



**937-2:
Hair and Skin Care for African American
and Biracial Children**

A Training Outline

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**For the
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937-2: Hair & Skin Care for African American and Biracial Children

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937-2: Hair & Skin Care for African American and Biracial Children

An Overview of the Curriculum

Rationale:

As child welfare professionals and foster and adoptive parents strive to understand and respect the cultural backgrounds of children entrusted to their care, it is important to keep in mind that ethnic, racial, spiritual, and social aspects of culture often guide the values and beliefs of children and families and influence behavior and well-being. Many practitioners and caregivers are unsure about how to maintain the hair and skin of children from other cultural and ethnic groups. Some practitioners or caregivers may not realize that different textures of hair require different care routines, or that some skin conditions are particular to certain skin tones or types. Without intending to, adults in this situation can damage or neglect a child's hair or skin – and worse, they may severely harm the child's self image. Culturally, hair and skin are important to how others perceive a child. For children and youth who have been removed from their homes and familiar surroundings and who may have experienced other trauma, it is vital that adults in their lives support their cultural identities, as it enables them to adjust and promotes their healing. This curriculum is designed to assist caregivers in meeting the unique hair and skin care needs of African American and Biracial children, and answer some of the questions that caregivers may have.

Competency:

937-2: The foster parent can use knowledge of the child's culture to help develop relationships to stimulate development, to manage behavior and to integrate the cultural heritage of the child in daily living.

Learning Objectives:

Participants will be able to:

- √ Describe the unique properties of skin of color and the major differences between skin of color and White skin;
- √ Determine how to apply a fundamental skin-care routine for babies and children in their care, including how to choose appropriate skin cleansing and moisturizing products;
- √ Identify minor skin disorders more prevalent to African American and Biracial children as well as treatment recommendations;
- √ Apply a 7-step care process for children's hair and a basic hair-care regiment for infants;
- √ Recognize the critical tools needed for styling kinky and curly hair; and
- √ Identify and apply fundamental steps in achieving various styling techniques for children's hair.

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An Overview of the Curriculum (continued)

Length of Workshop:

3 Hours

Materials Needed to Present Workshop:

- √ Color markers
- √ Name tents
- √ Overhead projector and screen
- √ Television and VCR
- √ Easel stand
- √ Blank easel pad
- √ Curriculum with transparencies
- √ Handouts for participation
- √ "Hair and Skin Care for African American and Biracial Children Workbook"
- √ DVD: *African-American and Biracial Hair Care: A Parent's Practical Guide to Managing Hair Care*
- √ Resource table materials (books, hair and skin care products and tools)

Target Audience:

Child Welfare Foster Parents

Summary:

For children of all ethnicities, it is essential to a child's sense of identity and self-esteem that they are given the opportunity to look like they are well-cared for and groomed. How children look can shape the conclusions outsiders draw. Children notice others' assessments and often interpret them as evidence of their own inadequacy. For Foster Parents of African American or Biracial children who are of a differing ethnicity, the hair and skin care practices necessary to maintain health and beauty may be totally different from their own. It is also something that most people have never had the opportunity to learn about. This training is based upon the premise that hair and skin type is based on biology, but the ability to care for them is not biological! This training will provide participants with the fundamental knowledge and skills needed to care for the skin and hair of children who are African American or biracial, focusing upon providing easy-to-learn techniques, product recommendations, as well as discussion around common hair and skin dilemmas.

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An Overview of the Curriculum (continued)

Expectations of the Trainer:

- Trainers for this curriculum should understand and be able to communicate to participants the belief that for children of all ethnicities, it is essential to a child's sense of identity and self-esteem that they are given the opportunity to look like they are well-cared for and groomed. How children look can shape the conclusions outsiders draw. Children notice others' assessments and often interpret them as evidence of their own inadequacy.
- Trainers for this curriculum should be able to communicate that for White Foster Parents of African American or Biracial children, the hair and skin care practices may be totally different from what they are familiar with. But it is also something that is highly learnable. The ability to attend to the hair and skin care of African American and Biracial children is not biological, but rather socially and environmentally learned.
- The trainer should be comfortable with and have a wide breadth of knowledge on the subject of skin and hair care for persons with darker skin. Personal experience in caring for the skin and hair of children who are African American and/or Biracial will add significantly to their ability to offer suggestions and testimonials.
- Finally, the Trainer must be able to appropriately handle differing opinions and experiences regarding hair and skin care methodology and practice. Many of the participants in the room will have prior experience in doing such care, and may have techniques or practices that are in opposition to what is being presented. It is important to be able to affirm participant's own experiences and contributions, while also being able to present and support what is believed to be "best practice" regarding such care. This can be a challenging position to be in at times, but it is critical to the credibility and effectiveness of this training that the Trainer be able to adequately manage this task.

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Agenda for a Half-Day Curriculum on Hair and Skin Care for African American and Biracial Children

Estimated Time	Content	Page
15 minutes	Section I: Welcome and Introductions	5
30 minutes	Section II: Gaining Perspectives and Eliminating Myths: The Significance of Hair and Skin Care to a Child	9
40 minutes	Section III: Skin Care: Process, Products and Pressing Issues	17
15 minutes	BREAK	
70 minutes	Section IV: Hair Care: Process, Strategy and Dilemmas	25
10 minutes	Section V: Closing and Evaluations	40

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Section I: Welcome and Introductions

Estimated Length of Time:

15 Minutes

Learning Objectives:

Participants will be able to:

- Identify the rationale and learning objectives for the training
- Recognize participants' culturally-based practices regarding hair and skin care of young children
- Identify their learning needs

Method of Presentation:

Lecture, individual and group activity

Materials Needed:

- Name tents
- Markers
- Index cards
- Resource Table materials: books, sample hair and skin care products and tools
- Shoe box or other similar-sized container/basket
- **Handout #1 (Agenda)**
- **Overhead #1 (Your Name Tent)**
- **Overhead #2 (Agenda)**
- **Overhead #3 (Learning Objectives)**

Resources Used:

None

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Section I: Welcome and Introductions

Outline of Presentation:

Arrange seating around round tables, four to six participants at each table. Prepare the training room by placing name tents and markers and index cards on each table. Also, create a resource table on which you can display hair and skin care books, as well as sample hair and skin care products and tools (e.g. flat iron, brush-hair dryer, variety of combs, hair accessories, conditioners, shampoos, styling aids etc.)

Arrange one flip chart with easel on the left or right side of the overhead projector/ screen at the front of the room.

- Welcome participants to the training
- Trainer self introduction
- Review the rules of the Training Program
- Ask participants to construct name tents, displaying instructions on **Overhead #1 (Your Name Tent)**
- Engage participants in “Name Tent” icebreaker activity
- Conduct the “1-minute” silent focus activity
- Distribute **Handout #1 (Agenda)**
- Review the agenda and timetable for the training day using **Overhead #2 (Agenda)**
- Review the learning objectives for the day using **Overhead #3 (Learning Objectives)**

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Section I: Welcome and Introductions (continued)

Step 1: Arrival of Participants

- As participants enter the room, ask them to choose their seats and get beverages etc. prior to the start of training. Point out the resource table which has been set up. Encourage participants to peruse what is displayed.

Step 2: Welcome and Introductions:

- Trainer welcomes participants to the training and introduces self. Review the rules of the training program (e.g. 15-minute rule, sign-in sheet and evaluation).

Step 3: Creating Name Tents

- Instruct participants to make a name tent using the paper provided. Display **Overhead #1 (Your Name Tent)** that outlines what information to put on their name tents:
 - Name, Agency, Role, and one culturally-based hair or skin care practice they were taught for young children.

Trainer Note:

It may be helpful for you to share an example of a culturally-based hair-care practice you were taught as it relates to young children. For example, you never cut a child's hair before the age of one.

Step 4: Small Group Introductions

- In small groups, allow persons to introduce themselves, sharing what was written on their name tents. Ask each group to appoint a recorder to write down the culturally-based hair and skin care practices that were identified.
- After persons had the chance to introduce themselves within small groups, ask each table group's appointed recorder to share the culturally-based hair and skin care practices that were identified.
- Use the newsprint at the front of the room to record what is shared.

Step 5: Index Cards

- Inform training participants that there are index cards in the middle of each table. These cards are for participants to be able to write down key questions they have regarding a hair or skin care issue. Participants can write down those questions at any time and place them in the box provided on the resource table.
- Assure participants that you will be reviewing questions, and will attempt to answer as many as possible during the training session. Inform participants that you will particularly attempt to answer questions that may not be covered in the training either via presentation, handouts or workbook materials.

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Section I: Welcome and Introductions (continued)

Step 6: Training Agenda and Learning Objectives

- Distribute **Handout #1 (Agenda)**. Using **Overhead # 2 (Agenda)** and **Overhead #3 (Learning Objectives)** review with the group how your time will be spent together.

- Answer any questions participants may have regarding the training objectives or agenda.

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Section II: Gaining Perspectives and Eliminating Myths: The Significance of Hair and Skin to a Child

Estimated Length of Time:

30 minutes

Learning Objectives:

Participants will be able to:

- Recognize how deeply a single bad experience related to a child's hair – or any cultural attribute – can affect a child's self esteem.
- Identify some of the most common myths related to African American hair and skin care practices.

Method of Presentation:

- Storytelling
- Group activity

Materials Needed:

- Handout # 2 (Myth or Fact?)

Resources Used:

Costa, J. (2003). *Making Cultural Connections: Hair and Skin Care for Children of African Descent*. Washington, DC: CWLA.

www.Nappyhair.com

www.Societyhilldermatology.com

Smith, W. & Burns, C. (1999, March/April). Managing the Hair and Skin of African American Pediatric Patients. *Journal of Pediatric Health Care*, 13 (2).

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Section II: Gaining Perspectives and Eliminating Myths: The Significance of Hair and Skin to a Child

Outline of Presentation:

In order to help participants to consider the significance to a child of cultural attributes, such as skin and hair, the trainer will begin by reading a true story. After reading the story, the trainer will allow participants to share reactions, and will then discuss the significance of hair and skin care and the role that caregivers play in ensuring a child looks and feels his or her best. The trainer will then engage the group in a short activity that will allow the group to consider common myths and misconceptions people have about the hair and skin of African American and Biracial persons.

- √ Read Jeanne's Story to the group
- √ Allow 1-minute silent reflection & sharing of "first reactions"
- √ Give a brief lecture around the significance of hair and skin to a child's self esteem and the role of caregivers in ensuring a child feels and looks his/her best
- √ Conduct a small group activity to highlight common myths and misconceptions about the skin and hair of African American and biracial persons

Step 1:

- Trainer reads an autobiographical story about a little girl named Jeanne. Participants should feel free to close their eyes and listen if desired:

Jeanne's Story: A True Story

At 8 years old, with very little warning, I was diagnosed with a kidney disease and admitted to a hospital for children with long-term illnesses for almost a year. My parents explained my illness to me, and told me that I needed to be hospitalized for a while. During those moments, the thought of who was going to do her hair never entered into my mind. In fact, until the problem surfaced, I had never really thought about my hair.

In the 1950's, in my culture (Cape Verdean) as well as other cultures of people of color and Caucasians, little girls always had to have very neat hair. No matter how curly or kinky your hair was, every strand had to be perfectly in place. My hair texture could be described as semi-tightly curled, a combination of my mother's straighter hair and my father's kinkier hair. My hair was a bit of a challenge for my mother, but she managed quite well. She was the only one I knew who could braid my hair and not leave a strand out of place.

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Section II: Gaining Perspectives and Eliminating Myths: The Significance of Hair and Skin to a Child (continued)

Step 1 (continued):

The hospital was located in a rural area of Dartmouth, Massachusetts, about four miles from my home. During my first night in the hospital, I felt very alone. Remembering the strange expressions on my parents' faces after they spoke with the doctor, I realized I was very sick indeed. I became very confused and frightened as I thought about all the possibilities. I was afraid of being separated from my family and friends for a long time, and I thought I was going to die in the hospital.

I became even lonelier when I found out that I was the only female of color in the whole hospital. I had been aware of cultural differences in the past at school, church, and in social gatherings, but in those circumstances, if I ever felt uncomfortable, I knew I could always go home to my familiar cultural surroundings. But I couldn't leave the hospital. I felt I could manage though, because since kindergarten, I had attended an almost all-white school, and had adjusted well within my peer group.

That first night, I also noticed that no one on the ward had hair like mine. Then it really hit home. "Oh no, I thought, who was going to comb my hair? Who would take the time to do it? It took at least 20 minutes. Would anyone in the hospital know how to braid my kind of hair?"

I had often been made aware that my hair was different. "Frizzy" was one name I heard. Sometimes people would comment, "Your hair isn't as nice as your mother's," or ask, "How come you have such dry hair, when other people in your family don't?"

A panicky feeling swept over my body. I knew that the hospital staff would find out that my hair wasn't like theirs as soon as they began to undo my braids, and I was afraid of what they would say about my tightly curled hair. My mouth became dry and an anchor and chain seemed to wrap themselves around my body as I slid further down between the crisp, cold, white sheets.

When morning came, it occurred to me that maybe my mother would wash and braid my hair on Sunday when she visited. I gave a quiet sigh of relief and began to think other thoughts. Luck was with me to start, because my mother had washed and braided my hair very tightly the night before I was admitted to the hospital, and if need be, that braiding was usually good for a solid week. When my parents came to visit on Sunday, my mother did comb, brush, and braid my hair, and I was almost as good as new.

About two weeks after my hospital admittance, it finally happened: shampoo day. A nurse named Mrs. Hunter, a short stocky, older woman with a bun in the back of her hair, wheeled me into the room where the children were bathed. She prepared my water and helped me into the bathtub.

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Section II: Gaining Perspectives and Eliminating Myths: The Significance of Hair and Skin to a Child (continued)

Step 1 (continued):

Humming along as she usually did, Mrs. Hunter placed me into the huge steel tub and began to wash me as she had done on previous days. In between her humming she said, "Well, dearie, today we are washing your hair, like it or not.," As she began to unbraid my hair, still humming, I could feel my small body begin to curl up with fear. I could feel her probing through my hair, and I knew what was about to happen. Today's bath was to be different than any other time in my life. It would become ingrained on my consciousness, an experience I would never forget.

As her hands moved hesitantly through the coils in my hair, I felt her fingers exploring the thickness and the texture of my hair for the first time. "Good Lord, child, you have a mass of hair here," exclaimed Mrs. Hunter. "My word!"

When she finished unbraiding my hair, she reached over for the steel water pitcher, and my body continued to stiffen. As Mrs. Hunter began to pour water over my head, she started humming again. Since the first pitcher of water didn't wet my hair enough (or so it appeared), she continued to fill the pitcher a few more times. My hair still didn't appear wet because it didn't lie flat against my head. My hair was thick, strong, healthy, and spiraled, and it would never lie flat to the scalp. I knew this, but Mrs. Hunter didn't, so she kept pouring.

Obviously this was the first time she had ever touched hair like mine, and it fascinated, amazed, and amused her so much that she decided to call everyone who was on duty in the vicinity- including the male janitor – into the bathroom. "Come have a look at Jeanne's hair!" Mrs. Hunter called out. "Have you ever seen anything like this in your whole life?"

Mrs. Hunter would pour water over my head, wait for a few seconds, laugh, and then everyone would reach over and touch my hair while making unkind remarks. This demonstration went on for about three or four minutes, but to me it felt like an eternity. As I sat naked with one arm crossed over my chest, the other hand wiping the pouring water from my eyes, I was horrified, ashamed, and humiliated. The tears and the water began to blend together. Finally, an attendant named Miss Madeline (God bless her) came in, and when she saw me sitting there, looking pitiful, she reached down and pulled me up into a towel and away from that horrible experience, I cried in her arms until I fell asleep.

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Section II: Gaining Perspectives and Eliminating Myths: The Significance of Hair and Skin to a Child (continued)

Step 2:

- In order to allow participants to process their feelings regarding Jeanne's experience, ask persons to take 1 minute to silently reflect on the feelings this story evoked and jot down whatever comes to mind during that time. After 60 seconds, ask participants to put their pens down. Ask the group if there is anyone who would like to share anything that they wrote.

Step 3:

- After participants have had a chance to share, use the following key points to summarize the significance of hair and skin to a child's self esteem, as well as to introduce the idea that no one is born knowing how to care for any type of hair and skin. This knowledge and skill is not biologically learned, but rather environmentally learned. And, as foster and/or adoptive parents, this is the task before them:
- √ The author of this story, Jeanne Costa, worked for the Massachusetts Department of Social Services (DSS) for almost 20 years. She chose to share her personal story in the preface to a book she has written, entitled, "Making Cultural Connections: Hair and Skin Care for Children of African Descent." (CWLA, 2003), because she wanted to demonstrate how deeply a single bad experience related to a child's hair – or any cultural attribute – can affect a child's self esteem.
 - √ For children of all ethnicities, it is essential to a child's sense of identity and self-esteem that they are given the opportunity to look like they are well-cared for and groomed. How children look can shape the conclusions outsiders draw. Children notice others' assessments and often interpret them as evidence of their own inadequacy.
 - √ For foster or adoptive parents of African American or Biracial children who themselves are of a differing ethnicity, the hair and skin care practices may be totally different from their own. It is also something that most people have never had the opportunity to learn about. And that is what it is: learning. The ability to attend to the hair and skin care of African American and Biracial children is not biological, but rather socially and environmentally learned. The step daughter of one of the authors of this curriculum lost her mother at the young age of seven. Her father, who had never participated in the care of Lori's hair, was petrified at the thought of having to manage her hair on his own. He chose to live next door to Lori's grandparents for over a year, in part, because of that fear. But he learned, and testifies today, that anyone can learn how to braid hair, style hair and care for the needs. Hair type is based on biology, but the ability to care for hair is not biological!

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Section II: Gaining Perspectives and Eliminating Myths: The Significance of Hair and Skin to a Child (continued)

Step 3 (continued):

√ This is what this training is designed to begin: a learning process that should never end, as long as you are participating in the care of children. There are three critical things to keep in mind:

- The goal is to maintain practices that support the child's African American cultural roots and identity, not to attempt to conform the child to traditional Caucasian styles.
- One size does not fit all: there is as much variation in African American hair and skin type as in other cultures. What might have worked with one child, will not necessarily work with another child. Taking the time to assess your child's needs will greatly aid you!
- There is much information and resources available to assist you: stop, look, listen & learn!

Step 4:

- Share with participants that because most Caucasian people have not had the opportunity or need to learn about the hair and skin care of African American or Biracial persons, many times a lack of information is a breeding ground for misconceptions and myths. Misconceptions and myths often lead to errors in decision-making, as well as value judgments that can be harmful and/or hurtful to others.
- In order to illustrate and eliminate some of the most common myths about the hair and skin of African American and Biracial persons, engage the group in the Myths and Facts Activity.

Step 5:

- Distribute **Handout #2 (Myth or Fact?)**
- Assign each table group one of the questions on the Myth or Fact Worksheet. If there are more tables than questions, you can assign more than one table the same question. If there are fewer tables than questions, you can either assign more than one question to each table group, or break participants into triads.
- Inform participants that they have 7-8 minutes to discuss their question as a group and come to consensus as to whether the statement is a myth or a fact. The groups should be prepared to share what thinking and/or knowledge contributed to their decision.

Step 6:

- Review the answers to each of the statements on the Myth and Fact worksheet. Allow the group that discussed the question to share their response first (and rationale for that response). If the group's response was correct, praise them, and then share any additional information provided below that was not captured by the group. If the group's answer was not correct, share with them the correct answer, as well as the reason for the answer.

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Section II: Gaining Perspectives and Eliminating Myths: The Significance of Hair and Skin to a Child (continued)

Myth or Fact Worksheet Answers:

1. **There is no difference in the makeup of African American hair in comparison with any other hair type (TRUE)**
There is no chemical difference in the makeup of African American hair in comparison with any other hair type. It has a cuticle (the outer layer), a cortex (the middle layer, composed primarily of keratin and moisture, plus melanin, which gives hair its color), and a medulla (the center of the hair shaft). All these parts are identical to those of Caucasian hair. What is different is the wave, curl or kink and bonding pattern. Bonding speaks to the structure of the hair: the curvature of the follicle is responsible for the curl of the hair.
(www.nappyhair.com and www.societyhilldermatology.com)
2. **Unlike other hair types that grow approximately ½ inch per month, African American hair grows at a slower rate, usually less than ¼ inch per month (FALSE)**
All hair types grow at approximately the same rate of ¼ - ½ inch per month. Rather than ethnicity or race, growth rates are related to the individual person, his/her age, his/her diet etc. Also, due to the more fragile nature of coarser hair and the likelihood of breakage due to what is done to the hair, it sometimes appears that hair is “not growing”, when in actuality, the issue is more of breakage. (Dr. Susan Taylor, Society Hill Dermatology)
3. **A dry or flaky scalp is most often a result of a lack of oil, and can be most easily addressed by oiling the scalp with an appropriate product. (FALSE)**
In most cases, the sebaceous glands alone produce enough oil for the scalp. In many cases, a dry or flaky scalp is the result of using the wrong products. For example, a gel or shampoo with a high alcohol content (most common in those marketed to Caucasians/European Americans) can dry out the scalp. Also, a too-heavy conditioner may leave a flaky residue. It is often best to hold off on the oil until you check what is being used on the hair, and consider altering the product. (www. Hairstyles and Hair.com, Pamela Edwards)
4. **The reason kinky hair breaks so easily is because its dry texture. (FALSE)**
The three main reasons why kinky hair breaks so easily are
(www.Nappyhair.com and Journal of Pediatric Health Care, Vol 13, No. 2):
 - a) Every twist in kinky hair represents a potential stress point, which means the curlier the hair, the more prone it is to breakage.
 - b) Some styles that are left in too long or pulled too tightly (e.g. cornrows or braids/extensions) can cause traction, which results in breakage
 - c) Kinky hair is prone to catching onto one another, which causes fragmentation.

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Section II: Gaining Perspectives and Eliminating Myths: The Significance of Hair and Skin to a Child (continued)

5. Ashy skin can be eliminated if you moisturize with the correct product on a regular basis. (TRUE)

When African Americans have dry and scaly skin, they may refer to it as being “ashy”, or in other words, the skin has the appearance of grayish ash dusted over it. On areas of the body where the skin is thicker (e.g. elbows, kneecaps, knuckles) increased dryness tends to occur if moisture is not added on a regular basis. (Journal of Pediatric Health Care, Vol 13, No. 2)

6. Because African American and Biracial children tend to have their hair washed less frequently, lice tends to occur somewhat more frequently than in children of other ethnicities. (FALSE)

African Americans do not generally get lice. The shape of the hair shaft often prevents lice from adhering to it. Also, because African Americans and persons with curlier hair textures tend to apply more oil-based products to the hair shaft, lice are smothered or impeded in their movement (Journal of Pediatric Health Care, Vol 13, No. 2)

7. Regardless of style (e.g. braids, extensions, dreadlocks, cornrows, relaxed etc.), hair needs to be washed every 7-10 days. (TRUE)

Certain styles require less styling (e.g. braids or locks) but all heads (especially scalps) need to be cleaned. The environment (pollen, pollution) dirties the hair and scalp, and so does residue from hair products, perspiration and bacteria. “The only way to remove all this debris is to shampoo,” says Pat Grant-Williams of Colomer USA, a leading hair-care manufacturer. She adds, “Don’t forget to keep the hair moisturized and conditioned, especially natural styles. This extra lubrication helps keep it from breaking.”

Step 7:

- Summarize the activity by informing participants that this training is going to provide much more in depth information on the construct and characteristics of African American hair and skin, as well as techniques and strategies for keeping their children’s hair and skin healthy and vibrant.
- Remind participants that “knowledge is power” and this training is designed to fill in knowledge gaps and present strategies and methods for taking the best care of their children’s hair and skin as possible. No one has all of the answers, and in most cases, there will be a variety of opinions and answers to a hair or skin issue. Participants should be encouraged to share any knowledge or information that they have with the group. As the trainer, you should share the knowledge and information you have as well, and don’t be surprised if someone disagrees or has a different answer! Participants must experiment and decide for themselves which methods, techniques and/or products work best for their child (ren).

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Section III: Skin Care: Process, Products and Pressing Issues

Estimated Length of Time:

40 minutes

Learning Objectives:

Participants will be able to:

- Describe the unique properties of skin of color and the major differences between skin of color and White skin;
- Determine how to choose appropriate skin cleansing and moisturizing products based on the nature of a child's skin
- Apply a fundamental skin-care regiment for babies and youth in their care
- Identify minor skin disorders more prevalent to African American and Biracial children as well as treatment recommendations

Method of Presentation:

- Trainer presentation, Group discussion

Materials Needed:

- **Overhead #4 (Notable Differences Between Skin of Color and White Skin)**
- **Overhead #5 (What is Melanin?)**
- **Overhead #6 (Daily Skin Care for Children)**
- **Handout #3 (Minor Skin Disorders)**
- Workbook Section I: Skin Care

Resources Used:

Costa, J. (2003). *Making cultural connections: Hair and skin care for children of African descent*. Washington, DC: CWLA.

Downie, J., & Cook-Bolden, F. (2004). *Beautiful skin of color: A comprehensive guide to Asian, olive and dark skin*. New York, NY: Harpers Collins Publishers Inc.

Smith, W. & Burns, C. (1999 March/April) "Managing the hair and skin of African American pediatric patients." *Journal of Pediatric Health Care*. 13 (2),.

Taylor, S. (2003). *Brown skin: Dr. Susan Taylor's prescription for flawless skin, hair and nails*. New York, NY: Harpers-Collins Publishers.

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Section III: Skin Care: Process, Products and Pressing Issues

Outline of Presentation:

In order to help Foster Parents to begin considering the special skin care needs of African American and biracial children, the trainer will begin by describing the unique properties that darker skin has, as well as the major differences between darker skin tones and White skin tone. The trainer will build upon this information by presenting a fundamental skin care regiment that foster parents can apply, focusing upon frequency, techniques and products for washing and moisturizing. As a part of this presentation, the trainer will pose “dilemma” questions to the group, as a means to aid participants in considering how to address special situations or circumstances as they attempt to care for their children. The trainer will end this segment by discussing the most common minor skin disorders that tend to affect persons with darker skin, utilizing a worksheet that tests participants’ current knowledge of such disorders.

- √ Present an overview of the major differences between darker skin tones and White skin tone and the uniqueness of skin of color;
- √ Review the key steps in a skin care regiment for washing and moisturizing skin, discussing product recommendations for washing and moisturizing. Incorporate “dilemma” questions provided in the training content;
- √ Discuss the most common minor skin disorders that tend to affect persons with darker skin as well as recommended treatment options.

Trainer Note:

From this point forward in the curriculum, nearly all of what is going to be presented regarding skin and hair care can be found in the participant’s Training Workbook. The training was designed this way in order to avoid overwhelming participants with constant distribution of handouts. Familiarizing yourself with the content of the Workbook ahead of time is essential. As you are describing various step-by-step processes, you will find that those steps are outlined for participants in the Workbook as well. This should allow participants to focus on listening and asking questions, only needing to take notes as “add-ons” to what is written in the Workbook.

Step 1:

- Using **Overhead #4 (Notable Differences Between Skin of Color and White Skin)** and review the key principles about skin of color and the ways it is different from White skin:
 - The Most Notable Differences Between Skin of Color and White Skin (Brown Skin, 2003):
- Increased amounts of melanin as compared to white skin, resulting in a warmer skin shade;

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Section III: Skin Care: Process, Products and Pressing Issues (continued)

Step 1 (continued):

- Greater ability to absorb and disperse the sun's rays (ultraviolet (UV) radiation) more effectively, thereby preventing much (but not all) of the damage done by such exposure;
- Lower risk of skin cancer;
- Fewer visible signs of aging, such as deep wrinkles, fine lines, and sun spots;
- More visibly shows signs of dryness, often referred to as "ashy skin";
- Potential problems with pigmentation, or uneven darkening or lightening of skin;
- Greater risk of keloid (raised, often large scars) development.

Trainer displays **Overhead #5 (What is Melanin?)** and lectures on the following content:

Melanin is made of specialized cells known as melanocytes. All people have the same number of melanocyte cells; however people of color have melanocytes that are capable of making large amounts of melanin. These cells produce more melanin in response to various circumstances (e.g. sun, medications, rash, scratch, pimple or other medical conditions) causing persons of color to suffer more frequently from problems such as:

- Dark marks and other skin discolorations
- Keloids (large, raised fleshy scars)
- Vitiligo (problems with pigmentation)
- Acne
- Eczema
- Disfiguring bumps, such as razor bumps

Melanin in darker skins also offers certain characteristics that are beneficial:

- Higher protection from the damaging impact of the sun.
- Acts as a guard from long-term damage associated with aging (deep wrinkles, rough surface texture, age spots).
- Less susceptibility to developing skin cancer (the rate of skin cancer among African Americans is many times lower than the rate for Caucasians).

Step 2:

- Assure participants that the daily skin care regiment for children of color is not difficult; and can help prevent certain skin problems, such as over-dryness, acne and minor skin irritations.
- **Display Overhead #6 (Daily Skin Care for Children)** and present a basic 3-step skin care regiment that foster parents can apply with children over one years of age. When presenting the three key steps in the care regiment, highlight key points for parents to consider when choosing products for washing, moisturizing and sun screening. Allow participants to ask you questions after each step.

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Section III: Skin Care: Process, Products and Pressing Issues (continued)

Step 2 (continued):

Direct participants to **Workbook Section I**, as it outlines the process, as well as provides detailed material on moisturizing and sunscreen product characteristics and recommendations, as well as application tips.

Children:

- 1. Cleanse the face and body at least once a day with a nonirritating cleanser.**

Key Points:

- Cleanse with mild, nonirritating cleaners.
- Cleanse with lukewarm water.
- Wash gently with the fingertips or soft cloth, avoiding abrasive agents such as puffs and pads. Do not use rough cloths or loofash, which may irritate the skin.
- Limit baths or showers to five minutes.
- Gently pat skin dry.
- Use showers or a bath every 2-3 days if child shows signs of excessive dry skin. Particularly on pre-teen and teenagers, or children who have a high level of physical activity, if daily bathing is problematic due to excessive dry skin, apply focused washing only in key areas on a daily basis (hands, face, under arms, groin area).

Washing Product Recommendations:

- Bar or liquid soaps with moisturizing agents added (e.g. Dove or Oil of Olay).
- Non-scented bar or liquid soaps.
- Avoid bubble bath products or other types of products that you pour into bath water.

- 2. Moisturize the entire body with an appropriate moisturizer based on the child's skin, giving special attention to such areas as elbows, knees and hands.**

Key Points:

How Moisturizers Work:

- Moisturizers work by creating a barrier on top of the skin. The barrier helps to hold in moisture.
- Moisturizers also create a slight swelling effect on the surface, making skin look smoother and healthier.

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Section III: Skin Care: Process, Products and Pressing Issues (continued)

Step 2 (continued):

What to Use:

- Look for unscented and alcohol-free moisturizers. Alcohol and perfume are drying, and can be irritating. Also, avoid products containing Vitamin A or retinol, which can further dry the skin.
- Many of the over-the-counter moisturizers are designed for Caucasian skin types, meaning they have less moisturizing elements than are typically needed by persons with darker skin tones.
- Moisturizing lotions are “water-in-oil” combinations, verses creams which are “oil-in-water” combinations.
- Creams are heavier and greasier, but they are often more effective for ashy and very dry skin.
- Products that contain “humectants”, or substances that attract water to the skin, are excellent. When reading the labels of moisturizers, look for products that include: glycerin, urea, hyaluronic acid, or dimethicone.
- All Purpose Moisturizing Lotion Products to Consider: Cetaphil, Lubriderm, Curel, Eucerin
- More Concentrated Products to Consider: Jergens Ash Relief Moisturizer, Lacti-Care, LAC-HYDRIN, AmLactin, Eucerin Renewal Alpha Hydroxy Moisturizer
- Creams to Consider: Eucerin Original Moisturizing Cream, Carmol 20, Vanicream, SBR Lip Cream
- Natural Products to Consider: Products containing corn oil, soy oil and or beeswax, such as Burts Bees Buttermilk Lotion. These products are typically found in natural or whole food stores

Dilemma Question:

My child wants to use petroleum jelly as a moisturizing product. Is this a good idea?

- *Allow participant feedback*
- *Author’s suggestion: For generations, many children of African heritage have been taught to use petroleum jelly for ashy skin. For the most part, it works, but petroleum jelly is a by-product of gasoline, and it can clog the pores, sometimes severely. Some children may hold steadfast to this tradition, so gentle coaxing and a little education on the benefits of trying something new is suggested.*

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Section III: Skin Care: Process, Products and Pressing Issues (continued)

Step 2 (continued):

Where to Apply Moisturizer:

- Lips (lip balm or Vaseline)
- Elbows and Knees (while often difficult with kids, helping kids to avoid prolonged kneeling or leaning on the knees and elbows is helpful when those areas are particularly dry)
- Hands: Use only mild soap to wash hands, and apply a rich lotion to moisturize
- Feet (including heels)
- Arms and legs

Dilemma Question:

If an older child has dry skin that appears ashy, what would be the best way to tell the child without offending him / her?

- *Seek participant suggestions*
- *Author's suggestion: Let the child know that it is natural for certain climates to cause the skin to dry out and that moisturizers are available that will give the skin a healthy and moist appearance. Suggest a product recommendation, or ask them to come with you to the store to find a new moisturizing product.*

3. Apply sunscreen with an SPF of 15 to 30

Key Points:

- The average person of color has a natural SPF of 13, which means a person of color can stay in the sun without burning 13 times longer than a Caucasian person.
- Sunscreen is still critical for children of color because:
 - Sun can cause sunburn.
 - Sun can contribute to skin discoloration.
 - Sun suppresses the immune system, which some research shows weakens the body's ability to fight infection, cancer and other conditions.
- An SPF of 15 is usually sufficient for normal use when children are out in the sun for shorter amounts of time. Increased SPF's should be used in more intensive sun exposure situations.
- Babies have very sensitive skin, and need a sunscreen of SPF 30 or above. There are many sunblock products specifically designed for young children, with SPF levels as high as 50. Young babies under 6 months should not be exposed to heavy amounts of sun without protective clothing on the extremities and the head as well as sunscreen.

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Section III: Skin Care: Process, Products and Pressing Issues (continued)

Step 2 (continued):

Choosing a Sunscreen Product:

- Sunscreens work by absorbing the harmful ultraviolet A (UVA) and ultraviolet B (UVB) rays before they can affect the skin.
- Sunblocks create a protective barrier that reflects UV rays, causing them to bounce off the skin.
- Like other products, sunscreens are formulated for different skin types:
 - Oily skin: choose a light sunscreen gel or spray.
 - Normal/combination skin: apply a sunscreen gel or a sunscreen-containing moisturizer.
 - Dry Skin: you can use just about any lotion or cream sunscreen (they stay on longer than gels).
 - Sensitive Skin: Look for a PABA-free, chemical-free sunscreen.

Step 3:

- Review the following points on skin care for babies.

Babies (Under 1 year):

1. Gently wipe the body with a soft cloth once a day with a mild cleanser. Wipe the face with water. Bathe every 3-4 days.
2. For babies under 6 months, moisturizing is typically not recommended, as the pores are still developing. If the skin appears dry, or has dry patches, light application of a fragrance-free moisturizer with natural oils can be applied (e.g. Burts Bees Moisturizing Lotion).
3. Apply sunscreen at a SPF of 30 or higher (infants under 6 months should not be exposed to heavy amounts of sun without protective clothing on the extremities and the head).

Dilemma Question:

What can I (foster parent) do to “break the ice” to discuss questions on skin care, especially for teens and pre teens who show symptoms of dry skin or other skin disorders (e.g. razor bumps, acne)

- *Seek participant suggestions*
- *Author’s suggestion: One of the easiest ways to do this is to make a small investment in an ethnic magazine, such as YSB, Essence, Ebony or Emerge. This will provide your older child with information on a wide range of products and skin care issues.*

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Section III: Skin Care: Process, Products and Pressing Issues (continued)

Step 4:

- Inform participants the final piece that needs to be covered regarding skin care is minor skin disorders that are more prevalent in dark-skinned children.
- As was stated earlier in the training, an increased production of melanin in response to circumstances such as the sun, medications, a rash, a scratch, a pimple or other medical conditions can cause persons of color to suffer more frequently from certain skin problems.
- Distribute **Handout #3 (Minor Skin Disorders)** and allow participants to review the chart for a couple of minutes. If time permits, you can also highlight one or two of the disorders that you feel warrant special attention.
- Due to the parameters of this curriculum, all of these disorders cannot be presented in depth. If a participant's child suffers from one of these disorders, additional information should be sought from a medical professional. Due to the special daily skin care needs of children with eczema, the participant's Workbook Section II has more in depth information on Eczema, including what causes it, what triggers an outbreak, special skin care suggestions regarding washing and moisturizing and general treatment tips.

Step 5:

- Allow participants to ask questions regarding the skin disorders on the chart or other general skin care questions or concerns.
- Summarize this section by affirming to participants that healthy skin is important for a child's appearance. A basic, but consistent skin care process is the best tool towards avoiding problems. Remind participants that additional materials in the **Workbook Section I and Section III** can assist them with skin care needs.

Trainer Note:

This would be a good time to take a 15-minute break.

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Section IV: Hair Care: Process, Strategy and Dilemmas

Estimated Length of Time:

1 Hour 10 Minutes

Learning Objectives:

Participants will be able to:

- Apply a 4-step washing and conditioning process for children's hair
- Implement a hair-care regiment for infants
- Identify and know the uses for 10 critical tools needed for styling hair
- Utilize various styling techniques for children's hair
- Resolve common hair care dilemmas that parents often face

Method of Presentation:

- Trainer-led presentation & discussion
- Q&A Session

Materials Needed:

- **Overhead #7 The Uniqueness of Black Hair**
- **Overhead #8 Keeping Kids' Hair Clean and Soft Eight-Step Process**
- **Overhead #9 Infant Hair Care Tips**
- **Overhead #10 Top 11 Critical Tools Needed to Style a Child's Hair**
- **Handout # 4 Hair Care Dilemmas....And Now What!!**
- DVD: *African-American and Biracial Hair Care: A Parent's Practical Guide to Managing Hair Care*
- Workbook Section II

Resources Used:

Costa, J. (2003). *Making cultural connections: Hair and skin care for children of African descent*. Washington, DC: CWLA Press.

Ferrell, P. (1999). *Kids talk hair: An instruction book for grown-ups and kids*. Washington, D.C: Cornrows & Co. Publishing.

N-K Collison, M. (2002). *It's all good hair: The guide to styling and grooming black children's hair*. New York, NY: Harpers-Collins Publishers.

Williams, J. (2004). *Kinki creations: A parent's guide to natural black hair care for kids*. New York: NY: Harlem Moon Publishers.

937-2: Hair & Skin Care for African American and Biracial Children

Section IV: Hair Care: Process, Strategy and Dilemmas

Outline of Presentation:

This presentation will begin by explaining the basic nature of hair structure, and what makes African American and Biracial children's hair unique. You will then bridge into easy-to-learn procedures for the fundamental steps in caring for the hair of children and babies: combing, washing, conditioning, oiling & blow-drying. Within each of these steps, the content focuses upon: "why", "what" and "when": Why the step is done; What to do & use; and When to do it. This will be followed by a brief demonstration of simple hair styling options, through use of two segments on the DVD: *African-American and Biracial Hair Care: A Parent's Practical Guide to Managing Hair Care*. The segment ends with an opportunity for participants to discuss and learn about special hair care dilemmas, along with solutions for resolving them. Section III of the participant workbook contains detailed information on all of the content being presented during this segment. Participants should be directed towards that section prior to beginning your presentation, as it will help persons to only make "additional notes" for their use, versus attempting to write down everything you are saying.

Step 1:

- Using **Overhead #7 (The Uniqueness of Black Hair)**, present the following key points:

1. There is no chemical difference in the makeup of African American hair in comparison with any other hair type. All hair is comprised of three layers:

The Cuticle (Outside Layer)

- Consists of flat, overlapping scale-like structures.
- Contains natural keratin protein and shields your hairs inside layers from damage.
- Determines the condition of your hair.

The Cortex (Middle Layer)

- Consists of spindle-shaped cells aligned along the fiber.
- Contains natural keratin protein and lies right under the cuticle.
- Accounts for 70%-90% of hair's bulk and provides remarkable strength.
- Houses your hair's color pigment.

The Medulla (Core Layer)

- Consists of a central core of diffuse, elongated cells.
- Exists only in some strands of hair.

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Section IV: Hair Care: Process, Strategy and Dilemmas (continued)

Step 1 (continued):

2. While the three layers are identical to those of Caucasian hair, what is different is the wave and bonding pattern. Bonding relates to the structure of hair: the tighter the bond, the curlier the hair. Although there are exceptions, African American hair is usually coarser in texture, tighter in curl pattern and more delicate inherently than White hair. Remember though, that because of our multicultural heritage, there really isn't any one typical "type" of African-American hair. Its texture can vary from fine to medium to coarse; its curl pattern from straight to softly wavy to excessively tight; its color from blonde to red, to all sorts of browns, to black.

3. Kinky hair breaks more easily, because every twist in kinky hair represents a potential stress point, which means the curlier and coarser the hair, the more prone it is to breakage. The curl pattern makes it more difficult for the oils to work their way from the scalp to the ends of the hair. Also, when hair is kinky it tends to tangle more and pulling these tangles out can cause breakage. All of these things make proper care even more critical: using the right products and the right techniques, while avoiding those things that stress the hair.

Step 2:

- Use the following points to bridge into the basics of hair care that need to occur BEFORE attempting to style hair: washing, conditioning, and combing.
 - √ One of the key principles that caregivers should remember is that "healthy hair is good hair." Generations of families believed that thick hair had to be "tackled", and that you somehow had to prepare yourself for the "job," At an early age, a child may have heard that "so and so has good hair" or "you have bad / nappy hair." Children tend to adopt these beliefs, particularly because of the way society has portrayed people of color, and may believe that their hair is "bad."
 - √ There is no such thing as good or bad hair. Hair is hair, and no matter what its texture, hair is "good" as long as it is healthy and well-groomed. Any child, regardless of his or her ethnicity, can have a healthy-looking head of hair, if properly maintained.
 - √ Before even getting to the fun part of "styling", understanding the basics of hair care is critical. This begins with combing, washing and conditioning the hair.

Step 3:

- Using **Overhead #8 (Keeping Kids Hair Clean and Soft - Eight Step Process)**, present the following 7-step hair cleaning process. Allow participants to ask questions after each step is presented. Direct participants to the **Workbook, Section II** for detailed material on each step of the process (hence, it isn't necessary that participants take notes).

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Section IV: Hair Care: Process, Strategy and Dilemmas (continued)

Step 3 (continued):

1. Using a wide-tooth comb, comb the hair out thoroughly, and then rinse the hair with warm water for a few minutes.

Points to Cover:

Why It's Done:

- Combing through the hair thoroughly before shampooing prevents tangles and matting from forming during cleansing.

What to Do:

- Use a rattail comb to divide the hair into 6-15 sections, depending on the thickness of the hair. The tighter the curl pattern of the hair, the more sections you'll need. The looser the curl pattern, the fewer sections are needed.
- When using the rattail comb to divide the hair into workable sections, be careful not to dig the comb into the scalp. If the hair appears to be tangled, gently pull the strands apart with the fingers.
- After each section is separated, hold that section of hair together with a cloth-covered elastic band or twist the section and hold it securely with a clip.
- Once all of the hair is sectioned, untwist or unclip one section of hair.
- Hold the hair firmly at the root, and using a wide-tooth comb, start combing the hair at the ends and work your way up to the roots.
- If hair is very tangled, spraying a small amount of detangling lotion on the hair can aid the process.

2. Apply shampoo to the scalp and ends of the hair.

Points to Cover:

Why It's Done:

- Shampooing removes residue, dirt, oil and salt from the hair.

What to Do:

- Shampoo a child's hair by having them kneel in a chair and bend over the kitchen sink or under the bathroom tub faucet. If possible, attaching a removable spray nozzle to the sink or showerhead greatly aids the process.
- Squeeze some shampoo into the palm of your hand and gently massage the shampoo all over the child's hair.
- Using the ball of your fingertips (don't use your nails- scratching can irritate the scalp), gently massage the scalp with in and out motions, moving your fingers through the hair starting around the hairline and the nape of the neck and working your way to the center of the scalp.
- Especially when a child has tightly curled tresses, be sure NOT to gather the hair in a bunch on top of the head, as this may cause unnecessary tangling.

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Section IV: Hair Care: Process, Strategy and Dilemmas (continued)

Step 3 (continued):

- For thicker hair, it may be necessary to apply and rinse out shampoo two or three times, with one-two minute rinses in between.
- Also, for thicker hair, caregivers may choose to wash the hair within the sections they divided it into when combing it out before washing. This can make the washing process easier.

What to Use:

- Generally you may want to look for moisturizing shampoos that with a balanced pH value containing protein, keratin, and amino acids. A balanced pH value will help maintain the hair's natural acidity level giving hair its shine and manageability.
- Look for shampoos that primarily include the following in their ingredients: water, lauroamphoglycinate, cocoamphocarboxyglycinate or a sulfosuccinate.
- The one ingredient to be careful to avoid in a shampoo is lauryl (or laureth) sulfate. Shampoos with this ingredient (many of the "name brand" shampoos found in the supermarket or drug store hair care section) are designed to strip the hair's natural oils, and were not created for very curly hair. Shampoos in the supermarket or drug store hair care section that indicate the product is for "Color treated" hair or "damaged" hair often contain the types of ingredients you're looking for. This is NOT because kinky or course hair is damaged, but because those types of shampoos are designed to add moisture to the hair (rather than remove it).
- Try changing shampoos from time to time (about every 10 washes), because hair will begin to adjust to the product, limiting satisfactory results.
- Use of a "clarifying shampoo" every 4-6 weeks removes residue build-up from all of the various products being used on the hair (e.g. shampoos, oils, gels etc.)

3. Rinse thoroughly.

Points to Cover:

- Use luke-warm water when rinsing.
- The goal is to make sure the hair is free of soapsuds. You'll know that you've adequately rinsed the hair when the water runs clear.
- Don't "short-change" the rinse process – longer is better!

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Section IV: Hair Care: Process, Strategy and Dilemmas (continued)

Step 3 (continued):

4. Apply conditioner to the hair by sectioning the hair and combing conditioner through to the hair ends.

Points to Cover:

When to Use:

- After shampooing the hair and rinsing it thoroughly, it is time to apply a conditioner. Before doing so gently squeeze all of the excess water from the hair.

Why It's Used:

- Conditioner is a lotion / cream for the hair and is intended to improve the surface qualities of the hair by smoothing the cuticle, keeping hair soft, manageable and giving it sheen. A conditioner should ALWAYS be applied after a shampoo.

What to Use:

- An “instant conditioner” is one that coats the hair and gives it body and shine. They are sometimes also referred to as “crème rinses.” Instant conditioners flatten the raised cuticle, make the hair soft and manageable, and help protect the inner structure of the hair shaft from damage by acting as a barrier. This type of conditioner should be used whenever the hair is washed. When choosing an instant conditioner, look for ones that contain some combination of such ingredients as lanolin, cholesterol, sulfonated oil, vegetable oil, proteins and polymers.
- Instant conditioners come in “rinse out” forms as well as “leave in” forms. Either is acceptable, and can be tried based on the needs you see in your child’s hair. Using a leave-in conditioner after washing helps when combing through hair and blow-drying with an attachment. It can also help protect hair from heat of blow-drying.
- The only caution with a “leave-in” conditioner is that curly hair that is silkier or finer in texture may be left with a film or residue if the leave-in conditioner is too heavy for the texture type. In this case, rinsing it out is advised. A light leave-in conditioner that is in the form of a spray can be used afterwards before brushing/styling the hair.
- A “penetrating conditioner” is a deeper conditioner that is absorbed into the hair and improves the appearance of the hair. These conditioners put moisture back into the hair by attracting and sealing water to the hair shaft. They are made from animal proteins and keratin. This type of conditioner should be used at each wash if a child’s hair is damaged (e.g. thinning, broken / uneven, chemically treated..) or if the scalp looks very dry. If a child’s hair is not damaged, this type of conditioner is good to use once a month. Allowing a penetrating conditioner to stay in the hair for up to 15 minutes before rinsing it out is often beneficial.

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Section IV: Hair Care: Process, Strategy and Dilemmas (continued)

Step 3 (continued):

Another technique to get the most value out of such a conditioner is to apply the conditioner and then wrap a moist warm towel or plastic shower cap around the hair for 15 minutes. Afterwards, rinse thoroughly.

What to Do:

- Section the hair, and add about a handful of conditioner to the palm of your hand and massage the conditioner through. A wide-tooth comb is an excellent tool to use to work conditioner through the hair. You can also use the fingertips to do this.
- Give special attention to working conditioner through to the ends of the hair, as the ends tend to be the driest part of the hair and the most prone to tangling and knotting up.

5. Rinse thoroughly (or leave on if you've used a "leave-in" conditioner)

Points to Cover:

- Use luke-warm water when rinsing.
- The goal is to make sure the hair is free of conditioner. You'll know that you've adequately rinsed the hair when the water runs clear.

6. Section the hair into 6 to 15 sections and comb it out.

Points to Cover:

Why It's Done:

- It is recommended that hair be sectioned in order to comb it out because it divides the hair into manageable parts and aids the overall process.

When to Do It:

- Besides using this comb-out process after the hair has been washed and conditioned, this type of process should also be used when getting ready to change styles without washing the hair: the focus is removing tangles in order to be able to work with the hair more easily & not hurt the child in the process!
- After washing the hair, try not to let the child's hair dry before combing it out, as it will make the comb-out process more difficult. Following the comb-out, you may choose not to blow-dry the hair, and rather move right towards braiding or twisting.

What to Use:

- The following tools will be used for a comb-out: rattail comb, wide-tooth comb, clips or cloth-covered bands, light oil, detangler spray (optional), boar-bristle brush.

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Section IV: Hair Care: Process, Strategy and Dilemmas (continued)

Step 3 (continued):

What to Do:

- Use a rattail comb to divide the hair into 6-15 sections, depending on the thickness of the hair. The tighter the curl pattern of the hair, the more sections you'll need. The looser the curl pattern, the fewer sections are needed.
- When using the rattail comb to divide the hair into workable sections, be careful not to dig the comb into the scalp. If the hair appears to be tangled, gently pull the strands apart with the fingers. For particularly thick or kinky hair, spraying a small amount of detangler spray on the section prior to combing will aid you as well.
- After each section is separated, hold that section of hair together with a cloth-covered elastic band or twist the section and hold it securely with a clip.
- Once all of the hair is sectioned, untwist or unclip one section of hair.
- Hold the hair firmly at the root, and using a wide-tooth comb, start combing the hair at the ends and work your way up to the roots. The movement should be quick, but not painful to the child.
- After all of the hair is combed through and based on the texture of hair, apply a small amount of oil to the scalp (don't over saturate) and massage a little oil all over the hair. Use an oil that contains sage, olive, rosemary, and almond or lavender, which are the best oils for the hair and scalp. Avoid using heavy substances such as lanolin, petroleum and mineral oils, as they attract dust and dirt and may clog the pores. If pores are not able to breathe, the natural hair-growth process may be slowed.
- Based on the texture of hair, take the boar-bristle brush and brush the oil into the hair, then twist and clip each section so that it doesn't become tangled as you work on the next section.

7. Blow dry the hair

Points to Cover:

Why It's Done:

- Blow-drying the hair makes the hair straighter and easier to comb and style. It is a good alternative to achieving a straighter look without using harsh chemicals that can affect the scalp.
- Many persons find it easier to undertake the styling process (e.g. braiding) when the hair is straighter and dry; however if you choose not to blow-dry the hair, you can move right into creating a style (e.g. braiding or twisting).

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Section IV: Hair Care: Process, Strategy and Dilemmas (continued)

Step 3 (continued):

What to Do:

- Blow-drying is most easily done section-by-section through the hair. After you've combed out the hair, oiled the scalp and twisted each section, remove one clip at a time and blow dry each section individually.

What to Use:

- Use a blow-dryer with a comb nozzle. Blow-dry each section, drying the ends first, and then drying the hair down to the scalp.

Step 4:

- Summarize the seven-step process presented by affirming to participants that following this type of basic care regiment keeps the hair and scalp clean and healthy. It also aids the styling process. Everyone will need to modify some parts of the process in order to best meet the needs of their child (e.g. frequency of shampooing, types of products to use, the best place to do it etc.), but the important thing is to have a fundamental process that you and your child use.
- Allow participants to ask any remaining questions they may have regarding the step-by-step process you just reviewed. Remind participants that Section III of the workbook contains the step-by-step instructions that were reviewed here, providing an ongoing resource for them to refer to.
- Before moving into the styling end of hair, the trainer should review a care regiment for infants or babies. Use **Overhead #9 (Infant Hair Care Tips)** to present the fundamental steps in caring for an infant's hair:

Key Points to cover:

- √ Infants require special, but simple, hair care.
- √ Whether a baby has lots of hair or very little, a baby's scalp is fragile and the hair follicles are still developing, so the baby's hair and scalp need gentle care.
- √ A baby's hair and scalp can be cleaned with a washcloth and a natural, mild baby shampoo. It should then be rinsed with luke-warm water.
- √ A baby's hair should typically not be washed more than once a week.
- √ A small amount of oil should then be applied to the hair, brushing it with a soft-bristle baby brush in the direction that it naturally grows.

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Section IV: Hair Care: Process, Strategy and Dilemmas (continued)

Step 4 (continued):

- √ When choosing an oil, you want something that is very light and natural. Choose a product that contains herbs, olive oil and other natural ingredients (e.g. aloe, sage oil, olive oil, almond, lavender, rosemary and castor oils). These products can be found at a natural hair salon or at a health food store.

- √ You want to avoid products that could potentially clog the pores, such as Vaseline.

- √ Leaving a baby's hair natural is very acceptable in terms of styling. However, if you choose to put your child's hair into ponytails etc., keep the following in mind:
 - Avoid pulling the hair too tightly.
 - If you braid it, braid it loosely, and expect to re-braid it every day.
 - Don't try to force styles that can't be accomplished because the baby's hair is too short or soft.
 - Avoid use of rubber bands or hair ornaments that can easily come out of a baby's hair and find their way into his or her mouth.

- √ A baby's hair should be covered with hats made with a soft crochet or cotton that is appropriate for the weather conditions. Babies' heads need to be protected from all types of weather, as they are particularly sensitive to the sun, heat, and cold.

- √ Cradle cap is a common scalp problem that some babies have. It appears as crusty white or yellow patches on the scalp. It is not dangerous, and usually goes away after the first year.

- √ To treat cradle cap, caregivers should use some olive oil or baby oil to loosen the flakes and then use a gentle baby shampoo on the child's hair. It is important not to scratch the surface or attempt to remove flakes by combing or brushing excessively, as this causes further irritation.

Step 5:

- Now that you've done everything necessary to prepare the hair for styling, now it's time for the "fun" part, which is creating special styles for your child. Using Overhead #10 (Top 11 Critical Tools Needed to Style a Child's Hair) explain that every parent needs a tool bucket that contains 11 vital implements needed to style a child's hair. These tools can be purchased at any beauty supply store:

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Section IV: Hair Care: Process, Strategy and Dilemmas (continued)

Step 5 (continued):

1. Combs:
 - Rattail comb (great for making straight parts and removing debris from the hair)
 - Pick (wide teeth allow for combing through thick hair)
 - Wide-tooth comb (helps detangle thick hair during a comb out)
2. Brush:
 - You need a soft or medium boar bristle brush. Avoid brushes with plastic or nylon tips on them, as they contribute to breakage in the hair.
 - A brush helps to smooth the hair.
3. Oil:
 - Good for shine and provides some nutrients. Use oils that contain sage, olive, rosemary, and almond or lavender, which are great for the hair and scalp.
 - Light oils in liquid form (not gel) are best.
4. Spray Bottle of Oil & Water OR detangler spray:
 - Keep a bottle filled with one part oil and six parts water.
5. Blow Dryer (preferably with a comb attachment):
 - Aids in quick drying and detangling.
6. Hair Ornaments:
 - Bows, ribbon, barrettes, cloth-covered rubber bands (these won't break the child's hair), beads, knockers (or ponytail holders).
7. Hair Pins:
 - To assist in holding some styles securely.
8. Hair Clips:
 - To keep hair divided into sections when attempting to style.
9. Gel:
 - Helps in styling and luster.
10. Child's favorite videotape or DVD:
 - Can be an aid in getting children to sit still during a styling process.
11. Patience:

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Section IV: Hair Care: Process, Strategy and Dilemmas (continued)

Step 6:

- Now that we're armed with the proper tools, what type of hair styling options should you consider? What styles are easier and quicker than others? How do you go about beginning to learn the basics of such styles?
- As a method of introducing participants to different styling options and techniques, two segments from the *DVD: African-American and Biracial Hair Care: A Parent's Practical Guide to Managing Hair Care (produced by Adoption Accents)* will be used.
- Inform participants that as a means to demonstrate how some basic hair styles are accomplished (braiding, twists etc.), there is a DVD that they will look at. Inform participants that the entire DVD is over 90 minutes long, with a variety of segments on hair styling and care in general. It is less than \$20 in cost, and may prove to be a valuable tool that they would like to purchase for their own use. The information for purchasing the DVD is made available in Section III of their workbook (Resources)
- Share with participants that they will watch two segments, for about a total of 21 minutes, after which, as a group you'll work through some special "hair care dilemmas".
- Play Segment 6 (styling – 13 minutes) and Segment 8 (styling for toddlers – 7 minutes) from the *DVD: African-American and Biracial Hair Care: A Parent's Practical Guide to Managing Hair Care*.

Step 7:

- After playing the DVD segments, answer any questions participants may have regarding what was presented.
- There are many styling options that persons of African descent use on the hair, including:
 - Braids (simple to elaborate)
 - Extensions (when synthetic or natural hair is added to a child's hair during the braiding process to make the hair longer)
 - Twists
 - Weaves (Synthetic hair is woven into the natural hair)
 - Locks
 - Texturizing
 - Afros

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Section IV: Hair Care: Process, Strategy and Dilemmas (continued)

Step 7 (continued):

It is beyond the time limits of this training to demonstrate HOW to do such styles. Encourage participants that they can learn how to create more advanced and elaborate styles through use of books (the ones recommended in Section III of the workbook are excellent “step-by-step” books with pictorial aids throughout) or by taking a child to a professional salon.

- Workbook Section II also includes information on choosing a good styling salon, taking boys to a barber and signs of improper hair care.

Step 8:

- Share with participants that at times, certain “hair care dilemmas” or quandaries will arise. As the final piece on hair care, you’d like have participants discuss some of the most common dilemmas and come up with solutions.
 - Distribute HO #4 Hair Care Dilemmas....And Now What!!
 - Assign each table group one dilemma, and ask them to come up with solutions towards resolve the dilemma (5-8 minutes).
 - For each dilemma, have the group that considered it share their suggestions. Fill in misinformation or gaps with the following material:
1. **My child’s hairline is receding. What causes this?**
 - A receding hairline is typically caused by one of two things:
 - i. Over processing the hair with chemicals
 - ii. Physical stress on the hair
 - For young children who typically are not getting their hair relaxed or otherwise chemically treated, physical stress on the hair as a result of pulling the hair back into tight ponytails, too tightly braided cornrows or twists is the most common culprit of the hairline receding.
 - In order to prevent this from occurring, make sure that the hair is not pulled back in the same style all of the time. Also, make sure that braids or other styles that manipulate the hair are not too tight. You’ll know if the hair is pulled to tight if: 1. your child tells you he or she is in pain or uncomfortable; 2. if pimples appear along the part of hair edge.
 2. **My 7- year old child wants to have a relaxer. Should I do this? Are there alternatives?**
 - A relaxer is a chemical process that straightens the hair (vs. a perm which puts waves in the hair).
 - While there is varying opinion on what age it is okay to put a relaxer on a child, the heaviest research indicates that doing so prior to eight years old is not advisable. This is because most children’s hair texture continues to change as they grow, and a child’s hair does not generally mature until they are at least eight year’s old.

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Section IV: Hair Care: Process, Strategy and Dilemmas (continued)

Step 8 (continued):

- You can buy “children’s relaxers” sometimes referred to as “kiddie relaxers or no-lye relaxers”. These products can be very damaging if not used properly, causing extreme stress on the hair as well as burning of the scalp.
- It is suggested that if you are going to try a relaxer, let a professional undertake the endeavor.
- One alternative to relaxing the hair to achieve a straighter look is to blow dry the hair straight. Also, you can consider buying a ponytail attachment that is made of synthetic hair. These types of attachments clip on to the natural hair, and give the look of longer hair. They are typically inexpensive and can be found in many different shades of colors at a beauty supply store.

3. My 14-year old daughter wants to use a hot comb on her hair. Should I allow this?

- A hot comb is an electrical or iron comb that is placed on a hot stove or in a small professional “oven” until it reaches the desired temperatures. The technique often involves applying a pomade or oil to the hair and then using a very hot comb.
- There are times when this technique singes the hair due to the interface of extreme heat and oil. Hot combs can burn the hair, and nonprofessionals can easily cause severe damage if the comb is too hot.
- It is typically held that children under 13 years old should not have their hair pressed and curled with hot irons. If a child under 13 does have her hair pressed and curled, by no means should she be allowed to press her own hair.
- There are electrical pressing combs and curling irons that are sold in beauty supply stores that your child may already have access to. If you are going to permit your child to use such products, supervision is critical. Typically such products have various heat settings, and setting the heat to lowest setting is advised.

4. My teenager wants her hair to grow long, and hence resists getting any type of trims. How often should I suggest she get it trimmed & how can I convince her to do so?

- The ends of hair should be trimmed every six to eight weeks. It may be helpful to talk with your daughter about how hair grows and what makes hair stronger and healthier:
 - i. Hair typically grows from a quarter of an inch to a half and inch per month.
 - ii. When the ends of the hair are not trimmed, the strands will unravel up the hair shaft, leaving thinner, more fragile tresses that will eventually break.

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Section IV: Hair Care: Process, Strategy and Dilemmas (continued)

Step 8 (continued):

5. When my child wakes up from sleeping, her hair is often messy and very tangled. What can I do to avoid this?

- Section the hair and plait it, tie it back or wrap it up using a scarf before going to bed. This will reduce the number of tangles you have to comb out the next morning, in turn, reducing the chances of breaking your hair.
- Also, sleeping with a satin scarf or sleep cap on the head or with a satin pillow can help avoid split ends caused by the rubbing of the hair against a "rough" cotton pillow case. These are readily available at beauty supply stores, such as Sally's Beauty Supply.

6. My child is heavily into sports, such as swimming and field hockey. How should I care for the hair during times when she's playing heavy sports or swimming & what are the best styling choices?

- During heavy sports playing, the hair gets more soiled, and sweat/perspiration actually releases salt into the hair.
- When a child has been playing heavy sports, shampooing can be increased; but too frequently shampooing causes excessive dryness of the hair. One suggestion is that after heavy sports playing, simply rinse the hair with warm water to remove the salt and residue.
- The chlorine from swimming is extremely drying and can have a damaging affect on the hair. Putting a swim cap on the child's hair will provide some protection from chlorine. If using a cap, you can also consider putting conditioner on the hair before the child swims, thus adding a protective layer to the hair. When the child gets out of the water, rinse the hair well in order to remove the chlorine or salt. Be sure to add moisture to the hair and scalp by using a light natural hair oil (as discussed earlier).
- The best styles for both heavy sports and swimming tend to be cornrow and twist styles.

7. My son has cornrows in his hair. How long should I let him keep them in before removing them & re-braiding? What's the best way to remove them without hurting him or unnecessarily breaking off the hair?

- Cornrows (and other braids and twist styles) are wonderful hairstyles that can be worn for up to two weeks. Leaving them in longer than this (regardless of whether you shampoo around them) runs the risk of the hair locking and matting, making it difficult and painful to remove them.
- When removing twists or cornrows, take out each cornrow individually and comb through that section of hair. Use a clip to separate the hair that you have already untwisted, so it won't get tangled after you comb it.

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Section V: Closing and Evaluations

Estimated Length of Time:

10 Minutes

Learning Objectives:

Participants will be able to:

- Identify if the stated learning objectives of the workshop were met.
- Complete an evaluation of the training session.

Method of Presentation:

- Trainer-led presentation

Materials Needed:

- Training evaluation forms
- **Overhead #3 (Learning Objectives)**

Resources Used:

- None

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Section V: Closing and Evaluations

Outline of Presentation:

This is the final segment of the training, designed to simply review the learning objectives presented at the beginning, answer any final questions participants may have, thanking participants for their participation, and completing an evaluation form.

Step 1:

- Display **Overhead #3 (Learning Objectives)** and review with the group the objectives you sought to achieve. When reviewing each objective, ask group to say one way in which the learning objective was met.

Step 2:

- Thank participants for their participation in the training.
- Answer any remaining questions placed in the box on the resource table.
- If possible, encourage participants to see you after the training if there are remaining questions they have that were not answered during the course of the training.
- Remind participants about the Training Workbook they have. The material in the workbook is designed to continue aiding them in their endeavor. Particularly point out the final section in the Workbook which is an annotated resource list of books and internet sites on hair and skin care for persons of African descent.

Step 3:

- Distribute training evaluation forms.

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