



1. Click printer icon (top right or center bottom).
2. Change "destination"/printer to "**Save as PDF.**"
3. Click "Save."



SL50. Short Film: *Hair Love*

Student Name: _____ Student ID Number: _____

Instructor: _____ Level: _____ Date: _____

For media links in this activity, visit [the LLC ESL Tutoring website for Upper Level SDLAs](#). Find your SDLA number to see all the resources to finish your SDLA.

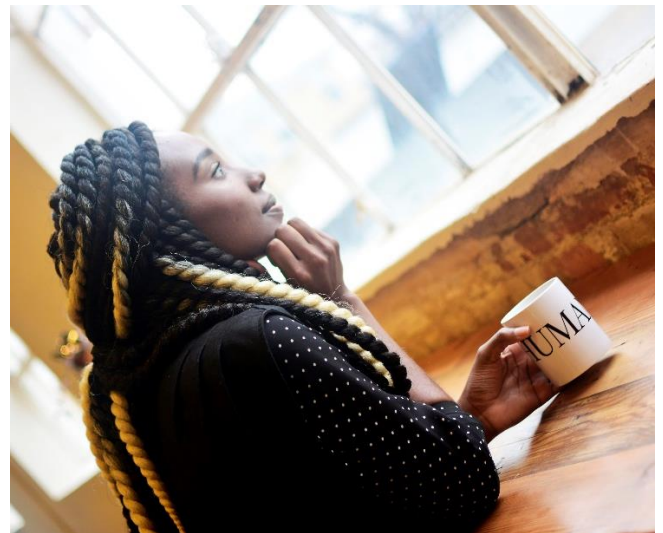
Section 1: Introduction

Imagine you have to describe the way you look to someone who cannot see you. What things would you talk about? You might talk about your height, your facial features, or even your weight, but you would almost certainly describe your hair. What color is it? Is it long or short? Curly or straight? Maybe you don't have any hair at all! Hair is one of the first things we notice when we look at other people, and it can be a big part of our self-identity.

Now, imagine that someone telling you that you have to change the way your hair looks naturally for school or work.

- How would you feel if you were offered a job, but only if you cut your hair?

- If you are a parent, imagine your child's school told you they had to change their favorite hairstyle or *be expelled from* (kicked out of) school. What would you do? What if the hairstyle was important to your culture?



Sadly, for many Black Americans, this kind of discrimination has been a reality for hundreds of years. In Section 3, you will learn about one story of a Black American teen who faced hair discrimination at school.





Section 2: Vocabulary

Use [Google Image search](#) to find pictures of the following traditionally Black hairstyles. Then, label the pictures in this section.

afro

bantu knots

braids

cornrows

dreadlocks/locs

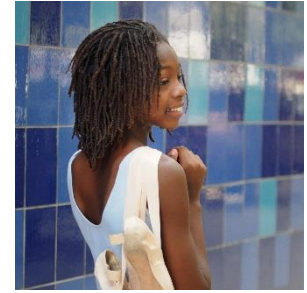
twists



1. _____



3. _____



5. _____



2. _____



4. _____



6. _____

Section 3: Hair Discrimination

Part 1:

Read the edited version of a news story about a girl who was discriminated against because of her hair. Then, put the events of the story in the correct order.

School asks teen to change her natural hair style

School administrators asked a teen girl to change her natural hair because it was against the dress code policy¹, according to her parents.

"People say they love my hair because it's so diverse, curly and Afro-centric," said 16-year-old Nicole Orr. She says she never thought she would be singled out² because of her hair. She told her mother, "Wow, what's wrong with my hair? The Caucasian girls are able to wear their natural hair straight. Why can't I wear my natural hair the way that it grows?"



¹ *dress code policy*: school rules about students' appearance

² *be singled out*: to be treated differently than the way that others are treated





Nicole's father, Eric Orr, received a call from the school saying his daughter needed to get her hair done. "She wears her natural and I was kind of taken aback by it," he said.

The school showed them the student handbook, which included the dress code rules. "It said 'dread-like' hair [was against the rules] and so that could be [confusing]" Eric Orr explained. He was concerned that the way the rule was written in the handbook could make it easy to discriminate against people based on their race. "We felt we needed to address the issue," he said.

So Nicole's parents met with the school's headmaster. They asked why her hair was considered a problem in the first place. The headmaster said that the school didn't think her hair fit in with "that neat and organized look that we're going for." But after looking at the hair policy, he agreed the line involving "dread-like hair" needed to be revised so no one could be discriminated against. Nicole's mother said, "To know that we were able to help our daughter and all the other daughters or boys out there... we feel pretty good about it."

Part 2:

Now, put the events of the story the order that they happened. Label each sentence with a number 1-6.

_____ The school called Nicole's father to tell her she had to change her hair.

_____ The headmaster agreed to change the rule about "dread-like hair".

_____ Nicole's parents read the dress code policy in the student handbook.

_____ Nicole's parents were very happy they helped their daughter and other children.

_____ People told Nicole they loved her hair.

_____ Nicole's parents met with the school's headmaster.

Re-read the following sentence from the article: "The headmaster said that the school didn't think her hair fit in with 'that neat and organized look that we're going for.'" What does this statement reveal about the headmaster's view of natural, African hair? Why might the parents be upset by this statement?

Optional: Read the [full story on the Fox 35 Orlando website](#).





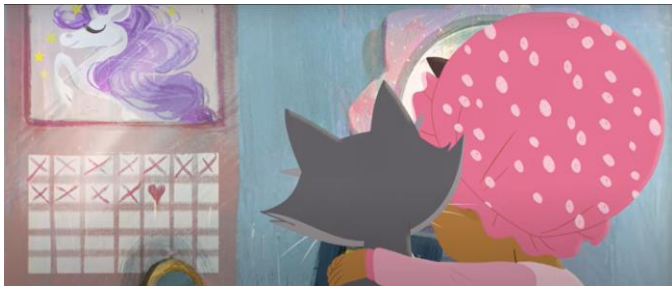
Section 4: *Hair Love*

In response to the long history of natural hair discrimination, social movements beginning in the 1960s and continuing today have tried to support Black people, especially women, to feel comfortable wearing their hair naturally. Online communities on YouTube and Instagram have become popular ways for Black women to share hair care and styling tips, as well as positive attitudes about natural hair.

The short film *Hair Love* was created to showcase Black hair and to combat negative stereotypes about black fathers. *Hair Love* won the Oscar for Best Animated Short Film in 2020. You will watch the film later in this section.

Part 1: Predict the Plot

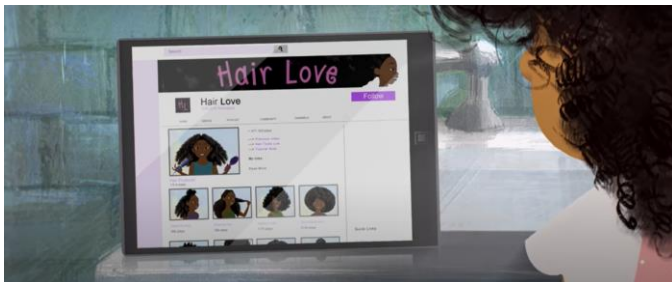
Below are photos taken from the short film you are going to watch. **Before you watch the film**, look at the photos below and guess what will happen in the film. Write your predictions in the boxes.



1. _____



4. _____



2. _____



5. _____



3. _____



6. _____





Part 2: [Watch the Film](#)



Part 3: Comprehension and Discussion Questions

Write your answers to the following questions and be ready to discuss them with the tutor.

Why is today a special day for the little girl?

Why is it important for the little girl to have her hair styled today? Have you ever wanted to look a certain way for a special occasion? Why was your appearance important on that occasion?

Why does the father change his mind about helping the little girl do her hair?

In your culture, are mothers or fathers more likely to care for children? Who is responsible for grooming children and styling their hair?

Why doesn't the mother have any hair? How do you think she feels about losing her hair?

Think about the news story with Nicole Orr in Section 3. Why do you think Black people continue to wear their natural hairstyles in the face of discrimination?





Why do you think the film is called "Hair Love"?





Section 5: What Did I Learn

Complete this table BEFORE meeting with a tutor.

Communication Skill	I can't do this YET. 	I can do this WITH help. 	I can do this WITHOUT help. 	I can TEACH this to a classmate. 
I can identify different types of traditionally Black hairstyles.				
I can put events from a news story in order.				
I can make predictions about a story based on pictures.				
I can talk about the story and ideas in a short film that has very little dialogue (speaking between characters).				

Here are some words/phrases I need to practice.

Good job!

Now go to the [LLC Tutoring Website](#) and make an appointment with a tutor.

Visit the [Virtual LLC](#) at the time of your appointment.








Section 6: Practice with a Tutor!

After completing the self-assessment, meet with a tutor and give this completed SDLA to the tutor. The tutor will discuss your answers to the questions in Section 2 and Section 4. You may also ask the tutor any questions you might have.

Grading Rubric

Possible Points	Need Practice  (0-1 Point)	Good Job  (2-3 Points)	Excellent Work  (4-5 Points)
Content	Not enough information provided in responses and often does not use correct vocabulary.	Provides most important information in responses and some of the time uses correct vocabulary.	Provides all necessary information in responses and most of the time uses correct vocabulary.
Skill: Speaking	More than 6 mistakes saying words; needs guessing more than 3 times.	Not more than 5 mistakes saying words; needs guessing on 1-2 words or sentences.	Not more than 2 mistakes saying words; needs no guess about meaning.
Oral Fluency	Speaks mostly in phrases, individual words; many pauses.	Sometimes speaks in complete sentences; several pauses.	Speaks in complete sentences; a couple pauses okay.

*Students must receive at least 10 points to move on

Possible Points: _____ / 15

Tutor Comments:

☐ **Congratulations! Keep going.**

You have successfully completed this SDLA and are ready to continue to the next.

☐ **Work on this more.**

You have not yet mastered this SDLA. It is recommended that you complete it again.

Tutor Signature: _____

Date: _____

