the person targeted is Black or racialized.

Talk Track



- ☐ Raise your hand if you or a friend has ever been bullied because of your hair.
- ☐ How does it feel when someone judges you or a friend based on their hair?
 - + (Potential Responses): It makes me feel angry, sad, worthless, less confident, messy, not beautiful, ignored, alone, etc.
- ☐ Thank you so much for sharing. Bullying is never ok. Today we'll focus on being unique. A few ways for you to stand up for yourself or others include:
 - + Cyberbullying - online or on social media
 - + Physical bullying
 - + Verbal bullying
 - + Relational/power dynamic bullying
 - + Appearance bullying, etc.

Thank you for sharing how hair can affect your self-esteem. I'm excited to see you all standing up for yourselves and friends.

Stereotypes can limit what we see as "beautiful" hair. Sometimes, if individuals believe stereotypes, they may judge each other. This can lead to targeting others who may not fit these stereotypes. This is an example of bullying.

Crown Confidence

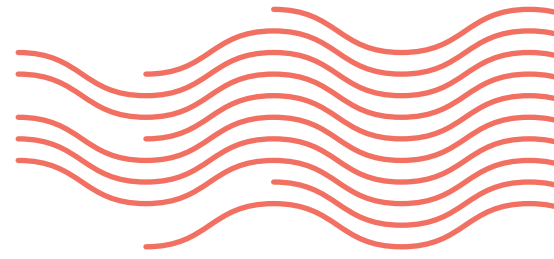
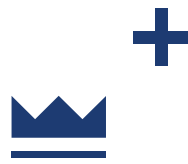
Talk Track



Ask participants if they know what bullying is and create a working definition within the group. Explore how standing up for others or themselves in the face of bullies makes the participants feel. Encourage them to embrace the challenge of being an ally when hair bullying arises.

Remind participants that we are all interconnected and being an ally demonstrates empathy, character and kindness.

Emphasize that if a situation appears harmful or dangerous to their physical wellbeing the best way they can be an ally is to leave the situation, not put themselves in harms way, and tell a caring adult.



- ☐ How does it feel when someone has your back as an ally? Have you ever helped a friend who was being bullied? If so, how did you do that?
- ☐ What can you do if you see others being bullied for their hair?
- ☐ Being a good ally or friend starts with embracing your individual strength and courage. What can we do for ourselves or our friends to build up our courage for combatting hair bullying?
 - + (Potential Response): I would believe them, then try to make them feel better and tell them they are beautiful.
 - + (Potential Response): I would ignore the bully or laugh it off to diffuse the situation in that moment. I would then tell my teacher or an adult that they are being bullied.
- ☐ Great ideas! You all are ready to be courageous hair allies and supportive friends for yourselves and your friends. We hope the next activity will get you even more excited to rock your CROWN and support your peers in doing the same!



Championing uniqueness in the face of bullying

 5 mins

Goal

Elevate the notions of individuality, creativity, and self-expression.

01 Encourage the attendees to remember where common stereotypes and appearance pressures originate, and how much they have in common when it comes to experiences around hair.

We have **worked together to identify stereotypes** we have seen all around us. It can be validating to see other participants may share our experiences. We see that we are not alone in standing up to hair beauty pressures. We also see some of the ways participants stand up to bullies by celebrating their unique hair.

02 Through critical thinking in this section, we'll unpack with the participants how their unique "CROWNS" allow for them to express their hair and hair styles like no one else can, and how owning one's unique hair texture and style can support healthy self-esteem and body confidence in the face of limiting stereotypes, media pressures, and potential bullies.

03 Close the discussion by summarizing the goal of the first half of the workshop: for the participants to grow their understanding of others' experiences with their hair, hair stereotypes, hair discrimination and diverse hair beauty; draw inspiration to showcase their unique hair courageously and unapologetically; and to be the authors of their individual hair stories.

06

- A powerful way to embrace your **CROWN** or your own hair is to have your own, unique hair stories. Snowflakes or flowers are all beautiful and sometimes seem similar, but they are also different. It's important to **celebrate those differences and unique types of beauty**, too!
- Our **next exercise will focus on what's unique about your personal hair story**.

Talk Track



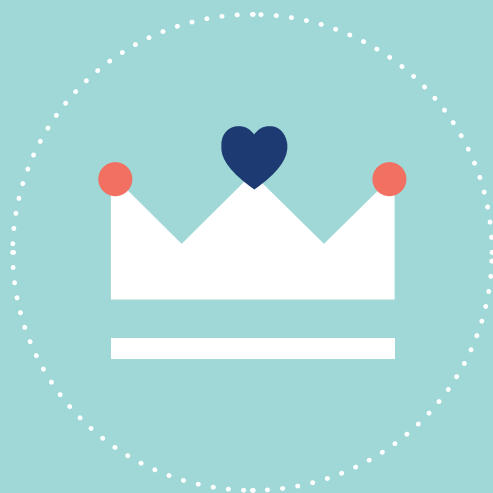
- + Your hair story can be reflected in a creative, fun way.
- + We're going to artistically create crowns to represent your own CROWN—your hair!
- + We want you to wear your CROWN proudly.
- + What are some ways that you can design a CROWN to reflect who you are? How can it reflect how your hair is a way to express yourself? What message would you want your CROWN to express?
- + How can we learn to speak about our hair so that we wear it proudly each day? How can we inspire others to do the same every day and not just when we feel like we are having a "good hair day"?

Act 2



Your hair, Your CROWN

Show off and share



Create your own CROWN

 10 mins



Goal

This segment will help participants feel empowered to creatively tell their hair stories by decorating their unique “CROWN” creation and coming up with their own beauty/hair beliefs/hair mottos!

Method

01 Participants are each asked to grab the artistic creative supplies they’ve been asked prior to bring and have handy for the workshop. These may include markers, pens, coloured pencils, crayons, coloured construction paper, or paint, etc. And a blank piece of paper to create on.

Direct attendees to design a representation of what makes their hair special in the form of a crown and come up with 3 things they love about their hair that their drawing reflects. Due to time constraints, encourage participants to recognize that if they don’t complete their crowns during the workshop, they can always complete them when they have time or as a group with friends otherwise. With their parent(s) or guardian(s) written consent, participants can even post an image of their crowns with the **#GirlCollective**.

Talk Track



- Now, we will get crafty and virtually design our CROWNS. They will be based on the things we truly love about our hair and how it’s unique. So grab that paper we asked you to come prepared with, your fun art supplies, and all of your imagination!
- For the next 5-10 minutes, I want you to draw your vision of the ultimate confident crown. Remember we consider your hair to be your crown so it can look however you want!
- Then, I want you to each think of 3 things you love about your hair and write them down. When we return I will give volunteers the chance to share their confident creations with the group.
- While you’re creating, remember what we’ve learned. Remember about our power to stand up against stereotypes that can make us feel bad about our hair and beauty.
- Remember that by being a champion for our own beauty we can inspire others to do the same.

Create your own CROWN



03

Support participants in creating their crowns. As the facilitator it can be helpful to have your own crown prepared beforehand which you can showcase once all the participants have shared theirs.

04

Encourage participants to embrace their individuality and create and decorate a new crown with their art supplies however they'd like.

05

Utilize the final few minutes to help participants complete their designs and prepare to share what they've created with the group.

Remember every crown is unique! And your own CROWN is your best CROWN!

Talk Track



- ☐ How do you want to express your own hair confidence?
- ☐ What message do you want to send to others about loving their hair?
- ☐ What is something you learned throughout this workshop?
- ☐ If your hair was a brand, what would its slogan be? For example, Kellogg's Rice Krispies slogan is "Snap! Crackle! Pop!" Our slogan is "My Hair, My CROWN." What would yours be?



Facilitators could play the "CROWN" song here to help inspire and entertain while they are creating.



Show off your CROWN

 5-10 mins

02

Goal

Participants who volunteer will get to show and tell about the CROWNs they designed and share with the group the 3 things they love about their hair, why they've designed their CROWNs the way that they have, what or who their influences were, and what they will actively do to take care of the relationship they have with their hair.

- **Welcome participants to show off their CROWN designs and affirmations.**

Put your design up somewhere you can see and get inspired by it every day. And remember, your CROWN is never finished! It can grow and change just like your journey with your hair!


Transition to closing



Closing

 5 mins

Talk Track

- 
- **So, let's review what we have learned today.**
 - + Hair is a unique part of our identity and it can impact how we feel about our appearance and beauty. But some beliefs and experiences can cause appearance pressure and can influence our self-esteem.
 - + Many of us share similar beliefs and experiences when it comes to hair. Traditional media and social media can reinforce stereotypes around one appearance ideal.
 - + Stereotypes can make it seem like only certain types of hair are "good hair" or beautiful. They can also influence **judgement** between individuals with different hair types and possibly trigger **bullying**.
 - + Instead of embracing limiting stereotypes, we have the power to stand up to beauty standards and hair bullies. We can embrace our unique hair and write our own diverse beauty stories.
 - + Our hair is our CROWN. It is a part of what makes us unique. We are free to express ourselves through our hair in a way that makes us feel like the best version of ourselves. No one can or should tell us how to wear our CROWNS. We are powerful, without having to change who we are.

- 
- **Remember to feel fully self-expressed around your hair. Remember to develop your own beauty rituals and beliefs. Finally, remember the 3 highlights you wrote on your CROWN for further self-confidence!**
 - **If you want to keep crafting your unique beauty stories, here are some confidence-supporting ways to do so:**
 - + Talk to someone in your life about what you learned today and how they can create their own hair story.
 - + Write positive or affirming messages on social media to people to promote hair confidence.
 - + Make a pledge with friends to promote and encourage each other's hair confidence.
 - + Keep a journal of all the things you like about your hair and how your hair can be an expression of your personality.

My Hair, My CROWN

Facilitator Resources

Organizations

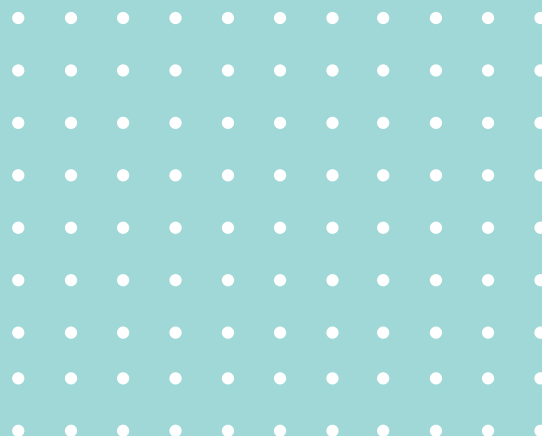
- + Canadian Centre for Child Protection
- + Canada Kids Help Phone
- + Black Women In Motion
- + Body Confidence Canada
- + Girl Guides of Canada
- + Plan Canada
- + TDSB CHILD SAFETY ONLINE
- + YWCA

Call to Action: Petitions

- > Protecting Our Crowns
- > Hair Petition In Ontario

Articles

- + CBC
Black Hair is History
- + CBC
Tangled Roots: Decoding the history of Black Hair
- + Elle Canada
Raced-Based Hair Discrimination
- + McGill Journal of Law and Health
Afro-Hair and the Law: The State of American and Canadian Law on Race-Based Hair Discrimination
- + The Toronto Star
Black people deal with hair discrimination everywhere. Will Canada take a cue from the U.S.'s CROWN Act and end it?



Books

- > Anthony, Trey. *Da Kink in My Hair: Voices of Black Womyn*. Toronto: Playwrights Canada Press, 2001.
- > Prince, Althea. *The Politics of Black Women's Hair*. London: Insomniac Press, 2009.
- > Thompson, Cheryl. *Beauty in a Box: Detangling the Roots of Canada's Black Beauty Culture*. Waterloo: Wilfred Laurier University Press, 2019.

Books (Youth)

- + *Love is in the Hair*
by Syrus Marcus Ware
<https://www.flamingorampant.com/books/love-is-in-the-hair-written-and-illustrated-by-syrus-marcus-ware>
- + *My Hair is Beautiful*
by Shauntay Grant
<https://nimbus.ca/store/my-hair-is-beautiful.html>
- + *My Hair*
by Danielle Murrell Cox
<https://www.harpercollins.ca/9780062897657/my-hair/>
- + *Body Image Deal With It: Deal with it because all bodies are great bodies*
by Tierra Hohn
<https://lorimer.ca/childrens/product/body-image/>

Films and TV

- > **US**
Hair Love. Directed by Matthew A. Cherry, 2019.

The Black Beauty Effect. Directed Kwanza Nicole Gooden (produced by Andrea Lewis), 2022.
- > **Canada**
Beyond Curls & Kinks. Directed by Osas Eweka-Smith, 2021.

PICK. Directed by Alicia K Harris, 2019.

Wash Day. Directed by Kourtney Jackson, 2019.

Subjects of Desire. Directed by Jennifer Holness, 2021.