

*Public and Catholic District School Board Writing Partnerships*

## Technological Education

# Course Profile **Hairstyling and Aesthetics**

Grade 12  
Workplace Preparation  
TPE4E

• *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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Course Profiles are professional development materials designed to help teachers implement the new Grade 12 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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### **Acknowledgments**

This profile was a collaborative effort between the Institute for Catholic Education (ICE) and the Simcoe County District School Board.

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## Course Overview

### Hairstyling and Aesthetics, TPE4E, Grade 12, Workplace Preparation

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

**Prerequisite:** Hairstyling and Aesthetics, Grade 11, Workplace Preparation

## Course Description

This course builds on the Grade 11 course to provide a solid foundation for students wishing to pursue a career in cosmetology. Students continue to develop practical skills and knowledge pertaining to the beauty industry. They also gain an awareness of the entrepreneurial skills required to own and operate a salon. The course may focus on either hairstyling or aesthetics, or may include a combination of both areas.

## How This Course Supports the Ontario Catholic School Graduate Expectations

This course supports Catholicity by promoting the Catholic Graduate Expectations through cognitive, affective, and psychomotor experiences. Through their educational journey, students are exposed to the Catholic concepts of being discerning believers formed in the Catholic faith community, effective communicators, reflective and creative thinkers, self-directed and responsible life-long learners, collaborative contributors, caring family members, and responsible citizens.

## 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 may be invited to speak about the Workplace Hazardous Materials Information System (WHMIS) or workplace safety and first aid (e.g., St. John's Ambulance).

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 (knowledge and understanding, communications, thinking and inquiry, and application) 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	Advanced Hairstyling	30 hours
Unit 2	Advanced Aesthetics	25 hours
Unit 3	Chemical Services	30 hours
* Unit 4	Salon Management and Entrepreneurship	15 hours
* Unit 5	Client Make-Over	10 hours

\* These units are fully developed in this Course Profile.

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## Unit Overviews

### Unit 1: Advanced Hairstyling

**Time:** 30 hours

#### Unit Description

Students perform hair styling services and/or fashion cuts in consultation with their clients to accentuate the clients' best features by using exemplary practices of advanced shaping techniques. Students present information and ideas clearly, honestly, and with sensitivity to others. Students also practise creative evening styles. Throughout this unit, students find meaning, dignity, fulfillment, and vocation in work, thereby contributing to the common good of humankind.

#### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1.1	TFV.02, SPV.02, SPV.03, SPV.05, ICV.01, TF1.01, TF1.02, SP1.04, SP1.05, SP2.01, SP2.04, SP2.08, SP3.01, SP3.02, SP3.03, IC1.01 CGE 2a, CGE 2b, CGE 2c, CGE 4a, CGE 4e, CGE 4f, CGE 4g, CGE 7b, CGE 7g	Knowledge/ Understanding Thinking/Inquiry Communication Application	Client Consultation and Exemplary Practices
1.2	TFV.01, SPV.04, SPV.05, ICV.01, TF1.04, TF2.03, SP2.05, SP2.07, SP2.08, IC1.01, IC1.02, IC1.03, IC1.04, IC1.05 CGE 3b, CGE 3c, CGE 4b, CGE 4f, CGE 5b, CGE 5d, CGE 5g, CGE 5h	Knowledge/ Understanding Thinking/Inquiry Communication Application	Advanced hair shaping techniques
1.3	TFV.01, SPV.04, ICV.01, TF1.04, TF2.03, IC1.01, IC1.02, IC1.03, IC1.05 CGE 3c, CGE 4b, CGE 4f, CGE 5b, CGE 5d, CGE 5g, CGE 5h	Knowledge/ Understanding Thinking/Inquiry Communication Application	Day Time Hairstyling
1.4	TFV.01, TFV.02, TFV.03, SPV.04, ICV.01, TF1.04, TF2.03, SP2.07, IC1.01 CGE 3c, CGE 4b, CGE 4f, CGE 5a, CGE 5e, CGE 5g, CGE 5h	Knowledge/ Understanding Thinking/Inquiry Communication Application	Evening Hairstyling

### Unit 2: Advanced Aesthetic Services

**Time:** 25 hours

#### Unit Description

Students build on their knowledge of aesthetics acquired from the Grade 11 Hairstyling and Aesthetics course to assist in the understanding of beauty career diversities. Through investigation, students identify and correct various skin disorders, and problems with personal enhancement and design, which are common in the working environment. Chemical, product, and advanced aesthetic techniques are practised on live models. Students incorporate communication, teamwork, and professional protocol (e.g., health and safety) skills that address clients' individual needs and cultural differences.

### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
2.1	ICV.02, IC2.01, IC2.02 CGE2c, CGE5b, CGE 5d, CGE 5h	Knowledge/Understanding Communication	Career and Training Awareness for the Aesthetics Industry
2.2	TFV.03, TF1.02, TF2.03 CGE 3c, CGE 4a, CGE4d, CGE 4f	Knowledge/Understanding Thinking/Inquiry Communication	Diseases and Disorders of the Skin
2.3	TFV.01, TFV.03, SPV.03, SPV.04, ICV.01, ICV.02, TF1.01, SP2.01, SP2.06, SP2.07, SP3.02, IC1.01, IC1.02, IC1.03, IC1.04, IC1.05, IC1.06 CGE 3c, CGE 4a, CGE4d, CGE 4f	Knowledge/Understanding Thinking/Inquiry Communication Application	Advanced Facial Skin Products, Chemicals, and Techniques
2.4	TFV.02, SPV.03, ICV.01, ICV.02, TF1.01, TF1.03, TF1.04, SP2.01, IC1.01, IC2.02 CGE 3c, CGE 4a, CGE4d, CGE 4f	Knowledge/Understanding Thinking/Inquiry Communication Application	Corrective and Theatrical Makeup Applications
2.5	TFV.01, TFV.03, SPV.03, SPV.04, ICV.01, ICV.02, TF1.01, SP2.01, SP2.06, SP2.07, SP3.02, IC1.01, IC1.02, IC1.03, IC1.04, IC1.05, IC1.06 CGE 3c, CGE 4a, CGE4d, CGE 4f	Knowledge/Understanding Thinking/Inquiry Communication Application	Nail and Body Art
2.6	TFV.01, SPV.03, SPV.04, ICV.01, ICV.02, TF1.01, SP2.06, SP2.07, SP3.02, IC1.01, IC1.02, IC1.03, IC1.04, IC1.05, IC1.06 CGE 4b, CGE 4d, CGE 4f, CGE 4g, CGE 4i	Knowledge/Understanding Thinking/Inquiry Communication Application	Body Hair Removal and Colouring Products, Chemicals, and Techniques

### Unit 3: Chemical Hair Services

**Time:** 30 hours

#### Unit Description

Students learn about the physical and chemical processes of hair products, as well as their effects on the hair. This ensures the quality of control for the application of personal enhancement chemicals on live models, e.g., permanent waving, hair colouring, chemical hair relaxants. While engaging in these procedures, students adhere to the professional standards set out by the industry and government legislation. Students work effectively as interdependent team members for the common good of all humankind and strive to find meaning, dignity, fulfillment, and vocation in work that contributes to the common good. Students apply management, record keeping, and analysis skills that will enable them to apply skills for employability and self-employment relative to Christian vocation.

### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
3.1	TFV.02, TFV.03, SPV.02, SPV.05, ICV.01, ICV.02, TF2.01, TF2.02, TF2.03, SP1.03, SP2.07, SP2.08, ICI.04, ICI.05, ICI.06 CGE 2c, CGE 5b, CGE 5d, CGE 5h	Knowledge/ Understanding Communication	Product Knowledge for Chemical Hair Services
3.2	TFV.02, TFV.03, SPV.03, SPV.04, SPV.05, ICV.01, ICV.02, TF1.01, TF2.01, TF2.02, TF2.03, SP1.03, SP1.04, SP1.05, SP2.01, SP2.03, SP2.04, SP2.07, SP3.02, IC1.01, IC1.03, IC1.04, IC1.05, IC1.06 CGE 3c, CGE 4a, CGE 4d, CGE 4f	Knowledge/ Understanding Thinking/Inquiry Communication Application	Advanced Permanent Wave Techniques and Chemical Relaxing
3.3	TFV.02, TFV.03, SPV.03, SPV.04, SPV.05, ICV.01, TF1.01, TF1.03, TF2.01, TF2.02, TF2.03, SP1.03, SP1.05, SP2.01, SP2.02, SP2.04, SP3.02 CGE 5g, CGE 5h, CGE 7i	Knowledge/ Understanding Thinking/Inquiry Communication Application	Hair Colouring, Hair Lightening and Corrective Colouring
3.4	TFV.02, TFV.03, SPV.03, SPV.04, SPV.05, ICV.01, TF1.01, TF1.03, TF2.01, TF2.02, TF2.03, SP1.03, SP1.05, SP2.01, SP2.02, SP2.04, SP3.02 CGE 4b, CGE 4d, CGE 4f, CGE 4g, CGE 4i	Knowledge/ Understanding Thinking/Inquiry Communication Application	Highlighting and Lowlighting Techniques

### Unit 4: Salon Management and Entrepreneurship

**Time:** 15 hours

#### Unit Description

Students gain an insight into salon management, entrepreneurship, and the dynamics of employer/employee relationships. Students research, develop, write and present strategies for effective salon operation and business ownership. Throughout this unit, students develop attitudes and values founded on Catholic social teaching and act to promote social responsibility, human solidarity, and strive for the common good. Students describe and design advertising and marketing strategies, demonstrate business management skills in addition to identifying and practising entrepreneurial skills. This unit lends itself to independent study with teacher direction and initiation of topics.

#### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
4.1	TFV.04, SPV.01, SPV.03, SPV.05, ICV.02, ICV.03, ICV.04, TF3.01, TF3.02, TF3.05, SP1.01, SP2.07, SP3.01, SP3.02, IC1.04, IC1.06, IC2.03, IC2.04 CGE 1d, CGE 4f, CGE 5d, CGE 5e, CGE 5h	Knowledge/Understanding Thinking/Inquiry Communication Application	Entrepreneurship and Catholic social teachings

Cluster	Learning Expectations	Assessment Categories	Focus
4.2	TFV.05, SPV.05, TF3.04, TF3.05, SP1.01, IC1.02, IC1.05 CGE 2c, CGE 3c, CGE 5b, CGE 5f	Knowledge/Understanding Thinking/Inquiry Communication Application	Advertising and Marketing Strategies
4.3	TFV.04, SPV.01, ICV.01, TF3.01, TF3.02, SP1.01, SP1.02, IC1.02, IC1.05 CGE 2c, CGE 3c	Knowledge/Understanding Thinking/Inquiry Communication Application	Designing a Business Plan for the operation of a salon
4.4	TFV.02, SPV.02, SPV.03, SPV.05, TF3.03, SP1.02, SP1.03, SP3.03, SP3.01 CGE 4b, CGE 5a, CGE 7b, CGE 7j	Knowledge/Understanding Thinking/Inquiry Communication Application	Business Etiquette and Customer Service

## Unit 5: Client Make Over

**Time:** 10 hours

### Unit Description

In this culminating unit, students are challenged to analyse, administer, and assess their understanding and knowledge of hairstyling and aesthetics by simulating a life-like salon make-over service on a live model. Throughout this unit students apply skills for employability, self-employment, and entrepreneurship relative to Christian values. Students examine and reflect on their personal values, abilities, and aspirations that influence life choices and opportunities. Students engage in various communication, interpersonal, and problem-solving techniques to arrive at a suitable and logical process (e.g., hair shaping, chemical work, aesthetics procedures) to apply a full salon service for personal enhancement alterations on a live model. Students develop a portfolio outlining all procedures, and submit it for the purpose of future client services.

### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
5.1	TV2.02, SPV.03, SPV.05, TF1.01, TF1.02, TF2.03, TF3.03, SP1.05, SP2.01, SP2.04, SP3.01 CGE 2a, CGE 2b, CGE 2c, CGE 2d, CGE 3c, CGE 4a, CGE 4d	Knowledge/Understanding Thinking/Inquiry Communication	Client Consultation
5.2	TFV.02, SPV.03, SPV.04, TF1.03, TF1.04, SP2.01, SP2.03, SP2.05, SP2.07, SP3.02, IC1.01, IC1.03 CGE 3b, CGE 4b, CGE 4f, CGE 5d, CGE 5g, CGE 5h, CGE 7i	Knowledge/Understanding Thinking/Inquiry Communication Application	Hairstyling Procedures and Applications
5.3	SPV.04, TFV.01, TF1.01, SP2.06, SP2.07, SP3.02, IC1.01, IC1.03 CGE 2c, CGE 5b, CGE 5d, CGE 5g, CGE 5h, CGE 7i, CGE 7j	Knowledge/Understanding Thinking/Inquiry Communication Application	Aesthetics Procedures and Applications
5.4	TFV.01, TFV.03, SPV.05, TF1.04, TF2.01, SP1.04, SP2.08 CGE 2b, CGE 2c	Knowledge/Understanding Thinking/Inquiry Communication	Client Portfolio

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## Teaching/Learning Strategies

*Brainstorming* – group generation of initial ideas expressed without criticism or analysis;

*Buddy System* – linking of students for peer/cross-age support, and presentation of information and ideas clearly and honestly while demonstrating sensitivity to others;

*Case Study* – investigation of real and simulated issues;

*Collaborative/Cooperative Learning* – small group learning providing high levels of student engagement and interdependence;

*Computer-assisted Learning* – learning of new material or review/reinforce material previously learned;

*Conferencing/Discussion* – student-to-student and teacher-to-student discussions to encourage confidence and present information and ideas clearly and honestly with sensitivity to others;

*Examples* - model or a sample of student work to provide the standard toward which students are aiming.

*Independent Study* – exploration and research of a topic of interest to students;

*Journal Writing* – the practice of expressing ideas, experiences, questions, reflections, personal understanding, or new learning, in written form on a regular basis;

*Just-in-time Teaching* – theoretical material that is presented to the student at the appropriate stage of the student's project;

*Problem Solving* – model for helping students to identify and work through problems using a prescribed process involving a number of steps;

*Report/Presentation* – verbal, visual, and written presentation of researched topic to the class or in the community;

*Research* – model of investigation;

*Socratic Lesson* – presentation of information by the teacher whereby students listen actively and critically to understand and learn in light of gospel values;

*Teacher-directed Class Discussion* – encouragement of active participation of students by having them take turns while discussing current issues.

## Assessment & Evaluation of Student Achievement

### Assessment Strategies

#### *Paper-and-Pencil Tests*

- Ongoing quizzes
- Final evaluation

#### *Performance Assessment*

- Research project
- Assigned exercises
- Log/journal entries
- Presentation
- Finished product or service

#### *Personal Communication*

- Conferencing
- Student-teacher
- Teacher-group
- Client-student

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- Daily log/journal
  - Ongoing verbal feedback
  - Critique self/peer

### **Assessment Tools**

- Checklists
- Marking schemes
- Project specification sheets
- Rubrics
- Anecdotal comments with suggestions for improvement

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.

### **Evaluation of Student Achievement**

#### **Assessment Methods**

*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.

### **Accommodations**

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

- adaptation of handouts and timelines;
- the use of alternative activities, assessment/evaluation techniques, and instructional strategies;
- adaptation of physical structures;
- provision of enriched materials and resources
- specialized equipment, electronic devices, and/or classroom procedures;
- advanced social and program acceleration modifications.

The teacher should consult individual student IEPs for specific direction on accommodation for individuals.

### **Resources**

The writers verified the URLs for the websites prior to publication. Given the frequency with which these designations change, the teacher should always verify the websites prior to assigning them for students' use.

Units in this Course Profile make reference to the use of specific texts, magazines, films videos, and web sites. The teacher needs to consult board policies regarding the use of any copyrighted materials. Before reproducing materials from printed publications for student use, the teacher needs to ensure that the board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, the teacher ensures that board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. Teachers are reminded that much of the material on the Internet is protected by copyrights. The person or organization that created the work usually owns the copyright. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

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## Print Material

- 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
- Barnes, Letha and Lisha Barnes. *Milady's Standard Study Guide: The Essential Companion*. New York: Milady Thomson Learning Inc., 2002. ISBN 1-56253-803-9
- 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
- Fleck, Margaret B. *Mathematics for Cosmetology*. New York: Milady Publishing Corporation, 1982. ISBN 0-87350-128-4
- 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
- Lees, Mark. *Milady's Skin Care Reference Guide*. New York: Milady's Publishing Company, 1994. ISBN 1-56253-071-2
- Madry, Bobbi Ray. *Student's Illustrated Cosmetology Dictionary*. New York: Milady Publishing, 1987. ISBN 0-87350-443-7
- Milady Publishing. *Milady's Practical Workbook of Cosmetology*. New York: Milady Publishing, 1999.
- Milady Publishing. *Milady's Standard Razor Cutting*. New York: Milady Publishing, 1994. ISBN 1-56253-180-8
- 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. *Milady's Standard Theory Workbook*. New York: Milady Publishing, 1991. ISBN 1-56253-005-4
- Milady Publishing. *Theory and Practice of Therapeutic Massage*. New York: Milady Publishing, 1994. ISBN 1-56253-120-4
- Ontario Apprenticeship Training Standards Hairstylist. Ontario: Queen's Printer, 1999. ISBN 0-7778-8259-0
- Padgett, Mark E. *A Contemporary Approach to Permanent Waving*. New York: Milady Publishing, 1994. ISBN 1-56253-101-8
- Personal Services Setting Protocol Infection Control Program. Ministry of Health, Public Health Branch, Toronto January, 1998.

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

Wright, Robert, Ph.D., *People Skills: Your Personal Guide to Salon Success*. Chicago, IL: Pivot Point International, Inc., 1988.

Young, Kenneth. *Haircutting A Technical Guide Men's, Women's and Children's Cuts*. New York: Milady Publishing, 1993. ISBN 1-56253-103-4

### **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](http://www.abacanada.com)

Contact Canada – [ccinfo@ContactCanada.com](mailto:ccinfo@ContactCanada.com)

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

Delmar, a division of Milady, video and publication resources – [www.delmar.com](http://www.delmar.com)

Milady – Thomson Learning Centre for school based training in cosmetology, barber–styling, aesthetics, nail technology, or massage – <http://www.Milady.com>

Modern Salon Magazine – <http://www.modernsalon.com>

Nail Pro Magazine – <http://www.nailpro.com>

Redken 5th Avenue NYC – <http://www.redken.com>

Workplace Hazard Material Information System Web site – <http://www.utoronto.ca/safety/whmis2.htm>

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

### **Software**

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

*Cosmopolitan Virtual Makeover 2 Deluxe*. Broderbund

*CorelDraw*™

*Corel Presentation*™

*Microsoft Word*™

*WordPerfect*™

*3D Home Architect Deluxe*. Broderbund

### **Videos**

*Color in Everyday Life*. Lake Zurich. IL: The Learning Seed, 1993. 25 minutes.

*Eye for Design*. Lake Zurich. IL: The Learning Seed, 1991. 22 minutes.

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

*Wayne Grund "Moods" Video Series vol. 1-3*. ProDesign International, 1997. approximately 2 hours. 1-800-235-7376

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## OSS Considerations

The Grade 12 Hairstyling and Aesthetics Workplace course is designated as a technological education course. 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 schoolwork transition program (see *Co-operative 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. Students are taught safe methods of application of products and use of tools and equipment. 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*; Ontario Youth Apprenticeship Program (OYAP); The Ontario Apprenticeship Training Standards for Hairstylists.

## Apprenticeship Opportunities in Ontario

Apprenticeship is hands-on training for people who enjoy learning by doing. The training provides access to well-paying jobs that demand a high level of skills, judgement, and creativity. Apprentices are paid while gaining work experience, and their wages increase with their level of skills.

Apprenticeship is a method of training in which employers train workers to become skilled tradespeople through on-the-job training and classroom instruction. Apprenticeship training programs are available for many skilled trades in Ontario.

The Ontario Youth Apprenticeship Program (OYAP) opens the door to apprenticeship in a wide range of exciting careers. If you are entering Grade 11 and are at least 16 years old, you can work towards a career in a skilled trade as a registered apprentice, and eventually a certified skilled worker or journey person, while you complete your Ontario Secondary School Diploma. Eligible students should contact their guidance counsellor, technical director, or local apprenticeship office.

For more information:

<http://www.edu.gov.on.ca/eng/training/apprenticeship/skills/splash.html>

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## **Coded Expectations, Hairstyling and Aesthetics, Grade 12, Workplace Preparation, TPE4E**

### **Theory and Foundation**

#### **Overall Expectations**

- TFV.01** · describe advanced design techniques used in hairstyling and aesthetics;
- TFV.02** · solve problems related to specific client requests, needs, and expectations;
- TFV.03** · explain the physical and chemical effects of beauty products on the hair, skin, and nails;
- TFV.04** · identify strategies for effective salon operation and business ownership;
- TFV.05** · describe advertising and marketing strategies.

#### **Specific Expectations**

##### **Analytical and Design Techniques**

- TF1.01** – determine appropriate services for a variety of clients through a consultation process;
- TF1.02** – identify diseases and disorders relating to the hair, skin, and nails;
- TF1.03** – explain colour theory concepts (e.g., colour wheel, warm and cool shades, hair colour formulation, make-up selection, complementary colours);
- TF1.04** – describe the ways in which the design process is used in the hairstyling and aesthetics industry (e.g., the planning of appropriate style designs, balance in hairstyles, make-up artistry, or creativity in nail designs; sketching diagrams of styling and cutting patterns).

##### **Physical and Chemical Effects**

- TF2.01** – describe the potential effects of chemical applications on the hair, skin, and nails (e.g., effects of permanent hair colour, hair relaxers, prelighteners, toners, permanent waves, artificial nails, polish removers, alphahydroxy acids [AHA], topical solutions for the skin and nails);
- TF2.02** – describe the differences between acid and alkaline levels (e.g., through the use of a pH chart) as they relate to hair and skin products (e.g., perms, shampoos, peroxides) and how these products affect the hair, skin, and nails;
- TF2.03** – identify potential problems arising from product applications on the hair, skin, and nails.

##### **Business and Marketing Considerations**

- TF3.01** – identify the major steps required to open a beauty salon (e.g., create a business plan);
- TF3.02** – identify terminology related to opening and operating a business (e.g., lease, business registration, contract, commission, inventory, retail, insurance);
- TF3.03** – explain the importance of customer service;
- TF3.04** – identify the influence of advertising and marketing techniques used to sell health and beauty products;
- TF3.05** – describe advertising and management strategies as they relate to salon operations and new products, implements, and equipment used in the beauty industry.

### **Skills and Processes**

#### **Overall Expectations**

- SPV.01** · demonstrate business management skills in a salon setting;
- SPV.02** · demonstrate problem-solving skills when dealing with a diverse clientele;
- SPV.03** · demonstrate communication and interpersonal skills in a work environment;

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- SPV.04** · employ techniques that meet industry standards, including advanced styling techniques and chemical services applications, using appropriate equipment, materials, and implements;
- SPV.05** · demonstrate effective communication and interpersonal skills.

## **Specific Expectations**

### **Management Skills**

- SP1.01** – identify the entrepreneurial skills required for operating a salon;
- SP1.02** – demonstrate the organizational and record keeping skills required for inventory and finance;
- SP1.03** – record and maintain client charts to ensure quality service;
- SP1.04** – explain how to obtain information from a variety of sources to determine the best solution to a given problem (e.g., client consultation, client record card, colour charts);
- SP1.05** – interpret diagnostic results to advise clients of appropriate services.

### **Services, Techniques, Equipment, and Materials**

- SP2.01** – use skin and hair analysis procedures to determine the most suitable service, products, equipment, and techniques (e.g., for services such as manicures, pedicures, skin treatments, eyebrow shaping, make-up application, hair removal, advanced thermal styling, advanced dry and wet styling, artificial hair application, chemical services, corrective treatments, creative evening styles, and fantasy designs);
- SP2.02** – apply hair colour according to client needs (e.g., tint retouch, virgin hair colour application, cap/foil highlights, lowlights, semi-permanent colour);
- SP2.03** – competently perform services that chemically alter the structure of hair (e.g., permanent waves, soft curl perms, chemical relaxers), using a variety of advanced techniques;
- SP2.04** – determine hair characteristics (e.g., texture, porosity, elasticity, density, lengths, amount of curl) of a variety of clients and determine the solutions that are most suitable and that best satisfy the clients' requests and needs;
- SP2.05** – perform effectively a variety of fashion cuts that accentuate the client's best features by using advanced shaping techniques (e.g., texturizing, point cutting, blending, razor cutting, tapered cutting, blunt and layer cutting);
- SP2.06** – use appropriate skin treatments (e.g., cleansers, tonics, exfoliants, treatment creams, masks, high frequency treatments) for specific client needs;
- SP2.07** – interpret and adhere to manufacturers' directions on products and equipment related to the beauty industry;
- SP2.08** – identify hair, skin, and nail abnormalities and advise clients on home care and preventive measures.

### **Communication and Interpersonal Skills**

- SP3.01** – consult effectively with a variety of people in a client setting and use problem-solving skills to determine the most suitable services and products for the individual;
- SP3.02** – demonstrate effective communication, organizational, teamwork, and personal management skills;
- SP3.03** – demonstrate effective conflict management strategies that can be used in dealing with difficult clients or peers in problematic situations.

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## **Impact and Consequences**

### **Overall Expectations**

- ICV.01** · evaluate effectively and implement the exemplary practices essential in an efficient and safe work environment;
- ICV.02** · identify the role of legislation related to health and safety for a cosmetology program and to the beauty industry in general;
- ICV.03** · explain the role of career education and training in hairstyling and aesthetic programs;
- ICV.04** · make informed decisions concerning salon ownership.

### **Specific Expectations**

#### **Health and Safety Standards**

- IC1.01** – use safe and sanitary work practices in performing hairstyling and aesthetic services;
- IC1.02** – identify potential problems related to working in an unsanitary or unsafe environment;
- IC1.03** – use and handle electrical equipment safely;
- IC1.04** – interpret hazard labels associated with the WHMIS (Workplace Hazardous Materials Information System) and explain the purpose of this legislation in relation to the cosmetology profession;
- IC1.05** – use and store waste and chemical products correctly;
- IC1.06** – describe safety guidelines for the storage and disposal of chemicals.

#### **Education, Training, and Career Opportunities**

- IC2.01** – distinguish between the many and diverse careers related to the beauty industry;
- IC2.02** – explain the training and apprenticeship programs required to prepare for possible employment in the wide field of cosmetology;
- IC2.03** – identify considerations in business ownership and potential problems in opening a salon without proper preparation;
- IC2.04** – describe the process to legally register a salon business.

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## 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.

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**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.

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## Unit 4: Salon Management and Entrepreneurship

**Time:** 15 hours

### Unit Description

Students gain an insight into salon management, entrepreneurship, and the dynamics of employer/employee relationships. Students research, develop, write, and present strategies for effective salon operation and business ownership. Throughout this unit, students develop attitudes and values founded on Catholic social teaching and act to promote social responsibility, human solidarity, and strive for the common good. Students describe and design advertising and marketing strategies, demonstrate business management skills, in addition to identifying and practicing entrepreneurial skills. This unit lends itself to independent study with teacher direction and initiation of topics.

### Unit Synopsis Chart

Activity	Learning Expectations	Assessment Categories	Focus
4.1 Entrepreneurial Skills and Management Skills for the Beauty Industry	TFV.04, SPV.01, SPV.03, SPV.05, ICV.02, ICV.03, ICV.04, TF3.01, TF3.02, TF3.05, SP1.01, SP2.07, SP3.01, SP3.02, IC1.04, IC1.06, IC2.03, IC2.04 CGE 1d, CGE 4f, CGE 5d, CGE 5e, CGE 5h	Knowledge/Understanding Thinking/Inquiry Communication Application	Examination of management skills and practices
4.2 Marketing and Promotion	TFV.05, SPV.05, TF3.04, TF3.05, SP1.01, IC1.02, IC1.05 CGE2c, CGE 3c, CGE 5b, CGE 5f	Knowledge/Understanding Thinking/Inquiry Communication Application	Developing Advertising and Marketing Strategies
4.3 The Business Plan	TFV.04, SPV.01, ICV.01, TF3.01, TF3.02, SP1.01, SP1.02, IC1.02, IC1.05 CGE 2c, CGE 3c	Knowledge/Understanding Thinking/Inquiry Communication Application	Designing a Business Plan for the operation of a salon
4.4 Business Etiquette and Customer Service	TFV.02, SPV.02, SPV.03, SPV.05, TF3.03, SP1.02, SP1.03, SP3.03, SP3.01 CGE 4b, CGE 5a, CGE 7b, CGE 7j	Knowledge/Understanding Thinking/Inquiry Communication Application	Focusing on Business Etiquette and Customer Service

### Activity 4.1: Entrepreneurial Skills and Management Skills for the Beauty Industry

**Time:** 2 hours

#### Description

Students learn the meaning of entrepreneurship and the qualities that motivate entrepreneurs. Students engage in opportunities to explore personal characteristics, balance family and work, and understand how entrepreneurs make contributions to the community and the economy. Students research management styles and present their findings to their class. Students learn to create, adapt, and evaluate new ideas in light of the common good.

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## **Strand(s) & Learning Expectations**

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

### **Ontario Catholic School Graduate Expectations**

CGE1d - develops attitudes and values founded on Catholic social teaching and act to promote social responsibility, human solidarity, and the common good;

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;

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;

CGE5h - applies skills for employability, self-employment, and entrepreneurship relative to Christian vocation.

### **Overall Expectations**

TFV.04 - identify strategies for effective salon operation and business ownership;

SPV.01 - demonstrate business management skills in a salon setting;

SPV.03 - demonstrate communication and interpersonal skills in a workplace environment;

SPV.05 - demonstrate effective communication and interpersonal skills;

ICV.02 - identify the role of legislation related to health and safety and the beauty industry in general; for a cosmetology program;

ICV.03 - explain the role of career education and training in hairstyling and aesthetics programs;

ICV.04 - make informed decisions concerning salon ownership;

ICI.04 - interpret hazard labels associated with the WHMIS (Workplace Hazardous Materials Information System) and explain the purpose of this legislation in relation to the cosmetology profession.

### **Specific Expectations**

TF3.01 - identify the major steps required to open a beauty salon;

TF3.02 - identify terminology related to opening and operating a business;

TF3.05 - describe advertising and management strategies as they relate to salon operations, new products, implements, and equipment used in the beauty industry;

SP1.01 - identify the entrepreneurial skills required for operating a salon;

SP2.07 - interpret and adhere to manufacturers' directions on products and equipment related to the beauty industry;

SP3.01 - consult effectively with a variety of people in a client setting and use problem-solving skills to determine the most suitable services and products for individuals;

SP3.02 - demonstrate effective communication, organizational, teamwork, and personal management skills;

IC1.04 - interpret hazard labels associated with the WHMIS (Workplace Hazardous Materials Information System) and explain the purpose of this legislation in relation to the Cosmetology profession;

IC1.06 - describe safety guidelines for the storage and disposal of chemicals;

IC2.03 - identify considerations in business ownership and potential problems in opening a salon without proper preparation;

IC2.04 - describe the process of legally registering a salon business.

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## Planning Notes

The teacher should visit [www.ontario-canada.com/medt/edtlib](http://www.ontario-canada.com/medt/edtlib) or <http://www.ont.hrdc-drhc.gc.ca/english/se/entre.html>, a website developed by HRDC that explains how to start a small business in Ontario. It contains 10 chapters that address the main components of this unit. Visit <http://www.morebusiness.com> for free resources, e.g., business plans and marketing plans.

- The teacher should review the resource section of the overview and order materials that are offered free of charge.
- Book the Computer Lab for research assignment concerning the opening of a small business.
- The teacher may arrange to have a guest panel of small business owners, salon owners, bankers, the Chamber of Commerce or Regional Office Representatives to discuss with students the advantages/disadvantages of owning their own businesses.
- Contact the Workplace Safety & Insurance Board (WSIB) at 1-800-663-6639 for copies of the following videos: *The Business Case; for workplace health and safety* (13 min); *Company Profiles of Best Practices in Workplace Health and Safety* (12 min); and the Outreach Edition of *Young Workers Awareness; Things You Should Know* (13 min.).
- View videos and create worksheets for students.

## Prior Knowledge & Skills

- Effective oral, listening, and writing skills
- Internet research skills
- Computer skills

## Teaching/Learning Strategies

1. The teacher initiates the unit by discussing the parameters and expectations of the assignment and shares resources that are needed to complete the project.
2. The teacher presents a Socratic lesson on entrepreneurship and management styles.
3. The teacher organizes groups for collaboration and cooperative learning.
4. The teacher develops a schedule for presentations.
5. The teacher initiates a discussion on the role of small business in the Canadian economy.
6. Students, within their groups, distribute the workload of the assignment.
7. Students prepare a Business Plan.
8. Students present their reactions and learning from videos to the class
9. Students research the assigned websites and write a report about how to start a small business in their community. Students may use the glossary of terms to ensure that the terminology in their reports is accurate.

## Assessment & Evaluation of Student Achievement

The teacher observes students as they interact individually and with the members of their group.

Assessment will be made regarding:

- communication/presentation skills;
- research skills;
- presentation of research findings;
- written report on entrepreneurship.

## Accommodations

- Various accommodations may be made throughout the program to assist students with special needs using their Individual Education Plans (IEPs). Possible program modification may include extra time for completion of assignments.

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## Resources

### Print

- Bergant, Kathleen Ann. *Communication Skills for Cosmetologists*, Milady Publishing, 1994. ISBN 1-56253-342-8
- Cranson, Lori and Madeline Dennis. *Entrepreneurship: Creating a Venture*, 2nd ed. Scarborough, Ontario: Nelson Thomson Learning, 2001. ISBN 0-17-620143-2
- Edgerton, Leslie. *You and Your Clients: Milady's Human Relations for Cosmetology*. New York: Milady Publishing Company, 1992. ISBN 1-56253-058-5
- EduService, Bank of Montreal; Eight Steps to Self-Employment; A Practical Guide for Women. The Women's Centre of Halton, Hopedale Mall. 1515 Rebecca St, #301, Oakville, ON L6L 5G8 (free resource)
- Field, Ben T. and Paul K. Wright. *Better Job Skills in Three Easy Steps*. Thomson Learning, 2000. ISBN 0-7668-1565-X
- Harper, Victoria. *Professional by Choice: Milady's Career Development Guide*. Thomson Learning, 1994. ISBN 1-56253-148-4
- 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
- Kao, R.W.Y. *Small business Management: A Strategic Emphasis*. Toronto, ON: Holt Rinehart and Winston of Canada, Limited, 1981. ISBN 0-03-920154-6
- Kilmer, Beverly. *Staffing Policies and Procedures, Milady Publishing*, 1996. ISBN 1-56253-314-2
- Loucks, Kenneth E., PhD. and G. Luczkiw. *Creativity in Business An Entrepreneurial Approach: Student/Teacher Package*. Toronto, ON: Copp Clark Pitman Ltd., 1992. ISBN 0-7730-5056-6  
Institute for Enterprise Education, 3550 Schmon Parkway, Thorold, ON, Canada
- 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's Publishing. *Milady's Workbook for Salon Management for Cosmetology Students*, 4th ed. Thomson Learning, 1993. ISBN 1-56253-066-6
- Pigford, Lois. *The Successful Interview and Beyond*. Thomson Learning, 2001. ISBN 0-7668-2235-4
- Spear, J. Elaine. *Salon Client Care: How To Maximize Your Potential Success*. Milady Publishing, 1999. ISBN 1-56253-349-5
- Tezak, Edward. *Milady's Salon Management for Cosmetology Students*, 4th ed. New York, Thomson Learning, 1993. ISBN 1-56253-065-8
- Ventura, Judy. *Milady's Salon Receptionist's Handbook*. Milady Publishing. 1993. ISBN 1-56253-044-5
- Wright, Robert, Ph.D. *People Skills: Your Personal Guide to Salon Success*. Chicago, IL: Pivot Point International, Inc., 1988.
- Wright, Robert, Ph.D. *People Skills: Your Personal Guide to Salon Success*. Chicago, IL: Pivot Point International, Inc., 1988.

### Magazines

- Canadian Business Magazine* (online) <http://www.canbus.ca>
- Canadian Hairdresser* (all releases). Toronto, ON:Har-Co Co.
- E-Business Magazine* (online) <http://www/hp.com/Ebusiness>
- Entrepreneur Magazine* (online) <http://www.entrepreneurmag.com>

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*Fashion Magazine* (all releases). Toronto, ON.  
*Flare* (all releases). Toronto, ON.  
*Modern Salon* (all releases). Lincolnshire, IL.  
*Planning for Profits Magazine* (online) <http://www.planningforprofits.com>  
*Salon Magazine* (all releases). Toronto, ON.

### **Videos**

*Workplace Safety and Insurance Board*. 1-800-663-6639 (Free videos)  
*The Business Case for workplace and health safety*  
*Company Profiles of Best Practices in Workplace and Health Safety*  
*Outreach Edition: Young Worker Awareness; THINGS YOU'D BETTER KNOW.*

### **Computer Software**

*CorelDraw™*  
*Corel Presentation™*  
*Word Perfect™*  
*Microsoft Word™*

## **Activity 4.2: Marketing and Promotion**

**Time:** 5 hours

### **Description**

Students develop strategies necessary to promote and market their products and/or services to a diverse clientele. Students, through manual drawings or computer-assisted programs, create and develop brochures, business cards, posters, or promotional product information sheets for distribution. Students present information and ideas clearly, honestly and with sensitivity toward others.

### **Strand(s) & Learning Expectations**

#### **Ontario Catholic School Graduate Expectations**

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;  
CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;  
CGE4b - demonstrates flexibility and adaptability;  
CGE5b - thinks critically about the meaning and purpose of work;  
CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;  
CGE7i - respects the environment and uses resources wisely.

#### **Overall Expectations**

TFV.05 - describes advertising and marketing strategies;  
SPV.05 - demonstrates effective communication and interpersonal skills;  
ICV.04 - makes informed decisions concerning salon ownership.

#### **Specific Expectations**

TF3.04 - identify the influence of advertising and marketing techniques used to sell health and beauty products;  
TF3.05 - describe advertising and management strategies as they relate to salon operations and new products, implements, and equipment used in the beauty industry;  
SP1.01 - identify the entrepreneurial skills required for operating a salon;

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SP3.02 - demonstrate effective communication, organizational, teamwork and personal management skills;

IC1.02 - identify potential problems related to working in an unsanitary or unsafe environment;

IC1.05 - use and store waste and chemical products correctly.

### **Planning Notes**

The teacher:

- gathers all theoretical information and assists students in understanding the importance of advertising and its success;
- invites guest speakers to speak about effective marketing and advertising strategies;
- brings in business cards and promotional flyers for referencing;
- provides old magazines to cut out pictures of advertising campaigns;
- provides a variety of hair products to be used as promotional tools;
- encourages the use of computer-aided programs to promote their business venture;
- explains methods in which advertising techniques are currently being used;
- may provide videos that outline the procedural steps of an advertising campaign.

### **Prior Knowledge & Skills**

- Effective verbal, listening and writing skills
- Communication skills for client consultation
- Computer skills
- Research skills

### **Teaching/Learning Strategies**

1. The teacher prepares a Socratic lesson on the purpose of advertising.
2. The teacher encourages a discussion and has students write down ways in which various techniques are utilized to advertise their products and services.
3. Students brainstorm and list different media used to promote services and products in today's society.
4. The teacher and students discuss the most effective ways of advertising.
5. The teacher explains the concept of attracting customers through attention, interest, desire, and action.
6. The teacher distributes magazines with advertising campaigns for viewing.
7. Students cut out effective advertising and marketing campaigns from the magazines.
8. The teacher displays promotional flyers and business cards from local businesses for student viewing.
9. The teacher asks students about the type of media they will use to advertise their products and/or services.
10. The teacher asks students to brainstorm and list services that will be performed in the salon.
11. The teacher prepares theoretical assignment handouts for students to complete. Students plan a time to visit a successful salon to appreciate advertising and marketing strategies being utilized.
12. The teacher explains to the students that they are to produce an attractive display in the Cosmetology department or through a school display area and produce effective advertising techniques for display.
13. The teacher distributes the requirements for the campaign for viewing.
14. The students are given the choice to work independently or with a peer.
15. The teacher sets forth all of the necessary guidelines and timelines required to complete the campaign.
16. The teacher organizes a schedule of dates for students to select for displaying their advertising campaign.

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17. The teacher plans on booking the computer lab and familiarizing students with graphics programs to allow them to design appealing business cards and promotional flyers.
  18. Students begin brainstorming ideas about the set-up of their advertising displays.
  19. Students bring in props for their displays.
  20. The teacher stresses the importance of meeting the guidelines so that all individuals and groups may display their projects.
  21. Students present their advertising campaigns to the class (Creative Advertising Campaign Rubric – Appendix 4.2.1).

### **Assessment & Evaluation of Student Achievement**

The teacher observes students as they interact individually and with the members of their groups.

Assessment will be made regarding:

- communication skills;
- teamwork skills (Learning Skills);
- theoretical assignments and tests.

The teacher evaluates the ability to assess a good advertising campaign and the ability of students to design one of their own.

### **Resources**

#### **Print**

Bergant, Kathleen Ann. *Communication Skills for Cosmetologists*, Milady Publishing, 1994.

ISBN 1-56253-087-9.

Berkowitz, E., F. Crane, R. Kerin, and W. Rudelius. *Marketing*. Toronto: McGraw-Hill Ryerson, 1995.

Cranson, Lori and Madeline Dennis. *Entrepreneurship – Creating a Venture*. Scarborough: Nelson Thomson Learning, 2001.

Foley, Mark D. *The Motivated Salon*. Milady Publishing. ISBN 1-56253-320-7

Hoffman, Lee. *Salon Dialogue for Successful Results*. Milady Publishing. 1998. ISBN 1-56253-322-3

Hoffman, Lee. *Keep 'em Coming Back: Salon Ovation's Guide to Salon Promotion and Client Retention*. Milady Publishing. ISBN 1-56253-182-4

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

Milady Publishing. *Milady's Theory Workbook of Cosmetology*. New York: Milady Publishing, 2000. ISBN 1-562-53468-8

Phillips, Carol. *In The Bag: Selling in the Salon*. Milady Publishing. ISBN 1-56252-236-7

Taller, Terry. *Marketing, A Canadian Perspective*. Toronto, Ontario: McGraw-Hill Ryerson Limited. ISBN 0-07-549523-6

Ventura, Judy. *Milady's Salon Receptionist's Handbook*. Milady Publishing, 1993. ISBN 1-56253-044-5

Wright, Robert, Ph.D. *People Skills: Your Personal Guide to Salon Success*. Chicago, IL: Pivot Point International, Inc., 1988.

#### **Magazines and Websites**

*Canadian Hairdresser* (all releases). Toronto, ON

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

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

*Modern Salon* (all releases). Lincolnshire, IL.

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

*Canadian Business Magazine* (online) <http://www.canbus.ca>

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*E-Business Magazine* (online) <http://www.hp.com/Ebusiness>  
*Entrepreneur Magazine* (online) <http://www.entrepreneurmag.com>  
*Planning for Profits Magazine* (online) <http://www.planningforprofits.com>

### **Activity 4.3: The Business Plan**

**Time:** 5 hours

#### **Description**

Students develop a business plan and understand the importance of the plan for future success. Components of a good business plan are discussed and students apply the acquired knowledge to their own personal business plan. By creating and presenting this plan students apply effective communication, decision making, problem solving, time and resource management skills.

#### **Strand(s) & Learning Expectations**

##### **Ontario Catholic School Graduate Expectations**

CGE2c - presents information and ideas clearly, honestly, and with sensitivity to others;

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

CGE4b - demonstrates flexibility and adaptability;

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

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

CGE7i - respects the environment and uses resources wisely.

##### **Overall Expectations**

TFV.04 - identify strategies for effective salon operation and business ownership;

SPV.05 - demonstrate effective communication and interpersonal skills;

ICV.01 - evaluate effectively and implement the exemplary practices essential in an efficient and safe work environment.

##### **Specific Expectations**

TF3.05 - describe advertising and management strategies as they relate to salon operations and new products, implements, and equipment used in the beauty industry;

SP1.01 - identify the entrepreneurial skills required for operating a salon;

IC1.02 - identify potential problems related to working in an unsanitary or unsafe environment;

IC1.05 - uses and stores waste and chemical products correctly.

#### **Planning Notes**

- The teacher prepares a list of resources and websites for students' research.
- The teacher organizes all the proper materials necessary to explain the lesson.
- The teacher organizes groups for discussion and presentation purposes.
- The teacher copies the business plan outline for distribution and reviews business plan components with students (Appendix 4.3.3).
- The teacher may visit the Business Department for a copy of business plans to use as exemplars for students.
- The teacher reserves time in the computer lab so that students can search the Internet for business plans.
- The teacher reminds students to refer to a glossary of business terms.
- The teacher schedules time for student presentations.

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## Prior Knowledge & Skills

- Grade 11 Math skills
- Organization and presentation skills
- Effective reading, writing, and listening skills
- Entrepreneurship knowledge from Activity 4.1 of this profile

## Teaching/Learning Strategies

1. The teacher introduces a lesson on the components of a business plan.
2. The teacher clearly states the importance of keeping records of costs incurred so that they may be incorporated into students' business plans.
3. The teacher explains the necessary steps to complete a business plan.
4. Students are given a procedural sheet to follow and check list to ensure that all necessary components of the plan are accounted for (Appendix 4.3.3).
5. The teacher presents and distributes models/exemplars of business plans for students to model and review.
6. Students prepare a rubric using the components of the business plan for peer assessment.
7. Students present their business plan to the teacher for evaluation and feed back.

## Assessment & Evaluation of Student Achievement

- Communication through journals and classroom presentations
- Summative evaluation of the business plan by teacher
- Presentation of business plan

## Resources

### Print

Kao, R.W.Y. *Small Business Management: A Strategic Emphasis*. Toronto: Holt, Rinehart and Winston of Canada, Limited, 1981. ISBN 0-03-920154-6

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

### Computer Software

*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](http://www.milady.com)

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## **Activity 4.4: Business Etiquette and Customer Service**

**Time:** 3 hours

### **Description**

Students learn the importance of establishing a positive relationship with co-workers and with their clientele. Students explore methodologies for client service and the qualities needed to be an effective employee and/or owner. Throughout this activity students learn to think reflectively and creatively to evaluate situations and solve problems.

### **Strand(s) & Learning Expectations**

#### **Ontario Catholic School Graduate Expectations**

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);

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;

CGE4b - demonstrates flexibility and adaptability;

CGE5a - works effectively as an interdependent team member;

CGE7b - accepts accountability for one’s own actions;

CGE7j - contributes to the common good.

#### **Overall Expectations**

TFV.02 - solve problems related to specific client requests, needs, and expectations;

SPV.02 - demonstrate problem-solving skills when dealing with a diverse clientele;

SPV.03 - demonstrate communication and interpersonal skills in a work environment;

SPV.05 - demonstrate effective communication and interpersonal skills.

#### **Specific Expectations**

TF3.03 - explain the importance of customer service;

SP1.03 - record and maintain client charts to ensure quality service;

SP3.01 - consult effectively with a variety of people in a client setting and use problem-solving skills to determine the most suitable services and products for the individual;

SP3.03 - demonstrate effective conflict management strategies that can be used to deal with difficult clients or peers in problematic situations.

### **Planning Notes**

- The teacher gathers all necessary theoretical information and assists students to understand the role of customer service in the salon business.
- The teacher invites a guest speaker to speak to students about the importance of customer satisfaction when running a business.
- The teacher hands out a list of positive qualities that encourage success in the workplace.

### **Prior Knowledge & Skills**

- Teamwork skills
- Effective communication skills

### **Teaching/Learning Strategies**

1. The teacher introduces the characteristics of business etiquette, which include areas such as: telephone etiquette, reception services, client satisfaction, and product knowledge.
2. The teacher explains to students the importance of respecting client individuality and always keeping the clients’ feelings in mind.
3. Students brainstorm to identify characteristics needed for customer satisfaction.

- 
4. The teacher hands out a procedural sheet with important steps to follow when creating a customer satisfaction survey. A sample survey can be handed out to the students (Appendix 4.4.1).
  5. Students search websites, business magazine articles, and reference manuals to gather data to write their questionnaires.
  6. Students design a customer satisfaction survey.

### **Assessment & Evaluation of Student Achievement**

- Customer satisfaction survey assessed by rating scale or rubric

### **Resources**

#### **Print**

Bergant, Kathleen Ann. *Communication Skills for Cosmetologists*. Milady Publishing, 1994.

ISBN 1-56253-342-8

Edgerton, Leslie. *You and Your Clients: Milady's Human Relations for Cosmetology*. New York:

Milady's 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 Theory Workbook of Cosmetology*. New York: Milady Publishing, 2000.

ISBN 1-562-53468-8

Spear, J. Elaine. *Salon Client Care: How To Maximize Your Potential Success*. Milady Publishing, 1999.

ISBN 1-56253-349-5

Ventura, Judy. *Milady's Salon Receptionist's Handbook*. Milady Publishing, 1993. ISBN 1-56253-044-5

#### **Computer Software**

*CorelDRAW™*

*Corel Presentation™*

*Internet Explorer™* or any Web Browser

*WordPerfect™*

#### **Journals and Magazines**

*Canadian Hairdresser* (all releases). Toronto, ON

*Flare* (all releases). Toronto, ON

*Modern Salon* (all releases). Lincolnshire, IL.

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

#### **Websites**

[www.milady.com](http://www.milady.com)

[www.delmar.com](http://www.delmar.com)

[www.hrdc.on.ca](http://www.hrdc.on.ca)

Canadian Business Magazine – <http://www.canbus.ca>

E-Business Magazine – <http://www/hp.com/Ebusiness>

Entrepreneur Magazine – <http://www.entrepreneurmag.com>

Planning for Profits Magazine – <http://www.planningforprofits.com>

Ministry of Enterprise, Opportunity and Innovation – [www.ontario-canada.com](http://www.ontario-canada.com)

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## Appendix 4.1.1

**Note:** Appendices 4.1.1, 4.3.1, 4.3.2, 4.3.3 are selected from material found on the website of the Ministry of Enterprise, Opportunity and Innovation – [www.ontario-canada.com](http://www.ontario-canada.com). (starting a small business in Ontario)

### Entrepreneurial Characteristics

**Inner Control:** Exercising control over one's life situations rather than letting the outcome be determined by chance, fate, or other people.

**Innovation:** Applying new or old ideas to situations in which they have not been used before.

**Decision-Making Skills:** Generating appropriate solutions for situations.

**Good Human Relations:** Interacting effectively with others, taking into consideration the needs, goals, and values of yourself and others.

**Initiative and Drive:** Being self-motivated and energetic.

**Self-Confidence:** Willing to take calculated risks. Where uncertainty exists, taking informed action.

**Emotional Stability:** Being able to handle stress, having self-control, being reliable, and having good judgment.

**Analytical Ability:** Having the ability to analyse a situation, to extract the significant meaning or identify a trend.

**Realistic Perception:** Seeing people and situations as they really are without distortion by emotion, imagination, or inappropriate assumptions.

**Effective Use of Feedback:** Confirming or changing perceptions, decisions, goals, and plans by using collected information.

### Effective entrepreneurs are also

- Tough-minded
- Enthusiastic
- Hard-working
- Goal-setters
- Flexible
- Problem-solvers

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## Appendix 4.1.1 (Continued)

### Desirable Entrepreneurial Characteristics

**Energy and Health:** While energy and health have deep genetic roots, they can be fine-tuned and preserved by careful attention to diet, exercise, and relaxation.

**Intelligence:** Intelligence and conceptual ability are great advantages for an entrepreneur. “Street smarts” or having a “nose for business” – the entrepreneur’s gut feeling and instincts – are special types of intelligence.

**Capacity to Inspire:** “Vision” is a natural leadership quality that is charismatic, bold, and inspirational. The entrepreneur’s goals and values establish the atmosphere where all activities take place, and his or her inspiration shape the venture.

**Values:** A person’s values reflect the environment and the background from where that person comes. Values are developed early in life and become an integral part of that individual.

### Undesirable, Non-Entrepreneurial Characteristics

**Invulnerability:** People who feel that nothing bad can happen to them, that they are invulnerable, are likely to take unnecessary chances and unwise risks.

**Being Macho:** Macho people try to prove they are better than, and can beat, anyone else. They often try to prove themselves by taking large risks and exposing themselves to danger. When combined with overconfidence, a sure recipe for disaster results.

**Being Anti-Authoritarian:** Anti-authoritarian people resent their actions being controlled by outside authorities. This mind pattern will never succeed when teamwork and feedback are necessary.

**Impulsiveness:** When faced with a decision, these people feel that they must do something, do anything, and do it quickly. They do not review alternatives before acting.

**External Control:** People with external control feel that there is little if anything they can do to control a situation.

**Perfectionist:** The time and cost implications of perfection are very high, with opportunities being passed by because another project is not yet “perfected.” It is important not to confuse perfectionism with having high standards.

**Know-it-All:** Know-it-alls actually have very few answers and fail to recognize that they do not know the answers.

**Counter dependency:** Counter dependency, the most extreme and severe form of independence, can be a limited mind-set. In an effort to accomplish things all by themselves, such people often accomplish very little.

## Appendix 4.2.1

### Rubric for Creative Advertising Campaign Plan

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge</b> Demonstrate knowledge of advertising your business	- demonstrates limited knowledge of advertising your business	- demonstrates some knowledge of advertising your business	- demonstrates considerable knowledge of advertising your business	- demonstrates thorough knowledge of advertising your business
<b>Thinking/Inquiry</b> Plan, research, and analyse results of advertising campaign	- plan, research, and analyse results of advertising campaign with limited effectiveness	- plan, research, and analyse results of advertising campaign with moderate effectiveness	- plan, research, and analyse results of advertising campaign with considerable effectiveness	- plan, research, and analyse results of advertising campaign with a high degree of effectiveness
<b>Communication</b> Communicate and discuss processes and results of advertising campaign	- communicates and discusses processes and results of advertising campaign with limited clarity	- communicates and discusses processes and results of advertising campaign with some clarity	- communicates and discusses processes and results of advertising campaign with considerable clarity	- communicates and discusses processes and results of advertising campaign with a high degree of clarity
<b>Application</b> Create a visual display of advertising tools	- creates a visual display of advertising tools with limited skill	- creates a visual display of advertising tools with some skill	- creates a visual display of advertising tools with considerable skill	- creates a visual display of advertising tools with a high degree of skill

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

## Appendix 4.3.1

### Rubric for the Business Plan

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge</b> Demonstrates knowledge of the concepts of the business plan and terminology	- demonstrates limited knowledge of the business plan concepts and terminology associated with it	- demonstrates some knowledge of the business plan and the terminology associated with it	- demonstrates considerable knowledge of the business plan concepts and the terminology associated with it	- demonstrates thorough knowledge of the business plan concepts and the terminology associated with it
<b>Thinking/Inquiry</b> Analyses the business plan	- analyses and evaluates the practicality of the business plan with limited effectiveness	- analyses and evaluates the practicality of the business plan with moderate effectiveness	- analyses and evaluates the practicality of the business plan with considerable effectiveness	- analyses and evaluates the practicality of the business plan with a high degree of effectiveness
<b>Communication</b> Communicates design and process that was used to create a business plan	- communicates the methodology used to create the business plan with limited clarity	- communicates to peers the methodology used to create the business plan with moderate clarity	- communicates to peers the methodology used to create the business plan with considerable clarity	- communicates to peers the methodology used to create the business plan with a high degree of clarity
<b>Application</b> Produce a business plan showing criteria needed to complete salon/spa with the costs associated to the plan	- produces a business plan for a salon/spa with limited effectiveness	- produces a business plan for a salon/spa with moderate effectiveness	- produces a business plan for a salon/spa with considerable effectiveness	- produces a business plan for a salon/spa with a high degree of effectiveness

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

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## Appendix 4.4.1

### Sample Customer Satisfaction Survey

Date of Service: \_\_\_\_\_

Type of Service Performed: \_\_\_\_\_

Please rate the following: 1 being poor and 5 being excellent

1. Were you greeted upon your arrival?	1	2	3	4	5
2. Was the receptionist cordial and friendly?	1	2	3	4	5
3. Was the service performed professionally?	1	2	3	4	5
4. Was the establishment run in a professional manner?	1	2	3	4	5
5. Was the environment sanitary?	1	2	3	4	5
6. Were all of your questions answered?	1	2	3	4	5
7. Were you given advice on home care techniques?	1	2	3	4	5
8. Were you introduced to our product line for home use?	1	2	3	4	5
9. Was your stylist knowledgeable about the service?	1	2	3	4	5
10. Would you return for additional services?	1	2	3	4	5
11. Would you recommend our services to others?	1	2	3	4	5
12. Were you completely satisfied with your experience?	1	2	3	4	5

Please provide additional comments if you like:

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## Unit 5: Client Make Over

**Time:** 10 hours

### Unit Description

In this culminating unit, students are challenged to analyse, administer, and assess their understanding and knowledge of hairstyling and aesthetics by simulating a life-like salon make-over service on a live model. Throughout this unit students apply skills for employability, self-employment, and entrepreneurship relative to Christian values. Students examine and reflect on their personal values, abilities, and aspirations that influence life choices and opportunities. Students engage in various communication, interpersonal, and problem-solving techniques to arrive at a suitable and logical process (e.g., hair shaping, chemical work, aesthetics procedures) to apply a full salon service for personal enhancement alterations on a live model. Students develop a portfolio outlining all procedures, and submit it for the purpose of future client services.

### Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Tasks
5.1 Client Consultation	1 hour	TV2.02, SPV.03, SPV.05, TF1.01, TF1.02, TF2.03, TF3.03, SP1.05, SP2.01, SP2.04, SP3.01	Knowledge/ Understanding Thinking/ Inquiry Communication	Students perform on a live model, a full salon consultation procedure following and completing all professional and legal documentation prior to performing any service.
5.2 Hairstyling Procedures and Application	4 hours	TFV.02, SPV.03, SPV.04, TF1.03, TF1.04, SP2.01, SP2.03, SP2.05, SP2.07, SP3.02, IC1.01, 1CI.03	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Students, using the client consultation forms, develop chemical and physical hair services to address the various aspects of client makeovers and individual needs.
5.3. Aesthetic Services	3 hours	SPV.04, TFV.01, TF1.01, SP2.06, SP2.07, SP3.02, IC1.01, IC1.03	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Using the client consultation forms, students develop the professional and appropriate procedures to apply a full facial massage, nail and makeup application while meeting the needs of the client.
5.4 Client Portfolio	2 hours	TFV.01, TFV.03, SPV.05, TF1.04, TF2.01, SP1.04, SP2.08	Knowledge/ Understanding Thinking/ Inquiry Communication	Students compile all information (before and after pictures) along with all salon procedures and the client's personal information and legal documents signed. This is to be submitted for final assessment and evaluation.

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## Activity 5.1: Consultation

**Time:** 1 hour

### Description

Through the consultation process, students develop interpersonal skills by communicating with client to determine appropriate services by analysing the properties of the hair, nails, and skin. Students are required to be professional in all matters pertaining to a consultation procedure. All information and legal issues must be discussed and forms endorsed prior to performing any service for not only the protection of the client, but for the protection of the salon (classroom) and employees (students).

### Strand(s) & Learning Expectations

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

#### Overall Expectations

TFV.02 - solve problems related to specific client requests, needs and expectations;

SPV.03 - demonstrate communication and interpersonal skills in a work environment;

SPV.05 - demonstrate effective communication and interpersonal skills.

#### Specific Expectations

TF1.01 - determine appropriate services for a variety of clients through a consultation process;

TF1.02 - identify diseases and disorders relating to the hair, skin, and nails;

TF2.03 - identify potential problems arising from product applications on the hair, skin and nails;

TF3.03 - explain the importance of customer service;

SP1.05 - interpret diagnostic results to advise clients of appropriate services;

SP2.01 - use skin and hair analysis procedures to determine the most suitable service, products, equipment, and techniques (e.g., for services such as manicures, pedicures, skin treatments, eyebrow shaping, make up application, hair removal, advanced thermal styling, advanced dry and wet styling, artificial hair application, chemical services, corrective treatments, creative evening styles, and fantasy designs);

SP2.04 - determine hair characteristics (e.g., texture, porosity, elasticity, density, lengths, amount of curl) of a variety of clients and determine the solutions that are most suitable and that best satisfy the clients' requests and needs;

SP3.01 consult effectively with a variety of people in a client setting and use problem-solving skills to determine the most suitable services and products for the individual.

### Planning Notes

The teacher:

- asks students to review the pages on completing a client profile card for hair, chemical, skin, and make up services from the textbook;
- asks students to choose a model who would be available to have all the services performed on them;
- provide permission forms (Appendix 5.1.1) for parents to fill out if the model is 18 years of age or younger (and for teachers to sign if the model is within the school) **Note:** Students should be advised that “clients” may wish to withhold personal information. This should be an option.
- provides the client profile handouts (Appendices 5.1.2, 5.1.3, 5.1.4, and 5.1.5);
- provides the portfolio rubric (Appendix 5.1.6);
- prepares a student handout describing the procedures to follow during the client make over;
- reserves school camera to have available in the classroom and provides film.

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## Prior Knowledge & Skills

The students have prior knowledge of:

- recording and maintaining client profile charts;
- interpreting diagnostic results to advise clients of appropriate services;
- identifying hair, skin, and nail abnormalities;
- competently performing hairstyling, chemical, skin, and nail services;
- safety and sanitation work practices;
- theory and application of chemical services for hair, skin, and nails.

## Teaching/Learning Strategies

1. The teacher distributes the client make over assignment (Appendix 5.2.1) for students to review.
2. The teacher distributes the Handout Performance Expectations (Appendix 5.4.2), Checklist of Portfolio Contents (Appendix 5.4.1) and the Client Portfolio Rubric (Appendix 5.4.4) and explains the objectives of this unit.
3. Students participate in a role play on how to:
  - properly greet clients;
  - communicate effectively with clients;
  - articulate their suggestions for the recommended services.
4. Students prepare a time management sheet indicating how much time is needed to complete the services.
5. Students prepare the classroom for the client make-over (making sure that they have all their tools, supplies and products).
6. Students invite their model into the classroom and proceed to complete the client profile chart.
7. Students and their models select the appropriate services and products.
8. The teacher, students and model review, interpret, and assess the client profile chart, selected services and products, and the time management sheet.
9. Throughout the activity, the teacher reinforces the need for students to communicate with the client before (to ascertain the client's concerns and needs) and during (to ascertain the client's level of comfort and to monitor for any discomfort or allergic reaction to the product or manipulation).
10. The teacher assesses the client profile chart for accuracy and completion, then final evaluation.
11. The entire class discusses their experience with the consultation processes, and offers their suggestions, opinions, and concerns.

## Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Assessment Category
Time Management Sheet	Anecdotal Comments	Formative	Communication
Client Profile Chart	Checklist Marking Scheme	Summative	Knowledge/Understanding Communication
Client Consultation	Rubric (Appendix 5.1.6)	Summative	Thinking/Inquiry Communication

## Accommodations

- the teacher reviews students' IEPs and adapts the activity to meet students' needs;
- students may work on a mannequin instead of a model (if the model cancels or the student does not feel quite secure working on a person);
- students may work with peer tutors.

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## Resources

### Print

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 - 56253-4661

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

Wright, Robert, Ph.D. *People Skills: Your Personal Guide to Salon Success*. Chicago, IL: Pivot Point International, Inc., 1988.

### Videos

Milady Standard Textbook of Cosmetology Video Series

Wayne Grund. "Moods." Video Series vol. 1-3. ProDesign International, 1997. approx. 2 hours. 1-800-235-7376

### Computer Software

*Cosmopolitan Virtual Makeover 2 Deluxe*. Broderbund

### Websites

Redken 5th Avenue NYC – <http://www.redken.com>

Modern Salon Magazine – <http://www.modernsalon.com>

## Appendix 5.1.1

### 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: \_\_\_\_\_

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## Appendix 5.1.2

### 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: \_\_\_\_\_ Postal Code: \_\_\_\_\_  
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:	<input type="checkbox"/> normal	<input type="checkbox"/> dry	<input type="checkbox"/> oily
Overall Condition of scalp:	<input type="checkbox"/> normal	<input type="checkbox"/> dry	<input type="checkbox"/> oily
Hair texture:	<input type="checkbox"/> fine	<input type="checkbox"/> medium	<input type="checkbox"/> coarse
Hair porosity:	<input type="checkbox"/> normal	<input type="checkbox"/> porous	<input type="checkbox"/> over porous
Hair elasticity:	<input type="checkbox"/> good	<input type="checkbox"/> poor	
Natural form:	<input type="checkbox"/> straight	<input type="checkbox"/> wavy	<input type="checkbox"/> curly
Hair length:	<input type="checkbox"/> short	<input type="checkbox"/> medium	<input type="checkbox"/> long

The hair was previously tinted:  yes  no

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### Appendix 5.1.3

#### 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 5.1.4

#### Client Permanent Waving 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: \_\_\_\_\_ Postal Code: \_\_\_\_\_  
Birth date: \_\_\_\_\_ Occupation: \_\_\_\_\_  
Previous Allergies: \_\_\_\_\_  
Medication: \_\_\_\_\_  
Additional comments (e.g. pregnancy, type of water used, products used in the last 4 weeks):  
\_\_\_\_\_  
\_\_\_\_\_

#### Hair Analysis (Circle the appropriate description)

Overall Condition of hair:	<input type="checkbox"/> normal	<input type="checkbox"/> dry	<input type="checkbox"/> oily
Overall Condition of scalp:	<input type="checkbox"/> normal	<input type="checkbox"/> dry	<input type="checkbox"/> oily
Hair texture:	<input type="checkbox"/> fine	<input type="checkbox"/> medium	<input type="checkbox"/> coarse
Hair porosity:	<input type="checkbox"/> normal	<input type="checkbox"/> porous	<input type="checkbox"/> over porous
Hair elasticity:	<input type="checkbox"/> good	<input type="checkbox"/> poor	
Natural form:	<input type="checkbox"/> straight	<input type="checkbox"/> wavy	<input type="checkbox"/> curly
Hair length:	<input type="checkbox"/> short	<input type="checkbox"/> medium	<input type="checkbox"/> long

## Appendix 5.1.5

### Sample of Skin Care Consultation Chart

Client Name: \_\_\_\_\_ Telephone #: home: \_\_\_\_\_ work: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Known Allergies: \_\_\_\_\_

Medication(s): \_\_\_\_\_

#### Facial Area (observation)

Overall Skin Type	Comments
Oily	
Normal	
Dry	
Combination	
Elasticity	Comments
Good	
Relaxed	
Tight	
Aging/Hormonal Problems	Comments
Acne (How many years?)	
Comedones (blackheads)	
Milia (whiteheads) (acne, etc.)	
Dehydrated	
Deep lines	
Wrinkles	
Thin, sensitive skin	
Superficial lines	
Enlarged pores	
Discolourations (blocked pores and follicles)	
Couperose (broken capillaries)	
Medical Disorders/Diseases	Comments
Scars	
Asphyxiation	
Vulgaris	
Rosacea	
Cystic	

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).

## Appendix 5.1.6

### Client Consultation Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Communication</b>				
Effectively communicates with a client during a consultation	- demonstrates limited effectiveness while communicating with a client during a consultation	- demonstrates some effectiveness while communicating with a client during a consultation	- demonstrates considerable effectiveness while communicating with a client during a consultation	- demonstrates a high degree of effectiveness while communicating with a client during a consultation
<b>Thinking/Inquiry</b>				
Uses the information acquired through the diagnostic/consultation process to formulate an outline of services to be given to the client	- uses limited amount of the information acquired through the diagnostic/consultation process to formulate an outline of services to be given to the client	- uses some of the information acquired through the diagnostic/consultation process to formulate an outline of services to be given to the client	- uses a considerable amount of information acquired through the diagnostic/consultation process to formulate an outline of services to be given to the client	- thoroughly uses all or most of the information acquired through the diagnostic/consultation process to formulate an outline of services to be given to the client

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

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## **Activity 5.2: Hairstyling Procedures and Application**

**Time:** 4 hours

### **Description**

Students demonstrate professional techniques and effective communication skills on the client they consulted with in the previous activity, while performing a full range of hairstyling services. Students select the appropriate products, equipment and tools to perform a colour, permanent wave, or hair relaxer service on the selected client. They complement the chemical service with a predetermined haircut and style. Incorporating safe, sanitary work habits is essential throughout the scheduled appointment. Students take photographs and record information during each stage of the process to add to the client portfolio for final evaluation at the end of this unit.

### **Strand(s) & Learning Expectations**

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

#### **Overall Expectations**

TFV.02 - solve problems related to specific client requests, needs, and expectations;

SPV.03 - demonstrate communication and interpersonal skills in a work environment;

SPV.04 - employ techniques that meet industry standards, including advanced styling techniques and chemical services applications, using appropriate equipment, materials, and implements.

#### **Specific Expectations**

TF1.03 - explain colour theory concepts (e.g. colour wheel, warm and cool shades, hair colour formulation, make-up selection, complementary colours);

TF1.04 - describe the ways in which the design process is used in the hairstyling and aesthetics industry (e.g., the planning of appropriate style designs, balance in hairstyles, make-up artistry, or creativity in nail designs; sketching diagrams of styling and cutting patterns);

SP2.01 - use skin and hair analysis procedures to determine the most suitable service, products, equipment, and techniques (e.g., for services such as manicures, pedicures, skin treatments, eyebrow shaping, make-up application, hair removal, advanced thermal styling, advanced dry and wet styling, artificial hair application, chemical services, corrective treatments, creative evening styles, and fantasy designs);

SP2.03 - competently perform services that chemically alter the structure of hair (e.g., permanent waves, soft curl perms, chemical relaxers), using a variety of advanced techniques;

SP2.05 - perform effectively a variety of fashion cuts that accentuate the client's best features by using advanced shaping techniques (e.g., texturizing, point cutting, blending, razor cutting, tapered cutting, blunt and layer cutting);

SP2.07 - interpret and adhere to manufacturer's directions on products and equipment related to the beauty industry;

SP3.02 - demonstrate effective communication, organizational, teamwork, and personal management skills;

IC1.01 - use safe and sanitary work practices in performing hairstyling and aesthetic services;

IC1.03 - use and handle electrical equipment safely.

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## Planning Notes

The teacher:

- organizes an appointment schedule for all clients and ensures that all clients and students understand the process and expectations;
- ensures that release statements are available for clients to sign;
- reviews the recommendations and conclusions from the student/client consultation process (Activities/Appendices 5.1.2, 5.1.3, 5.1.4, and 5.1.5);
- discusses the plans with students to ensure effective results for the client;
- ensures that all necessary chemicals, tools, products are available for use;
- reviews safety precautions and sanitary procedures;
- reviews customer service strategies;
- provides a camera and backdrop screen for students to photograph their clients.

## Prior Knowledge & Skills

The students have knowledge of:

- interpreting client consultation form results;
- hair products;
- colour theory, formulation, application, timing, procedures;
- permanent waving and/or hair relaxing procedures;
- hair cutting techniques;
- hairstyling and finishing techniques;
- customer service skills;
- safe, sanitary procedures for all hair services.

## Teaching/Learning Strategies

1. The class discusses strategies to ensure fast, high quality service to clients participating in this time consuming make over project.
2. Students invite their customers into the classroom salon during predetermined appointment times after discussing a schedule to complete all services. The teacher ensures that release form has been received and properly completed. The teacher gets assurance that client has agreed to picture taking.
3. Students prepare a workstation with all the necessary equipment, tools, and products.
4. Students review chemical service procedures and hairstyle recommendations with their clients while the teacher observes. Discussion among all parties is encouraged.
5. Students begin to perform predetermined chemical service. A timer is used.
6. Students record information and take photographs during the process.
7. The teacher monitors chemical application, timing, and results and offers advice where needed.
8. Students complete chemical service.
9. Students discuss results with clients and explain next steps.
10. Students complete client record cards.
11. Students perform predetermined haircuts.
12. The teacher checks haircuts the students have performed.
13. Students style hair and ask clients for comments on the finished look.
14. The teacher evaluates the final results in comparison to the requested hairstyle.
15. Students summarize information by writing an explanation of the process followed during the make over assignment.

## Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Assessment Category
Client Consultation	Observation (Appendix 5.2.1, 5.2.3)	Summative	Communication
Chemical Service Performance	Observation Conferencing Rubric (Appendices 5.2.2, 5.2.4, 5.2.5)	Summative	Communication Application
Client Record Card Completion	Checklist (Appendix 5.2.6)	Summative	Knowledge/Understanding Application
Hair Cut/Makeover	Observation Conferencing Rubric	Summative	Knowledge/Understanding Application

### Accommodations

- mannequins used rather than live model where students experience discomfort with live models;
- peer assistance; two students provide services for one client;
- computer aided programs may be used in lieu of a live model;

### Resources

#### Print

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

Milady Publishing. *Communication Skills for Cosmetologists*. New York: Milady Publishing, 1994. ISBN 1-56253-087-9

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

#### Magazines and Journals

*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.

#### Videos

Milady Standard Textbook of Cosmetology Video Series

Wayne Grund. "Moods." Video Series vol. 1-3. ProDesign International, 1997. approx. 2 hours. 1-800-235-7376

#### Computer

Cosmopolitan Virtual Makeover 2 Deluxe. Broderbund

Guest Speaker/s: Photographer and/or model to explain best approach for taking before, during, and after pictures of clients during services

## Appendix 5.2.1 – Live Model Make-Over Assignment

Due Date: \_\_\_\_\_

### Student Activity

Select a friend or family member as your client. Consult with him or her to determine whether he or she is free to come into the classroom salon as a client for you to perform a chemical service, haircut, and style. Indicate that you will be taking photographs at different steps in the makeover that will be used by the teacher in the assessment of the assignment. Discuss options with your client and choose the most suitable look for your client. Complete the makeover in the classroom salon as the teacher observes and monitors all the procedures. Take photographs throughout the process for your Cosmetology Portfolio. This will be applied to your Client Portfolio Activity 5.4.

## Appendix 5.2.2 – Rubric for Chemical Service Performance

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/Understanding</b>				
Demonstrate knowledge of chemical relaxers and permanent waving products	- demonstrates limited knowledge of chemical relaxers/ permanent waving products	- demonstrates some knowledge of chemical relaxers/ permanent waving products	- demonstrates considerable knowledge of chemical relaxers/ permanent waving products	- demonstrates thorough knowledge of chemical relaxers/ permanent waving products
<b>Thinking/Inquiry</b>				
Plans formulate, and analyse various chemical waving/relaxing techniques	- limited planning, formulating, and analysing of various chemical waving/relaxing techniques	- some planning, formulating, and analysing of various chemical waving/relaxing techniques	- considerable planning, formulating, and analysing of various chemical waving/relaxing techniques	- thorough planning, formulating, and analysing of various results chemical waving/relaxing techniques
Communicate and discuss various chemical processes (both physical and chemical) using a variety of wrapping techniques and their effects on hair	- communicates and discusses processes with limited clarity	- communicates and discusses processes with moderate clarity	- communicates and discusses processes with considerable clarity	- communicates and discusses processes with a high degree of clarity
<b>Application</b>				
Identify and perform safely various chemical waving/relaxing procedures for desired results	- limited ability to distinguish between various chemicals and procedures for desired results	- some ability to distinguish between various chemicals and procedures for desired results	- considerable ability to distinguish between various chemicals and procedures for desired results	- thorough ability to distinguish between various chemicals and procedures for desired results

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

## Appendix 5.2.3

### Choosing the Correct Colour Scheme Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/Understanding</b>				
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
<b>Thinking/Inquiry</b>				
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
<b>Communication</b>				
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

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

## Appendix 5.2.4

### 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 5.2.5

### Colour Procedure Rubric

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/Understanding</b>				
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
<b>Thinking/Inquiry</b>				
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
<b>Communication</b>				
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
<b>Application</b>				
After completing the hair shaping component, student creates 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.

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## Appendix 5.2.6

### Summative Evaluation for Live Model Make-Over Assignment

Name:

Date handed in:

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Application</b>				
Customer services performed with understanding of procedures	- customer services performed with limited degree of understanding	- customer services performed with moderate degree of understanding	- customer services performed with high degree of understanding	- customer services performed competently and thoroughly
<b>Thinking/Inquiry</b>				
Decisions and processes followed	- processes followed and decisions made with limited skill	- processes followed and decisions made with moderated skill	- processes followed and decisions made efficiently	- processes followed and decisions made efficiently and with high degree of skill
<b>Knowledge/Understanding</b>				
Knowledge of procedures for hair services (including shaping, shampooing, chemical work)	- demonstrates limited knowledge of procedures for hair services	- demonstrates some knowledge of procedures for hair services	- demonstrates considerable knowledge of procedures for hair services	- demonstrates thorough knowledge of procedures for hair services

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

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## **Activity 5.3: Aesthetic Services**

**Time:** 3 hours

### **Description**

The student selects appropriate products, tools, and supplies to perform a manicure, mini-facial, eyebrow shaping, and make up. The student will take photographs and record information during each stage of the processes to add to the portfolio.

### **Strand(s) & Learning Expectations**

**Strand(s):** Skills and Processes, Impact and Consequences

#### **Overall Expectations**

TFV.01 - describe advanced design techniques used in hairstyling and aesthetics;

SPV.03 - demonstrate communication and interpersonal skills in a work environment.

#### **Specific Expectations**

TF1.01 - determine appropriate services for a variety of clients through a consultation process;

SP2.06 - use appropriate skin treatments (e.g., cleansers, tonics, exfoliates, treatment creams, masks, high frequency treatments) for specific client needs;

SP2.07 - interpret and adhere to manufacturers' directions on products and equipment related to the beauty industry;

SP3.02 - demonstrate effective communication, organizational, teamwork, and personal management skills;

IC1.01 - use safe and sanitary work practices in performing hairstyling and aesthetic services;

IC1.03 - use and handle electrical equipment safely.

### **Planning Notes**

The teacher:

- reviews the recommendations and conclusions from the student/client consultation processes;
- instructs the class to prepare their work stations with the necessary tools, supplies, and products appropriate for their models, and services;
- instructs students to review and practise their skills on a mannequin prior to the workshop;
- conducts class meeting to discuss teamwork, professionalism, safety and sanitary practices;
- assists students taking photographs before, during, and after each service;
- refers to consultation sheets and time allotment noted for each client to ensure that reviews each service can be completed with competency and safety.

### **Prior Knowledge & Skills**

The students have knowledge of:

- sanitary and safety procedures for customer service;
- communication skills for client consultation;
- interpreting client profile chart with accuracy;
- identifying skin and nail abnormalities;
- demonstrating competence in skin, nail, eyebrow shaping, and make-up services.

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## Teaching/Learning Strategies

1. The teacher reviews the time management sheet with students and models.
2. The teacher reviews client profile chart.
3. Students perform mini-facials (using products appropriate for models' skin types, and which make up may be applied later). The manicure may be started while the client has the mask on.
4. Students shape the models' eyebrows (tweezing, waxing or threading).
5. The models change back into regular clothes if they had previously changed into facial gowns or robes.
6. Students apply nail polish if there was not sufficient time earlier.
7. Throughout the activity, the teacher reinforces the need for students to communicate with the clients before (to ascertain the clients' concerns and needs), during (to ascertain the clients' 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) each service.
8. The teacher observes each student's work ethics and ensures that skin care products, eyebrow shaping products and nail products are handled and applied safely.
9. Each student completes client profile report (Appendix 5.4.3) and submits it for final evaluation for Activity 5.4 Client Portfolio.

## Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Assessment Category
Eyebrow Shaping Procedure	Rubric (Appendix 5.3.1)	Summative	Knowledge/Understanding Thinking/Inquiry Communication Application
Facial Massage Procedure	Rubric (Appendix 5.3.2)	Summative	Knowledge/Understanding Thinking/Inquiry Communication Application
Make-up Application Procedure	Checklist (Appendix 5.3.3)	Summative	Knowledge/Understanding Thinking/Inquiry Communication Application
Client Make-Over	Rubric (Appendix 5.3.4)	Summative	Knowledge/Understanding Thinking/Inquiry Communication Application

## Resources

### Print

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

### Videos

*Milady Standard Textbook of Cosmetology* Video Series

## Appendix 5.3.1

### Eyebrow Shaping Rubric

Student: \_\_\_\_\_

Client: \_\_\_\_\_

Date: \_\_\_\_\_

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/Understanding, Communication</b>				
Demonstrate Skin Analysis and Shape Identification	- 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
<b>Thinking/Inquiry</b>				
Demonstrate preparation and organization of materials and products	- demonstrates limited preparation of materials and products	- demonstrates some preparation of materials and products	- demonstrates considerable preparation of materials and products	- demonstrates a high degree of preparation of materials and products
<b>Application</b>				
Demonstrate safety and sanitation procedures	- limited adherence to health and safety procedures	- some adherence to health and safety procedures	- considerable adherence to health and safety procedures	- high degree of adherence to health and safety procedures
Demonstrate eyebrow shaping	- 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
<b>Communication</b>				
Demonstrate communication skills with client	- 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

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

## Appendix 5.3.2

### Performing a Facial Massage Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/Understanding</b>				
Demonstrate knowledge of skin types	- demonstrates limited knowledge of skin types	- demonstrates some knowledge of skin types	- demonstrates considerable knowledge of skin types	- demonstrates thorough knowledge of skin types
<b>Thinking/Inquiry</b>				
Determine the proper steps for selecting and applying skin care products	- 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
<b>Communication</b>				
Communicate skin analysis, pressure, and comfort zone with client during procedure	- communicates with limited clarity	- communicates with moderate clarity	- communicates with considerable clarity	- communicates with a high degree of clarity
<b>Application</b>				
Perform facial	- 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.

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## Appendix 5.3.3

### 11 Steps for Facial Make-up Application

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. Cheek Colour(s) - colour selection(s)
  - complements client's face shape
  - application and blending techniques
6. Brows - fill in if necessary
7. Eye shadow(s) - colour selection(s)
  - complements client's eye shape
  - application and blending techniques
8. Eyeliner- colour selection
  - application and blending techniques
  - complements client's eye shape
  - mascara
9. Lip liner- colour selection
  - application technique
  - complements client's lip shape/size
10. Lipstick - colour selection
  - application technique
  - type of product (matte, shiny)
  - complements clients skin colouring and overall make up look
11. Overall presentation

## Appendix 5.3.4

### Make-up Application Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/Understanding</b>				
Complete client consultation	- client consultation for make-up application was completed to a limited degree	- client consultation for make-up application was completed to a moderate degree	- client consultation for make-up application was completed	- client consultation for make-up application was completed thoroughly and with a high degree of confidence
<b>Thinking/Inquiry</b>				
Prepare for make-up application	- 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
<b>Application</b>				
Demonstrate make-up application procedures	- 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
Demonstrate safety and sanitation procedures	- health and safety procedures were followed 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
<b>Communication</b>				
Communicate with client	- 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

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

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## **Activity 5.4: Client Portfolio**

**Time:** 2 hours

### **Description**

Students compile a report to creatively display the information received during the client make-over process. Photographs of the different stages of the make-over are labelled and explained. Students develop a portfolio to present a visual representation of their successes, skills, and a variety of services they have performed on clients and mannequins over the year.

### **Strand(s) & Learning Expectations**

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

#### **Overall Expectations**

TFV.01 - describe advanced design techniques used in hairstyling and aesthetics;

TFV.03 - explain the physical and chemical effects of beauty products on the hair, skin, and nails;

SPV.05 - demonstrates effective communication and interpersonal skills.

#### **Specific Expectations**

TF1.04 - describe the ways in which the design process is used in the hairstyling and aesthetics industry;

TF2.01 - describe the potential effects of chemical applications on the hair, skin, and nails;

SP1.04 - explain how to obtain information from a variety of sources to determine the best solution to a given problem;

SP2.08 - identify hair, skin, and nail abnormalities and advise clients on home care and preventive measures.

### **Planning Notes**

The teacher:

- directs students to purchase a portfolio folder or suggests they make one from art supplies;
- shows examples of completed portfolios and explains their purpose;
- photocopies all required assignment material (Appendices 5.4.1, 5.4.2, 5.4.3, and 5.4.4) and distributes them to the class.

### **Prior Knowledge & Skills**

The students have knowledge of:

- problem-solving skills and interpreting results of chemical services;
- design concepts and terminology;
- products to be used;
- organizational skills;
- minimal photography skills.

### **Teaching/Learning Strategies**

1. Students organize all data acquired from the make-over process using the Portfolio Checklist (Appendix 5.4.1) as a guide.
2. Students interpret results and summarize key points from the client record card and notes they recorded during the procedures.
3. The teacher and students review results of make-over and discuss changes that could have improved the final style.

- 
4. Students write a report describing the process using professional terminology, product names, tools and equipment.
  5. Students include a written comment on the results and client reaction to the final look.
  6. Students organize the information in a creative display.
  7. Students continue to add client photographs and descriptions of the services they performed over the year.
  8. Students develop a portfolio of practical work and artistic skills he or she has accomplished to show potential employers.
  9. Students add personal information to the portfolio. Items may include a resume, picture, business card, introduction, goals, etc.

**Assessment & Evaluation of Student Achievement**

<b>Task/Product</b>	<b>Tool</b>	<b>Purpose</b>	<b>Assessment Category</b>
Portfolio	Checklist (Appendix 5.4.1) Rubric (Appendix 5.4.4)	Formative Summative	Knowledge/Understanding Thinking/Inquiry Communication

**Accommodations**

- labelled photograph display only;
- the teacher consults individual student IEPs for specific direction on accommodation for individuals.

**Resources**

- sample portfolios

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## Appendix 5.4.1

### Checklist of Portfolio Contents

Creative cover page	
Personal Picture	
Introduction	
Resume/Business card	
Poem, song, artwork	
Pictures of work	
Before and After pictures	

## Appendix 5.4.2

### Performance Expectations

1. Choose a model that is interested in having a major change in his or her hairstyle. During the consultation process with your client, determine the most suitable look by discussing a variety of options. Complete the Client Consultation Form and include this with your written project.
2. Discuss your final styling decisions with the teacher.
3. When you have received approval for your ideas, set up appointment times that are acceptable to your client.
4. Take a “before picture” and explain the processes to your customer.
5. Perform the chemical service on your client. You may choose a full colour, highlights, relaxer or permanent wave, whichever is most appropriate.
6. Take pictures during each stage of the service.
7. After successful completion of the chemical service, cut the client’s hair in the predetermined hairstyle. Ask the teacher to check the finished cut.
8. Complete the style by using professional products and finishing techniques that are suitable to your new look. Take a picture.
9. Apply make-up that will accentuate the client’s best features. Take a final picture.
10. Write a report that explains each step in the make-over process. Include the names and purposes of the products and tools that you used. Your written assignment will include:
  - completed consultation form;
  - completed client record card;
  - pictures of the different stages in the process (4 to 8);
  - cover page (project title, your name, due date, teacher’s name, course);
  - written description of your work;
  - evaluation form on the last page.

### Appendix 5.4.3

#### Sample Treatment Record Cards

1.

Date	Type of Facial Products Used	Remarks/Cosmetologist Cost

2.

Date of service	Type of service	Formula used	Timing	Results	Operator

### Appendix 5.4.4

#### Client Portfolio Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/Understanding</b>				
Submit all required portfolio information (Appendix 5.4.1)	- demonstrates limited knowledge of portfolio requirements	- demonstrates some knowledge of portfolio requirements	- demonstrates moderate knowledge of portfolio requirements	- demonstrates thorough knowledge of portfolio requirements
<b>Thinking/Inquiry</b>				
Provide client consultation forms	- 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
<b>Communication</b>				
Explain the design process for all services/treatments	- 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

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