

# 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 boost hair confidence in kids with coils, curls, waves & protective styles, while building allyship to**

# **Create a Respectful and Open World for Natural hair**

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# We're on a mission to change beauty.



Will you join us?

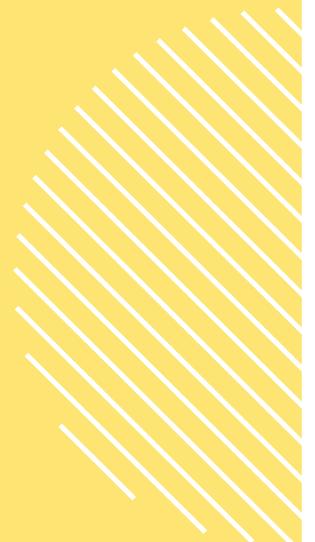


At Dove, we're on a mission to encourage young people to think positively about the way they look, empowering them to celebrate all of the special and unique parts of themselves so they can reach their full potential in life.

**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.**

**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, mentors, and educators in ensuring the next generation grows up to reach their full potential – free from the burden of appearance stereotypes and self-doubt.



\*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 and Brown individuals. As a founding member of The CROWN Coalition – an alliance formed to progress anti-hair discrimination legislation (The CROWN Act) – 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 Brown 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 – their hair as they confidently choose to style it.**

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

For example the 2019 the Dove “Crown Research Study” illuminated the real impact of workplace hair discrimination:

**Black women report being 80% more likely to change their natural hair to meet social norms or expectations at work.**

**Black women are 1.5 times more likely to be sent home or know of a Black woman sent home because of her hair.**

You as a leader and your participants can ask their parent/guardian sign The CROWN Act to stop race-based hair discrimination at:

[www.TheCrownAct.com](http://www.TheCrownAct.com)



# Overview

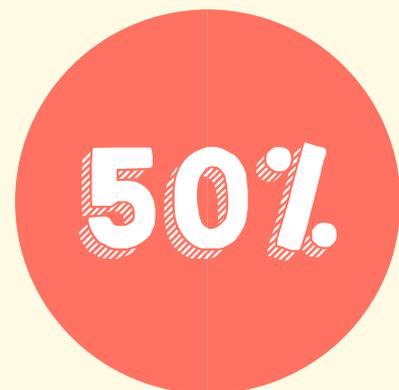
**This workshop is designed to address a prevalent source of appearance pressure for those with coils, curls, waves and protective styles, often associated with Black and Brown cultures. During the workshop, participants will participate in exercises that promote critical thinking, creativity, empathy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

During this 90-minute workshop, participants are given the space to vulnerably self-identify key confidence-impacting stereotypes and experiences related to hair and/or beliefs about hair and beauty. By showcasing how many beliefs and life experiences participants may share, we will provide an environment to unpack how those stereotypes and encounters can affect self-esteem and body confidence. Then, practice using insights and tools that help participants combat hair-related appearance pressures – both personally and as friends.

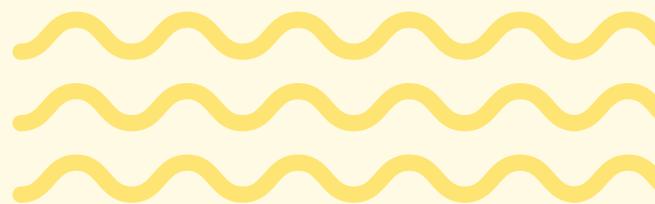
**Dove found that Black girls cite their first experience with negativity about their appearance as early as 8 years old, and the top critique they receive relates to their hair.\***



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** and social media on their hair attitudes and beliefs.
- + Consider the relationship between hair **appearance pressures & bullying**.
- + Explore ways to advocate for themselves and/or their peers in **response to hair bullying**.
- + Be offered tangible resources designed to **challenge negative 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, embracing the texture, color, length and current style.
- + **Identify the power** in using our hair as a creative expression of our personalities and beauty stories.

## Materials needed



### If delivered in class

#### Access to:

**Pieces of blank paper**

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

**Whiteboards and pens**

### If delivered virtually

#### 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 pencil/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. Whether you were once a young Black or Brown child facing narrow beauty ideals that limited views of your hair or not, you are already equipped to steer this empowerment ship. Trust yourself and the tools you will receive in this guide. YOU GOT THIS!



## ○ **Look Within**

My Hair, My CROWN is designed to explore participants' internal relationships with external influences on their beliefs of what makes hair "beautiful." Consider looking at some of your own personal beliefs about hair and explore their origins prior to presenting this curriculum. What have you believed about hair beauty? When do you personally feel your hair is most beautiful? What have you experienced (first-hand or as a witness) regarding hair appreciation and/or discrimination?



## ○ **Look Around:**

Considering the communities within which your young audience lives is a great way to prepare for presenting My Hair, My CROWN. However, considering your own community and external environment is also a great way to check-in and ground yourself prior to presenting. Take inventory of beauty norms, stereotypes, positive hair belief inspirations and negative hair belief triggers or biases that you may take in unconsciously. Consider how your environment affects your personal self-esteem, and how you personally 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, consider simply thanking the participant(s) for their critical thinking and curiosity and directing them to [Dove.com/selfesteem](https://www.dove.com/selfesteem) for resources they can use with their parent/guardian after the workshop to explore anything they're still curious about.



## ○ **Don't forget the fun!**

Keeping the mood uplifted and inclusive in this workshop environment can be a great way to support positive transformation amongst your audience. Discussing topics like race/culture, bullying, and discrimination may feel heavy at times, so consider incorporating brief moments of intentional fun throughout. These quick intermissions could include a 10 second "Dance Break," where participants can get up from their seats or computers and move their bodies, or perhaps brief pauses for "power posing" to remind the participants that this experience is designed to help them feel stronger and more powerful.

# 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 child may be viewing with a parent and/or family member.
- + Look beyond external factors and evaluate which resources are available to your group (for instance, access to creative art supplies, media habits or Internet access, etc.)
- + What stereotypes may they be encountering on a daily or regular basis?
- + Who may be influencing their opinions or ideas about their own hair?

- + 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.
- + Remember that some participants may not have personal devices or be on social media, so make sure to engage them on other advertising they may see out of home, on a friend's device, online, etc.
- + It's important to proactively assess the diversity of hair types and potential experiences when selecting which examples of beliefs and/or experiences to include for your participants to consider.
- + 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 participants' caretakers and how different family structures may affect their relationship to their hair.**

**Some questions to consider:**

- + Do they have a mother figure they can talk to about their hair? Or perhaps they only have a male caretaker?
- + Is there a person of color in their household they can talk to about their hair?
- + Are they adopted or fostered? Do their caretakers have similar or different hair than them?
- + Is there anyone else in their household that has similar hair?

**Explore cultural nuances within the community of participants.**

- + Are wigs, weaves, extensions, or "protective styles" more commonly worn and/or widely accepted?
- + Is there a prevalent cultural or religious community represented where hair is covered or modified in a specific way?
- + Is hair a major element of self-expression within the community of participants?  
*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 (i.e. content for 11-year olds could be much different from content consumed by seniors in high school)?
- + At their age, their bodies are changing daily and your audience could include pre-pubescent and post-pubescent participants.
- + They're more likely to be self-conscious of their bodies and have low self-esteem as they navigate the changes they are experiencing physically, mentally, and emotionally – especially in comparison to their peers and images in media.



# Virtual Communication Tips

- **Try using gender neutral vocabulary** when asking participants about their lives/interests (i.e. siblings, family, friends vs. girlfriends, brothers, mom and dad). Using gender-neutral language is inclusive and will help avoid any biases or the accidental shaming of someone for 'different' lived experiences.
- **Consider using "Adults"** instead of "parents" as participants may have different familial structures.
- **Use hand motions/depictions** for reinforced communication.
- **Reinforce students raising their hands** for a questions and/or using Zoom hand raise/emoji response functionality.
- **Using slight exaggeration** or added emphasis when explaining concepts and directives may be handy in engaging younger audiences via Zoom.
- **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 unmuted, or via written response in the chat box).
- **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 any participants that may need** additional support, such as hearing loss, visual impairment or learning disabilities and how to make the workshop more accessible for them.  
**Suggested language if conducting virtual workshop:** "If anyone needs anything from me to help them listen or learn easier, you can send me a private message right now!"



# Overall 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 to hear your voices today! I** will let you know when you can contribute. I will ask a question and announce it is time to share or discuss.”
- > **Help drive authenticity, 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 we also emphasize that no comment or question is a bad one – all ideas are valid and this is a space where we can all 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?”



# 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"
- 04 For description type in:
  - 05 Academically validated workshop for youth on hair confidence from the Dove Self-Esteem Project.
- 06 For "When" pick the time and date of the Zoom meeting that you are facilitating.
- 07 For "Duration" it should be 1-hour and 30-minutes (90-minutes)
- 08 Make sure it is in the correct time zone
- 09 For "security" make sure both checkboxes are NOT checked
- 10 For "Video" make sure video for Host and Participant is on
- 11 Press Save at the bottom
  - 12 Once the meeting is saved it will create a link where you can "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 (fellow adult or mentor) 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

Consider adding individual pronouns to your name on Zoom

## Hair Belief & Experience Interactive Poll Activity PREP

Part 3 of Act 1 of this workshop will include a series of interactive polls presented to participants to assess hair beliefs and experiences potentially shared by individuals in the group.

Assess your group and thoughtfully choose a variety of 6 poll questions/ beliefs/scenarios to which your participants can respond.





**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 pretty/handsome
- + I change/edit my photos 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)
- + I wish my hair was long
- + My hair is unique
- + I wish people wouldn't ask why I cover my hair when I wear a hijab
- + 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 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 hairstyle
- + 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 (10 mins)

- 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"
- 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 mins)

- Review poll results and corresponding beliefs, experiences, and stereotypes
- Discuss pressure from family, friends, and social media
- Discuss the effects of pressure with participants
- Discuss what participants would say to 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



### 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, they are in a safe space.

Encourage the idea that for this time together, they are free to be themselves, without judgment.

Assure participants that everything said in this space will be kept confidential.

### Remind them that:

- + Everyone's story is important
- + Everyone's feelings are valid
- + We will respect everyone's experience
- + We are all in this together

### Request that all agree to:

- + Help keep all these lessons private in order to 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



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

Search You tube for CROWN Song by Kelly Rowland.

 3 mins

# Icebreaker

 5 mins



## Goal

Encourage and energize attendees to consider their own responses, along with the responses of the other attendees around them. While fun and engaging, this exercise will also touch on the stereotypes for the attendees 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 actual thumbs or the “thumb up” reaction Zoom functionality if virtual to participate in response to facilitator call-outs.

Evaluate your audience 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 and how much we have in common.

Offer that we will get to continue to participate in interactive activities and learn even more about how we think and feel about hair later in 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
- + 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 shorter hair

- Thank you for being so open right from the beginning! I’m already pumped for how much fun we’ll get to have 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 or interesting 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 our 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



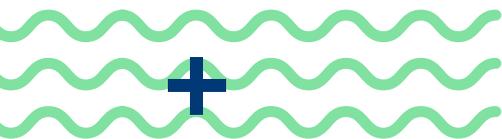
*We've identified ways in which we may be similar in our experiences. Now let's talk about hair and explore stereotypes about beauty. We will discuss how they can influence our confidence.*

*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.*



# 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?



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 view or feel about your appearance, attributes, and/or capabilities, strengths/talents, etc.
  - 02 Confidence:** your positive affirming feeling around your appearance, attributes, and/or capabilities, strengths/talents, etc.
  - 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. Could reflect something we may believe about ourselves or others.
- + 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 "**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.

## 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 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?
- Do you feel like you need to have your hair styled for special occasions?  
*Picture day / Swimming*
- 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 favorite memory from childhood related to hair - when you hair felt amazing. What made you feel this way?

## 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?
- + How can they make you or a friend feel?

## Talk Track



## Transition

(Choose 1 or 2)

*Has your view of beautiful hair changed as we've been talking?*

*If you had your own show on YouTube 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's good to remember these examples when facing hair stereotypes and pressures. 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.

## Method

(See page 14 creating poll in the "before the workshop" section above 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 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, "stop comparing yourself to other people. You're only on this planet to be you, not someone else's imitation of you!" **That's not my quote, you can thank Oprah Winfrey for that one!**
- What that means is that 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 how they can create positive experiences/beliefs and also combat potentially negative appearance pressures.

## 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, in movies, things my friends have said, 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?
- 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 the zoom poll results within the group and explore those more deeply.

**02** Once the top few trending stereotypes are identified, the facilitator can dig deeper into the origins and significance of those prominent generalizations. 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.



## Talk Track



- Do you feel pressure from family/friends 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/change the hairstyle, etc.
- How has being at home more now impacted your experience with your hair?  
**+** (Potential response): I've learned how to braid my hair and my mom let me dye it since we aren't physically in school!
- 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 media and social media?
- Do you think social media also influences your friends' view 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 they are beautiful. I would tell them that beauty standards in the media are impossible to meet.

# Bullying & building “CROWN confidence” interactive activity

05

 10 mins



## 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 being a teenager, this experience can create a basis for **bullying**. Here we will encourage friendship, allyship and advocacy in the face of hair bullying.

Advise participants that understanding how stereotypes can lead to judgment 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.

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.



## Talk Track

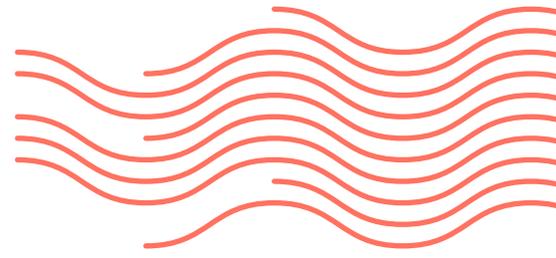
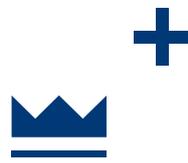


**Thank you for sharing how hair can affect your self-esteem. I'm excited to see you all standing up for yourselves and friends.**

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.

- 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 Response): It makes me feel angry, sad, worthless, less confident.
- 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.

# 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.



- How does it feel when someone stands up for you? Have you ever helped a friend who was being bullied or encouraged yourself? 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 beauty. What can we do for ourselves or our friends to build up our courage for combatting hair bullying?
- +** (Potential Response): I would try to make them feel better and tell them that all hair is beautiful.
- +** (Potential Response): I would ignore the bully or laugh it off.
- +** (Potential Response): I would 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.

**02** Through critical thinking in this section, we'll unpack with the participants how their unique "CROWNS" allow for them to express their style like no one else can, and how owning one's unique 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 hair beauty and hair stereotypes, draw inspiration to showcase their unique hair courageously and unapologetically, and to be the authors of their individual hair stories.

Talk Track



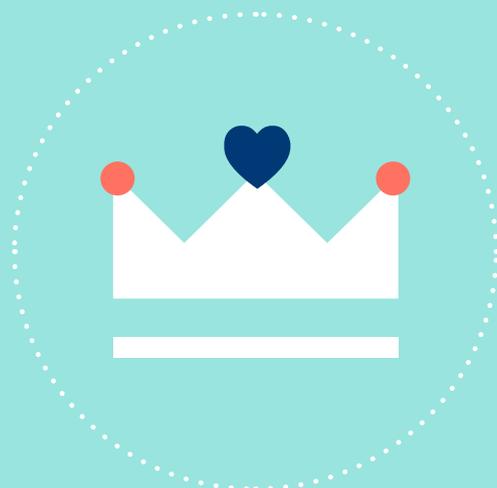
- We have **worked together to identify stereotypes** we have seen all around us. It can be encouraging to see other participants may share our experiences. We see that we are not alone in standing up to hair beauty pressures. We also see some of the ways they stand up to bullies by celebrating their unique hair.
- **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 great to **celebrate those differences and unique types of beauty**, too!
- Our **next exercise will focus on what's unique about your personal hair story.**
  - + *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?*
  - + *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 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!

## 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, colored pencils, crayons, etc and a blank piece of paper to create on.

02 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. If over 13, they 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 then right 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.

**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.

## Talk Track



- How do you want to express your own beauty 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, Nike's slogan is "Just Do It." 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

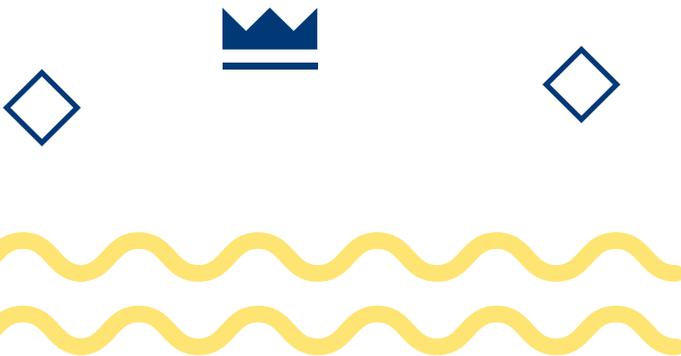


## Goal

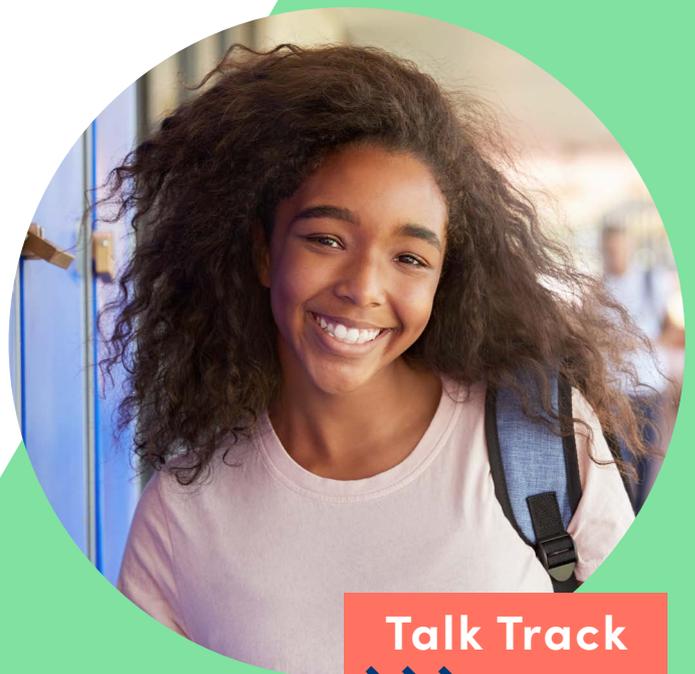
Participants who volunteer will get to show and tell about the CROWNs they designed and share with the group the 3 things they love about their hair, why they've designed their CROWNs the way that they have, and what they will actively do to take care of the relationship they have with their hair.

- **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



**Talk Track**



# Closing

 5 mins

## Talk Track



- **So, let's review what we have learned today.**
- + Hair is a unique part of our 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 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 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:**
- + Have your parent/guardian sign The CROWN Act to stop race-based hair discrimination at:  
[www.TheCrownAct.com](http://www.TheCrownAct.com)
- + Talk to someone in your life about what you learned today and how they can write 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.

