



FREE EDUCATOR RESOURCE | CROWN CONFIDENCE PROGRAMME

Sample Lesson Plan

Part 1: Know Your Crown

Grade Level: Grades 3–8 (ages 8–14)

Subject Area: SEL / Health / Reading / Cultural Studies

Duration: 45–60 minutes

Materials: Little Crowns, Big Confidence book + Crown Activity Journal

Learning Objectives

- Students will identify and describe their own hair type using correct scientific terms.
- Students will explain why natural hair is diverse and why that diversity is valuable.
- Students will complete one personal affirmation related to their crown identity.
- Students will connect hair care habits to self-care and confidence.

CASEL Competencies: Self-Awareness | Social Awareness | Relationship Skills

INTRODUCTION

10 minutes

Warm-Up: The Crown Question

Ask the class: "What do you know about your own hair? How would you describe it to someone who could not see it?"

Allow 2–3 students to share. Introduce the term "Crown" as a metaphor: "Your hair is your crown — it is unique to you, it grows from you, and it tells part of your story."

Read aloud: Pages 1–12 of Little Crowns, Big Confidence (Part 1: Know Your Crown). Pause at the hair science diagram to check for understanding.

Discussion prompt: "What surprised you about how your hair grows?"

MAIN ACTIVITY

25 minutes

Know Your Crown — Hair Identity Profile

Step 1 (8 min): Distribute the Crown Activity Journal or the Know Your Crown worksheet. Students complete the hair identity profile: hair type (1–4C), texture, porosity (test with water), and length.

Step 2 (10 min): Using the hair science sections from the book, students label a diagram of a hair strand — cuticle, cortex, medulla, and follicle. Dr. Kaspas's pharmacy background is referenced here: "The same cuticle that protects your hair strand also protects your skin cells."

Step 3 (7 min): Students write one "Crown Affirmation" at the bottom of their profile: "My crown is [adjective], [adjective], and [adjective]. I care for it by [action]."

CLOSING DISCUSSION

10 minutes

- 1 What is one thing you learned about your hair today that you did not know before?
- 2 Why do you think it is important to understand your own hair before trying to style it?
- 3 How is knowing your hair type similar to knowing your own personality or learning style?
- 4 What does it mean to you to "wear your crown with confidence"?

ASSESSMENT & REFLECTION

Formative: Observe participation during the warm-up and class discussion. Check for correct use of hair science vocabulary (porosity, cuticle, follicle).

Portfolio: Collect the completed hair identity profile and affirmation from the Crown Activity Journal. Assess for self-awareness, specificity, and use of course vocabulary.

Exit ticket: Students complete the sentence: "My crown is unique because _____. One habit I will start this week is _____."

EXTENSION ACTIVITIES

- Home challenge: Complete the Crown Wash Day Tracker for one week and share results.
- Family interview: Ask a parent or guardian about their own hair care memories and traditions.
- Science connection: Research the biology of hair growth and present one new fact to the class.
- Creative writing: Write a short poem or story from the perspective of your own crown.
- Crown gallery: Create a self-portrait showing your unique crown and display in the classroom.

Bring the Full Programme to Your School



The complete Little Crowns Confidence Programme includes 5 full lesson plans (one per book part), a classroom kit, CASEL alignment documentation, educator training, and workshop options with Dr. Bridget Kaspas, PharmD.

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