

Lesson Plan: The Secret Life of Haircuts

Student: Lottie (Age 11)

Subject Area: Health & Personal Development, Art, Creative Writing

Materials Needed:

- A few strands of yarn (about 12 inches long)
 - Scissors
 - Paper (plain and/or construction paper)
 - Markers, colored pencils, or crayons
 - A notebook or journal for writing
 - Optional: Access to a computer with a simple design program (like Canva) or a word processor
 - Optional: A small mirror
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Learning Objectives

By the end of this lesson, Lottie will be able to:

1. Explain three key reasons for getting regular haircuts (health, manageability, and self-expression).
 2. Visually represent hair health concepts by designing a helpful infographic.
 3. Connect the concept of a haircut to personal identity by creating a fictional character profile based on a hairstyle.
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Lesson Activities

Part 1: The Warm-Up - Hair Detectives (10 minutes)

Goal: To get thinking about how hairstyles communicate ideas.

1. **Guess the Job:** Describe a person's hairstyle and have Lottie guess their job or personality.
 - "I'm thinking of someone with very short, practical hair that is always pulled back neatly and never gets in their face. Who might they be?" (e.g., a scientist, an athlete, a surgeon).
 - "I'm thinking of someone with long, brightly colored pink and blue hair, maybe with a cool undercut design. What might their job or hobby be?" (e.g., an artist, a musician, a graphic designer).
 - "I'm thinking of a historical figure with a big, powdered white wig. When and where might they have lived?" (e.g., Colonial America, 18th-century Europe).
2. **Discussion:** Ask Lottie, "What does a hairstyle tell us about a person? Can it show their personality, their job, or the time they live in? Why do you think that is?"

Part 2: The Investigation - Why Bother Cutting Hair? (15 minutes)

Goal: To understand the practical, scientific reasons for haircuts in a hands-on way.

1. **The Split End Experiment:**
 - Give Lottie a piece of yarn. Say, "This yarn represents a single strand of healthy hair. It's
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smooth and strong."

- Instruct her to take the very end of the yarn and untwist it, pulling the fibers apart. Say, "This is what happens to our hair over time. Damage from brushing, heat, and just daily life causes the ends to fray, creating 'split ends'."
- Ask, "What do you think happens if we don't do anything about this split? Try to split the yarn further up the strand. Does it keep splitting?" (It will.)
- Explain: "A split end will keep splitting up the hair shaft, making the hair weaker and more prone to breakage. A haircut is like trimming the frayed end of this yarn—it stops the damage from traveling up and keeps the rest of the strand healthy."

2. **Brainstorming the "Why":** Together, create a mind map or list titled "Reasons for Haircuts."

Guide the discussion to include these three main ideas:

- **Hair Health:** Removing split ends, preventing breakage, making hair look thicker and healthier.
- **Manageability & Practicality:** Keeping hair out of your eyes, making it easier to wash and style, keeping you cool, suiting your activities (like sports).
- **Style & Self-Expression:** A way to change your look, show your personality, feel confident, or mark a new chapter in life.

Part 3: The Creative Project - You're the Hair Consultant! (25-30 minutes)

Goal: To apply the learned concepts in a creative and practical format.

Instructions: "Lottie, you are now a world-famous Hair Consultant! You have two new clients who need your expert advice. Please choose **one** of the following tasks to complete for your client."

1. **Option A: The "Healthy Hair" Infographic**

- **The Client:** A friend who doesn't understand why they need a haircut.
- **The Task:** Design a fun, colorful infographic on a piece of paper (or using a tool like Canva). It should be called "Your Guide to Great Hair!" and must include:
 - At least two reasons why haircuts are important (using our brainstorm list).
 - A simple drawing showing a "healthy hair strand" vs. a "split end."
 - One fun fact about hair (e.g., "Hair is made of a protein called keratin," or "The average person has 100,000 hairs on their head!").

2. **Option B: The Character Profile**

- **The Client:** A movie director who needs a new character for a film.
- **The Task:** Create a character profile based on a specific hairstyle. Choose a hairstyle (e.g., a sharp bob, a wild curly mop, a sleek ponytail, a shaved head with a design) and build a character around it. On paper or in a journal, include:
 - A sketch of the character.
 - **Name:**
 - **Job/Role:** (e.g., space explorer, mystery novelist, head chef)
 - **Personality:** (3-4 key traits)
 - **A short paragraph explaining *why* their hairstyle is important to their identity or job.** For example: "Captain Eva Rostova keeps her hair in a tight, braided bun because on zero-gravity missions, loose hair is a hazard. It shows she is precise, disciplined, and always ready for action."

Part 4: The Wrap-Up - Salon Showcase (5 minutes)

Goal: To share work and solidify understanding.

- Have Lottie present her infographic or character profile.

- Ask follow-up questions: "What was the most surprising thing you learned about why haircuts are important?" or "If you could design any hairstyle for yourself right now to show your personality, what would it look like?"
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Assessment

Learning will be assessed based on the creative project and the final discussion. I will look for:

- **Infographic:** Does it clearly state at least two valid reasons for haircuts? Is the visual of a split end accurate? Is the information presented clearly and creatively?
 - **Character Profile:** Is there a clear and logical connection between the chosen hairstyle and the character's personality or profession? Does the explanation show an understanding of haircuts as a tool for identity?
 - **Discussion:** Can Lottie confidently articulate at least one reason why haircuts are important for health and one reason they are important for personal expression?
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Extension & Enrichment

- **History/Social Studies:** Research a famous historical hairstyle (like the Flapper bob, the Victorian updo, or the Mohawk) and present on what it signified about the culture and time period.
- **Science:** Investigate the structure of a hair follicle and the science of hair growth. Why do different people have different hair textures (straight, wavy, curly, coily)?
- **Practical Life Skills:** With supervision, watch a tutorial on how to do a simple, neat trim on a doll's or mannequin's hair to understand the technique.