

Public and Catholic District School Board Writing Partnerships

Course Profile **Hairstyling and Aesthetics**

Grade 11
Workplace Preparation
TPE3E

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Public and Catholic District School Board Writing Teams – Grade 11 Hairstyling and Aesthetics Technology

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Catholic School Board Writing Team - Grade 11 Hairstyling and Aesthetics Technology
Lead Board

Niagara Catholic District School Board
Alice Gregoire, Project Manager

Course Profile Writing Team – Catholic

Alice Gregoire, Niagara Catholic District School Board, Lead Writer
Louise Lachance, Niagara Catholic District School Board
Mary Davis, Halton Catholic District School Board

Public School Board Writing Team - Grade 11 Hairstyling and Aesthetics Technology

Lead Board
Simcoe County District School Board
Robert Emptage, Laura Featherstone, Project Managers

Course Profile Writing Team – Public

Debra Zajarny, Keewatin Patricia District School Board, Lead Writer
Patricia Burns, Toronto District School Board
Carla Brentel, Toronto District School Board

Course Overview

Hairstyling and Aesthetics, Grade 11, Workplace, TPE3E

Secondary Policy Document: *The Ontario Curriculum, Grades 11 and 12, Technological Education, 2000.*

Course Description

This course provides students with opportunities to learn techniques in hairstyling and aesthetics that meet industry standards, using appropriate materials and equipment. Students identify trends in the hairstyling and aesthetics industry, describe scientific and physical processes used in beauty services, learn to respect environmental, health and safety laws, and explore career opportunities. The course may focus on either hairstyling or aesthetics, or may include a combination of both subjects.

How This Course Supports the Ontario Catholic School Graduate Expectations

This course supports Catholicity by promoting the Catholic Graduate Expectations through cognitive, affective, and psycho-motor experiences. Through their educational journey, students are exposed to the Catholic concepts of being a discerning believer formed in the Catholic faith community, an effective communicator, a reflective and creative thinker, a self-directed and responsible life-long learner, a collaborative contributor, a caring family member, and a responsible citizen.

Course Notes

- Expectations that relate to practical and theoretical skills are assessed throughout the course, allowing students to improve their skills on an ongoing basis.
- In each unit students identify career options and are given insight into skills required for a variety of related professions in the hairstyling and aesthetics industry. Students also gain knowledge of careers in this area through volunteer work, cooperative education, and job shadowing.
- Throughout the course the teacher addresses health and safety concerns as they pertain to the hairstyling and aesthetics industry. Guest speakers from Workplace Hazardous Materials Information System (WHMIS) and St. John Ambulance may be invited to speak about safety and first aid.
- The activities provide opportunities for students to engage in both practical exercises and theoretical research assignments.
- The expectations are assessed in accordance with the four areas identified in the achievement chart found in the Technological Education Policy Document.
- The teacher uses a wide range of teaching/learning strategies and provisions in order to accommodate the needs of exceptional students.

Units: Titles and Time

Unit 1	Hair Shaping and Styling	40 hours
* Unit 2	Hair Colouring Services	25 hours
Unit 3	Permanent Waving and Chemical Relaxing	25 hours
* Unit 4	Skin Care	20 hours

* These units are fully developed in this Course Profile.

Unit Descriptions

Unit 1: Hair Shaping and Styling

Time: 40 hours

Unit Description

Through various teaching methodologies, students gain theoretical knowledge and practical applications of hairstyling, enabling them to accommodate a client's wishes and needs. Knowledge of industry tools, equipment, products, procedures, and safety, are gained through classroom assignments and independent activities. Students are exposed to various cutting and styling techniques. Students develop professional and personal work ethics as they learn about the hairstyling and aesthetic industry. Students are encouraged to strive to achieve excellence, originality and integrity in their own work, and to support these qualities in the work of others.

Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1.1	TFV.03, SPV.02, ICV.02; TF2.01, TF2.04, SPI.05, IC2.02; CGE4b, CGE5b, CGE5d, CGE5f	Knowledge/ Understanding	Haircutting tools and equipment
1.2	TFV.01, TFV.03, SPV.01, SPV.02, SPV.03, ICV.03; TF2.01, TF2.04, SP1.01, SPI.06, SP2.01, SP2.03, SP1.05, IC3.02; CGE2a, CGE2b, CGE2c, CGE3c, CGE4a, CGE4e, CGE4f, CGE4g, CGE5a, CGE5c	Knowledge/ Understanding Thinking/Inquiry Communication Application	Exploring haircutting techniques
1.3	TFV.01, TFV.02, SPV.01, SPV.02, SPV.03, ICV.01; TFI.01, TFI.02, TFI.03, TF2.01, TF2.02, TF2.03, TF2.04, SP1.01, SP1.03, SP1.04, SP1.05, SP2.01, SP2.03, IC2.03; CGE2b, CGE2c, CGE2d, CGE3c, CGE4b, CGE4d, CGE4f, CGE5a, CGE5c, CGE5h, CGE7i	Knowledge/ Understanding Thinking/Inquiry Communication Application	Wet hairstyling techniques
1.4	TFV.01, TFV.02, SPV.01, SPV.02, SPV.03, ICV.02; TFI.01, TFI.02, TFI.03, TF2.01, TF2.02, TF2.03, TF2.04, SP1.01, SP1.03, SP1.04, SP1.05, SP2.01, SP2.03; CGE2c, CGE3b, CGE4a, CGE4e, CGE4g, CGE5e, CGE5f, CGE6e, CGE7a, CGE7g, CGE7i	Knowledge/ Understanding Thinking/Inquiry Communication Application	Thermal hairstyling techniques
1.5	TFV.01, TFV.02, SPV.01, SPV.02, SPV.03, ICV.01, ICV.02; TFI.01, TFI.02, TFI.03, TFI.04, TF2.01, TF2.02, TF2.03, TF2.04, SP1.04, SP1.05, IC3.01; CGE2a, CGE3b, CGE3c, CGE3e, CGE4a, CGE4b, CGE4d, CGE5c, CGE5e, CGE7f, CGE7j	Knowledge/ Understanding Thinking/Inquiry Communication Application	Fashion and trends in haircutting and styling

Unit 2: Hair Colouring Services

Time: 25 hours

Unit Description

Students are required to utilize effective communication, decision-making, problem-solving, time, and resource management skills. They are introduced to the chemical and physical processes that occur when providing a hair colouring service and are given an opportunity to provide one-step hair colouring applications in a salon environment, incorporating temporary, semi-permanent, and permanent, hair colouring techniques. Pre-analysis procedures, hair structure, hair and colour classifications, chemical compositions, and application techniques, are covered in depth, ensuring that students understand the theory as well as the practical application of hair colouring technique. Safety procedures are taught and strictly adhered to at all times.

Unit Overview Chart

Cluster	Expectations	Assessment	Focus
2.1	TFV.01, TFV.02, TFV.03, TFV.04; TF1.01, TF1.02, TF1.03, TF1.04, TF2.01, TF2.03; SPV.03, SP1.05, SP1.06; ICV.03, IC2.01, IC2.04, IC3.01, IC3.02, CGE2b, CGE2c, CGE4e, CGE5b, CGE5c, CGE7g, CGE7i, CGE7f, CGE7b	Knowledge/Understanding Thinking/Inquiry	Introduction to hair colouring
2.2	TFV.02, SPV.02, SPV.03; TF1.03, TF1.04, TF2.01, TF2.04, SP2.01; IC2.03; CGE2a, CGE2c, CGE3c, CGE5a, CGE5e, CGE5g, CGE7f	Knowledge/Understanding Thinking/Inquiry Communication	Choosing the correct colour scheme
2.3	TFV.01, TFV.03, TFV.04, SPV.01, SPV.02, ICV.01, ICV.02; TF2.01, TF2.02, TF2.03, TF3.01, TF3.03, SPI.01, SPI.03, SPI.05, IC2.02, IC2.04; CGE2b, CGE3e, CGE4b, CGE5b, CGE5d, CGE5g	Knowledge/Understanding Thinking/Inquiry Application	Colour types and sample testing
2.4	TFV.03, SPV.03, ICV.02; TF1.03, TF1.04, TF3.03, SPI.01, SP2.02, IC2.02, IC2.03; CGE1f, CGE2d, CGE4a, CGE4c, CGE4f, CGE 5f, CGE7b	Thinking/Inquiry Communication Application	Client consultation and analysis
2.5	TFV.03, TFV.04, SPV.02, ICV.02; TF1.01, TF2.01, TF2.02, TF3.01, TF3.02, SP1.03, IC2.02; CGE3c, CGE2e, CGE4e, CGE5c, CGE7i, CGE7j	Knowledge/Understanding Thinking/Inquiry Application	Colour formulation and application

Unit 3: Permanent Waving and Chemical Relaxing

Time: 25 hours

Unit Description

Students learn to apply skills for employability, self-employment, and entrepreneurship relative to Christian vocation. Students learn about applying chemicals to hair in order to permanently alter the physical structure of the hair shaft. Emphasis is placed on using chemical resources wisely in order to protect the environment. Students learn and demonstrate various wrapping and chemical application techniques that result in different effects. Product information, hair and skin composition, and pH levels are studied, allowing the students to learn to select appropriate perming products (i.e., alkaline or acidic). Students are given the opportunity to practise completing a pre-perm analysis of the client. Through consultation procedures, communication, teamwork, and interpersonal skills are developed.

Unit Overview Chart

Cluster	Expectations	Assessment	Focus
3.1	TFV.02, TF1.03, TF1.04, TF2.03; ICV.03, IC2.01, IC3.01; CGE2b, CGE2c, CGE2e, CGE5g	Knowledge/ Understanding Thinking/Inquiry Communication	Introduction to permanent waving and chemical hair relaxing
3.2	TFV.04, TF2.04, TF1.03, TF2.01, TF2.02, TF3.01; SPV.03, SP1.01, SP2.01, SP2.02, SP2.03; CGE4f, CGE4e, CGE4b, CGE7b, CGE7g, CGE7i	Knowledge/ Understanding Thinking/Inquiry Communication	Pre-perming and chemical hair relaxing analysis
3.3	TFV.04, TF2.04; SPV.02, SP1.05; CGE2b, CGE5b, CGE5c	Knowledge/ Understanding Thinking/Inquiry Application	Physical process of permanent waving
3.4	TFV.04, TF2.04, TF3.01, TF3.01, TF3.03; SPV.01, SPV.02, SP1.02, SP1.03; CGE7g, CGE7i	Knowledge/ Understanding Thinking/Inquiry Application	Chemical process of permanent waving and chemical hair relaxing
3.5	ICV.01, ICV.02, IC1.01, IC1.02, IC2.01, IC2.02, IC2.03, IC2.04; CGE5d, CGE5e, CGE6e	Knowledge/ Understanding Application	Health and safety regulations

Unit 4: Skin Care

Time: 20 hours

Unit Description

Throughout this unit students learn to respect our cultural and pluralistic society. They learn to value and honour the individual needs of the clients they are serving. Students are introduced to the physical structure of the skin and appendages. They learn about the treatment, service, and application of beauty products to enhance and preserve the skin. Students research, identify, and apply appropriate massage techniques and product applications, after consultation with the client. Students are encouraged to focus on treatments and products that compliment the client's skin. Students perform daytime, evening, and commercial make-up applications as well as corrective/enhancement make-up techniques in accordance with the client's wishes and needs.

Emphasis is placed on using appropriate safety procedures to ensure the health and safety of themselves and the client.

Unit Overview Chart

Cluster	Expectations	Assessment	Focus
4.1	TFV.03, TF1.03, TF1.04, TF2.01, TF2.02, TF2.03, TF2.04, TF3.03, TF3.04; SPV.01, SPV.02, SPV.03, SP1.01, SP1.02, SP1.03, SP2.01; ICV.03, IC2.03; CGE1g, CGE2b, CGE2c, CGE4f	Knowledge/Understanding Thinking/Inquiry Application	Theory and massage manipulations
4.2	TFV.04, TF2.01, TF2.02, TF2.03, TF3.04, SPV.02, SPV.03, SPI.01, SPI.02, SPI.03, SPI.05, SP0.01; ICV.02	Knowledge Thinking/Inquiry Communication Application	Performing a facial for oily skin
4.3	TFV.04, TF2.01, TF2.02, TF3.03, TF3.04; SPV.02, SPV.03, SPI.01, SPI.02, SPI.03, SPI.05, SP0.01; ICV.02	Knowledge Communication Application	Performing a facial massage
4.4	TFV.03, TFL.03, TF2.01; SPV.02, SP2.01; IC2.04; CGE2b, CGE2c, CGE4a, CGE4b, CGE7b, CGE71	Knowledge Thinking Communication Application	Temporary facial hair removal services
4.5	SPV.01, SP1.03, SP1.05; ICV.01, ICV.02, IC1.01, IC1.02, IC2.01, IC2.02, IC2.03, IC2.04; CGE7a, CGE7b, CGE4e, CGE3c	Knowledge/Understanding Application	Application of day make up

Teaching/Learning Strategies

A variety of teaching and learning strategies are used throughout the course, including:

- classroom lessons;
- brainstorming;
- collaborative and cooperative learning;
- student-teacher conferencing;
- design process;
- independent study;
- demonstrations;
- practical applications;
- portfolio development;
- research;
- computer skills;
- theoretical lessons and assignments.

The following chart describes additional teaching/learning and assessment strategies.

Teaching/Learning Strategies	Assessment Strategies
<p><i>Socratic Lesson</i> – presentation of information by the teacher where students listens actively and critically to understand and learn in light of gospel values;</p> <p><i>Brainstorming</i> – group generation of initial ideas expressed without criticism or analysis;</p> <p><i>Buddy System</i> – linking of students for peer/cross-age support, and presents information and ideas clearly and honestly and with sensitivity to others;</p> <p><i>Case Study</i> – investigation of real and simulated issues;</p> <p><i>Teacher-directed Class Discussion</i> – active participation of students by taking turns while discussing current issues;</p> <p><i>Collaborative/Cooperative Learning</i> – small group learning providing high levels of student engagement and interdependence;</p> <p><i>Computer-assisted Learning</i> – learning of new material or review/reinforce material previously learned;</p> <p><i>Conferencing/Discussion</i> – student-to-student discussion and teacher-to-student discussion to encourage confidence and to present information and ideas clearly and honestly and with sensitivity to others;</p> <p><i>Problem Solving</i> – model for helping students to identify and work through a problem using a prescribed process involving a number of steps;</p> <p><i>Independent Study</i> – exploration and research of a topic of interest to students;</p> <p><i>Journal Writing</i> – the practice of expressing ideas, experiences, questions, reflections, personal understanding, or new learning, in written form on a regular basis;</p>	<p><i>Paper-and-Pencil Tests</i></p> <ul style="list-style-type: none"> • Ongoing quiz, self/peer rubric • Final evaluation (rubric, tests) <p><i>Performance Assessment</i></p> <ul style="list-style-type: none"> • Research project • Assigned exercises • Log/journal entries • Presentation • Finished product <p><i>Personal Communication</i></p> <ul style="list-style-type: none"> • Conferencing <ul style="list-style-type: none"> • Student-teacher • Teacher-group <p><i>Self/peer Assessment</i></p> <ul style="list-style-type: none"> • Daily log/journal • Ongoing verbal feedback • Critique self/peer <p><i>Teacher Observation</i></p> <ul style="list-style-type: none"> • Formal/informal <p><i>Reflection</i></p> <ul style="list-style-type: none"> • Self/peer assessment • Log/journal

<p><i>Report/Presentation</i> – oral, visual, and written presentation of researched topic to the class or in the community;</p> <p><i>Research</i> – model of investigation;</p> <p><i>Just-on-time Teaching</i> – theoretical material that is presented to the student at the appropriate stage of his/ her project;</p> <p><i>Examples</i> - model or a sample of student work to provide the standard toward which students are aiming.</p>	<p>Assessment Tools</p> <ul style="list-style-type: none"> • Checklists • Marking schemes • Project specification sheets • Rubrics • Anecdotal comments with suggestions for improvement
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Assessment & Evaluation of Student Achievement

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation.

Students are assessed using the following strategies:

- *Diagnostic* - occurs at the beginning of the term or unit of study, or at any point during the course when information about prior learning is useful;
- *Formative* – occurs during the learning process and provides ongoing feedback to the teacher and student about the quality of learning and the effectiveness of instruction;
- *Summative* - carried out at the end of the course.

Specifically, assessment/evaluation techniques may include the following:

- communication through journals and classroom presentations;
- self-assessment rubrics;
- student-teacher conferencing;
- written tests;
- formal and informal observation;
- performance assessment rubrics;
- reflective learning including self-assessment;
- learning logs;
- peer assessment rubrics.

Accommodations

Various accommodations may be made throughout the program to assist students. Possible program modifications may include:

- one-on-one teaching/conferencing;
- adaptation of handouts;
- small group learning;
- peer tutoring;
- the use of alternative activities, assessment/evaluation techniques, and instructional strategies;
- adaptation of physical structures;
- making enriched materials and resources available.

Resources

Various resources used throughout the course include textbooks, trade journals and magazines, websites, fashion magazines, guest speakers, videos, and software.

Note: The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Books

Allured Publishing. *Milady's Standard Textbook for Professional Aestheticians*. New York: Allured Publishing, 1996. ISBN 1-56253-129-8

Allured Publishing Corporation. *Physiology of the Skin*. New York: Allured Publishing, 1996. ISBN 0-931710-52-9

Campbell Place, Stan. *The Art and Science of Professional Makeup*. New York: Milady Publishing Company, 1990. ISBN 0-87350-361-9

Edgerton, Leslie. *You and Your Clients: Milady's Human Relations for Cosmetology*. New York: Milady Publishing Company, 1992. ISBN 1-56253-058-5

Harris, Brian. *Discovery - An Introduction to Career Planning*. Burlington: Canadian Guidance Services, 1995. ISBN 0-929079-02-7

Harris, Brian. *Explorations - A Guide to Educational and Career Planning*. Burlington: Canadian Guidance Services, 1995. ISBN 0-929079-00-0

Milady Publishing. *Milady's Practical Workbook of Cosmetology*. New York: Milady Publishing, 1999.

Milady Publishing. *Milady's Standard Textbook of Aesthetics*. New York: Milady Publishing, 1999. ISBN 1-56253-129-8

Milady Publishing. *Milady's Standard Textbook of Cosmetology*. New York: Milady Publishing, 1999. ISBN 1-56253-466-1

Milady Publishing. *Milady's Standard Textbook for Professional Estheticians*. New York: Milady Publishing, 1988. ISBN 0-87350-423-2

Milady Publishing. *Milady's Standard Textbook for Professional Estheticians*. New York: Milady Publishing, 1998. ISBN 1-56253-359-2

Milady Publishing. *Theory and Practice of Therapeutic Massage*. New York: Milady Publishing, 1994. ISBN 1-56253-120-4

Personal Services Setting Protocol Infection Control Program. Ministry of Health, Public Health Branch, January 1998.

Simmons, John V. *The Science of Cosmetics*. Hong Kong: MacMillan Education Ltd., 1990. ISBN 0-333-43845-0

Journals and Magazines

Tant, Lisa. "Face the Future." *Chatelaine*, Volume 72, Issue 9 (September 1999): 130-134.

Walker, Tanya. "Do-it-yourself 5 Step facial." *Modern Woman Magazine*, Volume 6 (May 1998) 22-23.

BeautyBeat, (all releases). Toronto, ON.

Canadian Hairdresser (all releases). Toronto, ON: Har-Co Co.

Fashion Magazine, (all releases). Toronto, ON.

Flare (all releases). Toronto, ON.

Modern Salon (all releases). Lincolnshire, IL.

Salon Magazine (all releases). Toronto, ON.

Websites

Allied Beauty Association of Canada - www.abacanada.com

Contact Canada - ccinfo@ContactCanada.com

Contact Canada - <http://ContactCanada.com>

Delmar, a division of Milady, video and publication resources - www.delmar.com

Milady -Thomson Learning Centre for school based training in cosmetology, barber-styling, aesthetics, nail technology, or massage - www.milady.com

Workplace Hazard Material Information System Website - <http://www.utoronto.ca/safety/whmis2.htm>

Ontario's Occupational Health and Safety Website - <http://www.gov.on.ca/lab/ohs/ohse.htm>

Software

Smart Tutor/Smart Tester & SmarTest. Milady Publishing Company (A Division of Delmar Publishers)

Cosmopolitan Virtual Makeover 2 Deluxe. Broderbund

CorelDraw™

Corel Presentation™

WordPerfect™

Videos

Milady Standard Textbook of Cosmetology Video Series, 2E, Tape 11

OSS Considerations

The Grade 11 Hairstyling and Aesthetics Workplace course is designated as a technological education course. (See *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000* for a description of the different types of secondary school courses.) Students can use the course as a compulsory credit (one credit from Science [Grade 11 or Grade 12] or Technological Education [Grade 9–12]), or as an optional credit. This course can be part of a school-work transition program (see *Cooperative Education and Other Forms of Experimental Learning: Policies and Procedures for Ontario Secondary Schools, 2000*).

Students are introduced to theoretical and practical aspects of hairstyling and aesthetics technology. The curriculum provides opportunities for students to undertake hands-on practical activities, as well as to conduct research and analysis. There is a wide range of teaching/learning methodologies used to accommodate and meet the needs of all students. This course also addresses social issues such as anti-discrimination education, equity/social justice issues, career goals/cooperative education, conflict resolution/violence prevention, and community partnerships. All of these support many of the Ontario secondary school policies.

Career exploration throughout all units is made available to students with specific reference to *Choices into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999*.

Coded Expectations, Hairstyling and Aesthetics, Grade 11, Workplace Preparation, TPE3E

Theory and Foundation

Overall Expectations

- TFV.01 · describe trends and styles in hairstyling and aesthetics;
- TFV.02 · demonstrate an understanding of the role and contributions of the beauty services industry to individuals and to society;
- TFV.03 · identify materials, techniques, and equipment used in the hairstyling and aesthetics industry;
- TFV.04 · describe scientific and physical processes used in various hairstyling and aesthetics services.

Specific Expectations

Trends and Styles

- TF1.01 – describe beauty fashion trends and the methods used to achieve them;
- TF1.02 – describe a variety of health and beauty products;
- TF1.03 – identify ways in which the hairstyling and aesthetics industry provides a service (e.g., using beauty treatments to pamper clients, interpreting and satisfying clients' needs, providing customer satisfaction and rapport);
- TF1.04 – identify the role that beauty industry services play in increasing self-esteem and well-being.

Materials, Techniques, and Equipment

- TF2.01 – explain vocabulary related to the industry (e.g., words describing the structure of the hair, skin, and nails; the professional names for techniques, tools, and products used for services);
- TF2.02 – describe various materials, processes, and equipment (e.g., types of shampoos, conditioners, masks, and cutting implements; massage techniques for the scalp, hands, and face; manicure procedures; wax heaters);
- TF2.03 – describe traditional and new products and methods used in the beauty industry;
- TF2.04 – select and use appropriate materials and tools to perform basic salon services.

Scientific and Physical Processes

- TF3.01 – explain chemical theory related to hair and skin products (e.g., acidity vs. alkalinity, pH balanced shampoos, hair colouring agents, chemical relaxers, permanent waves, emulsions, depilatories);
- TF3.02 – describe chemical changes that take place during different procedures (e.g., oxidation of peroxide; breaking down sulphur bonds; actions of sodium hydroxide, ammonia thioglycolate, neutralizers);
- TF3.03 – identify a variety of body reactions to different products and treatments;
- TF3.04 – explain the difference between hypo-allergenic and natural products (e.g., homemade skin care and health care products vs. products purchased from a beauty supplier), using information such as that provided on labels.

Skills and Processes

Overall Expectations

- SPV.01 · identify a variety of services and techniques that meet industry standards;
- SPV.02 · use appropriate materials and tools to perform basic salon services;
- SPV.03 · demonstrate effective communication and interpersonal skills.

Specific Expectations

Services, Techniques, Materials, and Tools

- SP1.01 – describe basic analysis procedures (e.g., related to degree of porosity, scalp condition, skin type, facial shape, body type, health of nails) and recommend appropriate services;
- SP1.02 – administer treatments following recommended procedures;
- SP1.03 – select, prepare, and safely apply health and beauty products on live models or mannequins (e.g., skin and hair treatments, relaxers, tints, highlights);
- SP1.04 – identify unique styles for special event occasions;
- SP1.05 – identify and use appropriate routine sanitization procedures;
- SP1.06 – use information technologies and specialized software related to the hairstyling and aesthetics industry (e.g., the Cosmopolitan Virtual Makeover program) effectively.

Communication and Interpersonal Skills

- SP2.01 – use effective communication techniques to interact with clients;
- SP2.02 – identify techniques for resolving conflicts with clients and peers;
- SP2.03 – identify and use a variety of teamwork and interpersonal skills.

Impact and Consequences

Overall Expectations

- ICV.01 · describe the environmental impact of products in the hairstyling and aesthetics industry;
- ICV.02 · identify health and safety standards in the use of equipment, materials, and techniques;
- ICV.03 · describe career opportunities and related training and educational requirements.

Specific Expectations

Environmental Impacts

- IC1.01 – describe the environmental impacts of various products used in the industry;
- IC1.02 – identify environmentally friendly products.

Health and Safety Standards

- IC2.01 – describe laws and regulations related to the industry;
- IC2.02 – describe and follow appropriate industry-standard health and safety procedures and regulations for handling products, tools, and equipment;
- IC2.03 – apply personal health and safety standards correctly (e.g., by analysing skin, hair, and nails for disorders and diseases; sterilizing implements and equipment; wearing protective gloves during all chemical services; sanitizing hands; working in a properly ventilated area);
- IC2.04 – describe first-aid and lifesaving techniques.

Education, Training, and Career Opportunities

- IC3.01 – describe local and regional career opportunities;
- IC3.02 – identify training opportunities and educational requirements related to careers in hairstyling and aesthetics.

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Unit 2: Hair Colouring Services

Time: 25 hours

Unit Description

Students realize the need for effective communication, decision-making, problem-solving, time, and resource management skills required in this complex unit. They are introduced to the chemical and physical processes that occur when providing a hair colouring service. They will be given an opportunity to provide one-step hair colouring applications in a salon environment. This will incorporate temporary, semi-permanent, demi-permanent, deposit-only, and permanent, hair colouring techniques. Pre-analysis procedures, hair structure, hair and colour classifications, chemical compositions, as well as application techniques, are covered in depth. This ensures that the student not only provides the chemical service manually, but also understands the physical changes that take place when chemicals are on the hair shaft. Safety procedures are adhered to and followed at all times.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
2.1. Introduction to Hair Colouring	60 min	TFV.01, TFV.02, TFV.03, TFV.04, TF1.01, TF1.02, TF1.03, TF1.04, TF2.01, TF2.03; SPV.03, SP1.05, SP1.06; ICV.03, IC2.01, IC2.04, IC3.01, IC3.02; CGE2b, CGE2c, CGE4e, CGE5b, CGE5c, CGE7g, CGE7i, CGE7f, CGE7b	Knowledge/ Understanding Thinking/ Inquiry	- gathering of magazine photos of various hair colours - reasons for colouring of hair - types of hair colour products
2.2. Choosing the Correct Colour Scheme	240 min	TFV.02, SPV.02, SPV.03; TF1.03, TF1.04, TF2.01, TF2.04, SP2.01, IC2.03; CGE2a, CGE2c, CGE3c, CGE5a, CGE5e, CGE5g, CGE7f	Knowledge/ Understanding Thinking/ Inquiry Communication	- draw colour spectrum - analyse colour characteristics of peers
2.3. Colour Types and Sample Testing	300 min	TFV.01, TFV.03, TFV.04, SPV.01, SPV.02, ICV.01, ICV.02; TF2.01, TF2.02, TF2.03, TF3.01, TF3.03, SPI.01, SPI.03, SPI.05, IC2.02, IC2.04; CGE2b, CGE3e, CGE4b, CGE5b, CGE5d, CGE5g	Knowledge Thinking/ Inquiry Application	- demonstrate sampling of colour types and complete predisposition test
2.4. Client Consultation and Analysis	300 min	TFV.03, SPV.03, ICV.02; TF1.03, TF1.04, TF3.03, SP1.01, SP2.02, IC2.02, IC2.03; CGE1f, CGE2d, CGE4a, CGE4c, CGE4f, CGE5f, CGE7b, CGE7c, CGE7e	Thinking/ Inquiry Communication Application	- practise completing client profiles: client information, release form, hair analysis
2.5. Colour Formulation and Application	600 min	TFV.03, TFV.04, SPV.02, ICV.02; TF1.01, TF2.01, TF2.02, TF3.01, TF3.02, SP1.03, IC2.02, CGE3c, CGE2e, CGE4e, CGE5c, CGE7i, CGE7j	Knowledge Thinking/ Inquiry Application	- select a variety of colour types, levels, shades - experiment on hair swatches or mannequins

Activity 2.1: Introduction to Hair Colouring

Time: 60 minutes

Description

Throughout this activity students strive for excellence, originality, and integrity in their work, and learn to support these qualities in the work of others. Students become aware of beauty fashion trends and the methods used to achieve them. Students also identify ways in which hair colouring services are used to satisfy clients' needs and learn how the beauty services increase self-esteem and well being. Throughout this unit students adhere to the appropriate routines of sanitation procedures.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE5b - thinks critically about the meaning and purpose of work;

CGE5d - finds meaning, dignity, fulfillment, and vocation in work which contributes to the common good;

CGE.5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Strand(s): Theory and Foundation, Skills and Processes, Impact Consequences

Overall Expectations

TFV.01 - describe trends and styles in hairstyling and aesthetics;

TFV.03 - identify materials, techniques, and equipment used in the hairstyling and aesthetics industry;

SPV.01 - identify a variety of services and techniques that meet industry standards;

ICV.01 - describe the environmental impact of products in the hairstyling and aesthetics industry;

ICV.02 - identify health and safety standards in the use of equipment, materials, and techniques.

Specific Expectations

TF1.01 - describe beauty fashion trends and the methods used to achieve them;

TF1.03 - identify ways in which the hairstyling and aesthetics industry provides a service (e.g., using beauty treatments to pamper clients, interpreting and satisfying clients' needs, providing customer satisfaction and rapport);

SP1.05 - identify and use appropriate routine sanitization procedures;

IC1.01 - describe the environmental impacts of various products used in the industry;

Planning Notes

The teacher:

- gathers all necessary theoretical information and assists students in understanding the reasons people colour their hair, professional products versus commercial product, the careers available for the colour specialist and the various types of colours available and their effects on the hair shaft;
- organizes all the proper equipment necessary to explain the lesson;
- may provide videos outlining the effects of certain hair colouring products;
- reinforces the need to follow all rules of sanitation;
- invites guest speakers into the classroom to further explain the various colouring products available to the clients;
- brings in magazines explaining the various fashion colouring trends available.

Prior Knowledge & Skills

- effective oral, listening, and writing skills;
- Health and Safety from Grade 10 Personal Services would be beneficial.

Teaching/Learning Strategies

1. Prepare a Socratic lesson and have students take notes;
2. Encourage discussion on past hair-colouring experiences;
3. Gather professional and commercial products and explain their differences;
4. Engage students in a conversation about various careers and opportunities in the hair-colouring field;
5. Explain the importance of creating a visual colour display for the clients to view during the consultation;
6. Gather all necessary materials and supplies to have students produce a bristol board display of various hair colours for the clients to view.

Assessment & Evaluation of Student Achievement

- student-teacher conferencing;
- learning log;
- quiz;
- visual display board of various hair colours.

Accommodations

Various accommodations may be made throughout the program to assist students with special needs.

Possible program modification may include:

- review of student IEP;
- one-on-one teaching/conferencing;
- handouts instead of note taking;
- small group learning;
- peer tutoring;
- extra time for completion of assignments;
- open book quiz.

Resources

Print Materials

Milady Publishing. *Milady's Standard Textbook of Cosmetology*. New York: Milady Publishing, 1999. ISBN 1-56253-466-1

Milady Publishing. *Milady's Theory Workbook of Cosmetology*. New York: Milady Publishing, 1999. ISBN 1 562-53468-8

Milady Publishing. *Milady's Practical Workbook of Cosmetology*. New York: Milady Publishing, 1999. ISBN 1-56253-469-6

Cozens, Bronwyn. *Colour Crazy, The Complete Colour Guide for Cosmetologists*. New York: Milady Publishing, 1992. ISBN 1-56253-034-8

Nizedtich, Andre. *Teaching Hair Colouring: A Step-by-Step Guide to Building Props*. New York: Milady Publishing, 1993. ISBN 1-56253-072-0

Spencer, Patricia. *Hair Colouring A Hands-on Approach*. New York: Milady Publishing, 1990. ISBN 0-87350-393-7

Various types of magazines that display models hair and the various hair colours.

Videos

Milady's Publishing, Milady's Hair Colouring Series, videos 1, 2, 3

Computer Software

Cosmopolitan Virtual Makeover 2 Deluxe. Broderbund

CorelDraw[™]

Corel Presentation[™]

Word Perfect[™]

Activity 2.2: Choosing the Correct Colour Scheme

Time: 240 minutes

Description

Students draw and develop the colour spectrum and describe how it relates to hair colour. Natural hair colour tones and hair-colouring product shades will be compared and contrasted. Individual colour characteristics of hair, skin, and eyes will be analysed and discussed as students consult with each other. Throughout this unit students learn to respect the diversity of the world's peoples and recognize the need for this diversification.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2c - presents information and uses written materials effectively;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE5a - works effectively as an interdependent team member;

CGE5e - respects the rights, responsibilities, and contributions of self and others;

CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

Strand(s): Theory and Foundation, Skills and Processes, Impact and Consequences

Overall Expectations

TFV.02 - demonstrates an understanding of the role and contributions of the beauty services industry to individuals and to the society;

TFV.03 - identify materials, techniques, and equipment used in the hairstyling and aesthetics industry;

SPV.02 - use appropriate materials and tools to perform basic salon services.

Specific Expectations

TF1.03 - identify ways in which the hairstyling and aesthetics industry provides a service (e.g., using beauty treatments to pamper clients, interpreting and satisfying clients' needs, providing customer satisfaction and rapport);

TF1.04 - identify the role that the beauty industry services play in increasing self-esteem and well-being;

TF2.01 - explain vocabulary related to the industry (e.g., words describing the structure of the hair, skin, and nails; the professional names for techniques, tools, and products used for services in the beauty industry);

TF2.04 - select and use appropriate materials and tools to perform basic salon services;

SP2.01 - use effective communication techniques to interact with clients;

IC2.03 - apply personal health and safety standards correctly (e.g., by analysing skin, hair, and nails for disorders and diseases; sterilizing implements and equipment; wearing protective gloves during all chemical services; sanitizing hands; working in a properly ventilated area).

Planning Notes

The teacher:

- asks students to read the pages on hair colour selection in the textbook;
- obtains icing sugar and food colouring in all primary colours, paper plates, and a spatula;
- provides a completed colour spectrum chart;
- provides resources: hair colour chart, eye colour diagram, sample skin tone chart;
- collects sample colour swatches of cloth or paper showing warm and cool colours or refers to the colour key chart in the textbook;
- collects before and after colour pictures to show as samples of right and wrong selections;
- provides old magazines to cut out pictures.

Prior Knowledge & Skills

- sanitary and safety procedures for customer service;
- primary and secondary colours;
- communication skills for client consultation.

Teaching/Learning Strategies

1. The teacher places students in groups of three.
2. Each group receives a paper plate containing three teaspoons of icing sugar.
3. Students name the three primary colours. The groups place one drop of the primary colours on each separate teaspoon of icing sugar.
4. Students discuss what happens when two equal amounts of primary colours are mixed together. Students experiment with the icing sugar to show the resulting secondary and tertiary colours.
5. Students draw the colour wheel showing all primary, secondary, and tertiary colours.
6. The class discusses warm and cool shades, complementary colours, and toning down unwanted tones by using the colour spectrum. They may refer to the textbook homework.
7. Each group examines a hair colour chart showing the product line used in the classroom salon. Colour concepts are related to the chart as each group discusses the base tones found in each colour.
8. Students place common hair colour terms such as ash, copper, gold, mahogany, platinum, etc., on the corresponding area of the colour wheel.
9. Students analyse the colour characteristics of each member of their group. Hair colour tones, levels, and intensity are matched to the hair colour chart and discussed.
10. Eye colour is determined and compared to the eye colour selection chart in the textbook.
11. Students discuss whether each member of their group has warm or cool undertones in their skin colour. The colour key chart may be used.
12. The teacher shows the class a collection of colour swatches of cloth showing warm and cool tones, or uses the colour key chart as above.
13. Students summarize all the colour characteristics of each member of their group and determine the best hair colour choices for each person.
14. The results of each group member will be recorded.
15. Pictures from old magazines will be used to display samples of suitable colour choices for each member of the group.

Assessment & Evaluation of Student Achievement

The teacher observes students as they interact with the members of their group. Assessment will be made regarding:

- interpersonal skills;
- communications skills;
- peer evaluation;
- teacher conferencing;
- practical and theoretical tests.

The teacher will evaluate the selected pictures with regards to the suitability to each group member's colour characteristics.

Accommodations

Various accommodations may be made throughout the program to assist students with special needs.

Possible program modifications may include:

- review of student IEP;
- one-on-one teaching/conferencing;;
- handouts instead of note taking;
- small group learning;
- peer tutoring;
- extra time for completion of assignments;
- open book tests.

Resources

Print Materials

Milady Publishing. *Milady's Standard Textbook of Cosmetology*. New York: Milady Publishing, 1999. ISBN 1-56253-466-1

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Cozens, Bronwyn. *Colour Crazy, The Complete Colour Guide for Cosmetologists*. New York: Milady Publishing, 1992. ISBN 1-56253-034-8

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Spencer, Patricia. *Hair Colouring A Hands-on Approach*. New York: Milady Publishing, 1990. ISBN 0-87350-393-7.

Videos

Milady's Publishing, Milady's Hair Colouring Series, videos 1, 2, 3

Activity 2.3: Colour Types and Sample Testing

Time: 300 minutes

Description

Students are given a thorough explanation of the various types of colours offered to the clients. Students understand the difference between temporary, semi-permanent, and permanent, colours by studying the chemistry of the product and its effects on the hair shaft. Students use swatches to learn the effects of mixing different products to achieve different degrees of lightness or darkness to the natural hair. They will also understand the importance of pre-testing the client for possible reactions to the products used. Student learn to achieve excellence, originality, and integrity in their own work and support these qualities in the work of others.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experiences;

CGE4b - sets appropriate goals and priorities in school, work and personal life;

CGE5b - thinks critically about the meaning and purpose of work;

CGE5d - finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Strand(s): Theory and Foundation, Skills and Processes, Impact and Consequences

Overall Expectations

TFV.01 - describe trends and styles in hairstyling and aesthetics;

TFV.03 - identify materials, techniques, and equipment used in the hairstyling and aesthetics industry;

TFV.04 - describe scientific and physical processes used in various hairstyling and aesthetics services;

SPV.01 - identify a variety of services and techniques that meet industry standards;

SPV.02 - use appropriate materials and tools to perform basic salon services;

ICV.01 - describe the environmental impact of products in the hairstyling and aesthetics industry;

ICV.02 - identify health and safety standards in the use of equipment, materials, and techniques.

Specific Expectations

TF2.01 - explain vocabulary related to the industry (e.g., words describing the structure of the hair, skin, and nails; the professional names for techniques, tools, and products used for services);

TF2.02 - describe various materials, processes, and equipment (e.g., types of shampoos, conditioners, masks, and cutting implements; massage techniques for the scalp, hands and face; manicure procedures; wax heaters);

TF2.03 - describe traditional and new products and methods used in the beauty industry;

TF3.01 - explain chemical theory related to hair and skin products (e.g., acidity vs. alkalinity, PH balanced shampoos, hair colouring agents, chemical relaxers, permanent waves, emulsions, depilatories);

TF3.03 - identify a variety of body reactions to different products and treatments;

SP1.01 - describe basic analysis procedures (e.g., related to degree of porosity, scalp condition, skin type, facial shape, body type, health of nails) and recommend appropriate services;

SP1.03 - select, prepare, and safely apply health and beauty products on live models or mannequins (e.g., skin and hair treatments, relaxers, tints, highlights);

SP1.05 - identify and use appropriate routine sanitization procedures;
IC2.02 - describe and follow appropriate industry-standard health and safety procedures and regulations for handling products, tools, and equipment.

Planning Notes

- The teacher gathers all necessary theoretical information and assists the students in understanding the various types of colours available and their effects on the hair shaft.
- The teacher organizes all the proper equipment necessary to explain the lesson.
- The teacher provides videos explaining the methodology and the effects of certain hair colouring products.
- The teacher explains the importance of following all rules for the safety of their client and themselves.
- The teacher reinforces the need to follow all rules of sanitation.
- The teacher invites guest speakers into the classroom to further explain the various colouring products available to the clients.
- The teacher brings in magazines explaining the various fashion colouring trends available.
- Students complete a theoretical assignment.

Prior Knowledge & Skills

- composition of the hair;
- colour theory;
- proper use of supplies and materials;
- colour classifications;
- importance of safety procedures when using chemical products;
- all rules of sanitation.

Teaching/Learning Strategies

1. Students apply effective communication, decision-making, problem-solving, time, and resource management skills.
2. The teacher introduces the five different classifications of hair colour.
3. Students watch a video showing the various effects achieved with various types of colour.
4. Students use their textbooks along with the teacher, and learn the basic steps in using temporary colours; their use, the disadvantages, the advantages, and the types available to the clients.
5. The teacher then moves on to explain the advantages of traditional semi-permanent hair colour; their use, the types that are available, the chemical action on the hair.
6. The teacher then explains oxidative-deposit only colours, non-oxidative permanent colours, oxidative/lift-deposit colours, their composition and action, and the different types of the developers to be used with these oxidizing tints.
7. The teacher has students take notes describing the chemical changes that take place when using these various types of hair colour and which layer of hair they affect.
8. Using swatches of their own hair or pre-cut swatches, students have the opportunity to experiment with all five classifications.
9. Students fill out the colour swatch testing chart (Appendix 2.3.1).
10. The teacher clearly states the importance of testing clients for allergic reactions.
11. The teacher explains the necessary steps to completing a predisposition test.
12. Students are given a procedural sheet to follow and check off. (See Appendix 2.3.2).
13. The teacher gathers and distributes all the necessary materials, supplies, and handouts necessary to explain and complete the procedure.
14. Students read and understand the procedure to follow.

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15. Students pair up to complete the test.
 16. Students set up their work area with necessary supplies.
 17. The teacher explains the types of colours and materials that are to be used for the testing.
 18. The teacher prepares the chemicals to be used for the predisposition test.
 19. Students properly drape one another and follow all necessary rules of sanitation for the protection of their client as well as their own protection.
 20. Students dab the colour solution on the area behind the ear or on the inner fold of their client's elbow. Each student has this test completed.
 21. The teacher explains the duration of the test and the importance of keeping the area undisturbed. The area being tested must stay undisturbed for 48 hours.
 22. Students closely observe their test as well as their peers.
 23. The teacher explains to the students the appearance of a positive skin test and a negative skin test.
 24. Students are able to evaluate their own skin test and also the one of their peers.
 25. Students check off their procedural sheet throughout the procedure.
 26. Students record the information needed on the client profile card for future use.

Assessment & Evaluation of Student Achievement

- communication through journals and classroom presentations
- self-assessment rubrics
- student-teacher conferencing
- theoretical assignments
- practical assignments
- written tests, formal and informal observation
- performance assessment rubrics
- reflective learning including self-assessment
- learning logs
- peer assessment rubrics

Accommodations

Various accommodations may be made throughout the program to assist students with special needs.

Possible program modifications may include:

- review of student IEP
- one-on-one teaching/conferencing
- handouts instead of note taking
- small group learning
- peer tutoring
- extra time for completion of assignments
- open book tests

Resources

Print Materials

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Spencer, Patricia. *Hair Colouring A Hands-on Approach*. New York: Milady Publishing, 1990. ISBN 0-87350-393-7

Videos

Milady's Publishing, Milady's Hair Colouring Series, videos 1,2,3

Computer Software

Cosmopolitan Virtual Makeover 2 Deluxe. Broderbund

Corel Draw™

Corel Presentation™

Word Perfect™

Journals and Magazines

Canadian Hairdresser (all releases). Toronto, ON: HAR-CO CO.

Flare (all releases). Toronto, ON

Modern Salon (all releases). Lincolnshire, IL.

Salon Magazine (all releases). Toronto, ON

Websites

www.milady.com

Activity 2.4: Client Consultation and Hair Analysis

Time: 300 minutes

Description

Students understand the importance of keeping accurate client documentation when providing a chemical service. They learn to properly analyse the hair and record all pertinent information on a record card that is filled out completely and kept for future services. Students apply effective communication, decision-making, problem solving, time, and resource management skills.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1i - integrates faith with life;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4c - takes initiative and demonstrates Christian leadership;

CGE4f - applies effective communication, decision-making, problem solving, time, and resource management skills;

CGE5f - exercises Christian leadership and the achievement of individual and group goals;

CGE7b - accepts accountability for one's own actions.

Strand(s): Theory and Foundation, Skills and Processes, Impact and Consequences

Overall Expectations

TFV.03 - identify materials, techniques, and equipment used in the hairstyling and aesthetics industry;

SPV.03 - demonstrate effective communication and interpersonal skills;

ICV.02 - identify health and safety standards in the use of equipment, materials and techniques.

Specific Expectations

TF1.03 - identify ways in which the hairstyling and aesthetics industry provides a service (e.g., using beauty treatments to pamper clients, interpreting and satisfying clients' needs, providing customer satisfaction and rapport);

TF1.04 - identify the role that beauty industry services play in increasing self-esteem and well-being;

TF3.03 - identify a variety of body reactions to different products and treatments;

SP1.01 - describe basic analysis procedures (e.g., related to degree of porosity, scalp condition, skin type, facial shape, body type, health of nails) and recommend appropriate services;

SP2.02 - identify techniques for resolving conflicts with clients and peers;

IC2.02 - describe and follow appropriate industry-standard health and safety procedures and regulations for handling products, tools, and equipment;

IC2.03 - apply personal health and safety standards correctly (e.g., analysing skin, hair, and nails for disorders and diseases; sterilizing implements and equipment; wearing protective gloves during all chemical services; sanitizing hands; working in a properly ventilated area).

Planning Notes

- It is vital that students understand how crucial it is to analyse your client's hair prior to a service. All of the information must be recorded on a record card and kept for future consultations.
- The teacher organizes all materials necessary for students to thoroughly complete the client profile.
- The teacher explains the procedure of analysing the hair.
- The teacher will gather magazines for the visual analysis of the hair.
- The student will complete the profile step by step.

Prior Knowledge & Skills

- colour theory
- types of colour available
- importance of safety procedures when using chemical products
- hair analysis
- types of developers available
- importance of skin tones and eye colour when selecting a hair colour
- predisposition testing

Teaching/Learning Strategies

1. The teacher explains the importance of keeping accurate records when completing a hair colouring service on a client.
2. The lesson includes client profiles, hair analysis, and release statements.
3. Students work with their peers to practise completing a record card.
4. The teacher hands out the client profile card (See Appendix 2.4.1).
5. The teacher instructs students to fill out the personal information component of the profile.
6. The teacher explains why this information is important to gather.
7. The teacher demonstrates the techniques of analyzing the hair.
8. Students analyse the hair and write down all information on the client profile card.
9. The teacher explains the last part of the client profile – the release form.

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10. Students fill out the release form and have it signed by their parent or legal guardian if under 18 years of age.
 11. Students now realize the importance of gathering all the valuable information for the profile.
 12. The teacher gathers the profile cards and stores them in the appropriate location for future use.

Assessment & Evaluation of Student Achievement

- communication through project
- peer-assessment
- student-teacher conferencing
- written tests, formal and informal observation
- performance assessment rubrics
- reflective learning including self-assessment
- theoretical and practical assignments

Accommodations

- review of student IEP
- one-on-one teaching/conferencing
- repeat instructions
- handouts instead of note taking
- small group learning
- peer tutoring
- extra time for completion of assignments
- open book evaluations

Resources

Print Materials

Milady Publishing. *Milady's Standard Textbook of Cosmetology*. New York: Milady Publishing, 1999. ISBN 1-56253-466-1

Milady Publishing. *Milady's Theory Workbook of Cosmetology*. New York: Milady Publishing, 1999. ISBN 1-562-53468-8

Milady Publishing. *Milady's Practical Workbook of Cosmetology*. New York: Milady Publishing, 1999. ISBN 1-56253-469-6

Cozens, Bronwyn. *Colour Crazy, The Complete Colour Guide for Cosmetologists*. New York: Milady Publishing, 1992. ISBN 1-56253-034-8

Nizedtich, Andre. *Teaching Hair Colouring: A Step-by-Step Guide to Building Props*. New York: Milady Publishing, 1993. ISBN 1-56253-072-0

Spencer, Patricia. *Hair Colouring A Hands-on Approach*. New York: Milady Publishing, 1990. ISBN 0-87350-393-7

Computer Software

Cosmopolitan Virtual Makeover 2 Deluxe. Broderbund

CorelDRAW™

Corel Presentation™

WordPerfect™

Journals and Magazines

Canadian Hairdresser (all releases). Toronto, ON: HAR-CO CO.

Flare (all releases). Toronto, ON

Modern Salon (all releases). Lincolnshire, IL.

Salon Magazine (all releases). Toronto, ON

Websites

www.milady.com

Activity 2.5: Colour Formulation and Application

Time: 600 minutes

Description

Students experiment with a selection of levels, shades, and types of hair colouring products. The results are observed, recorded, and discussed in class. Students learn to think reflectively and creatively to evaluate situations and solve problems. Throughout this unit students learn to respect the environment and use products and resources wisely.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE4e - sets appropriate goals and priorities in school, work, and personal life;

CGE5c - develops one's God-given potential and makes a meaningful contribution to society;

CGE7i - respects the environment and uses resources wisely;

CGE7j - contributes to the common good.

Strand(s): Theory and Foundation, Skills and Processes, Impact and Consequences

Overall Expectations

TFV.03 - identify materials, techniques, and equipment used in the hairstyling and aesthetics industry;

TFV.04 - describe scientific and physical processes used in various hairstyling and aesthetics services;

SPV.02 - use appropriate materials and tools to perform basic salon services;

ICV.02 - identify health and safety standards in the use of equipment, materials, and techniques.

Specific Expectations

TF1.01 - describe beauty fashion trends and the methods used to achieve them;

TF2.01 - explain vocabulary related to the industry (e.g., words describing the structure of the hair, skin and nails; the professional names for techniques, tools, and products used for services);

TF2.02 - describe various materials, processes, and equipment (e.g., types of shampoos, conditioners, masks, and cutting implements; massage techniques for the scalp, hands and face; manicure procedures; wax heaters);

TF3.01 - explain chemical theory related to hair and skin products (e.g., acidity vs. alkalinity, PH balanced shampoos, hair colouring agents, chemical relaxers, permanent waves, emulsions, depilatories);

TF3.02 - describe chemical changes that take place during different procedures (e.g., oxidation of peroxide; breaking down sulphur bonds; actions of sodium hydroxide, ammonia thioglycolate, neutralizers);

SP1.03 - select, prepare, and safely apply health and beauty products on live models or mannequins (e.g., skin and hair treatments, relaxers, tints, highlights);

IC2.02 - describe and follow appropriate industry-standard health and safety procedures and regulations for handling products, tools, and equipment.

Planning Notes

The teacher:

- provides a wide range of colour types, shades, and levels for students to choose from;
- prepares equipment required for colour formulation;
- asks students to collect 10 to 15 swatches of natural hair colours ranging from levels 2 to 7 or if this is not possible, select an old, untinted mannequin to experiment with; ask students to separate pieces of hair with elastics or cut sections to divide the hair;
- asks students to purchase a piece of bristol board in a light colour;
- prepares a student handout describing the procedure to follow during the experiment;
- provides colour product resources.

Prior Knowledge & Skills

- basic colour theory from Activity 2.2
- types of hair colour from Activity 2.3
- safety precautions related to hair colour
- basic terminology related to hair colour

Teaching/Learning Strategies

1. Students read the instructions given by the instructor on colouring swatches.
2. The teacher discusses the format to follow during the hair colouring experiment and then students brainstorm ideas on how to plan their strategies.
3. In groups of two or three, students map out a strategy to use for their experiment.
4. The teacher confirms that all colour types in a wide range of shades and levels are used and that different strengths of developers are incorporated into the plan.
5. Students label and record the information about the natural hair colour swatches they have collected and taped together.
6. With teacher guidance students work together to prepare a wide selection of permanent, demi-permanent, and semi-permanent hair colours to share. Tint bowls are labelled with their contents. Warm and cool colours at levels representing high lift to deposit only colours should be included.
7. Students follow their planned strategy as they apply their pre-selected colours to the hair swatches. Timing will be recorded. Students place the swatches on a large piece of paper/paper towel as the colours process. Information may be temporarily written beside the swatches on this paper. The teacher observes each group and offers assistance and suggestions where needed.
8. Students shampoo or rinse out the colour when the processing time is completed. When the swatches have dried, the results are recorded.
9. Students place the completed swatches on a bristol board designed to best display the results in an organized and creative format.
10. The teacher grades the display board with a rubric (Appendix 2.5).
11. Each group describes their results to the class, using their bristol board as a visual aid. Expected results are compared to the actual results.
12. The whole class discusses the experiment results of each group and is encouraged to ask questions.

Assessment & Evaluation of Student Achievement

The teacher observes students, keeping anecdotal comment in order to assess the following:

- communication skills;
- organizational skills;
- safe application of products;
- application techniques;
- time-management skills;
- teamwork skills;
- sanitary work habits.

The teacher evaluates the quality of the final display board and oral presentation under the following criteria:

- explanation of procedures and results;
- quality and organization of visual display;
- theory and practical testing.

Accommodations

Students who received a positive predisposition test or are concerned about allergies to the products may observe and record the results for a group and participate more fully in the oral presentation. A teacher may also use:

- handouts instead of note taking;
- small group learning;
- peer tutoring;
- extra time for completion of assignments.

Resources

Print Materials

Milady Publishing. *Milady's Standard Textbook of Cosmetology*. New York: Milady Publishing, 1999. ISBN 1-56253-466-1

Milady Publishing. *Milady's Theory Workbook of Cosmetology*. New York: Milady Publishing, 1999. ISBN 1-562-53468-8

Milady Publishing. *Milady's Practical Workbook of Cosmetology*. New York: Milady Publishing, 1999. ISBN 1-56253-469-6

Cozens, Bronwyn. *Colour Crazy, The Complete Colour Guide for Cosmetologists*. New York: Milady Publishing, 1992. ISBN 1-56253-034-8

Nizedtich, Andre. *Teaching Hair Colouring: A Step-by-Step Guide to Building Props*. New York: Milady Publishing, 1993. ISBN 1-56253-072-0

Spencer, Patricia. *Hair Colouring A Hands-on Approach*. New York: Milady Publishing, 1990. ISBN 0-87350-393-7

Appendix 2.3.1: Colour Swatch Testing Chart

Type of Colour To Be Used	Natural Level of Swatch	Desired Level of Swatch	Tonal Value to Achieve	Formula	Layer of Penetration And Results

Appendix 2.3.2: Predisposition Checklist

- _____ Write down the procedural technique of the predisposition test.
- _____ Gather all necessary materials to perform test.
- _____ Observe instructor as colour and developer are mixed.
- _____ Appropriately drape client for the test.
- _____ Select test area; either behind the ear or in the inner fold of the elbow.
- _____ Gently cleanse area where test will be performed.
- _____ Dry the area thoroughly.
- _____ Follow teacher's instructions and apply formula to the specific area with a sterile cotton swab.
- _____ Leave test area undisturbed for 48 hours.
- _____ Examine tested area for any changes.
- _____ Complete results on client profile card.
- _____ If test is negative, the student understands that they can proceed with the service.
- _____ If test is positive, the student understands that the hair colouring service cannot be provided.

Appendix 2.4.1: Client Colour Profile Card

The following information is strictly confidential and is to be used solely for client evaluation purposes in the salon.

Client Name: _____ Telephone #: home: _____
 work: _____
 Address: _____ City: _____
 Birth date: _____ Occupation: _____
 Previous Allergies: _____
 Medication: _____
 Additional comments: _____

PREDISPOSITION TEST:

Date of test: _____ Results: Positive Negative

HAIR ANALYSIS:

Natural Base Level: _____ Tonal Value: _____ % of Grey: _____

Overall Condition of hair: normal dry oily
 Overall Condition of scalp: normal dry oily
 Hair texture: fine medium coarse
 Hair porosity: normal porous over porous
 Hair elasticity: good poor
 Natural form: straight wavy curly
 Hair length: short medium long

The hair was previously tinted: yes no

PLEASE RECORD ALL SERVICES

Date of service	Type of service	Formula used	Timing	Results	Operator

RELEASE FORM:

I _____ release the student, instructor, school and board from all claims arising out of and in any way affiliated to the services performed in the classroom.

Signed: _____ Parental Signature (if under 18): _____

Date: _____ Witnessed: _____

Appendix

Activity 2.2

Sample Assessment Rubric of Choosing the Correct Colour Scheme

Categories	Level 1 (50 - 59%)	Level 2 (60 - 69%)	Level 3 (70 - 79%)	Level 4 (80 - 100%)
Knowledge Demonstrate knowledge of colour concepts and terminology	- demonstrates limited knowledge of colour concepts and terminology	- demonstrates some knowledge of colour concepts and terminology	- demonstrates considerable knowledge of colour concepts and terminology	- demonstrates thorough knowledge of colour concepts and terminology
Thinking/Inquiry Analyse and evaluate colour characteristics of peers	- analyses and evaluates colour characteristics of peers with limited effectiveness	- analyses and evaluates colour characteristics of peers with moderate effectiveness	- analyses and evaluates colour characteristics of peers with considerable effectiveness	- analyses and evaluates colour characteristics of peers with a high degree of effectiveness
Communication Communicate with peers to determine information during consultation	- communicates with peers to determine information during consultation with limited clarity	- communicates with peers to determine information during consultation with moderate clarity	- communicates with peers to determine information during consultation with considerable clarity	- communicates with peers to determine information during consultation with a high degree of clarity
Application Produce a colour spectrum showing hair colour terminology	- produces a colour spectrum showing hair colour terminology with limited skill	- produces a colour spectrum showing hair colour terminology with moderate skill	- produces a colour spectrum showing hair colour terminology with considerable skill	- produces a colour spectrum showing hair colour terminology with a high degree of skill

Note: A student whose achievement is below level 1 (50%) has not the expectations for this assignment or activity.

Appendix

Activity 2.5

Sample Assessment Rubric of Colouring Formulation and Application

Categories	Level 1 (50 - 59%)	Level 2 (60 - 69%)	Level 3 (70 - 79%)	Level 4 (80 - 100%)
Knowledge Demonstrate knowledge of colour formulation and application	- demonstrates limited knowledge of colour formulation and application	- demonstrates some knowledge of colour formulation and application	- demonstrates moderate knowledge of colour formulation and application	- demonstrates thorough knowledge of colour formulation and application
Thinking/Inquiry Plan, formulate, and analyse results of colour experiments	- plans, formulates, and analyses results of colour experiments with limited effectiveness	- plans, formulates, and analyses results of colour experiments with moderate effectiveness	- plans, formulates, and analyses results of colour experiments with considerable effectiveness	- plans, formulates, and analyses results of colour experiments with a high degree of effectiveness
Communication Communicate and discuss processes and results of colour experiment	- communicates and discusses processes and results of colour experiment with limited clarity	- communicates and discusses processes and results of colour experiment with moderate clarity	- communicates and discusses processes and results of colour experiment with considerable clarity	- communicates and discusses processes and results of colour experiment with a high degree of clarity
Application Create a visual display of hair colour results	- creates a visual display of hair colour results with limited skill	- creates a visual display of hair colour results with moderate skill	- creates a visual display of hair colour results with considerable skill	- creates a visual display of hair colour results with a high degree of skill

Note: A student whose achievement is below level 1 (50%) has not the expectations for this assignment or activity.

Unit 4: Skin Care

Time: 20 hours

Unit Description

Throughout this unit students learn to respect our cultural and pluralistic society. They learn to value and honour the individual needs of the clients they are serving. Students are introduced to the physical structure of the skin and appendages. They learn about the treatment, service, and application of beauty products to enhance and preserve the skin. Students research, identify, and apply appropriate massage techniques and product applications, after consultation with the client. Students are encouraged to focus on treatments and products that compliment the client's skin. Students perform daytime, evening, and commercial make-up applications as well as corrective/enhancement make-up techniques in accordance with the client's wishes and needs.

Emphasis is placed on using appropriate safety procedures to ensure the health and safety of themselves and the client.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
4.1. Massage Theory and Manipulations	360 min	TFV.03, TFV.04, TF2.01, TF2.02, TF2.04, TF3.04, SPV.01, SPV.02, SPV.03, SP1.01, SP1.02, SP1.03, SP1.05, SP2.01, ICV.02, IC2.02, IC2.03	Knowledge Application Communication	Facial massage
4.2. Performing a Facial for Problem Skin	360 min	TFV.04, TF2.01, TF2.02, TF2.03, TF3.04, SPV.02, SPV.03, SP1.01, SP1.02, SP1.03, SP1.05, SP2.01, ICV.02, IC2.03, TF1.03, IC2.01	Knowledge Thinking/Inquiry Communications Application	Corrective facial
4.3. Temporary Removal of Superfluous Hair	180 min	TFV.02, TF1.03, TF1.04, TF2.04, SPV.03, SP1.05, IC2.03	Thinking/Inquiry Communication Application	Hair removal
4.4. Application of Corrective Enhancement Make up	300 min	TFV.03, TF1.03, TF2.01, SPV.02, SP2.01, SP1.03	Knowledge Application	Corrective make-up application

Activity 4.1: Massage Theory and Manipulations

Time: 360 minutes

Description

Students demonstrate effective communication and interpersonal skills required for performing a facial. They describe basic analysis procedures and learn basic movements and theory related to proper manipulations. Students gain knowledge of the physiological effects of massage and learn the motor nerve points that may affect the underlying muscles of the face. Students become familiar with the procedures performed during a massage service on the facial area as well as the contra-indications for facial massage. They describe the benefits of different massage movements and apply various massage movements to the face and neck. Emphasis is placed on the importance of following all safety and sanitary rules.

Strand(s) & Learning Expectations

Strand(s): Theory and Foundations, Skills and Processes, Impact and Consequences

Overall Expectations

TFV.03 - identify materials, techniques, and equipment used in the beauty services industry;
TFV.04 - describe scientific and physical processes used in various hairstyling and aesthetics services;
SPV.01 - identify a variety of services and techniques that meet industry standards;
SPV.02 - use appropriate materials and tools to perform basic salon services;
SPV.03 - demonstrate effective communication and interpersonal skills;
ICV.02 - identify health and safety standards in the use of equipment, materials, and techniques;

Specific Expectations

TF2.01 - explain vocabulary related to the industry (e.g., words describing the structure of the hair, skin, and nails; the professional names for techniques, tools, and products used for services);
TF2.02 - describe various material, processes, and equipment (e.g., types of shampoos, conditioners, masks, and cutting implements; massage techniques for the scalp, hands and face; manicure procedures; wax heaters);
TF2.04 - select and use appropriate materials and tools to perform basic salon services;
TF3.04 - explain the difference between hypo-allergenic and natural products (e.g., homemade skin care and health care products vs. products purchased from a beauty supplier) using information such as that provided on labels;
SP1.01 - describe basic analysis procedures (e.g., related to degree of porosity, scalp condition, skin type, facial shape, body type, health of nails) and recommend appropriate services;
SP1.02 - administer treatments following recommended procedures;
SP1.03 - select, prepare, and safely apply health and beauty products on live models or mannequins (e.g., skin and hair treatments, relaxers, tints, highlights);
SP1.05 - identify and use appropriate routine sanitization procedures;
SP2.01 - use effective communication techniques to interact with clients;
IC2.02 - describe and follow appropriate industry-standard health and safety procedures and regulations for handling products, tools, and equipment;
IC2.03 - apply personal health and safety standards correctly (e.g., by analysing skin, hair, and nails for disorders and diseases; sterilizing implements and equipment; wearing protective gloves during all chemical services; sanitizing hands; working in a properly ventilated area).

Prior Knowledge & Skills

- awareness of sanitation precautions in a salon environment from previous units
- effective communication skills
- cooperative group skills
- knowledge gained from Grade 9 Science course regarding cell structure and biologic classification
- understanding of safe and sanitary work habits
- proper grooming habits and personal hygiene (particularly in the areas of the face, hands, and nails) as learned in previous units

Planning Notes

- Obtain supply materials (e.g., creams for practicing manipulation).
- Provide additional resources for various types of facial manipulations (e.g., Lymphatic massage, pressure point, and manipulations, Dr. Jacquet movements).
- Provide skin care products required to perform a facial massage service.

-
- Prepare copies of a quiz on histology and physiology of the skin (see Appendix 4.1.1 – Histology and Physiology of the Skin Questions) for distribution to the class.
 - Prepare a diagram of the facial massage techniques for distribution to the class.

Teaching/Learning Strategies

1. The teacher reviews with the class the histology and physiology of the skin, and conducts a lesson on the location of facial muscles and bones of the face and neck, including the muscular structure and function. The teacher discusses the motor nerve points of the face and explains their impact on underlying muscles.
2. The teacher discusses the physiological effects of massage and outlines the benefits of a facial massage (e.g., absorption of product, stimulation of blood and lymph circulation, relaxation of nerves).
3. The teacher demonstrates basic manipulations of effleurage, petrissage, friction, percussion/tapotement, and vibration.
4. Students complete a quiz on histology and physiology of the skin (see Appendix 4.1.1 – Histology and Physiology of the Skin Questions).
5. The teacher reviews skin types, applications of products, and contra-indications.
6. The teacher demonstrates a facial massage and discusses each step while students are applying the manipulations (not product) on mannequins.
7. The teacher distributes a diagram of the facial massage techniques.
8. In groups of two to four, students practise giving a facial massage service to each other, using their notes and observations of the teacher as reference.
9. Throughout the activity the teacher reinforces the need for students to communicate with the client:
 - before the facial service;
 - during the service (to measure the level of pressure being applied with the massage, the level of comfort experienced by the client and to monitor for any allergic or negative reaction to product or manipulation);
 - after the facial service (to offer post-service home care recommendations).
10. The teacher observes each groups' work ethics, ensures that skin care products and manipulations are handled and applied safely and reinforces the need to follow all sanitary practices.

Assessment & Evaluation of Student Achievement

- Students' knowledge of the histology and physiology of the skin is assessed using Appendix 4.1.1 – Histology and Physiology of the Skin Questions.
- Students' understanding of and ability to perform a facial massage is assessed using Appendix 4.1.2 – Teacher Observation Rubric for Performing a Facial Massage.

Accommodations

- Students may videotape the teacher's demonstration of the facial massage for review purposes.
- Students may videotape their own demonstrations of a facial massage for review and discussion purposes.
- The teacher may arrange for extra practice time in providing facial manipulations.
- Students may work with peer tutors.
- The teacher may use a variety of teaching styles to accommodate learning styles.
- An educational assistant may be assigned to the class.
- Students may search websites for additional articles on facial massage techniques.

-
- The teacher may provide professional videos on various types of facial massage techniques (lymphatic drainage, Dr. Jacquet, pressure point, etc.).
 - Students may decline to participate as models for this activity, if desired.
 - The teacher reviews students' IEPs and adapts the activity to meet students' needs.

Resources

Printed Materials

Allured Publishing. *Milady's Standard Textbook for Professional Aestheticians*. New York: Allured Publishing, 1996. ISBN 1-56253-129-8

Milady Publishing. *Milady's Standard Textbook of Cosmetology*. New York: Milady Publishing, 1999. ISBN 1-56253-466-1

Milady Publishing. *Theory and Practice of Therapeutic Massage*. New York: Milady Publishing, 1994. ISBN 1-56253-120-4

Personal Services Setting Protocol Infection Control Program. Ministry of Health, Public Health Branch, January 1998.

Websites

Milady Thomson Learning Centre for school based training in cosmetology, barber-styling, aesthetics, nail technology, or massage - www.milady.com

Delmar, a division of Milady, video and publication resources - www.delmar.com

Allied Beauty Association of Canada - www.abacanada.com

Workplace Hazard Material Information System Website - <http://www.utoronto.ca/safety/whmis2.htm>

Software

Smart Tutor/Smart Tester & SmarTest. Milady Publishing Company (A Division of Delmar Publishers)

Appendix 4.1.1

Histology and Physiology of the Skin Questions

(See relevant chapters in *Milady Standard Textbook of Cosmetology*.)
(56 marks)

1. Define the following terms: dermis, epidermis, anatomy, physiology, histology. (10)
2. Identify and describe the 10 bones of the face and neck. (10)
3. List and describe the 3 types of nerve fibres of the skin. (3)
4. How is the skin nourished? (2)
5. What is skin elasticity, and how does this affect the aging process? (2)
6. How does skin obtain its colour, and what is the benefit of having melanin as a colouring agent? (2)
7. Describe the two glands of the skin. (2)
8. What are the principal functions of the skin, and how do they benefit us? (6)
9. What are the benefits of a massage? (7)
10. Identify and thoroughly describe the 6 basic manipulations used in massage. (12)

Appendix 4.1.2

Teacher Observation Rubric for Performing a Facial Massage

Categories	Level 1 (50 - 59%)	Level 2 (60 - 69%)	Level 3 (70 - 79%)	Level 4 (80 - 100%)
Knowledge Massage performed in a sequential manner SPV.02, SP1.02, SP1.03, TF2.02	- demonstrates limited ability to perform the massage in a sequential manner	- demonstrates some ability to perform the massage in a sequential manner	- demonstrates the ability to perform the massage in a sequential manner	- demonstrates the ability to perform the massage in a sequential manner and with confidence
Application Oral assessment on steps and terminology of massage procedure SPV.02, TFV.03, ICV.02, SP1.02, SP1.05, TF2.01, TF2.02, IC2.02	- demonstrates limited understanding of technical terminology and procedures	- demonstrates some understanding of technical terminology and procedures	- demonstrates considerable understanding of technical terminology and procedures	- demonstrates thorough understanding of technical terminology and procedures
Communication Pressure and comfort consultation with client during procedure SPV.03, TFV.04, SP1.01, SP2.01, TF3.04	- communicates information with limited clarity	- communicates information with moderate clarity	- communicates information with considerable clarity	- communicates information with a high degree of clarity and with confidence

Note: A student whose achievement is below level 1 (50%) has not the expectations for this assignment or activity.

Activity 4.2: Performing a Facial for Problem Skin

Time: 360 minutes

Description

Students learn and apply the procedures to complete a facial that addresses a client's concerns about problem skin. Students learn about the benefits of a facial for problem skin and how to recognize problem skin, select and apply appropriate skin care products, and handle implements safely. Students apply steps and manipulations in sequential order to complete the facial. Throughout this activity students are made aware of the importance of applying safety and sanitary rules while working.

Strand(s) & Learning Expectations

Overall Expectations

TFV.04 - describe scientific and physical processes used in various hairstyling and aesthetics services;

SPV.02 - use appropriate materials and tools to perform basic salon services;

SPV.03 - demonstrate effective communication and interpersonal skills;

ICV.02 - identify health and safety standards in the use of equipment, materials, and techniques.

Specific Expectations

TF1.03 - identify ways in which the hairstyling and aesthetics industry provides a service (e.g., using beauty treatment to pamper clients, interpreting and satisfying clients' needs, providing customer satisfaction and rapport);

TF2.01 - explain vocabulary related to the industry (e.g., words describing the structure of the hair, skin, and nails; the professional names for techniques, tools, and products used for services);

TF2.02 - describe various materials, processes, and equipment (e.g., types of shampoos, conditioners, masks, and cutting implements; massage techniques for the scalp, hands, and face; manicure procedures; wax heater);

TF2.03 - describe traditional and new products and methods used in the beauty industry;

TF3.04 - explain the difference between hypo-allergenic and natural products (e.g., homemade skin care and health care products vs. products purchased from a beauty supplier), using information such as that provided on labels;

SP1.01 - describe basic analysis procedures (e.g., related to degree of porosity, scalp condition, skin type, facial shape, body type, health of nails) and recommend appropriate services;

SP1.02 - administer treatments following recommended procedures;

SP1.03 - select, prepare, and safely apply health and beauty products on live models or mannequins (e.g., skin and hair treatments, relaxers, tints, highlights);

SP1.05 - identify and use appropriate routine sanitization procedures;

SP2.01 - use effective communication techniques to interact with clients;

IC2.02 - describe and follow appropriate industry-standard health and safety procedures and regulations for handling products, tools, and equipment;

IC2.03 - apply personal health and safety standards correctly (e.g., by analysing skin, hair and nails for disorders and diseases; sterilizing implements and equipment; wearing protective gloves during all chemical services; sanitizing hands; working in a properly ventilated area).

Prior Knowledge & Skills

- familiarity with skin analysis from Activity 1: Massage Theory and Manipulations
- effective communication skills
- cooperative group skills
- knowledge gained from Grade 9 Science regarding cell structure and biologic classification

-
- understanding of safe and sanitary work habits from previous units
 - proper grooming habits and personal hygiene (particularly in the areas of the face, hands, and nails) from previous units

Planning Notes

- Provide copies of consultation charts (see Appendix 4.2.1 – Sample of Skin Care Consultation Chart).
- Provide copies of skin care worksheets (see Appendix 4.2.2 – Oily Skin Care Worksheet).
- Prepare an overhead of the layers of the skin, focusing on the structure of the follicle.
- Provide skin care products for problem and sensitive skin.
- Invite students from other classes to act as models.

Teaching/Learning Strategies

1. The teacher reviews the histology and physiology of the skin, including information on the different layers of the skin, how the skin is nourished, skin elasticity, skin colour, and functions of the skin.
2. The teacher conducts a lesson on the appearance and causes of problem skin, including different types of acne (e.g., comedones, acne, milia) dryness, and aging.
3. The teacher conducts a lesson on skin care products made for various skin types, including topical and oral medications prescribed by a doctor. Contra-indications are reviewed.
4. The teacher distributes skin care consultation charts to students (see Appendix 4.2.1 – Skin Care Consultation Chart). Working in groups of two, students analyse each other's skin for the identification of skin type, record each other's skin care routines, and complete the skin care consultation chart. (**Note:** students do not complete the Treatment Record Card section of the consultation chart at this time.)
5. As an independent study, students repeat the above exercise by examining the skin of family members and friends, and completing the Skin Care Consultation Chart (Appendix 4.2.1).
6. In small groups, students discuss their findings, and prescribe a facial treatment procedure for each chart (see Resources). Students submit the charts for evaluation.
7. The teacher invites students from other classes to act as models. The teacher and students analyse each model's skin, reviewing the characteristics of different skin types.
8. The teacher prepares the classroom and work stations for a facial treatment for a specified skin problem.
9. The teacher gives a demonstration of various facial techniques for different skin types and discusses each step (products and manipulations) while students are applying the manipulations (not product) on a mannequin.
10. The teacher conducts a lesson on how to extract comedones effectively and safely (may use a magnifying lamp), including how to sterilize the skin with a product.
11. In groups of two to four, students practise giving facials to students with problem skin (if available), using their notes as reference. Group members may assist with determining the proper steps for selecting and applying skin care products.
12. Throughout the activity, the teacher reinforces the need for students to communicate with the client before (to ascertain the client's concerns and needs), during, (to ascertain the client's level of comfort and to monitor for any discomfort or allergic reaction to the product or manipulation) and after (to offer post-service and home care recommendations) the facial service.
13. The teacher observes each group's work ethics and ensures that skin care products, machines and manipulations are handled and applied safely.
14. Students complete Appendix 4.2.2 – Oily Skin Care Worksheet and submit it for evaluation.

Assessment & Evaluation of Student Achievement

- The teacher assesses students understanding of and ability to complete a consultation chart by evaluating their Skin Care Consultation Charts (see Appendix 4.2.1 – Skin Care Consultation Chart).
- Students’ knowledge and understanding of problem skin is assessed using Appendix 4.2.2 – Oily Skin Care Worksheet.
- The students’ ability to perform a facial for problem skin is evaluated using Appendix 4.2.3 – Sample Assessment Rubric for Performing a Facial for Problem Skin.

Accommodations

- Students may videotape the teacher’s demonstration of a facial (for problem skin) for review purposes.
- Students may videotape their own demonstrations of a facial for review and discussion purposes.
- The teacher may arrange for extra practise time in providing facial manipulation.
- Students may work with peer tutors.
- The teacher may use a variety of teaching styles to accommodate learning styles.
- An educational assistant may be assigned to the class.
- Students may search websites for additional articles on facial massage for problem skin.
- Students may decline to participate as models for this activity, if desired.
- The teacher reviews students’ IEPs and adapts the activity to meet students’ needs.

Resources

Print Materials

Allured Publishing Corporation. *Physiology of the Skin*. New York: Allured Publishing, 1996
ISBN 0-931710-52-9

Edgerton, Leslie. *You and Your Clients: Milady’s Human Relations for Cosmetology*. New York: Milady Publishing Company, 1992. ISBN 1-56253-058-5

Milady Publishing. *Milady’s Standard Textbook of Cosmetology*. New York: Milady Publishing, 1999.
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ISBN 0-333-43845-0

Websites

Smart Tutor/Smart Tester & SmarTest. Milady Publishing Company (A Division of Delmar Publishers)

Ontario’s Occupational Health and Safety Website - <http://www.gov.on.ca/lab/ohs/ohse.htm>

Workplace Hazard Material Information System Website - <http://www.utoronto.ca/safety/whmis2.htm>

Appendix 4.2.1

Sample of Skin Care Consultation Chart

Client's Name:

Address:

City:

Telephone No.(s):

Known Allergies:

Medication(s):

Facial Area (observation)

Normal _____	Acne _____	How many years _____
Dry _____	Vulgaris _____	Chronic _____
Dehydrated _____	Cystic _____	Rosacea _____
Aging _____	Scars (acne, etc.) _____	
Thin, sensitive skin _____	Wrinkles _____	
Oily _____	Superficial lines _____	
Open pores _____	Deep lines _____	
Comedones (blackheads) _____	Relaxed elasticity _____	
Milia (whiteheads) _____	Good elasticity _____	
Asphyxiation _____	Couperose (broken capillaries) _____	
Discolourations (blocked pores and follicles) _____		

1. Describe your cleansing and moisturizing routine.
2. Have you ever received a facial before?
3. If your answer to question two is yes, when was the date of your last facial and did you have any negative reactions to it?
4. List the physical activities you are involved in (e.g., swimming, running).

Treatment Record Card

Date	Type of Facial Products Used	Remarks/Cosmetologist Cost

Appendix 4.2.2

Oily Skin Care Worksheet

Name: _____

Type of Acne	Characteristics	Product Needed
Combination skin Oily in facial axis only (T-zone)		
Oily with comedones		
Oily with comedones and acne		
Oily with cysts		

1. List 4 to 6 factors which cause oily skin.
2. Explain how a comedone is formed.
3. Describe the follicle when there is the presence of bacteria.
4. List the precautions to take when extracting comedones or milia.
5. Explain how often a person can receive a facial for oily skin.
6. List the benefits of a facial for oily skin.
7. Explain why a person with oily skin should use a moisturizer.

Appendix 4.2.3

Sample Assessment Rubric of Performing a Facial for Problem Skin

Categories	Level 1 (50 - 59%)	Level 2 (60 - 69%)	Level 3 (70 - 79%)	Level 4 (80 - 100%)
Knowledge Demonstrate knowledge of skin types TFV.04, SP1.01	- demonstrates limited knowledge of problem skin	- demonstrates some knowledge of problem skin	- demonstrates considerable knowledge of problem skin	- demonstrates thorough knowledge of problem skin
Thinking/Inquiry Determine the proper steps for selecting and applying skin care products SP1.02, TF2.02, SP1.03, TF2.03, TF3.04	- determines the proper steps for selecting and applying skin care products with limited effectiveness	- determines the proper steps for selecting and applying skin care products with moderate effectiveness	- determines the proper steps for selecting and applying skin care products with considerable effectiveness	- determines the proper steps for selecting and applying skin care products with a high degree of effectiveness
Communication Communicates skin analysis SP1.01, TF2.01, SPV.03, SP2.01	- communicates identification of problem skin with limited clarity	- communicates identification of problem skin with moderate clarity	- communicates identification of problem skin with considerable clarity	- communicates identification of problem skin with a high degree of clarity
Application Performs facial for problem skin SPV.02, SP1.05, SP1.02, ICV.02, SP1.03, IC2.02, IC2.03	- performs facial with limited skill	- performs facial with moderate skill	- performs facial with considerable skill	- performs facial with a high degree of skill

Note: A student whose achievement is below level 1 (50%) has not the expectations for this assignment or activity.

Activity 4.3: Temporary Removal of Superfluous Hair

Time: 180 minutes

Description

Students identify and practise the various methods of the temporary removal of superfluous hair. Students perform the procedure for tweezing and shaping a client's eyebrows, in a safe and clean environment using sanitized implements. They consult with the client to determine if the client is suitable for the service, and record and maintain up-to-date client cards.

Strand(s) & Learning Expectations

Strand(s): Theory and Foundation, Skills and Processes, Impact and Consequences

Overall Expectations

TFV.02 - demonstrate an understanding of the role and contributions of the beauty services industry to individuals and to society;

SPV.03 - demonstrate effective communication and interpersonal skills.

Specific Expectations

TF1.03 - identify ways in which the hairstyling and aesthetics industry provides a service (e.g., using beauty treatment to pamper clients, interpreting and satisfying clients' needs, providing customer satisfaction and rapport);

TF1.04 - identify the role that beauty industry services play in increasing self-esteem and well-being;

TF2.04 - select and use appropriate materials and tools to perform basic salon services;

SP1.05 - identify and use appropriate routine sanitization procedures;

SP2.01 - use effective communication techniques to interact with clients;

IC2.03 - apply personal health and safety standards correctly (e.g., by analysing skin, hair, and nails for disorders and diseases; sterilizing implements and equipment; wearing protective gloves during all chemical services; sanitizing hands; working in a properly ventilated area).

Planning Notes

- Obtain and organize required implements (e.g., tweezers, clean towels, eyebrow pencil, eyebrow comb/brush, and client card).
- Collect pictures from fashion magazines of different eyebrow shapes.
- Ask students in the class to volunteer to have their eyebrows tweezed, and ensure the students' parent/guardians have given permission for this procedure.

Prior Knowledge & Skills

- proper grooming habits and personal hygiene (particularly in the areas of the face, hands, and nails) from previous units
- effective communication skills
- cooperative group skills

Teaching/Learning Strategies

1. The teacher and students discuss various cultural practices regarding the removal of superfluous hair.
2. The teacher discusses with the class the various methods and benefits of the temporary removal of superfluous hair.
3. The teacher prepares for a demonstration of tweezing the brows.

-
4. The teacher records the client's name and information to ensure the client is suited for this service, and consults with the client on eyebrow shapes, taking into account eye shape, facial shape, maintenance, client preference, and fashion trends.
 5. The teacher washes her/his hands and drapes the client with a clean towel.
 6. The teacher "dots" three points on the eyebrow with an eyebrow pencil to show the beginning, high point, and end of the brow.
 7. The teacher and students discuss different types of tweezers and end shapes available.
 8. The teacher cleanses the tweezers with witch hazel and dries them off.
 9. The teacher brushes the eyebrow and then pulls skin taut and tweezes the hair.
 10. The teacher completes tweezing both brows, cleanses the skin with witch hazel, dries them off, and brushes them. If needed, the teacher "fills in" the brows with an eyebrow pencil.
 11. Students review the textbook of Cosmetology (see Resources) and answer the question sheet (Appendix 4.3.1 – Eyebrow Shaping Worksheet).
 12. After reviewing and discussing the answers to Appendix 4.3.1 – Eyebrow Shaping Worksheet, students form small groups and perform an eyebrow shaping procedure on one group member (who has previously received written permission for the performance of this procedure from his/her parent/guardian), following all health and safety industry practices.
 13. The teacher evaluates the procedure (see Appendix 4.3.2 – Assessment of Eyebrow Shaping).
 14. Students complete a quiz on eyebrow shaping (see Appendix 4.3.3 – Eyebrow Shaping Quiz).

Assessment & Evaluation of Student Achievement

- The teacher observes and assesses students' eyebrow shaping preparation and procedures, clean up, observance of safety and sanitary measures, communication skills with the client, time management skills, and organizational skills (see Appendix 4.3.2 – Assessment of Eyebrow Shaping).
- The teacher evaluates students' knowledge of eyebrow shaping using Appendices 4.3.1 – Eyebrow Shaping Worksheet and 4.3.3 – Eyebrow Shaping Quiz

Accommodations

- The teacher may use a variety of teaching styles to accommodate learning styles.
- Students may videotape the teacher's demonstration of eyebrow shaping and techniques for review purposes.
- Students may decline to participate as models for this activity, if desired.
- The teacher reviews students' IEPs and adapts the activity to meet students' needs.

Resources

Books

Edgerton, Leslie. *You and Your Clients: Milady's Human Relations for Cosmetology*. New York: Milady Publishing Company, 1992. ISBN 1-56253-058-5

Milady Publishing. *Milady's Standard Textbook of Cosmetology*. New York: Milady Publishing, 2000. ISBN 1-56253-466-1

Milady Publishing. *Milady's Standard Textbook for Professional Estheticians*. New York: Milady Publishing, 1998. ISBN 1-56253-359-2

Personal Services Setting Protocol Infection Control Program. Ministry of Health, Public Health Branch, January 1998.

Magazines

Canadian Hairdresser, (all releases). Toronto, ON: HAR-CO CO

Fashion Magazine, (all releases). Toronto, ON.

Flare Magazine, (all releases). Toronto, ON.

Salon Magazine, (all releases). Toronto, ON.

BeautyBeat, (all releases). Toronto, ON.

Websites and Software

Cosmopolitan Virtual Makeover 2 Deluxe. Broderbund

Smart Tutor/Smart Tester & SmarTest. Milady Publishing Company (A Division of Delmar Publishers)

Workplace Hazard Material Information System Website - <http://www.utoronto.ca/safety/whmis2.htm>

Appendix 4.3.1

Eyebrow Shaping Worksheet

Read the chapters in the textbook that refer to Eyebrow Shaping and answer the following questions.

List and explain the seven corrective placing and shaping techniques used for eyebrows to enhance facial appearance.

What bone does the natural arch of the eyebrows follow?

List and describe all the materials and products needed for an eyebrow shaping procedure using tweezers.

Identify in order the ten steps of an eyebrow procedure.

Identify the seven methods of temporary hair removal.

Appendix 4.3.2

Assessment of Eyebrow Shaping

Student: _____

Client: _____

Date: _____

Criteria	Level 1 (50 - 59%)	Level 2 (60 - 69%)	Level 3 (70 - 79%)	Level 4 (80 - 100%)
Knowledge Communication Skin Analysis and Shape Identification SP1.02	- demonstrates limited ability to consult with client to determine shape and skin analysis	- demonstrates some ability to consult with client to determine shape and skin analysis	- demonstrates considerable ability to consult with client to determine shape and skin analysis	- demonstrates the ability to consult with client to determine shape and skin analysis with a high degree of confidence
Thinking/Inquiry Preparation and Organizational Skills SP1.05	- materials and products are obtained	- materials and products are obtained and organized	- materials and products are obtained and organized efficiently	- materials and products are obtained and organized thoroughly
Application Safety and Sanitation IC1.03, SP1.05	- follows health and safety procedures infrequently	- follows health and safety procedures sometimes	- follows health and safety procedures most of the time	- follows health and safety procedures all of the time
Communication Communication Skills with Client SPV.03, SP1.02	- communicates with client with limited clarity	- communicates with client with some clarity	- communicates with client with considerable clarity	- communicates with client with a high degree of clarity, and with confidence
Application Eyebrow Shaping TF1.03, SP1.05	- demonstrates limited knowledge of procedure to follow when performing an eyebrow shaping	- demonstrates some knowledge of procedure to follow when performing an eyebrow shaping	- demonstrates considerable knowledge of procedure to follow when performing an eyebrow shaping	- demonstrates thorough knowledge of procedure to follow when performing an eyebrow shaping

Note: A student whose achievement is below level 1 (50%) has not the expectations for this assignment or activity.

Appendix 4.3.3

Eyebrow Shaping Quiz

/25

True or False (8)

1. Properly shaped eyebrows have little effect on the attractiveness of the face. ____
2. The natural arch of the eyebrow follows the occipital bone of the head. ____
3. Shaving or a wax depilatory may only be used on younger clients. ____
4. Close-set eyes require that you do increase the inner distance between the eyebrows. ____
5. To make the illusion of a shorter face, give the eyebrow a high and long arch. ____
6. To off set a triangular face do not arch the eyebrows at all. ____
7. For safety and protection of the client, cotton pledgets moistened with witch hazel or a mild astringent must be placed on the client's eyes prior to shaping. ____
8. After each eyebrow shaping service, you do not have to dispose of waste material as you are not going to be using them on another client. ____

Matching (7) Choose the appropriate definition in the right hand column to match each term in the left hand column. Indicate your choice in the spaces provided.

- | | |
|--|---|
| 1. Shaving ____ | A) - is applied heated and can be used on the cheeks, chin, upper lip, nape area, arms and legs. |
| 2. Depilatories ____ | B) - is commonly used to shape the eyebrows and remove unwanted hairs around the mouth and chin. |
| 3. Electronic Tweezers
Method of Hair
Removal ____ | C) - belong to the group of temporary methods for the removal of unwanted hair.
There are physical and chemical types. |
| 4. Hot Wax ____ | D) - has all the advantages of the heated form and is preferred by those clients who cannot tolerate the heated application. |
| 5. Chemical Depilatories ____ | E) - is recommended when unwanted hair covers a large area. |
| 6. Cold Wax ____ | F) - available in creams, pastes and powders and requires a skin test prior to application. |
| 7. Tweezing ____ | G) - a non-permanent method of hair removal that is electrically charged.
H) - a large strip of material that has glue on one side and is placed on an area of the skin. |

Written Answer

1. Identify all steps for an eyebrow shaping procedure. (10)

Answer Key: True or False: 1. F; 2. F; 3. F; 4. T; 5. F; 6. F; 7. T; 8. F.

Matching: 1. E; 2. C; 3. G; 4. A; 5. F; 6. D; 7. B.

Written Answer: 1. Seat client. 2. Discuss procedure and shape with client. 3. Cover client's eyes with moistened cotton pledgets. 4. Brush eyebrows. 5. Soften brows with warm water.

6. Remove hairs between the brows. 7. Remove hairs from above the eyebrow line. 8. Remove hairs from under the eyebrow line. 9. Sponge brows with an astringent. 10. Brush eyebrows.

Activity 4.4: Application of Corrective/Enhancement Make up

Time: 5 hours

Description

This activity introduces students to make-up applications and techniques and allows students learn to the purpose of applying make up, and the products and implements required. Students demonstrate corrective/enhancement make-up application on a client. While doing so, students identify and use implements and make-up brushes, if available, and explain the products being used and correctly applied to best suit the client. Students consult with the client, being sensitive to their cultural needs and preferences. Students research and prepare a portfolio during class and at home.

Strand(s) & Learning Expectations

Overall Expectations

TFV.03 - identify materials, techniques, and equipment used in the hairstyling and aesthetics industry;
SPV.02 - use appropriate materials and tools to perform basic salon services.

Specific Expectations

TF1.03 - identify ways in which the hairstyling and aesthetics industry provides a service (e.g., using a beauty treatment to pamper clients, interpreting and satisfying clients' needs, providing customer satisfaction and rapport);

TF2.01 - explain vocabulary related to the industry (e.g., words describing the structure of the hair, skin and nails; the professional names for techniques, tools and products used for services);

SP1.03 - select, prepare, and safely apply health and beauty products on live models or mannequins;

SP2.01 - use effective communication techniques to interact with clients.

Planning Notes

- Photocopy student questionnaire (Appendix 4.4.1 – Corrective/Enhancement Make up Questions).
- Obtain and organize implements, materials, and make-up products.
- Collect a variety of day make up pictures from fashion magazines.
- Make up artist or aesthetician may be invited as a guest speaker to discuss career opportunities in the aesthetics/cosmetic industry.
- Provide a variety of current fashion magazines.

Prior Knowledge & Skills

- effective communication skills
- co-operative group skills
- knowledge of colour theory from previous units
- proper grooming habits and personal hygiene (particularly in the areas of the face, hands, and nails) from previous units
- awareness of safety and sanitation precautions in a technical facility, from previous units

Teaching/Learning Strategies

1. The teacher discusses the purpose of make up, including information on the steps of corrective/enhancement make-up techniques, cultural differences, face shapes, implements used, current trends in make up, products available, and client consultation.
2. Students complete worksheets outlining the information previously discussed (see Appendix 4.4.1 – Corrective/Enhancement Make up Questions).

-
3. The teacher and students discuss make-up routines, cultural expectations, trends, products, and implements.
 4. The class discusses career opportunities in the make up artistry industry.
 5. The teacher gives a demonstration of a corrective/enhancement make-up style using the steps method (see Appendix 4.4.2 – 12 Steps for Corrective/Enhancement Make up Style), discussing products, application during each step and client consultation.
 6. Students form groups of two to four and using their notes as reference, practise make-up application using and applying all health and safety procedures. Students may apply make up on themselves, on each other, or on a mannequin. Group members assist with determining the proper steps and application for a make up style.
 7. Throughout the activity the teacher reinforces the need for students to communicate with the client before and during this service. The teacher observes each group's work ethics, ensures products are handled and applied safely, and reinforces the need to follow all sanitary practices.
 8. Students prepare a portfolio that incorporates a variety of personal, cultural, lifestyle, and life stages images. Using fashion magazines, students select a variety of corrective/enhancement make up styles. This portfolio can be used for future reference to enable students to meet the individual needs of clients with regard to corrective/enhancement make up styles.
 9. Students select from their portfolio one appropriate make up look to reproduce. Students write an explanation of the make up style selected and a description of their action plan for completing the look, including colour(s) selection, suitability, method of application, techniques, implements, and products to be used.
 10. The teacher reviews the assignment with students. Students provide feedback during consultation with the instructor.
 11. Students set up their stations and perform the chosen make up style, demonstrating proper technique and methodology.
 12. Guest speakers are invited to demonstrate current corrective/enhancement make up trends and to discuss career opportunities in the aesthetics/cosmetic industry.

Assessment & Evaluation of Student Achievement

- Students' knowledge of corrective/enhancement make-up applications and procedures is evaluated through observation of group and individual make-up applications (see Appendix 4.4.3 – Sample Assessment Rubric for Make up Application), and by evaluating their responses on worksheets (see Appendix 4.4.1 – Corrective/Enhancement Make up Questions).
- Students' portfolios and make up assignment are evaluated for content, quality, accuracy of information, and completeness.

Accommodations

- The teacher may use a variety of teaching styles to accommodate learning styles.
- The teacher reviews students' IEPs and adapts the activity to meet students' needs.
- Students may videotape the teacher's demonstration of day make up for review purposes.
- Students may videotape each other's look before and after applying the make up style.
- The teacher may provide professional videotape of make up for viewing (see Resources).
- Students may decline to participate as models for this activity, if desired.
- Students may work with peer tutors.
- An educational assistant may be assigned as required.

Resources

Books

- Campbell Place, Stan. *The Art and Science of Professional Makeup*. New York: Milady Publishing Company, 1990. ISBN 0-87350-361-9
- Edgerton, Leslie. *You and Your Clients: Milady's Human Relations for Cosmetology*. New York: Milady Publishing Company, 1992. ISBN 1-56253-058-5
- Milady Publishing. *Milady's Standard Textbook of Cosmetology*. New York: Milady Publishing, 1999. ISBN 1-56253-466-1
- Milady Publishing. *Milady's Standard Textbook for Professional Estheticians*. New York: Milady Publishing, 1998. ISBN 1-56253-359-2
- Personal Services Setting Protocol Infection Control Program*. Ministry of Health, Public Health Branch, January 1998.
- Simmons, John V. *The Science of Cosmetics*. Hong Kong: MacMillan Education Ltd., 1990. ISBN 0-333-43845-0

Magazines

- Canadian Hairdresser*, (all releases). Toronto, ON: HAR-CO CO.
- Fashion Magazine*, (all releases). Toronto, ON.
- Flare Magazine*, (all releases). Toronto, ON.
- "Beauty 911: Product Labelling on Beauty Products." *Flare*, (November 2000): 68
- Salon Magazine*, (all releases). Toronto, ON.
- BeautyBeat*, (all releases). Toronto, ON.

Video

- Milady Standard Textbook of Cosmetology Video Series, 2E, Tape 11

Software and Websites

- Cosmopolitan Virtual Makeover 2 Deluxe*. Broderbund
- Corel Draw*™
- Corel Presentation*™
- Word Perfect*™
- Smart Tutor/Smart Tester & SmarTest. Milady Publishing Company (A Division of Delmar Publishers)
- Workplace Hazard Material Information System Website - <http://www.utoronto.ca/safety/whmis2.htm>

Appendix 4.4.1

Corrective/Enhancement Make up Questions

To be completed individually and submitted for evaluation. /87

1. List and describe the purpose of each product used for facial make up. (14)
2. Identify all the steps required for providing a professional make up procedure. (10)
3. What are the seven facial shapes? What make-up application techniques are used to enhance these shapes? (14)
4. List the basic rules for applying corrective make up. (3)
5. How can you conceal wrinkles? (2)
6. Identify and describe the corrective make-up applications for the following: forehead (1), nose and chin (6), jawline and neck (5), and eyes (8).
7. How should lips be proportioned on the face? (1)
8. List the nine types of lip shapes. (9)
9. What factors must you take into consideration prior to completing a make-up application on a client? (4)
10. What is the main purpose of make up? (2)
11. What is the first step in a make-up application procedure? Why is this important? (2)
12. How should products be removed from their containers? (1)
13. If a client is also receiving hair services, when is the best time to perform the make-up application? (2)
14. In your own words explain the differences between the three terms: (3)

equipment,

implements,

materials

Appendix 4.4.2

12 Steps for Corrective/Enhancement Make up Style

1. Cleanse, tone and moisturize the client's skin and tweeze eyebrows
2. Concealer - colour selection
 - type of product
 - application of product
3. Foundation (colour selection suited for skin type)
 - colour selection
 - product suited for client's skin type
 - application of product
4. Powder (loose)
 - colour selection
 - application of product
5. Brows - fill in if necessary
6. Eyeshadow(s) - colour selection(s)
 - complements client's eye shape
 - application and blending techniques
7. Eyeliner- colour selection
 - application and blending techniques
 - complements client's eye shape
 - mascara
8. Lip liner- colour selection
 - application technique
 - complements client's lip shape/size
9. Lipstick - colour selection
 - application technique
 - type of product (matte, shiny)
 - complements clients skin colouring and overall make up look
10. Overall presentation

Appendix 4.4.3

Sample Assessment Rubric for Make up Application

Categories	Level 1 (50 - 59%)	Level 2 (60 - 69%)	Level 3 (70 - 79%)	Level 4 (80 - 100%)
Knowledge Communication Client Consultation TF1.03, TF2.01	- client consultation for corrective make-up application was completed to a limited degree	- client consultation for corrective make-up application was completed to a moderate degree	- client consultation for corrective make-up application was completed	- client consultation for corrective make-up application was completed thoroughly and with a high degree of confidence
Thinking/ Inquiry Preparation TFV.03, SPV.02	- materials and products were obtained and organized to a limited level	- materials and products were obtained and organized to a moderate level	- materials and products were obtained and organized	- materials and products were obtained and organized efficiently
Application Safety and Sanitation SP1.03	- health and safety procedures were followed only to a limited degree	- health and safety procedures were followed to a moderate degree	- health and safety procedures were followed	- demonstrates and promotes the following of health and safety procedures
Communication SP2.01	- communicates with client with limited clarity	- communicates with client with moderate clarity	- communicates with client with considerable clarity	- communicates with client with a high degree of clarity, and with confidence
Application Procedures SPV.02	- demonstrates limited knowledge of procedure to follow when applying make up	- demonstrates some knowledge of procedure to follow when applying make up	- demonstrates considerable knowledge of procedure to follow when applying make up	- demonstrates thorough knowledge of procedure to follow when applying make up

Note: A student whose achievement is below level 1 (50%) has not the expectations for this assignment or activity.