



## Dramatization: Barber Shop/Hair Salon 1

Children use the Dramatization Center to act out scenes from *Bippity Bop Barbershop* and from their own experiences. Children will decide how to arrange the space, what supplies are needed, and what services will be offered.

<b>Big Idea</b>	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
<b>Guiding Question</b>	What does it mean to be a member of a community?
<b>Vocabulary</b>	<p><b>community:</b> a group of people who live, work, or do things together</p> <p><b>brave:</b> not afraid, showing courage</p> <p><b>crowded:</b> filled with too many things or too many people</p> <p><b>customer:</b> person who pays for a good or a service</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● dramatic play furniture: sink, table, chairs</li> <li>● large pieces of fabric</li> <li>● clothespins</li> <li>● realia related to tools and supplies used at barbershops and hair salons (or images of these), such as nets, brushes, picks, etc.</li> <li>● empty shampoo and conditioner containers</li> <li>● supplies for making other props and signs</li> </ul> <p>Note: Avoid supplying real scissors, as even those that are dull and made of plastic may cut hair.</p> <p>Set these props aside in a box or bin for the Intro to Centers.</p> <ul style="list-style-type: none"> <li>● baby dolls</li> <li>● non-fiction and fiction books and images, representing diverse barbershops, hair salons, and hair styles</li> </ul> <p>Place these images and texts in the center for children’s reference.</p> <ul style="list-style-type: none"> <li>● chart paper and marker</li> <li>● clipboards</li> <li>● paper</li> <li>● markers/pencils</li> </ul>

	<ul style="list-style-type: none"> <li>● tape</li> </ul> <p>Arrange the area minimally so that children have a cleared space in which to create a new setting.</p> <p>Note: Because of family tradition, culture, religion, or personal preference, many children may not show or allow others to touch their hair.</p> <p>This activity will continue into Week 5. Consider planning a visit to a barbershop or hair salon and/or having an expert visit the classroom.</p>
<b>Intro to Centers</b>	<p><i>Have you noticed that the Dramatization Center looks different today? That's because, inspired by Bippity Bop Barbershop, we will begin to set up a barbershop and/or a hair salon! What kinds of materials do you think we will need? How will people be able to tell that this space is a barbershop or hair salon?</i></p> <p>As children share ideas, record them on chart paper.</p> <p><i>You have a lot of ideas! Some of the things you mentioned might be in this box.</i></p> <p>Look through the box of props. Pass a few around the group.</p> <p><i>There are some things we don't have that you may need. I wonder if you'd like to write a letter to your families, asking them to contribute some of these things to our classroom barbershop?</i></p> <p>Indicate writing and drawing materials available for letter writing.</p> <p><i>You could also make some of them yourselves, using materials we have in the classroom. For example, we do not have real scissors here, because we don't want anyone's hair to get cut by accident. What could you use for scissors?</i></p> <p><i>If you are not sure about what would be useful for setting up a barbershop or hair salon, you can do some research by looking through these books and images.</i></p> <p><i>Once you have set up the barbershop [or hair salon], you can start pretending to cut and style hair! You can use the dolls as customers, or just for practice!</i></p> <p>Leave the collection of materials in the center for children to unpack and arrange.</p>
<b>During Centers</b>	<p>Allow children to unpack and arrange props and materials according to the discussion at Intro to Centers. Encourage them to be purposeful in</p>

	<p>organizing materials so that they are accessible to all and easy to care for. This might include making labels for shelves or bins.</p> <p>Encourage children to make signs for the entrance and for services they are offering, with paper and writing and drawing tools available in the Dramatization and the Writing and Drawing Centers.</p> <p>As children set up and begin to enact scenarios in the barbershop/salon, talk with them to support connections to the text(s) and to their own experiences. Supply relevant vocabulary. Probe for information about children’s experiences with and feelings about hair care.</p> <p>Engage children in conversations about the provision of services at the barbershop/salon: how much services cost, how the exchange of money for service works, what conversation supports that exchange, and why a service costs money.</p> <p>Encourage children to continue to make lists of items they might need to make the area look like and function as a barbershop or hair salon.</p> <p>Take photos or record video of children setting up and playing in the center. Take notes on their statements and questions, and use this documentation to engage them in deeper conversations as well as when the center is reintroduced in Week 5.</p>
<p><b>Facilitation</b></p>	<ul style="list-style-type: none"> <li>● What materials do we still need to set up shop? How can we get them?</li> <li>● How should we arrange our materials so they are organized for everyone to use? How will everyone know where the materials go?</li> <li>● What services will the barbershop/salon offer? How would the customers know?</li> <li>● How can you be safe while you pretend to be barbers and customers?</li> <li>● Who will you pretend to be? What will you use to pretend to be that person?</li> <li>● How can you ask another person to play with you?</li> </ul>
<p><b>Standards</b></p>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.3.K.a</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>Global Connections</b> Students understand the influence of economics on individuals and groups in the United States and the World, including Maine</p>

	<p>Native Americans, by identifying how individuals, families, and communities are part of an economy.</p> <p><b>Economics</b> Students understand the nature of economics as well as key foundational ideas by describing how people make choices to meet their needs and wants.</p> <p><b>Personal Finance</b> Students understand the nature of personal finance as well as key foundational ideas by describing how money has value and can be traded for goods and services.</p>
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**Notes**

**Resources:**

*Crown: An Ode to the Fresh Cut*, Derrick Barnes

*My Hair is a Garden*, Cozbi A. Cabrera

*Hair Love*, Matthew A. Cherry

*Hairs/Pelitos*, Sandra Cisneros

*Furqan's First Flat Top*, Robert Liu-Trujillo

*I Love My Hair!*, Natasha Anastasia Tarpley

**Video:**

Native Portraits: Native Hairstyles at Museum of Indian Arts and Culture

<https://www.youtube.com/watch?v=OKZI-4GExQk>