

# My hair, my crown.

Session guide





**My Hair My CROWN is a 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**

**Dove is working to end hair discrimination and Unilever was the first corporate to sign the Halo Code and supports the school version.**

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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, enabling them to reach their full potential in life.

**We know through the 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 differently than images in the media.**

That's why, in 2004, we set up the Dove Self-Esteem Project to help support parents, mentors, and teachers in ensuring the next generation of women grow up to be happy and content, free from the burden of beauty 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've examined a wide range of appearance pressures, from celebrities to cultural biases.

Most recently, we've sought to explore and advocate the unique beauty experiences of Black and Brown girls and women. As a founding member of The Halo Code, an alliance formed to create a more equitable and inclusive experience for Black people through the advancement of anti-hair discrimination legislation, Dove has committed to designing self-esteem tools and experiences with unique cultural nuances in mind. In 2021, Dove UK launched the Crown Fund, the Fund itself was created to give Black- led grassroots organisations and projects the opportunity to apply for grants to support initiatives that work to eliminate barriers to progress for Black woman and girls in the UK. In 2021, we successfully partnered with 12 organisations through this fund initiative.

**The following curriculum sequence was born out of this commitment, and focuses on hair. We seek to explore hair from beliefs, appearance pressures, stereotypes and cultural biases, to family norms, individuality, and creative self-expression.**

**C.R.O.W.N. stands for Creating a Respectful and Open World for Natural Hair.**

It also refers to every person's crowning glory; their hair as they confidently choose to style it.



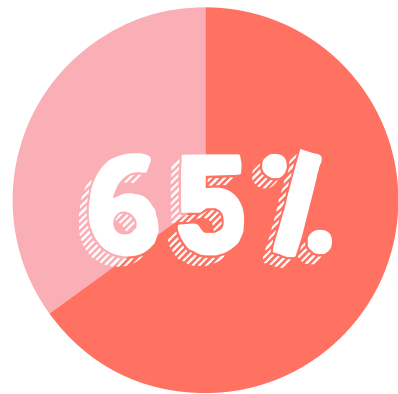
# Overview

**This session is designed to target a prevalent source of appearance pressure for young people: hair and hair culture.**

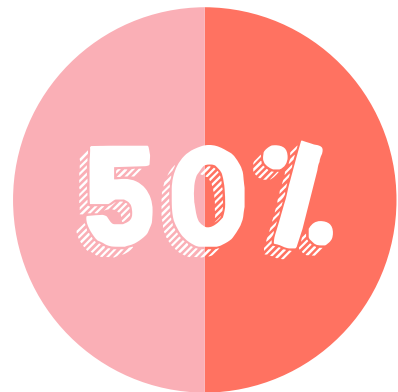
Participants, aged 10–14, will explore these topics through exercises that promote critical thinking, creativity, empathy and a sense of community. They will also explore ethnic and gender stereotypes that drive impressions around beauty.

Dove found that Black girls cite their first experience with negativity about their appearance at 8 years old, and the top critique they receive is in relation to their hair.

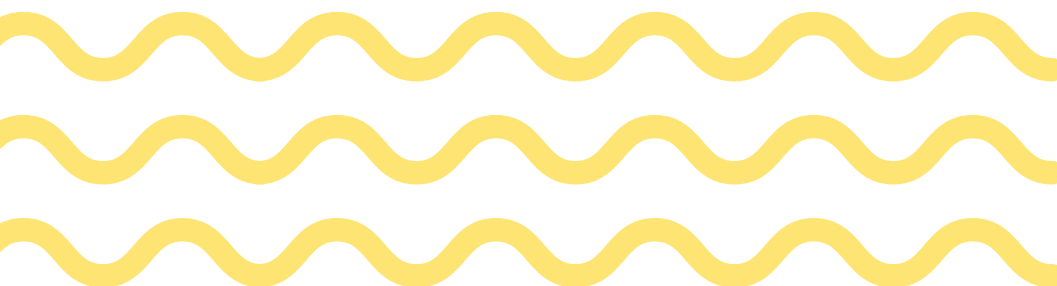
The tool is set flexibly across **2 hours** which can be delivered live or remotely. It aims to give young people the space to vulnerably self-identify key confidence-impacting stereotypes and experiences related to their hair and/or beliefs about hair and beauty. By showcasing how many beliefs and life experiences the participants may share, the facilitator will provide an environment for a subsequent unpacking of how those stereotypes and encounters can affect their self-esteem. Then, participants practise using insights/tools that help participants combat hair-related appearance pressures.



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



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



# Learning outcomes

## Participants will:

- + Learn to identify and critically evaluate current **hair beauty 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 themselves and/or peers in **response to hair bullies**.
- + 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 via open dialogue and design of a creative visual representation of their hair/"crown" to share out with the group.
- + Explore ways to **be an ally** in championing healthier beliefs about hair, in specific, and self-esteem in general for people from diverse backgrounds.

## Together we will:

- + **Write a new narrative** on what it means to love our hair as is, embracing the texture, colour, 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. Microsoft Teams)  
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. Microsoft Teams)  
host technology aptitude

**Paper & writing materials**



# Facilitator preparation



## ○ **Keep it courageous**

Congratulations on boldly and bravely choosing to explore hair beauty with young people in your lives. Narrow beauty ideals limit views of the natural hair of some ethnicities more than others. There are also gender orientated stereotypes around the beauty of natural hair. Trust yourself to navigate the direct and indirect discussions on ethnicity and gender using the tools you will receive in this guide and more. **YOU'VE GOT THIS!**

## ○ **Ground your beliefs**

MY HAIR, MY CROWN is designed to explore young people's 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 session/tool. 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 witness) regarding hair appreciation and/or discrimination? What opinions have you applied to the hair of others? What shaped those opinions?

Considering the communities within which your young audience lives, school policies and online environment is also a great way to take inventory of beauty norms, stereotypes, positive hair belief inspirations and negative hair belief triggers that you may take in unconsciously. Consider how your environment affects you and how you personally respond to those effects.



## ○ **Stay curious**

The My Hair, My Crown Lesson is designed to make participants think of, question, and consider our most confidence-supporting possibilities when it comes to our hair beliefs. Further resources can be found on **[Dove.com/self-esteem](https://www.dove.com/self-esteem)** as well as other organisations listed in the further resources section.

## ○ **Don't forget the fun!**

Discussing topics like race/culture, bullying, and discrimination may feel heavy at times, so consider incorporating brief moments of intentional mental breaks throughout. These quick intermissions could include a 10 second "dance break" where participants can 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.

## **Amp it up!**

Facilitators could also choose to integrate the power anthem "CROWN" (which was inspired by the beauty stories of real girls and written by pop icon Kelly Rowland in partnership with Dove). This song was designed to serve as a tool to inspire and energise girls to tell their personal hair stories and develop confidence related to their hair, while also empowering them to view their hair as a form of self-expression.

# Curriculum links

While stemming from hair discrimination that predominantly affects females and further those of ethnic minority origin, there is scope within this tool for a wider ranging conversation around male hair discrimination, e.g. long hair, shaved heads, as well as hair colour discrimination. Conversations around allyship and the drive for change are essential for all students and staff from all backgrounds.

The tool fits to UK PSHE (Personal, Social and Health Education) Association programme of study about:

- + **Diversity**  
Valuing diversity within communities.
- + **Stereotypes**  
How they can negatively influence behaviours and attitudes towards others.  
Strategies for challenging stereotypes.
- + **Prejudice**  
Recognising behaviours which discriminate against others.  
Ways of responding if witnessed or experienced.
- + **Media literacy**  
Ways in which the internet or social media can be used positively or negatively.
- + **Self-concept**  
Simple strategies to help build resilience to negative opinions, judgement and comments (KS3)

How self-esteem and mental health are positively and negatively affected by internal and external influences and ways of managing this (KS4)

(source: PSHE Association Programme of Study for PSHE Education, 2020).



# Audience considerations

## Who is your audience?

- + **Within the age range, your audience could include pre-pubescent and post-pubescent young people.** Some may be more likely to be self-conscious of their bodies. Some may be more likely to 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.
- + **Within the audience you may have little ethnic or gender diversity.** How will you encourage their empathy and action on building hair confidence for those who are different to the immediate audience?
- + **Digital natives who may be constantly bombarded with media and images of beauty stereotypes.** Young people who may not have personal devices or be on social media, who may focus on other advertising they may see out of home, on a friend's device, online, etc. Young people who may have limited choice around their hair (e.g. experiencing hair loss or change).

## 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 girls?

For example, one could argue hair offers a point of distinction in a school where students all wear the same uniforms.

**Does the school have hair policies which dictate what hair styles are expected and are there sanctions around this?**

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” recognised amongst your group may limit images to only “finer” 3a/b/c/d hair types, excluding “coarser” 4a/b/c/d textures.

## Media consumption within the community of participants

What are the popular **platforms** participants may frequent?

Who are the **influencers** online, on television, in celebrity culture.

Does the media consumed affirm **stereotypes** they encounter?

## Access to resources

In the 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.

Consider which resources are available to your group e.g. access to creative art supplies, media habits or access, etc.

# Communication tips

## > Try using gender neutral vocabulary

When asking participants about their lives and interests use “siblings”, “family”, “friends” rather than “girlfriends”, “brothers”, etc.

## > Use hand motions and depictions for reinforced communication

Reinforce students raising their hands for a questions and/or using virtual hand raise/emoji response functionality if using virtual platforms.

Using slight exaggeration or added emphasis when explaining concepts and directives may be handy in engaging this young audience via virtual platforms.

## > State options for participants to use their preferred method of sharing

Either out loud, or – if using virtual platforms – once acknowledged by host and video unmuted, or via written response in the chat box. i.e. “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.”

## > Speak with clarity around emotive issues such as when asking participants to consider hair discrimination and bullying

Ethnic based – Black hair textures

Gender-based bullying:

Same gender: Girls towards girls, boys towards boys

Cross gender: Boys to girls and vice versa

Hair styling based – long hair and protective styles

## > Use open-ended questions

Make questions/requests very clear. Encourage participants to anticipate and reserve feedback for designated question and discussion periods throughout the session. i.e. “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 if you feel comfortable. Avoid negative self-talk in describing yourself, your past hair experiences, or using contextual anecdotes.

## > If you are using virtual platforms, be secure

Ensure you have prepared and practised the transition through elements like polls, Q&A or chat functions. Ensure secure safeguarding around access to virtual group including switching off private chat.



# Session Facilitation



## Action Checklist



### ACT 1: HAIR STEREOTYPES, BELIEFS & EXPERIENCES

#### Part 1: Introduction and Icebreaker (10 mins)

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

#### Part 2: Introduction to Critical Thinking about Beauty Stereotypes (20 mins)

- ☐ Review definitions of key terms Self-esteem, Confidence, "Perfect Hair"
- ☐ Discuss stereotypes, hair beliefs, and experiences
- ☐ Discuss influences that sustain those 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 (20 mins)

- ☐ Review poll results and corresponding beliefs, experiences, and stereotypes
- ☐ Discuss pressure from family, friends, and social media
- ☐ Discuss pressures from gendered, cultural or ethnic differences
- ☐ Discuss the effects of pressure with participants
- ☐ Discuss what participants would say to others who are struggling with confidence



### ACT 2: YOUR HAIR, YOUR CROWN

#### Part 1: Bullying & Building "Crown Confidence" Interactive Activity (15 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 2: Championing Uniqueness in the Face of Bullying (15 mins)

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

#### Part 3: Create Your Crown (10 mins)

- ☐ Guide participants in making their crown (self-referenced or empathy supportive)

#### Part 4: Show Off Your Crown (20 mins)

- ☐ Encourage participants to share their crowns and discuss three things they love about their hair
- ☐ Encourage participants to share one empathetic affirmation regarding the crown of others
- ☐ Remind participants to feel fully self-expressed, develop their own beauty beliefs, and to remember the 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, especially girls, that throughout this session, they are in a safe space. Establish rules around discussion, comments and non-targeted opinions.

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

Assure them that everything said in this space will be kept confidential unless it constitutes a safeguarding issue, in which case the adult will follow the safeguarding policy.

## 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 you are using virtual platforms, keep your camera on so you can remain active within the group.
- + Keep cameras on so they can remain active within the group if using a virtual platform.



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

⌚ 3 mins



# Introduction

 5 mins

**Talk Track**



- ☐ Before we begin, there are a few ground rules i'd like us all to agree to so we can have a fun, safe, and respectful experience:
- ☐ We are all in this together. We may all have different experiences so we show respect for each other by giving the space to speak. Listen closely when we need to and speak when we are asked to.
- ☐ What happens in the session, stays here. This is a safe place to express yourself. And we all commit to keep all personal stories and information shared private.
- ☐ We are not here to judge but to build our own ideas, maybe change perception while we do it.

## **If using virtual platforms:**

- ☐ Seeing is believing. I ask you to remain muted as i lead you through the exercises. But, i want to see all of your bright shining faces so i know we are all together. Please keep your camera on throughout the session.
- ☐ Hangout in the chat! If you have a question or want to share feedback. Drop it in the chat! I will try to answer all of your questions as we move along. This is also where you can share good vibes for your fellow participants and shout out each other throughout our time together.
- ☐ Raise your hand: there will be lots of moments to share. Raise your real hand or use the hand raise function to let me know you'd like to share. I will try to get to as many of you as possible. But, if i don't, feel free to drop your responses in the chat.

# Icebreaker

 5 mins



## Aim

Encourage and energise attendees to consider their own responses, along with the responses of the other attendees around them. This exercise will also touch on the stereotypes for the attendees which may never have been challenged or identified.

## Method

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 learnt 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 session.

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



# Icebreaker

## 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?
- ☐ When I say something that applies to you, put your **"thumbs up"**!
- ☐ As you respond, look around at who else shares your experience. After we check out each statement, I will tell you put your thumbs back down.

**Are you ready? Here goes ...**

- ☐ Thumbs up if you ...
  - +** Have a younger sibling
  - +** Love to watch YouTube videos
  - +** Like ice cream
  - +** Have a favourite TV show
  - +** Love football
  - +** Love to sing
- ☐ Thumbs up if you...
  - +** Wish you had longer hair
  - +** Wish you had shorter hair
  - +** Like taking care of your hair
  - +** Think about changing your hair

- +** Like getting your hair styled by others
- +** Wish you saw more hair like yours online/ TV
- +** Feel like you love your hair
- +** Feel like your hair reflects your essence/your persona
- +** Feel like your hair choices depends on ideas from others

- ☐ Thank you for being so open right from the beginning! I'm already looking forward to 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? (Allow some feedback time).
- ☐ 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)

*Did you see some similarities amongst the group that surprised you?*

*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 we see our hair through time?*

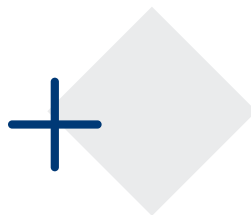
*Was there a difference between how boys view hair confidence and girls? Any similarities?*





# Introduction to critical thinking about beauty stereotypes

 20 mins



## Aim

Set the key themes and terms that may come up throughout the session's conversation.

To begin, provide a brief overview of the session 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 girls may know and/or believe.

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

## 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.

# Beauty stereotypes

## Talk Track



- ☐ Today we are going to explore the My Hair, My Crown Session created by Dove. We are going to:
- ☐ **Explore & analyse** 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
- ☐ **Practise** writing new narratives for ourselves on what it means to love our hair.



- ☐ What does **self-esteem** mean to you?
- ☐ What does **confidence** mean to you?
- ☐ What do you think when you hear "**perfect hair**"?
- ☐ How would you link these three definitions together? (Allow some feedback time).

## Transition

Transition to identify some examples of hair stereotypes & their origins



# Let's chat about beauty stereotypes

I want everyone to remember that this is our open space for freedom to talk. It's a huge conversation but we will take it on with respect and understanding

- + 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?
- + Which ideal do you feel has the most power over your relationship with your hair?
- + Have those around you challenge or support those stereotypes? What did they do?

Sometimes we need to consider whether what we learn in society differs from what we learn in our culture.

- + What are the hair rituals within your own families?
- + Do you feel like you have a choice to change your hair?
- + When did you become aware that you could change your hair? Or became aware of your hair?
- + Do you feel like you need to have your hair styled for special occasions?  
Picture day/ swimming/ family events/ parties

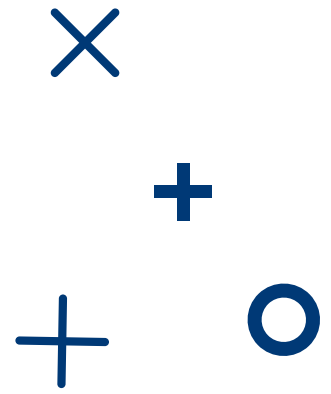
## Aim

Engage the group in exploring stereotypes. Introduce the notion of beauty stereotypes and identify some stereotypes young people may know and/or believe.

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

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





## Transition

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".

- + Share one or two experiences with hair stereotypes. May be your own or gleaned from portrayal of societal norms
- + Do stereotypes for boys have a similar impact as for girls?
- + Let's make a start to challenging these stereotypes ourselves!
- + Finish this sentence for me: When you talk about my hair I want you to know...
- + Hold onto this response because I want to see if we can define this even further in how we speak about ourselves and how we regard each other.





# Hair belief & experience interactive poll activity

 10 mins



## Aim

Encourage participants to think critically 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 "Interactive poll activity prep" section on page 37 for additional prep details for this activity):

- + Utilise 6 pre-set poll questions. Consider balancing potentially "positive" and "negative" poll elements when selecting.
- + Each poll will include one hair experience example or one hair belief/stereotype and allow participants 10 seconds to answer after question is presented.

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



# Hair beliefs & experiences

## Talk Track



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

- ☐ What we need to remember 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?**

- ☐ The poll coming up will have a series of beliefs and experiences. If you recognise 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.
- ☐ Ready? Let's get started...

- + 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.

## Transition

Transition to 'How this makes me feel'.



# How this makes me feel

 20 mins

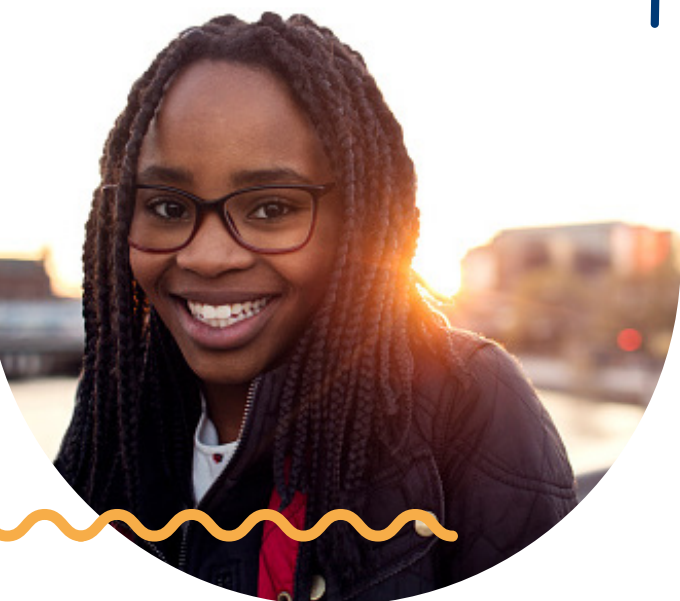


## Aim

Following the poll activity, participants will be better aware of what experiences and beliefs they share and what experiences their peers encounter. 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.

## To begin

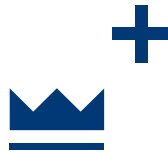
- 01 Identify what hair stereotypes are trending via the poll results within the group and explore those more deeply.
- 02 Once the top few trending stereotypes are identified, the facilitator can dig deeper into the origins and significance of those prominent generalizations. Here the group can collectively 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 film, social media, advertising - any type of outside content.
- 04 Direct the conversation to media and social media pressures.



# How this makes me feel



## Talk Track



- ☐ Now that we've seen what our group response is, did any thought, belief or experience stand out? Which one(s) and why?
- ☐ Is there anything else you feel or experience that wasn't mentioned in the poll, but you wish was?
- ☐ How does it feel to see and hear others share your experiences?
- ☐ Were there any ideas that you had never thought about?
- ☐ Now that 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 own hair when you encounter stereotypes that limit what qualifies as "beautiful" or "perfect" hair?

### Conversation area 1: what is the influence of the media?

- ☐ Do you think social media influences your view of your hair?
- ☐ Do you think social media also influences your friends' view of their hair? Do your friends appear confident about their hair when they are on social media?
- ☐ Let's think in terms of different ethnicities. What view of hair have you heard for different ethnic group?
- ☐ Let's think in terms of gender, are boys influenced as much as girls in terms of having "perfect hair"?
- ☐ What would you say to help a friend who is struggling with confidence issues from comparing themselves to people in real life or in media?



# How this makes me feel



## Talk Track



### Conversation area 3: the importance of representation

- ☐ Do you get excited to see hair like yours in the media?
- ☐ How often does that happen?
- ☐ When it does, are you inspired to rock your crown proudly?
- ☐ (Potential response): Yes! I would be more confident to let it be big/curly/unruly/change the hairstyle, etc.
- ☐ What else would you need to be inspired to rock your own crown?



### Conversation area 2: what is the influence of family and friends?

- ☐ Do you feel pressure from family/friends when it comes to your hair? If so, is that influence more or less powerful than social media pressures?
- ☐ (Potential response): More from the media because that is what i compare my looks to, etc.
- ☐ How has being at home more now impacted your experience with your hair?
- ☐ (Potential response): I've learnt how to braid my hair and my mom let me dye it since we aren't physically in school!

- + How do you think perceptions of hair in the media has changed?
- + Reflect deeply on the influencers that control your perceptions around hair acceptance. What would you say to them?
- + How can we change the discrimination people feel around outward signifiers like hair?
- + If we are not likely to experience hair discrimination, how can we still be a powerful part of stopping it happening?

## Transition

Transition to 'bullying & building "crown confidence" interactive activity'.

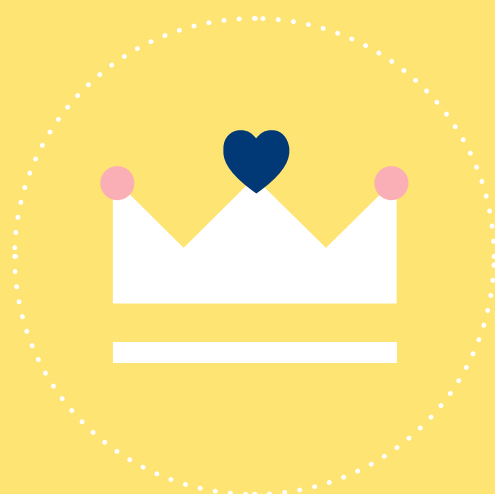


Act 2



# Your hair, Your crown

Show off and share



# Bullying & building “crown confidence” interactive activity

 15 mins



## Aim

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

Advise girls 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.

Ask participants to consider hair discrimination and bullying:

**Ethnic based – Black hair textures**  
**Gender-based bullying**

- + **Girls towards girls**
- + **Boys towards girls and vice versa**
- + **Boys towards boys**

**Hair styling based – long hair**

Consider further the development of bullying within the same ethnic group or gender.

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.



# Crown confidence

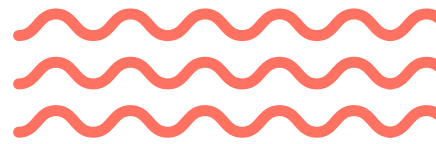
## Talk Track



Last session we spoke about how stereotypes get to be ingrained into our views of what it means to have “beautiful” hair. And sometimes, if stereotypes are believed, we may judge each other. That judgement could lead someone to target anyone who may not reflect these stereotypes. The constant targeting of someone with the intent to bring shame, you may recognise as bullying.

### Conversation area 1: hair discrimination as a tool of bullying

- Share a variety of images on different hair types 3 & 4 and talk through the variety of images you can share that are right for your group from the Internet.
- In pairs, think about how hair discrimination can be a tool of bullying.
- How would it feel when someone judges you or a friend based on their hair? (Allow discussion and feedback time).
- Bullying is never ok, but today we'll focus on advocating our uniqueness in the face of potential bullies. It takes a lot of confidence to stand up to bullies but having the support of others to do what is right helps.
- A few opportunities for you to stand up confidently for yourself or others include: cyberbullying, physical bullying or verbal bullying.



### Conversation area 2: power dynamics

- There is a power dynamic in bullying that can target appearance as one person's views is used to belittle someone else.
- What can be done to change this power dynamic? What change will it require from society? What change from you? (Allow discussion and feedback time).
- What about when the power dynamic is gender based?
- What about when the power dynamic is ethnic based?
- How do you feel about the nicknames used towards people?

### Conversation Area 3:

- How can the victim of bullying be more empowered?
- What can we do about hair based bullying to prevent it happening?
- Perhaps reference personal behaviours, school policies and discrimination laws.
- *Great ideas! You are showing great courage to be hair allies 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

 15 mins

02



## Aim

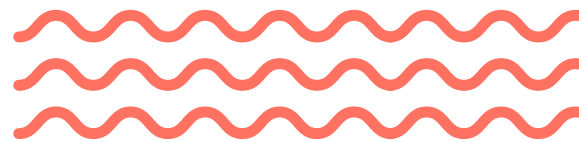
Elevate the notions of individuality, creativity, and self-expression.

- 01 Emphasise allyship.
- 02 Encourage participants to remember where common stereotypes and appearance pressures originate, and how much they have in common when it comes to experiences around hair.
- 03 By showing there are multiple ways to stand up against hair bullies, and that understanding how differently hair bullying can show up in young people's lives, the session may be able to offer new insights around appearance related bullying that young people may not have been aware of.
- 04 Close the discussion by summarising the goal of the first half of the session for the young people 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.





# Championing uniqueness



## Talk Track



- 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 starts with embracing your individual beauty. What can we do for ourselves or our friends to build up our courage for combating 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.



- In working together to identify stereotypes we have seen all around us, it can be encouraging to see other young people may share our experiences, that we are not alone in standing up to hair beauty pressures, and see some of the ways they stand up to bullies by celebrating their unique hair.
- Remember, a powerful way to embrace your crown is to have your own, unique hair stories. As snowflakes or flowers are all beautiful and sometimes seem similar, they are also different. It's great to celebrate those differences and unique types of beauty, too!
- Our next exercise will focus on your take on your personal hair story.

- + Now we have spoken about shifting power to our own hands, let's see what you would do with it!
- + 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 and 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, and inspire others to do the same not just when we feel like we have a "good hair day"?

## Transition

Transition to act 2: your hair, your crown: show off & share



# Create your own crown

 10 mins



## Aim

This segment will help young people feel empowered to creatively tell their hair stories by decorating their unique “crown” creation and coming up with their own beauty/hair mantras!

## Method

- 01** Participants are each asked to take the artistic creative supplies they’ve been asked to bring and have handy for the session. These may include markers, pens, coloured pencils, crayons, etc. and a blank piece of paper to create on.
- 02** Direct participants to design a representation of what makes their hair special in the form of a crown and come up with three things they love about their hair that their drawing reflects.
- 03** Support participants in creating their crowns. Ask to hold to camera if virtual to check on progress.
- 04** Encourage young people to embrace their individuality and decorate their crown however they’d like.
- 05** Utilise the final few minutes to help young people to complete their designs and prepare to share what they’ve created with the group.

*Due to time constraints, encourage the young people to recognise that if they don’t complete their crowns during this session, they can always complete them at home. If over 13, they can even post an image of their crowns with the Girl Collective hashtag.*



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

# Create your own crown

## Talk Track



- ☐ Now, we will get crafty and virtually design our crowns based on the things we truly love about our hair and how it's unique. So now it's time to get that paper we asked you to come prepared with, your fun art supplies, and all of your imagination!
- ☐ For the next 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 three things you love about your hair and then write them down.
- ☐ Think of one thing you would tell someone with hair very different to yours and write it down. Remember we are building pride, confidence and the right to be who we are. 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 learnt about our power to stand up against stereotypes that can make us feel bad about our hair and beauty and that by being a champion for our own beauty we can inspire others to do the same.
- .....
- ☐ 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 learnt throughout this session?
  - ☐ 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?

# Show off your crown

 20 mins



## Aim

Participants who volunteer will get to show and tell about the crowns they designed and share with the group the three 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.



### **Participants 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 learnt over the past two sessions.**

- + Hair is a unique part of our beauty. But some beliefs and experiences can be sources of 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, influence **judgement** between people with different hair types/styles, and possibly trigger **bullying**.
- + Instead of embracing stereotypes that limit beauty, we have the power to stand up to limiting beauty and hair bullies by embracing our unique hair and writing our own beauty stories.
- + It is all of our responsibility, no matter ethnicity, gender or otherwise to ensure that everyone can wear their crown with pride. By being allies for each other we make change happen.
- + Our hair is our crown, and 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, to develop your own beauty rituals and beliefs, and remember the three 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:**

- + Select a younger person and teach them what you learnt today and how they can write their own hair narrative.
- + 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.



# Virtual conferencing platform tips



## How to set up a virtual meeting

Please use the platform of your choice, here are a few we have provided links to that are commonly used.

- Google
- Microsoft Teams
- Zoom

## Chat function

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 directly to the Facilitator.

## Audio

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

## Community support

Consider adding individual preferred pronouns to your name on Zoom.



# Interactive polls



## Hair belief & experience interactive poll activity PREP

Part 3 of Act 1 of this session will include a series of **interactive polls** presented to participants to assess hair beliefs and experiences potentially shared by the girls in the group. Assess your group and thoughtfully choose a variety of 6 poll questions/beliefs/scenarios to which your participants can respond. Ask participants to write "Yes" or "No" on their whiteboards and tally the answers as you go.

### Choose from the below list

- + I don't see hair that looks like mine on TV or in advertisements
- Because of media pressures, I feel my hair has to look a certain way to be pretty
- 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 straight/curly
- I wish my hair was long
- My hair is unique
- I wish people wouldn't ask why I cover my hair (\*hijab)
- Someone has labeled me a "boy" because of my hair
- 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

## If delivering virtually, see guidance below on setting up polls before the session:

- 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". Click on "Poll".
- 04 Click on the "Add" button on the right-hand side of the page.
- 05 In the title bar type "Hair Belief and Experience Poll Activity"
- 06 Pick an experience from the list below and type it into the question box
- 07 Pick the "Single Choice" button.
- 08 For Answer 1, type "Yes"; For Answer 2, type "No"
- 09 To create another question, click "+ Add a Question"
- 10 Repeat steps 6-10 until you have created 6 different poll questions
- 11 Click save

## Launching the poll

Links for launching an interactive poll in your meeting

Please search for "How to run a poll" in your platform of choice if your platform link is not included or if you think the link is not up to date.

If you are using Zoom, please **Click here**

If you are using Google Meet, please **Click here**

If you are using MS Teams **Click Here**

If your platform does not have a poll function you could try **menti meter** at or other interactive polling platforms to get some interaction.

