



SNIP AND STYLE

ROLE-PLAY



Use the **Think Differently** Success Skill to make different hair styles.



Career Cluster
Helping



Success Skill
Think Differently



Estimated Activity Time
35–45 mins



Group Size
Individuals, pairs, or group

Materials

- **Mannequins** (projection or printout)
- **Activity Example** (projection or printout; optional)
- Small paper plates or **Practice Head** (1 per child and educator)
- Construction paper, yarn, or both (various colors)
- Scissors
- Crayons
- Glue
- 1-hole punch (optional)

Prepare Ahead of Time

- Print materials.
- (Optional) Using the same materials that will be available to children, create a sample **Practice Head** to share in step 5.

Think Differently Definition

Try new things and find creative ways to solve a problem.
Learn from your mistakes and make changes.

10 MIN: INTRODUCTION

1. **Say**, *"Today, you will be a Hair Stylist! A Hair Stylist is someone who cuts, colors, and styles hair. Hair Stylists make appointments for customers and schedule a time to meet with them to work on their hair. Customers talk to Hair Stylists and tell them what they would like their hair to look like. Hair Stylists then have to do their best to make their hair look like what the customer asked for."*
2. Have a brief conversation with children about different hairstyles.

Ask:

- *"Who styles your hair? Have you ever visited a Hair Stylist?"*
 - *"What kinds of hairstyles do you know of?"*
3. **Say**, *"To do their work, there are important skills Hair Stylists must use every day. These are Success Skills. It's important to use the **Think Differently** Success Skill when you have to be creative and trying something new! For example, if we start to make chocolate chip cookies and then realized that there are no chocolate chips, we could **Think Differently** and make raisin cookies instead. You also **Think Differently** when you learn and try a different way to tie your shoes. Hair Stylists use the **Think Differently** Success Skill to try new things. For example, they learn new techniques, or ways of doing hair, whenever a customer asks for a hairstyle that they haven't done before."*

20 MIN: ROLE-PLAY

4. Display the **Mannequins** reference pictures. Explain to children that when Hair Stylists first learn how to cut, color, or style someone's hair, they use mannequins, also called "practice heads," to practice.

Say, *"Practice heads give Hair Stylists an opportunity to learn and try ways to work with hair, so they don't have to worry about messing up a real person's hair! Hair Stylists get to **Think Differently** when they are working on practice heads because they get a chance to practice different styles that they haven't tried before."*

5. Display the **Activity Example** or the sample **Practice Head** you created. Explain to children that each of them will get a chance to practice being a Hair Stylist by styling their own practice head.
6. Separate children into groups of four by counting them off. Explain to children that each group will have a different hairstyle that they work on depending on descriptions you read aloud. Children will use the supplies available to create a hairstyle on their **Practice Head**.

Say, *"When customers come into the salon, they ask for different hairstyles. Sometimes they give a lot of details about how they want their hair to look. For example, they may say that they want the length of their hair cut exactly to their shoulders. But sometimes customers aren't sure what they would like to do with*

their hair, so they could say something like ‘only cut off a little.’ That could mean different things to different people!

*“For our activity, we will listen to customer requests and use the **Practice Heads** to make that hairstyle. Some of you will have the same descriptions, but they will all end up looking different. You will use the **Think Differently** Success Skill to figure out how you can do those hairstyles using the supplies we have available.”*

7. Pass a **Practice Head** to each child. Children should not work on their **Practice Heads** until all descriptions have been read.
 8. Read the hair descriptions for each group:
 - Group 1: *“These **Practice Heads** should have a ponytail with blue streaks (stripes or sections).”*
 - Group 2: *“These **Practice Heads** should have very short multi-colored hair (two or more colors).”*
 - Group 3: *“These **Practice Heads** should have red hair styled in a special way.”* (Examples: mohawk, braids, hair buns, etc.).
 - Group 4: *“These **Practice Heads** should have curly black hair.”*
 9. Explain to children that they cannot use writing or coloring utensils to draw their hair in. They may use scissors to create the hairstyles. Repeat the hair descriptions as needed.
- (Optional) Children may draw and color a face on the Practice Head if they are interested or if time allows.
10. Walk around the room, supporting children as needed. For children who are unsure of how to get started, use prompts to get children to **Think Differently** and find new ways of trying things.

Ask:

- *“Can they wrap paper around their fingers or a pencil to ‘curl’ paper to make curls?”*
 - *“Can they crinkle paper to give more texture?”*
 - *“Can they weave paper or yarn to make braids?”*
 - *“Can they layer paper or yarn on top of each other to make the ‘hair’ thicker?”*
11. Encourage children to help each other if needed. For example, if a child wants to make braids and is unsure how to do them, ask the group whether anyone has ideas on how to make braids and is willing to help someone else. Explain to children how Hair Stylists brainstorm ideas with each other when they need to.

12. After all children have completed making the hair on the **Practice Heads**, have a brief conversation with the whole group about what they notice with everyone's hair style.

Ask:

- *"Do all the hairstyles look the same?"*
 - *"Does everyone in group 1 have the same or different type of ponytail?"*
 - *"Does everyone in group 2 have the same or different length of hair?"*
 - *"Does everyone in group 3 have the same or different style? Or the same or different shade of red in their hair?"*
 - *"Does everyone in group 4 have the same or different kind of curls?"*

13. Children will interpret the hair requests differently, and that's OK. This is an opportunity to discuss why they made their hair decisions and how they used the **Think Differently** Success Skill to try new things.
14. (Optional) For an added challenge, ask children to create a hair accessory for the Practice Head. This can be a hat, bow, a bandanna, etc. Children should **Think Differently** about how their accessory complements the hairstyle.

5 MIN: REFLECTION

15. Have a brief discussion with children about the activity.

Ask:

- *"What Success Skill did you use today?"*
- *"Why is it important for a Hair Stylist to **Think Differently**?"*
- *"It's important to **Think Differently** in a lot of careers. What is another career that also uses the **Think Differently** Success Skill?"*

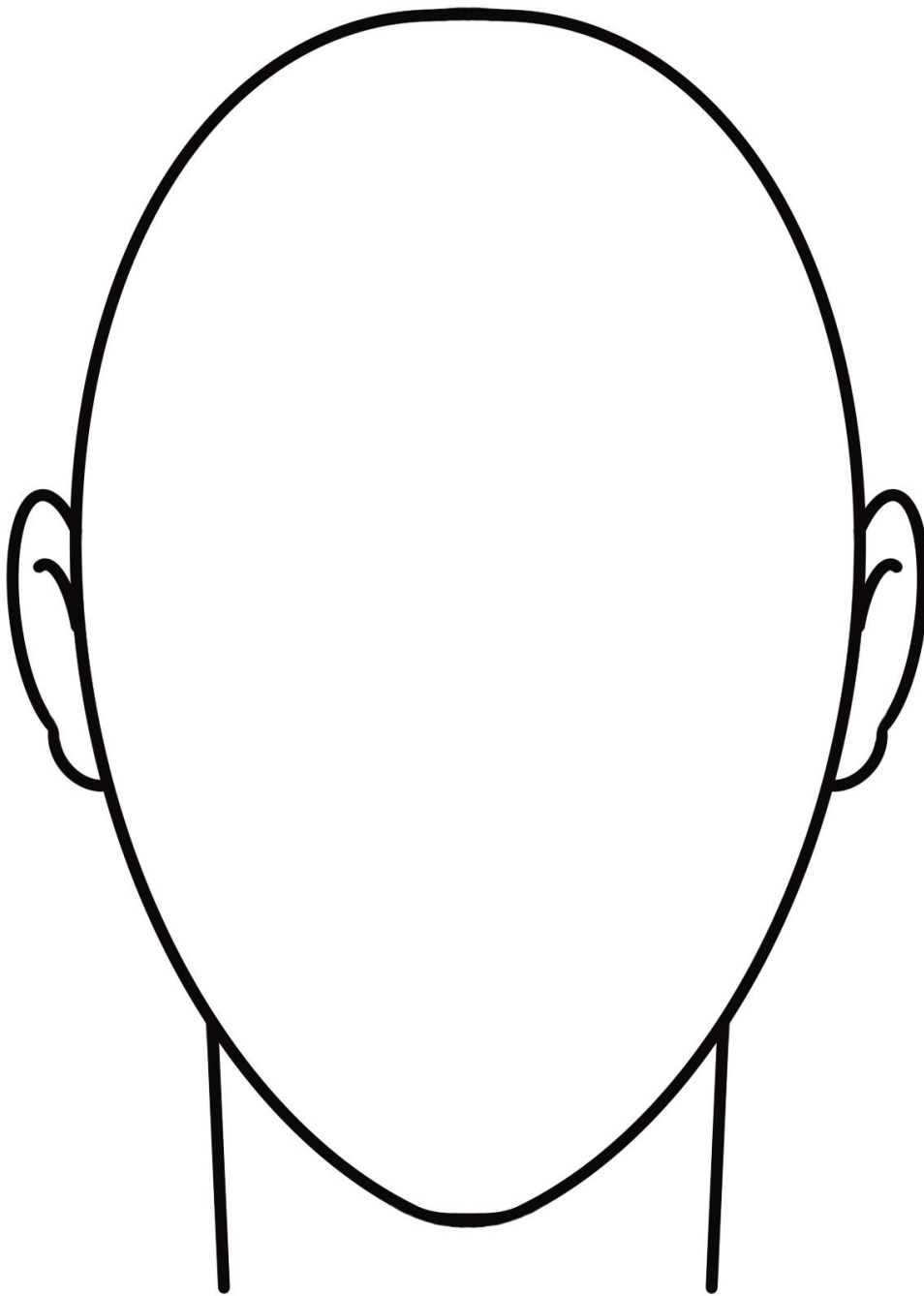
MANNEQUINS



ACTIVITY EXAMPLE



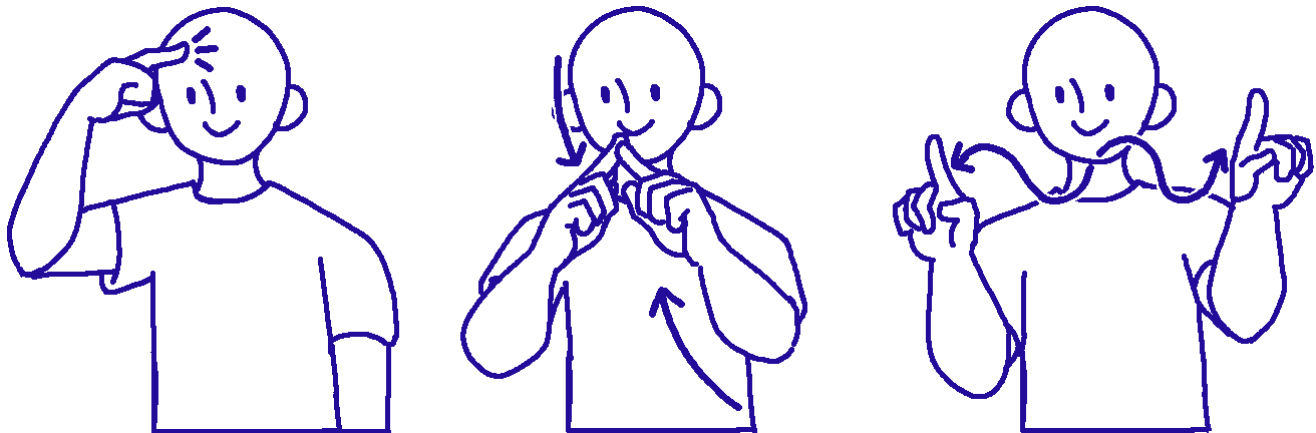
PRACTICE HEAD



THINK DIFFERENTLY ASL SIGN



To help children learn the Success Skill, use the ASL sign each time you say "Think Differently."



1. Form a fist with one hand, leaving your pointer finger up. Touch your temple using your finger.
2. Then, bring both hands in front of your chest, pointer fingers out, and bring them together so that the tips of your fingers are touching.
3. Move your fingers away from each other in opposite directions, tracing opposite arcs with your fingers until your hands are in front of your shoulders.