



My Hair, My CROWN

Before You Get Started

Dove Self-Esteem Project Resources

My Hair, My CROWN contains free web-based resources from the Dove Self-Esteem Project, designed to facilitate discussion and boost hair confidence in children aged 11–14 with diverse hair types such as coils, curls, waves, and protective styles often associated with Black and Brown cultures. The resources offer academically validated tools to establish allyship and create a respectful and open world for natural hair. Visit the [Dove My Hair, My CROWN website](#) to find additional support surrounding appearance pressure for young people, their hair, and their hair culture.

About the Animated Video Series

What if young people were able to envision beauty with confidence, not anxiety? What if our youngest generation could grow up enjoying cultural pride and a positive relationship with the way they look? The *Dove Self-Esteem Project Animated Topic Series* encourages young people to realize their full potential and raise their body confidence and self-esteem. By modeling positive peer relationships that focus on reconsidering appearance ideals and perceived judgments that often diminish confidence, students will discover that their own self-worth does not need to be limited to or dominated by their appearance. Students can build body confidence when they are more aware of societal ideals that come from peers, media, or family. They learn how to reject ideals and celebrate who they are and what their body does and what it looks like.

Every student requires body confidence skills to productively engage in their communities, foster healthy relationships, and challenge appearance ideals. The animated video series offers both you and your students relevant lesson plans focused on body confidence and its role in self-esteem. These lessons are crafted to tackle current issues, equipping students to assert control over societal appearance ideals and pressures reinforcing them. The inclusive approach addresses the intricacies of self-perception and

Duration

One class session
(approximately 45–60 minutes)

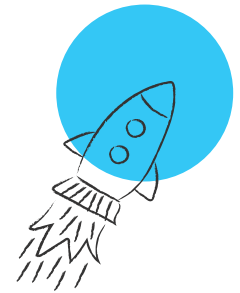
peer-to-peer dynamics, fostering the development of crucial interpersonal and intrapersonal skills. The goal is to empower students to navigate their cultural environment and embrace their unique bodies with confidence.

Before watching the animated videos, review the My Hair, My Crown resources created through the Dove Self-Esteem Project. Model positive affirmations and statements with students and utilize the affirmation provided on the *Student Resources Amazing Me Bookmarks*. Allow students to fill in the blanks with their own affirmation statements for each other or discuss the statements alone to set the stage for positive discussions. There are six different bookmarks, each with five unique statements. Try to revisit these with students regularly.



Using the Animated Videos in Your Classroom

The animated videos in this three-part topic series can be used independently or as a unit in any order, depending on the needs of your students. It is recommended to use all of the animated videos, as a collection, to emphasize inclusivity of many perspectives from cultural appreciation to body confidence in young people among their peers.



Watch and Discuss

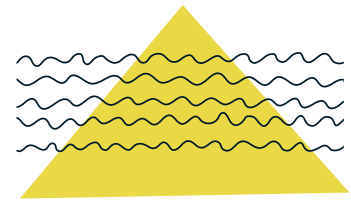
Watch one or more of the animated videos in class or assign them to students independently. Invite students to participate in discussions before, during, and after viewing the animated videos. Use the discussion questions provided for each animated video or feel free to create your own. The prompts encourage students to recognize positive and negative influences on appearance ideals and identify their impacts on average teens. Encourage students to speak in claims while providing evidence for their observations. It is acceptable to assign discussion questions as writing exercises.

Classroom Activity

Each animated video has an accompanying classroom activity that should be completed in 45–60 minutes and aligned with national standards. The animated video is an integral part of each activity and the activities are divided in the following sections:

- **Engage:** An opening activity or discussion to capture student interest in the topic.

- **Explore:** Students watch the animated video and dive into discussions using a variety of questioning techniques.
- **Extend:** Continue the learning and reinforce student understanding to make curricular connections. Extend knowledge and dig deeper into the topic using the My Hair, My CROWN tool created by the [Dove Self-Esteem Project](#).

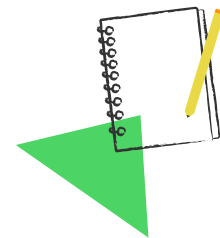


National Consensus for School Health Education Standards

Standard 4: Students demonstrate effective interpersonal communication skills to enhance health.

Teachers foster students' confidence, self-efficacy, and skill competence in interpersonal communication when they:

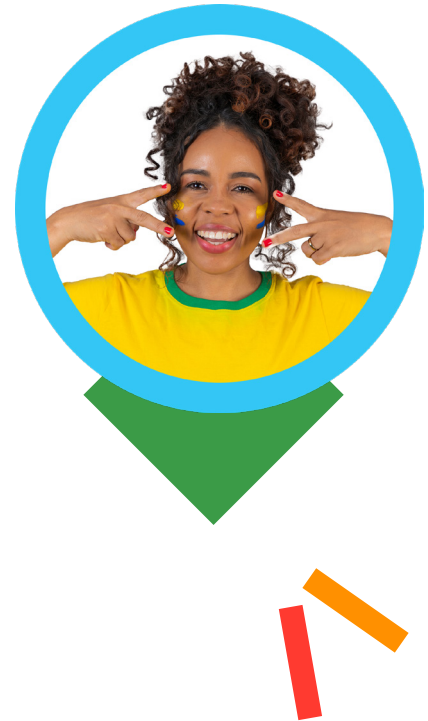
1. Discuss the importance and relevance of interpersonal communication skills that support healthy behaviors and well-being.
2. Explain that students have the capability of learning how to communicate that supports healthy behaviors.
3. Present elements of interpersonal communication skills that support healthy behaviors.
4. Model interpersonal communication skills that support healthy behaviors.
5. Use real-life scenarios for practicing interpersonal communication skills that support healthy behaviors.
6. Allow time and opportunity for students to practice interpersonal communication skills.
7. Provide performance-based feedback and reinforcement for interpersonal communication skills.



Common Core State Standards for English/Language Arts

SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

- SL.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - SL.1b: Follow agreed-upon rules for discussions and carry out assigned roles.
 - SL.1c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - SL.1d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



Overview

In this segment of the *The Dove Self-Esteem Project Animated Topic Series* students are observers of the familiar practice of instant messaging over social media. One friend is scrolling through social media and “liking” posts when a second friend responds to the action. The two friends encourage each other to embrace their natural hair and take action to celebrate themselves. Watch to discover how hair is a creative form of expression deeply tied to identity.

Essential Question

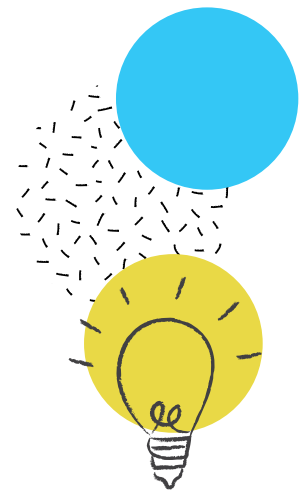
How does embracing all hair types and textures contribute to individual identity and serve as a creative form of expression? What role does social media play in shaping perceptions and encouraging self-celebration?

Learning Objectives

- Recognize hair as a creative and meaningful form of self-expression.
- Understand the cultural and personal significance of embracing one's natural hair in the context of identity.
- Explore the influence of social media on shaping perceptions of self-identity and the impact of digital interactions, such as “liking” posts, in fostering a sense of self-celebration.

Key Terms

- **Natural Hair:** Refers to hair that has not been chemically treated or altered to straighten or change its natural texture and embracing the unaltered state to celebrate unique texture and curl patterns.
- **Crown:** Referring to hair as a crown symbolizes embracing natural hair while appreciating and styling the hair in ways that showcase its natural beauty, texture, and individuality.
- **Locs:** A natural hairstyle intentionally allowing hair to mat and form individual rope-like strands while appreciating its unique beauty and cultural significance.
- **Fro:** A natural hairstyle characterized by curly or coiled hair that stands out from the scalp celebrating natural hair in a voluminous and rounded shape that highlights its texture.
- **Bantu Knots:** A natural hairstyle where sections of hair are twisted or braided into small knots close to the scalp.
- **Cornrows:** A natural hairstyle where sections of hair are braided closely to the scalp in rows celebrating traditional intricate patterns and designs.



Teacher Note: *Teaching students the appropriate use of the terms listed above involves providing education on cultural sensitivity, respect, and understanding. Emphasize the significance of using each term correctly and avoiding stereotypes or misconceptions. All the terms listed have a cultural influence and history that have evolved over time within various communities.*



Engage

Form small support circles where students share affirmations to encourage positive and supportive confirmations about embracing natural hair. Students should be encouraged to use adjectives such as the list below. Utilize the pictures provided in My Hair, My CROWN Student Capture Sheet or find some on your own.

Empowered	Self-assured	Radiant
Bold	Unconventional	Daring
Authentic	Assertive	Fearless
Individualistic	Confidently Unique	Powerfully self-defined
Resilient	Proudly Nonconformist	Charismatic
Strong	Independent	Courageous



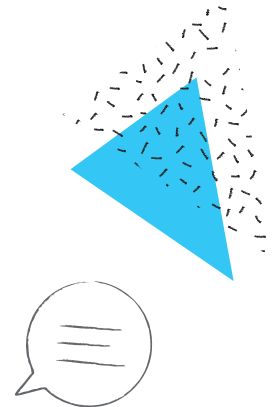
- CROWN is an acronym for Creating a Respectful and Open World for Natural hair. For more information on The Crown Act Movement, educators are encouraged to explore [the Dove and CROWN Coalition website](#).

Explore

Students often minimize in front of their peers the impacts of social media comments and posts. Encourage students to speak frankly about statements that have made them feel empowered from social media as well as find opportunities to reframe negative comments. Utilize these discussion prompts as students view the animated video:

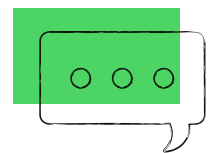
- What role does social media play in shaping our perceptions of beauty and self-image, especially when it comes to appearance ideals like hair texture and type?

- How do the friends in the animated video use positive reinforcement to encourage each other's self-expression and celebration of their hair?
- What specific actions do the friends take to celebrate their hair? How might these contribute to a positive self-concept?
- Discuss the importance of friends supporting each other in embracing their natural beauty. How can peer support positively impact self-esteem?
- Do you think societal standards are evolving to include a more diverse range of appearances, including hair? Why or why not?
- Consider how the friends in the animated video navigate societal expectations and confidently embrace their hair. What can we learn from their actions?



Extend

- Provide supplies and encourage students to create artwork that represents their unique relationship with their hair. This could include drawings, paintings, or collages. Host a gallery walk for students to share, even if anonymously, their art.
- Allow students to explore the history of hairstyles inherent to culture. Some specific examples could be locs, bantu knots, and cornrows.
- Explore your state and encourage students to contact local representatives using the [Crown Act website](#).



Amazing Me Bookmarks

Amazing Me	Amazing Me	Amazing Me
<p>Your worth is not determined by society's beauty standards.</p> <p>I admire the way you/they embrace culture through...</p> <p>The way _____ carries themselves with confidence is a reminder that every body is deserving of love and appreciation.</p> <p>_____’s skin color is a reflection of diverse beauty, and they are perfect just the way they are.</p> <p>Your/Their cultural pride shines through in the way you/they carry yourself/ themselves with confidence and grace.</p>	<p>Embrace your unique features; they make you one of a kind.</p> <p>I love how effortlessly they weave cultural heritage into fashion choices, creating a vibrant and empowering presence.</p> <p>A positive body image is a source of inspiration to help others break free from insecurities and embrace the beauty in diversity.</p> <p>_____ celebrate the fact that their skin color is part of the mosaic that makes the world vibrant and diverse.</p> <p>Let’s celebrate the things that make us different; They are our superpowers!</p>	<p>True beauty comes from within, so we should focus on cultivating kindness and confidence.</p> <p>Your connection to your cultural roots is evident in the way you express yourself.</p> <p>I admire the way _____ confidently expresses themselves, embracing every part of their body with grace and positivity.</p> <p>My skin’s unique tone is a testament to the diversity and beauty within humanity.</p> <p>Challenge the idea that there’s a “perfect” way to look because perfection is subjective.</p>

Amazing Me Bookmarks

Amazing Me	Amazing Me	Amazing Me
<p>Don't let societal expectations dictate how you should look or who you should be. Just be kind.</p> <p>You are telling a powerful story of resilience, celebrating the strength derived from cultural roots.</p> <p>The respect and love you show your body inspires those around you to cultivate a healthy and positive relationship with my own.</p> <p>_____’s skin’s unique shade is a reminder that there is no universal standard of beauty, and we are perfect just as we are.</p> <p>Comparing ourselves to others steals our joy, so focus on your own journey.</p>	<p>Your worth is defined by your character, passion, and how you treat others, not by your appearance.</p> <p>They are making a meaningful statement about the power of identity.</p> <p>_____’s body confidence is contagious! I feel encouraged to embrace my own unique body.</p> <p>Embracing our skin color is an act of self-love, acceptance, and gratitude for the incredible diversity in the world.</p> <p>Set your own standards for beauty because authenticity is magnetic.</p>	<p>Your self-worth is not found in conforming to beauty norms, but in embracing your true self.</p> <p>I appreciate the way you celebrate your cultural identity, and it’s inspiring to see the positive impact it has on your overall presence.</p> <p>_____’s confidence in their own skin radiates and inspires me to embrace and celebrate my uniqueness.</p> <p>I love the way your skin color harmonizes with the colors of nature, creating a beautiful scene.</p> <p>Don't let others define your beauty. Be the author of your own narrative.</p>

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Discussion Starter

What adjective would you use to describe the person in the image? Choose adjectives that demonstrate confidence and powerful self-images.

Include a positive affirmation that does not focus on social standards for appearance ideals.



Adjectives:

Positive Affirmation:



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