Cosmetology 10, 20, 30
Curriculum Guide

A Practical and Applied Art

Acknowledgements

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Introduction

Within Core Curriculum, the Practical and Applied Arts (PAA) is a major area of study that incorporates five traditional areas of Home Economics Education, Business Education, Work Experience Education, Computer Education, and Industrial Arts Education. Saskatchewan Education, its educational partners, and other stakeholders have collaborated to complete the PAA curriculum renewal. Some PAA curriculum guides have been updated; some components have been integrated, adapted, or deleted; some Locally Developed Courses have been elevated to provincial status; and some new guides have been developed.

A companion *Practical and Applied Arts Handbook* (Draft 2000) provides background on Core Curriculum philosophy, perspectives, and initiatives. The Handbook articulates a renewed set of goals for PAA. It presents additional information about the PAA area of study, including guidelines about work study and related transition-to-work dimensions. A PAA Information Bulletin provides direction for Administrators and others. Lists of recommended resources from all guidelines will be compiled into a PAA Bibliography with periodic updates.

Philosophy and Rationale

The Cosmetology curriculum is designed for career and personal growth. The courses allow the student to investigate a variety of career options and develop entry level skills to the beauty industry. Students are introduced to basic hairdressing skills, manicures, pedicures, facials and make up applications for a variety of occasions. Opportunities for creative design are fostered throughout the courses as students learn to manipulate styles and colours suitable to a variety of individuals.

It is important that students learn how to function as a professional in the work world. Through the study of salon management, students may experience the development of an entrepreneurial venture. Building clientele through positive customer relations, professional ethics, salon cleanliness, personal grooming, and provisions for a comfortable atmosphere within the salon are explored.

Aim, Goals, and Foundational Objectives

Aim

The aim of Cosmetology is to develop an awareness, appreciation and skill development related to the beauty industry. Opportunities to acquire employability skills for beauty industry will be explored.

Goals

Career Awareness : To explore a variety of career options within the beauty industry.

Customer Relations: To develop a professional attitude and professional ethics conducive to the beauty industry.

Personal Growth: To provide an opportunity to see the importance of personal grooming and general deportment as it relates to the beauty industry.

Motor Skills: To develop practical areas of study that will enhance motor skills.

Self-confidence: To foster a positive self-image and develop self-confidence through a knowledge of personal grooming.

Employment Related Skills: To develop creative skills related to hair design.

Salon Management: To create an awareness of entrepreneurial ventures related to Cosmetology.

Foundational Objectives

Foundational objectives are the major, general guiding statements that each student is expected to achieve for the modules of the PAA curriculum guidelines configured into courses. Foundational objectives indicate the most important knowledge, skills, attitudes/values, and abilities that a student will learn within the context of the course. Both subject and Common Essential Learnings (CELs) Foundational Objectives to be emphasized are stated in this document. Some of these statements may be repeated or enhanced within the context of the modules for emphasis or more in-depth learnings. Throughout the Cosmetology courses, expectations for students include being able:

- to gain knowledge of histology as it applies to nails, hair, and skin.
- to understand the importance of a healthy lifestyle.
- to develop interpersonal skills and professional ethics that may lead to successful employment.
- to create an awareness of careers and business opportunities within the beauty industry.
- to develop and practise a respect for safety and sanitation in a community or school setting.
- to promote skill development in the manipulation of tools, equipment and products that may lead to successful employment.
- to generate creativity as an expression reflected in hair, skin, and nail care.
- to develop an understanding of products and the effects they have on hair, skin, and nails
- to foster teamwork skills.

Common Essential Learnings (CELs)

The incorporation of the Common Essential Learnings (CELs) into the instruction and assessment of the Practical and Applied Arts (PAA) curriculum offers many opportunities to develop students knowledge, skills, and abilities. The purpose of the CELs is to assist students with learning concepts, skills, and attitudes necessary to make transitions to career, work, and adult life.

The CELs establish a link between the Transition–to-Work dimensions and Practical and Applied Arts curriculum content. The Transition-to-Work dimensions included in the PAA curricula are: apprenticeship, career exploration/development, community project(s), employability skills, entrepreneurial, occupational skilling, personal accountability, processing of information, teamwork, and work study/experience.
Throughout the PAA curricula, the CELs objectives are stated explicitly at the beginning of each module. The CELs are coded in this document, as follows:

COM	=	Communication
NUM	=	Numeracy
CCT	=	Critical and Creative Thinking
TL	=	Technological Literacy
PSVS	=	Personal and Social Values and Skills
IL	=	Independent Learning

Although certain CELs are to be emphasized in each module, as indicated by the CELs Foundational Objectives, other interrelated CELs may be addressed at the teacher's discretion.

Course Components and Considerations

The *Cosmetology Curriculum Guide* is designed with core and optional modules. School divisions must consider student interest and needs, teachers expertise, cost of supplies, available equipment and facilities when selecting modules for the courses of study. The courses seek to develop the correct use of equipment and the use of safety procedures while using the equipment.

Modules are organized in the guide as introductory (level 10), intermediate (level 20) and advanced (level 30). Students study a progression of modules, learning more in depth concepts and skills as they move from introductory to advanced levels within the curriculum guidelines.

Practical experiences are strongly encouraged to foster the development of industry related skills. Opportunities for practical skill development can be structured within a school or community setting. Suggestions are outlined within the curriculum guide.

Work Study Component

The optional work study component of 25-50 hours provides students with the opportunity to apply and refine practical classroom learning to a workplace setting and further develop career exploration.

Work Study allows students to practise and refine skills, become aware of industry standards, develop employability skills, and learn about the use of technical equipment and procedures not available in the school setting.

The training plan (Appendix B) reflects practical learning skills designed to be used within the school or community setting. Students enrolled in the 20 and 30 level courses may perform the skills outlined in the training plans in a school or community setting as dictated by trade board ruling and professionals within the industry.

Sites for Cosmetology work study may include placements in esthetics, barbering and beauty salons, senior care homes or within the school.

Refer to the Work Study Guidelines, a section of the *Practical and Applied Arts Handbook* and the *Career and Work Exploration Curriculum Guide* (TBD), for information on required and best practices for student preparation, employer partnerships and teacher responsibilities.

Note: the *Work Experience Education Guidelines* are being renewed as the *Career and Work Exploration Curriculum Guide*.

Portfolios

A portfolio is a valuable organizer of student projects and assignments. Envelopes, files, binders, or folders serve to compile information over a term for a student. Each student should have a portfolio representing his or her work during the course. Students may construct portfolios in which to keep their work and assessments throughout the term. Two portfolios may be valuable: a "working portfolio" to collect ideas observations, notes and critiques, and a "presentation portfolio" to maintain completed work. By keeping track of this material, students are able to monitor their level of achievement. Additions to and revisions of the portfolio should be done at the end of each module.

The development of a portfolio is an important communication tool because it provides information for students, teachers, post-secondary institutions, community organizations and potential employers.

The portfolio can help the student:
- reflect on personal growth and accomplishment
- see links between home, school and community education and activities
- collect materials to prepare applications for post-secondary education scholarship and program entrance
- collect materials to prepare for employment applications
- focus on career planning.

The portfolio can help the teacher:
- provide a framework for independent learning strategies for the student
- communicate student learning from one school year to another in a specific area of study
- identify career planning needs for students
- assess and evaluate the student's progress and achievement in a course of study.

The portfolio can help post-secondary institutions:
- determine suitable candidates for awards and scholarships
- evaluate candidates for program entrance
- evaluate prior learning for program placement.

The portfolio can help the community:
- reflect on the involvement in a student's education
- demonstrate the link between the home, school, and community in education.

The portfolio can help potential employers:
- identify employable skills desired in future employees
- provide evidence of knowledge and skill development of potential employees.

Through reflecting, updating and culling, students are able to compile portfolios that display only their best and most recent work collection of work.

When a teacher examines a student's portfolio in order to make a decision regarding student progress, the information it contains may becomes documented evidence for the evaluation.

A daily journal may also become a part of a working portfolio as a means of tracking the student's use of time and to record progress on ideas that are being developed. This will provide the student with a focus for self-directed or independent learning as well as an anecdotal record for part of the course evaluation.

Resources

To support the principle of Resource-based Learning a variety of instructional resources have been evaluated and recommended to support the teaching and learning of Cosmetology. See Saskatchewan Education *Learning Resource Materials Update* for recommended resources that will be compiled into a PAA bibliography.

Teachers should also check the department's Learning Resources Distribution Centre (LRDC) catalogue. An on-line ordering service is available.

The on-line version of this Guide is accessible at www.sasked.gov.sk.ca/docs. It will be "Evergreened", as appropriate.

Assessment and Evaluation

Student assessment and evaluation is an important part of teaching as it allows the teacher to plan and adapt instruction to meet the specific needs of each student. It also allows the teacher to discuss the current successes and challenges with students and report progress to the parent or guardian. It is important that teachers use a variety of assessment and evaluation strategies to evaluate student progress. Additional information on evaluation of student achievement can be found in the Saskatchewan Education documents entitled *Student Evaluation: A Teacher Handbook* (1991), and *Curriculum Evaluation in Saskatchewan* (1991).

Evaluation throughout the Cosmetology courses should be based upon the learning objectives outlined in the course of study. It is important to use a variety of assessment strategies to ensure an accurate evaluation of the student. The design of an evaluation matrix should reflect the amount of time devoted to each of the modules taught in the course.

Regular program evaluation could include a survey of parents, students, and employers to determine program effectiveness and need for change, if any. Information specific to program evaluation is found in Saskatchewan Education's *School-Based Program Evaluation Resource Book* (1989) and the *Practical and Applied Arts Handbook* (Draft 2000).

An example of an evaluation matrix follows:

Written Testing	20%
Projects and Research	45%
Portfolio	15%
Assignments and Homework	10%
Classroom Presentations	10%

There are three main types of student evaluation: formative, summative, and diagnostic.

Formative evaluation is an ongoing classroom process that keeps students and educators informed of students' progress.

Summative evaluation occurs most often at the end of a module, or course, to determine what has been learned over a period of time.

Diagnostic evaluation usually occurs at the beginning of the school year or before a module of instruction to identify prior knowledge, skills or interests in the subject area.

Cosmetology 10
40%   Practical Application
40%   Theory
- tests
- assignments
- class presentations
- group work

20%   Personal Management Skills

Cosmetology 20
50%   Practical
30%   Theory
20%   Personal Management Skills
- personal and public hygiene
- makes good use of time/keeps busy
- regular attendance
- punctual for class
- personality development/attitude
- care of equipment/daily cleanup

Cosmetology 30
60%   Practical
30%   Theory
10%   Personal Management Skills

Module Overview

Module Code	Modules	Suggested Time (hours)
COSM01	Module 1: Introduction to Salon (Core)	3 - 4
COSM02A, B, C	Module 2A, B, C: Salon Housekeeping/Decontamination (Core)	1-5
COSM03A, B	Module 3A, B: Shampoo and Rinses (Core)	2-12
COSM04A, B	Module 4A, B: Hair Styling (Core)	20-25
COSM05A, B, C	Module 5A, B, C: Nail Care (Core)	3-15
COSM06A, B, C	Module 6A, B: Skin Care (Core); 6C Optional	3-20
COSM07A, B, C	Module 7A, B: Make-up Application (Core); 7C Optional	10-15
COSM08	Module 8: Career Opportunities (Core)	3-5
COSM09	Module 9: Hair Care/Hair Treatments (Core)	10-15
COSM10	Module 10: Pedicure/Foot Care (Optional)	5-10
COSM11	Module 11: Intermediate Chemistry (Optional)	4-5
COSM12	Module 12: Hair Removal (Optional)	4-5
COSM13	Module 13: Scalp Care (Core)	5-10
COSM14	Module 14: Hair Cutting (Core)	15-20
COSM15	Module 15: Men's Beard and Mustache Trim (Optional)	3-5
COSM16	Module 16: Salon Management (Core)	10-15
COSM17	Module 17: Advanced Permanent Waving (Optional)	15-20
COSM18	Module 18: Hair Colouring (Optional)	15-20
COSM19A, B	Module 19A, B: Work Study Preparation and Follow-up Activities (Optional)	5-10
COSM20A, B	Module 20A, B: Work Study (Optional)	25-50
COSM99A, B, C	Module 99A, B, C: Extended Study (Optional)	5-20

Suggested Course Configuration

Module Code	Modules	Suggested Time (hours)
	Cosmetology 10 **Introductory**	
COSM01	Module 1: Introduction to Salon (Core)	3 - 4
COSM02A	Module 2A: Salon Housekeeping/Decontamination (Core)	3-5
COSM03A	Module 3A: Shampoo and Rinses (Core)	10-12
COSM04A	Module 4A: Hair Styling (Core)	20-25
COSM05A	Module 5A: Nail Care (Core)	10-15
COSM06A	Module 6A: Skin Care (Core)	15-20
COSM07A	Module 7A: Make-up Application (Core)	10-15
COSM08	Module 8: Career Opportunities (Core)	3-5
COSM99	Module 99: Extended Study (Optional)	5-20
	Minimum	100
	Cosmetology 20 **Intermediate**	
COSM02B	Module 2B: Salon Housekeeping/Decontamination (Core)	2-3
COSM03B	Module 3B: Shampoo and Rinses (Core)	2-3
COSM04B	Module 4B: Hair Styling (Core)	20-25
COSM05B	Module 5B: Nail Care (Core)	5-10
COSM06B	Module 6B: Skin Care (Core)	5-10
COSM07B	Module 7B: Make-up Application (Core)	10-15
COSM09	Module 9: Hair Care/Hair Treatments (Core)	15-20
COSM10	Module 10: Pedicure/Foot Care (Optional)	5-10
COSM11	Module 11: Intermediate Chemistry (Optional)	4-5
COSM12	Module 12: Hair Removal (Optional)	4-5
COSM19	Module 19: Work Study Preparation and Follow-up Activities (Optional)	5-10
COSM20	Module 20: Work Study (Optional)	25-50
COSM99	Module 99: Extended Study (Optional)	5-20
	Minimum	100
	Cosmetology 30 **Advanced**	
COSM02C	Module 2C: Salon Housekeeping/Decontamination (Core)	1-2
COSM05C	Module 5C: Nail Care (Core)	3-5
COSM06C	Module 6C: Skin Care (Optional)	3-5
COSM07C	Module 7C: Make-up Application (Optional)	10-15
COSM13	Module 13: Scalp Care (Core)	5-10
COSM14	Module 14: Hair Cutting (Core)	15-20
COSM15	Module 15: Men's Beard and Mustache Trim (Optional)	3-5
COSM16	Module 16: Salon Management (Core)	10-15
COSM17	Module 17: Advanced Permanent Waving (Optional)	15-20
COSM18	Module 18: Hair Colouring (Optional)	15-20
COSM19	Module 19: Work Study Preparation and Follow-up Activities (Optional)	5-10
COSM20	Module 20: Work Study (Optional)	25-50
COSM99	Module 99: Extended Study (Optional)	5-20
	Minimum	100

Core and Optional Modules

Module 1: Introduction to Salon (Core)

Suggested time: 3-4 hours   **Level:** Introductory

Module Overview
The purpose of this module is to introduce students to a variety of career opportunities within the beauty industry, and to make students aware of the ways to build and retain clientele.

Foundational Objectives
- To develop interpersonal skills and professional ethics that may lead to successful employment.
- To create an awareness of careers and business opportunities within the beauty industry.

Common Essential Learnings Foundational Objectives
- To demonstrate positive human relations and professional ethics. (PSVS, COM)
- develop an understanding of how knowledge is created, evaluated, refined, and changed within the field of Cosmetology. (CCT)

	Learning Objectives	Notes
1.1A	To examine the number of businesses within the community that relate to the beauty industry. (COM)	Students will create a list of businesses relating to the beauty industry (phone book may be a good resource). Outline the differences between barbering, cosmetology and esthetics.
1.2A	To examine the differences between each of the categories. (CCT)	Classify the businesses into categories of barbering, cosmetology or esthetics from the list generated in 1.1. Discuss why some businesses might fit into two categories.
1.3A	To identify expectations or standards in the beauty industry. (COM)	Take students on a field trip or invite a community business operator to the class to discuss a description of his/her trade, operation of a business and employee roles and expectations. Students may be assigned to job shadow within a business and generate a report on their observations as they relate to standards and expectations of sanitation, safety, work ethics and employee dress and deportment. (PSVS) See Helping Solve the Employment Puzzle – Activity 2 for additional ideas on employer/employee expectations.

Learning Objectives	Notes

1.4A To identify and demonstrate good interpersonal communication skills. (COM)

Define communication.

Brainstorm different forms of communication (oral, written and non-verbal).

Discuss the importance of effective communication. Role-play effective oral communication.

Discuss different forms of communication, oral and written. Explain how these forms can be used effectively in the beauty salon. (PSVS) Discuss the importance of oral communication in a beauty salon. (PSVS)

Demonstrate the impact positive and negative non-verbal communication (gestures such as smile vs. rolling your eyes and frowning).

1.5A To display positive attitude and proper conduct towards others. (PSVS)

Explain the importance of good customer relations within a business. Ask students to recall examples of poor customer relations with a business. Role-play customer service recovery using examples of customer complaints. (PSVS)

Talk about customer complaints and how to handle them within a business setting. Students should create a list of ways to provide good service to a customer within a salon.

Discuss building practices.

Define professional ethics. Explain how professional ethics builds client trust and patronage.

Discuss the importance of client confidentiality. Identify other professional ethics in the beauty salon.

Discuss ethics as it relates to the beauty salon.

1.6A To explain the importance of healthy living as it relates to appearance. (COM)

Explain the importance of keeping the body and mind healthy. Suggest ways to keep the body and mind healthy. How does healthy lifestyle affect one's appearance, i.e., condition of hair, skin, and teeth?

Learning Objectives	**Notes**

1.7A To identify and practise personal hygiene and proper grooming. (COM)

Define hygiene. Explain the difference between public and personal hygiene. (COM)

Students may brainstorm examples of public and personal hygiene. (CCT)

Discuss safety and health issues involving public and personal hygiene. (COM)

Discuss the importance of hygiene/personal grooming. Brainstorm ideas for personal grooming. Responses should include clean, styled hair, manicured nails, etc. (PSVS)

Explain the importance of modeling hygiene and personal grooming. How does each instill customer confidence in the beautician? Discuss personal appearance in relation to image projection for a business and the employee operating within the business.

1.8A To examine ways to improve personality. (COM)

Define personality.

Brainstorm desirable personality traits.

Role-play: 1. displaying undesirable traits 2. displaying desirable traits.

Discuss the importance that personality plays in establishing business clientele.

Outline factors that can influence personality. Explain how a healthy lifestyle can affect one's personality.

1.9A To explain the importance of posture and the practice of good posture. (COM)

Demonstrate good posture by modeling.

Explain why posture is important for appearance and how it can affect your work performance.

Demonstrate proper sitting and standing position.

Discuss how wearing proper shoes can affect posture and reduce fatigue. Explain how posture can be interpreted as non-verbal communication.

Module 2A: Salon Housekeeping/Decontamination (Core)

Suggested time: 3-5 hours   **Level:** Introductory
Prerequisite: Module 1

Module Overview
This module focuses on bacteriology and the prevention of the spread of disease by following strict sterilization and sanitation procedures in the beauty salon. Students have the opportunity to experience sanitation in the classroom by following proper sanitation procedures.

Foundational Objective
•   To develop and practise a respect for safety and sanitation in a community or school setting.

Common Essential Learnings Foundational Objectives
•   To develop an understanding of bacteria and the importance of practising safety to prevent the spread of disease. (COM, IL)
•   To understand and use the vocabulary, structures, and forms of expression that apply to the beauty industry. (COM)

Learning Objectives	Notes
2.1A To create an awareness of bacteriology. (COM)	Define bacteriology. Identify the types of bacteria. Distinguish between harmful (pathogenic) and helpful (non-pathogenic) bacteria. Discuss examples of pathogenic bacteria such as: Cocci, Bacalli and Spirilla. Discuss the disease or infection caused by each type of bacteria. Explain reproduction of bacteria and how to inhibit bacterial growth. Conduct a classroom experiment for collection of bacteria on implements. If the implements have bacteria, discuss the possible reasons for the bacteria, e.g.: the combs were not sanitized, the chemical disinfectant was not mixed properly etc. Discuss the implications of not sanitizing properly and using the implement on another client.
2.2A To demonstrate safe methods for handling chemicals and equipment. (TL, COM)	Define sterilization. Define Decontamination: Explain the different methods of sterilization. Determine why sterilization of implements etc. is essential after serving each client. Demonstrate the proper use of chemicals when mixing liquid sanitizing agents. Follow manufacturer's instructions.

Learning Objectives	Notes
2.3A To outline procedures that promote health and prevent the spread of disease. (COM)	Demonstrate classroom procedures for sanitizing implements.
2.4A To adhere to sanitary and sterilization rules and regulations as they apply to the cosmetology trade. (PSVS, CCT)	Students should practise the sanitizing procedure to establish a routine for sanitizing after each use. Students will create a list of classroom sanitation practices to ensure proper sanitation.
2.5A To practise appropriate first aid techniques. (TL)	List safety practices within the beauty salon. Discuss accidents that could occur in the beauty salon if safety is not observed. Have students prepare a list of ways that these accidents could have been prevented. Discuss first aid measures that should be followed if accidents occur. Use case studies to facilitate discussion or role-play a variety of situations. Discuss safety precautions when dealing with cuts or wounds. Identify and locate safety equipment in the classroom. Explain how the equipment should be used.

Module 2B: Salon Housekeeping (Core)

Suggested time: 2-3 hours   **Level:** Intermediate
Prerequisite: Module 2A

Learning Objectives	Notes
2.6B To review introductory learning objectives on Salon Housekeeping (decontamination).	Review and assess introductory learning objectives in 2A. Once assessment is done, determine if further review is necessary.

Module 2C: Salon Housekeeping (Core)

Suggested time: 1-2 hours   **Level:** Intermediate
Prerequisite: Module 2A and 2B

	Learning Objectives	**Notes**
2.7C	To review introductory learning objectives on Salon Housekeeping (decontamination).	Assess prior learning by using think, pair, and share strategy. Have students prepare a written summary of their understandings about bacteriology, sterilization, and sanitation. Share findings in small groups, and then with the class. Upon completion of assessment, determine if further review is necessary.

Module 3A: Shampoo and Rinses (Core)

Suggested time: 10-12 hours   **Level:** Introductory

Module Overview
The purpose of this module is to give students a basic understanding of hair structure and to teach students the proper procedure for doing a basic shampoo.

Foundational Objectives
- To develop and practise a respect for safety and sanitation in a community or school setting.
- To promote skill development in the manipulation of tools, equipment, and products that may lead to successful employment.

Common Essential Learnings Foundational Objective(s)
- To use language and vocabulary related to composition of the hair. (COM)

Learning Objectives	Notes
3.1A To describe the structure and functions of the hair. (COM)	Discuss the purpose of hair.
	Discuss histology of hair and the composition of hair.
	Explain the two main parts of the hair (hair shaft and hair root). The hair shaft is that portion that projects out of the scalp, and the hair root is the portion that is found below the skin surface.
	Discuss the different layers on the hair shaft. Explain the outermost layer. Students are to find one strand of hair and move their fingers upward along the hair shaft to feel the roughness of the cuticle layer. Examine the hair shaft (could use their own hair) under a microscope if available. On normal healthy hair, the overlapping cuticle will lie close to the hair shaft. On dry or damaged hair the cuticle will be lifted from the hair shaft. Draw a picture explaining how the cuticle layers overlap each other. During a chemical process the cuticle layer is lifted or opened so that the product may enter the cortex layer where the chemical process takes place. Once the restructuring of the hair is complete, a finishing product such as; waving lotion is used to close the cuticle layer of the hair.
	Discuss the purpose of the cortex and the medulla.
3.2A To discuss hair growth. (COM, CCT)	Determine what influences hair growth. Some factors include: age, nutrition, health and hormones.

Learning Objectives	Notes
3.3A To explain the life cycle of the hair. (COM)	Discuss the life span shedding and replacement of hair. Outline three phases of hair growth. It might be easy for students to understand replacement of hair by comparing it to the replacement of a tooth since all have lost teeth and understand the process of replacement.
3.4A To examine the pH scale, and to understand the effects of acid and alkaline solutions on the hair. (CCT, NUM, TL)	Define pH as potential hydrogen. It is a scale that is used to measure acidity and alkalinity. Discuss the implications of using products on the hair with a high or low pH. A product that is highly acidic or alkaline breaks down the hair structure and may leave the hair in an almost liquid state. The longer each of these products are left on the hair, the more damage they cause. It is important to understand the effects of pH on hair to prevent damage to the client's hair.

Identify the neutral point as 7 on the pH scale.

Demonstrate how to read the pH scale. The scale runs from 0-14, anything below 7 is acidic, anything above 7 is alkaline.

Determine the pH of hair.

Demonstrate the pH of products.

Perform an experiment using litmus paper or a universal indicator to test the pH of products such as: shampoos, conditioners, hydrochloric acid, lye, permanent wave solution, permanent wave neutralizer, etc. Using the indicator determine the pH of the product. Record the pH of each of the products.

Note: Use extreme caution when using strong acid and alkaline products. The solution must not come in contact with the skin.

Activity: Demonstrate the effect of acid and alkaline on the cuticle and cortex layer of hair by:
- saturating hair samples with acid and alkaline products that have both high and low pH levels. After the products have been on the hair the desired amount of time, rinse the solutions. Observe the effects on the hair. Students will note the difference of hair structure when using a mild and strong acid or mild and strong alkaline. Students may feel the hair and conclude the effects of different pH on hair. If available, use a microscope to observe the state of the cuticle layer. A product that is alkaline will swell the cuticle layer of the hair, leaving it standing straight out and feeling rough. Whereas, an acid contracts or closes the cuticle leaving the hair feeling softer and looking shiner.

- putting a slightly acidic conditioner on some of the hair that has been saturated previously with a slightly alkaline solution. Rinse, students may feel the hair and view it under the microscope to observe the cuticle layer of the hair.

Learning Objectives	Notes
3.5A To explore the functions of shampoos and conditioners. (CCT)	Discuss the composition and function of shampoos. Explain the different types of shampoos. Identify the hair types that are suited to each shampoo.
	Discuss the composition and function of conditioners. Explain the various types of conditioners available on the market today. Identify the hair types that are suited to each conditioner.
	Invite a guest speaker into the class to do product knowledge on shampoos and conditioners.
	Explain the long-term effects of using the wrong product on a person's hair.
3.6A To analyze hair to determine which shampoo and conditioner would be suitable for each client. (CCT, PSVS)	Demonstrate analysis of hair using four of our senses; sight, touch, hearing, and smell. Using the senses identify if client has; dry ends, coloured hair, permed hair, texture of hair, body in hair, etc. Identify which shampoo and conditioner would be formulated to suit the client's hair type.
3.7A To demonstrate draping. (COM)	Demonstrate draping.
3.8A To demonstrate pre-brushing. (COM)	Demonstrate pre-brushing before a shampoo. Discuss the purpose of pre-brushing and the exceptions of pre-brushing.
3.9A To practise proper procedure for a shampoo. (COM)	Discuss the importance of a good shampoo.
	Discuss how often shampooing should be done.
	Demonstrate procedure for shampooing hair. Discuss safety with respect to water temperature, protecting client's eyes, clothing, etc. Encourage students to ask questions during the demonstration. Students will practise shampoos. Provide feedback while students are practising. Determine criteria used to evaluate a quality shampoo, e.g., even pressure for manipulations, hair is sufficiently rinsed, hair feels clean, etc. Review the checklist in Appendix D relating to performing shampoos.
	Note: Stress the importance of following manufacturer's instructions when using shampoos and conditioners.
3.10A To reinforce sanitary procedures when shampooing hair. (PSVS)	Demonstrate proper sanitation of the sink, combs brushes etc.
	Discuss when sanitation should be done and why.

Module 3B: Shampoo and Rinses (Core)

Suggested time: 2-3 hours   **Level:** Intermediate
Prerequisite: Module 3A

Learning Objectives	Notes
3.11B To review introductory learning objectives 3.1A - 3.10A on shampoo and rinses. (COM)	Use question and answer to pretest students' previous understanding. Determine if further review is necessary.
3.12B To discuss structures associated with the hair root and follicle. (COM)	Discuss the parts of the hair root (use a diagram to explain). Examine the hair follicle by use of a diagram. Explain the purpose of the oil glands and arrector pili muscles attached to each follicle. Discuss how hair takes its shape, size and direction from the hair follicle. Explain the bulb by use of a diagram. Explain the papilla by use of a diagram. Discuss the purpose of the papilla.
3.13B To identify influences of sebum production. (COM, CCT)	Students should identify possible influences of sebum. Possible answers should include; diet, emotional disturbances, etc.
3.14B To discuss the technical terms of hair on the head and face. (COM)	Identify types of hair on the body. Categorize as; long, short, or lanugo. Explain the differences between each type. Identify the technical terms for hair on the head and face.
3.15B To explain how the colour of hair is determined. (COM)	Review melanin from introductory learning objective 6.4. Discuss the layer of the hair containing colouring pigment. Have students identify possible reasons for grey hair. Answers should include a loss of pigment in the cortex layer of the hair. Define Albinism as having no pigment/melanin in the skin or hair. Students have a visual, if the example of the movie "Powder" is used. The character "Powder" is an albino.
3.16B To analyze hair. (CCT)	Review the senses that may be used to analyze hair (sight, touch, hearing, and smell). Discuss the purpose of analyzing hair for the proper selection of hair care products. Explain texture, porosity, elasticity, and condition of hair as analysis of hair. Relate these characteristics to product selection.

Module 4A: Hair Styling (Core)

Suggested time: 20-25 hours   **Level:** Introductory
Prerequisite: None

Module Overview
In this module students will learn the skills necessary to perform tasks such as roller set, blow dry/curling iron, and french braiding.

Foundational Objectives
- To develop and practise a respect for safety and sanitation in a community or school setting.
- To promote skill development in the manipulation of tools, equipment, and products that may lead to successful employment.
- To generate creativity as an expression reflected in hair, skin and nail care.

Common Essential Learnings Foundational Objectives
- To demonstrate safety and sanitation while using equipment and implements. (IL, TL)
- To grow as independent learners within a classroom environment that promotes self-esteem, curiosity, competence, and trust. (IL)

Learning Objectives	Notes
4.1A To demonstrate braiding techniques. (IL)	Demonstrate and identify braiding techniques and patterns including: • invisible • visible • fishtail
4.2A To demonstrate a roller set and comb-out. (NUM)	Discuss roller set terms. (on base, half off base, off base). Demonstrate then ask students to practise roller placement and pinning for volume rollers. (NUM) Demonstrate the correct angle to comb the hair up to achieve the following roller placements: • on base - full volume • 1/2 off base - medium volume • off base - small amount of volume Identify different amounts of volume that are created by each of the roller placements. Demonstrate and provide student practice time for a basic roller set. Provide feedback while students practise. Determine criteria to evaluate a quality roller set. Discuss proportion, balance. Discuss rhythm, emphasis and harmony as it relates to a total look hairstyle. Refer to recommended resources. Demonstrate and explain the different comb-out techniques. Stress the importance of finishing. Determine criteria to evaluate a quality comb-out.

Learning Objectives	**Notes**

4.3A   To demonstrate blow-dry techniques. (TL)

Prepare workstation. Discuss styling products and explain the function of each product. Demonstrate blow-dry techniques such as scrunching, using a brush, using your hands, etc.

Note: Stress the importance of directing the heat away from the scalp to prevent burns. Demonstrate drying the hair in layers rather than directing the heat on the top layer. Explain that the purpose of this procedure is to prevent the top layer from sustaining excessive heat damage while the underneath layers remain damp. Determine criteria to evaluate a quality blow-dry.

Note: The blow-dryer is constantly moving to prevent burns.

4.4A   To demonstrate curling iron techniques. (TL)

To demonstrate the use of curling iron. Demonstrate holding the iron and holding the comb.

Demonstrate and discuss the clicking and feeding technique that is used when using a professional iron. To prevent unnecessary burns, ask students to practise the clicking and feeding technique with a (cold) iron.

Demonstrate sectioning of the head. Explain that sections of hair used for a curling iron should be about the same size as the base in a roller set. Demonstrate the use of a curling iron. Stress the use of putting a comb between the iron and the client's scalp to prevent burns.

Note: Metal combs should not be used to avoid scalp burns. Have students practise using a hot curling iron.

Determine criteria to evaluate a quality curling iron hairstyle.

4.5A   To follow appropriate safety measures when using a blow dryer or a curling iron. (CCT)

Review safety practices for using a blow dryer and curling iron. Students should brainstorm to determine any other safety measures that need to be followed when thermal styling hair. Discuss the implications of not following safety measures.

Review first aid treatment for burns.

Module 4B: Hair Styling (Core)

Suggested time: 20-25 hours   **Level:** Intermediate
Prerequisite: Module 4A

	Learning Objectives	**Notes**

4.6B To review introductory learning objectives 4.1A - 4.5A. (COM)

Review procedures and safety measures for introductory learning objectives.

4.7B To demonstrate finger waving.

Demonstrate finger waving with the use of a finger-waved mannequin so students have a visual of finger waves. Explain how finger waves are the art of waving the hair using; fingers, comb and waving lotion. Ask students where they have seen this look. Possible answers should include the recent movies, and models in high fashion magazines. Explain that the purpose of learning this technique is to control the hair by molding and directing the hair.

Demonstrate the procedure and provide student practice time. Suggest feedback while they are practising (IL). Determine criteria to evaluate a quality finger wave e.g., uniform ridges, equal sized wave pattern, etc.

4.8B To demonstrate pin-curl technique. (optional)

Demonstrate using a pin-curled mannequin so students have a visual of pincurls. Discuss the use of pincurls as an alternate method to rollers or finger waves. Identify the parts of a pincurl.

Discuss the possibility of using a combination of rollers, finger waves, and pincurls in a roller set. Explain the purpose for learning this technique to control the hair by molding, slicing and ribboning the hair to create hairstyles. Provide time for student practice. (IL)

Demonstrate a shaping. Explain open and closed end shaping. Demonstrate procedure for sculptured curls. Demonstrate correct pinning and provide student practice time. Suggest feedback while they are practising. Determine criteria to evaluate a quality pin curl. (IL, CCT)

Demonstrate Semi-stand up curls. Repeat demonstration process as the first pin curl. Provide time for student practice.

Demonstrate Stand up curls. Repeat demonstration process as the first pin curl. Provide time for student practice.

Learning Objectives	**Notes**
4.9B To demonstrate long hair roller set and up do comb-out techniques. (CCT, IL)	Show video on creating up do hairstyles (refer to resources listed in the bibliography). Students are to select a picture of a long hair up do. Determine roller placement necessary to achieve hairstyle from the photo. Set hair. Demonstrate comb-out technique for the long hairstyle. Discuss the purpose of backcombing in the holding power of the finished style. Demonstrate x-ing of bobby pins and finishing the style. Determine criteria to evaluate a quality comb-out i.e., rounded, no dents, bobby pins hidden, sufficient backcombing, etc.
4.10B To analyze facial shapes. (CCT, PSVS)	Examine the seven facial shapes. Use picture illustrations to display each facial shape. Have students work in pairs to analyze each other's facial shape.
4.11B To create an illusion of an oval shaped face by choosing an appropriate hairstyle for each of the seven facial shapes. (CCT)	Discuss how we might create an illusion of an oval face with each of the facial shapes (if there is access, computer software may be used to analyze facial shapes and to suggest a flattering hairstyle). (TL) Students are to create a collection of the seven facial shapes. Have students describe each of the facial shapes and choose, from magazines, hairstyles that would accommodate each of the facial shapes.
4.12B To review introductory and intermediate learning objectives 4.1A - 4.5A, 4.6B – 4.11B. (COM)	Review procedures and safety measures for introductory (4.1A-4.5A) and intermediate (4.6B-4.11B) learning objectives.

Learning Objectives	Notes
4.13B To analyze facial features that emphasize a client's best features and de-emphasize poor features. (CCT, PSVS)	Analyze profiles, nose shapes, eyes, glasses, etc. Using a picture, make a list of: • the client's features that should be emphasized. • the client's features that should be de-emphasized. (CCT) Make another list of hairstyles that might: • compliment the good features. • de-emphasize poor features. Students should choose a hairstyle that would accentuate good and de-emphasize poor features. Students should work in pairs. Each pair is given a picture of a client. Students repeat above procedure. Students may prepare a short presentation analyzing the photo features and the chosen hairstyle selected. OR If special software is available students may create different looks using the software. (Suggested software is in the resources.)
4.14B To demonstrate roller set variations e.g., indentation, and combination pin curl/finger wave/roller set.	Explain indentation roller placement. Discuss the effect of indentation roller placement. Students should practise this skill. Demonstrate and explain variations to the basic roller set. Have students create a hairstyle using variations to the basic set. (IL) Describe the anticipated results to be achieved in the comb-out. Students may participate in a provincial hair competition (optional).

Module 5A: Nail Care (Core)

Suggested time: 10-15 hours   **Level:** Introductory

Module Overview
The intent of this module is to provide students with a basic understanding of the histology of the nail. Students also learn the procedure for doing a manicure.

Foundational Objectives
- To gain knowledge of histology as it applies to nails.
- To develop skills in the manipulation of equipment and materials necessary for giving a basic manicure.
- To follow safety and sanitation procedures.

Common Essential Learnings Foundational Objectives
- To demonstrate safety and sanitation while performing a manicure. (TL, IL)
- To use language and vocabulary that reflects nail care. (COM)

Learning Objectives	Notes
5.1A To discuss the composition and technical name for the nail. (COM)	Discuss the nail (onyx) as being an appendage of the skin. Explain and describe the composition and the appearance of a healthy nail. Identify the purpose of nails. Define keratin.
5.2A To identify and locate the different parts of the nail. (COM)	Using a diagram of the nail, discuss and explain the three parts of the nail: the nail body, the nail root, and the free edge.
5.3A To recognize and locate the structures surrounding and adjoining the nail.	Explain the structures associated with the nail; the nail bed, matrix, lunula. Define the surrounding structures of the nail; cuticle, eponychium, hyponychium, perionychium, nail wall, nail groove, and mantle. (COM)
5.4A To discuss the influences of nail growth.	Discuss the average growth of the nail. Outline the factors that influence nail growth.
5.5A To recognize fungus and moulds related to nails.	Show visual illustrations of fungus and moulds. Discuss ways to identify fungus and moulds on nails.

	Learning Objectives	**Notes**

5.6A   To explain the purpose of a manicure.

Students should work in small groups to define a manicure, and explain the purpose of a manicure. (IL) Ask groups to share their ideas with the class. Responses should include care of the hands and nails, to improve the appearance of the hands and nails.

Note: Stress that manicures must not be given to a client with a nail disease.

5.7A   To identify and demonstrate the uses of equipment, implements, cosmetics and materials when giving a manicure.

Make a list of the equipment, implements, cosmetics, and materials that are used during a manicure. Students will create a reference list when they practise manicures.

Set up a manicure table. Review the procedure for giving a manicure. Demonstrate the procedure for giving a manicure. Review procedures for sanitation of equipment and implements. (TL) Describe safety procedures while giving a manicure. Demonstrate the appropriate procedures to follow, if an accident occurs. Determine criteria to evaluate a quality manicure.

Students should practise giving a manicure. Provide student feedback on manicures. (PSVS)

5.8A   To practise appropriate safety and sanitation procedures for nail care.

Have students create a list of safety rules to observe when manicuring. Stress the importance of sanitizing all equipment after use. Demonstrate appropriate safety and sanitary procedures to follow, if a cut occurs. Post list of safety rules in the classroom to remind students when they are practising manicures.

Module 5B: Nail Care (Core)

Suggested time: 5-10 hours   **Level:** Intermediate
Prerequisite: Module 5A

Learning Objectives	Notes
5.9B To review introductory learning objectives 5.1A - 5.8A. (COM)	Students will recall previous learning. Use diagnostic evaluation to assess prior learning to determine the level of understanding. Review learning objectives 5.1 – 5.8 as needed.
5.10B To discuss and explain nail disorders and nail diseases. (COM, IL)	Divide students into groups and give each group a list of disorders and diseases. The group must: • Identify and explain the nail disorders or diseases. (CCT) • Use mnemonics (word association) to help remember and identify the disorder or disease. • Provide group feedback to the class.
5.11B To name the four nail shapes and to suggest an appropriate nail shape for each client. (COM)	List the four nail shapes. Discuss the suitability of nail shapes for different clients.
5.12B To demonstrate special manicures. (TL) (Optional depending on availability of equipment.)	Explain the purpose of special manicure, e.g., paraffin wax manicure, electric manicure, etc. Demonstrate the procedure for giving a special manicure. Review proper usage of implements, cosmetics and materials. Review procedures for sanitation of equipment and implements. Have students practise. Give pointers while students practise. If special equipment is not available, the teacher may invite someone from the industry to do a demonstration to the class. OR The teacher may take the students on a field trip to see the demonstration done in the work place.
5.13B To practise appropriate safety and sanitation procedures.	Refer to safety and sanitation introductory learning objective 5.9A.

Module 5C: Nail Care (Core)

Suggested time: 3-5 hours   **Level:** Advanced
Prerequisite: Module 5A and 5B

Learning Objectives	Notes
5.14C To demonstrate advanced nail techniques. (TL)	If special equipment and materials are not available, the teacher may invite someone from the industry to do a demonstration for the class. OR The teacher may take the students on a field trip to see the demonstration done in the work place.
5.15C To demonstrate nail art.	Demonstrate various nail art techniques. (CCT) Where available, use air brush to demonstrate nail artistry. Demonstrate clean up of airbrush and other nail implements.
5.16C To review introductory and intermediate learning objectives 5.1A – 5.9A, 5.9B-5.16B. (COM)	Give pre-test to determine level of understanding. Review and explain any areas of difficulty. Students are to practise and develop refined nail care skills in this module building from previous theory in introductory and intermediate nail care modules.

Module 6A: Skin Care (Core)

Suggested time: 15-20 hours   **Level:** Introductory

Module Overview
This Module gives students a basic understanding of the skin and its structure, and provides the skills necessary in performing a facial.

Foundational Objectives
- To understand the importance of a healthy lifestyle.
- To gain knowledge of histology as it applies to the skin.
- To develop skills in the manipulation of equipment and materials necessary for giving a facial.
- To follow proper safety and sanitation procedures.

Common Essential Learnings Foundational Objectives
- To demonstrate safety and sanitation while performing a facial. (TL, IL)
- To become familiar with the language and vocabulary related to skin care. (COM)
- To develop an understanding of how knowledge is created, evaluated, refined, and changed within the field of Cosmetology. (CCT)

Learning Objectives	Notes
6.1A To identify and describe the structures and functions of the skin. (COM)	Introduce this module by referring to the skin as being the largest organ of our body. Brainstorm why the skin is considered an organ. Responses should include that it has a number of important functions that include: protection, sensation, heat regulation, excretion, secretion, absorption. Discuss each of the functions. Using a diagram to explain the divisions of the skin. Identify the layers within the epidermis and the dermis and discuss the purpose of each layer. Discuss subcutaneous tissue as being the fatty layer below the dermis. (COM)
6.2A To explain how the skin is nourished.	Refer to learning objective 1.5. Review what we do to live a healthy lifestyle. Ask students to determine how lifestyle may affect the skin. Responses should include: drink eight glasses of water per day, rest, exercise, proper diet, etc. Explain how the skin reflects the health of our inner body. Students will brainstorm any other factors that might preserve the health of the skin. Using a diagram of the skin, point out the many veins and arteries. Discuss how the skin receives nourishment through blood and lymph supply.
6.3A To identify the nerves of the skin and explain the function of the nerves. (COM)	Identify the nerves of the skin. Explain the function of each of the nerves.

Learning Objectives	**Notes**
6.4A To define melanin. (COM)	Students will generate a list of different skin colours. Explain that skin colour will vary from person to person depending on the amount of colouring matter or pigment in the skin. The pigment is referred to "melanin".
6.5A To discuss the types of glands found in the skin and their functions.	Using a diagram of the skin, identify the oil and sweat glands. Ask students to explain the purpose of the glands.
6.6A To enable students to recognize disorders of the skin to determine if the condition may be treated in the beauty salon. (CCT)	Discuss the importance of recognizing untreatable skin disorders. Stress that a client MUST be referred to a doctor when there is evidence of certain skin conditions/diseases, or if there is uncertainty about the skin condition. Discuss the safety issue for your client as well as the possible spread of disease within the salon.

Define lesion. Discuss primary and secondary lesions. Give examples of each of the lesions, and if possible provide students with a visual of each of the lesions. Discuss treatment and when the client should be referred to a doctor. |
| 6.7A To determine skin type. | Students should compile a list of the different skin types. Discuss how to recognize each skin type. Students work in pairs to analyze each other's skin. Share with the class the skin type and discuss how the skin type was determined. (PSVS, CCT) |
| 6.8A To discuss the purpose of massage. | Discuss the benefits of facial massage. |
| 6.9A To demonstrate the manipulations used in massage. (CCT) | Demonstrate the massage movements.

Stress the importance of pressure and direction when giving massage to prevent sagging of the skin and muscles.

Discuss the different massage movements and the effect of each. |
| 6.10A To explain the purpose of a facial. (COM) | Students will work in small groups to define a facial and explain the purpose of a facial. Groups share their ideas with the class. Responses should include: to cleanse the skin, increase circulation, correct treatable skin disorders, etc. |

6.11A To demonstrate the use of equipment, implements, cosmetics and materials when giving a facial. (TL)

Make a list of the equipment, implements, cosmetics, and materials that are used during a facial. Students will copy the list for reference when practisng facials. Demonstrate the use of the equipment.

Demonstrate preparation of client. Review the procedure for giving a facial. Demonstrate the procedure for giving a facial. Stress proper direction when giving the manipulations. Review the proper usage of implements, cosmetics and materials. Review procedures for sanitation of equipment and implements. Explain safety while giving a facial. Determine criteria to evaluate a quality facial.
Have students practise giving a facial. Provide student feedback for facials. (IL)

6.12A To practise appropriate safety and sanitation procedures.

Students will create a list of safety rules when giving a facial. Identify the appropriate procedures to follow if an accident occurs. Post list of safety rules in the classroom as a reminder for students when they are practising facials.

Module 6B: Skin Care (Core)

Suggested time: 5-10 hours
Prerequisite: Module 6A

Level: Intermediate

6.13B To review introductory learning objectives 6.1A - 6.12A. (COM)

Ask students to create a list of their knowledge about skin care. Share with the class. Review any areas that were not discussed.

6.14B To develop an understanding of a lesion. (COM)

Define lesion.

Discuss the three types of lesions.

Define the primary and secondary lesions.

6.15B To recognize growths of the skin. (COM)

Students will explain what a skin growth is.

Discuss different growths of the skin.

6.16B To describe pigmentation of the skin. (COM)

Students will define skin pigment.

Discuss abnormal pigmentation in the skin.

Learning Objectives	**Notes**
6.17B To identify disorders of the oil and sweat glands. (COM)	Using a diagram of the skin, identify the sweat and oil glands.
	Check to see that students recall the purpose of sweat and oil glands.
	Explain the diseases of the sweat glands and oil glands.
6.18B To practise appropriate safety and sanitation procedures.	Refer to safety/sanitation Introductory Learning Objective 6.12A.
6.19B To demonstrate special facials.	If special equipment and materials are not available, the teacher may invite someone from the industry to do a demonstration for the class. OR The teacher may take the students on a field trip to view demonstration done in the work place. (TL)
6.20B To practise appropriate safety and sanitation procedures.	Refer to safety/sanitation Introductory Learning objective 6.12A.

Module 6C: Skin Care (Optional)

Suggested time: 3-5 hours   **Level:** Advanced
Prerequisite: Module 6A and 6B

Learning Objectives	**Notes**
6.21C To review introductory and intermediate learning objectives 6.1A - 6.13A, 6.13B - 6.18B. (COM)	Pre-test students to determine level of understanding. Review and explain areas further, as appropriate to student needs. Students are to practise and develop refined skin care skills in this module building from previous knowledge acquired in the theory skin care modules at introductory and intermediate levels.

Module 7A: Makeup Application (Core)

Suggested time: 10-15 hours   **Level:** Introductory

Module Overview
This module introduces makeup application to students.

Foundational Objectives
- To develop skills in the manipulation of equipment and materials for basic makeup application.
- To build self-confidence by learning how to accentuate and minimize features.
- To follow proper safety and sanitation procedures.
- To promote skill development in the manipulation of tools, equipment, and products that may lead to successful employment.

Common Essential Learnings Foundational Objectives
- To demonstrate safety and sanitation during makeup application. (IL, TL)
- To participate in activities that focus upon different points of view or alternative perceptions.
- To support students in developing their own perspectives and giving reasons/evidence for their perspectives/positions/conclusions. (CCT)
- To experience a wide variety of activities, topics, and various ways to learn so that students can determine their interests, abilities, and preferences. (IL)
- To develop an understanding of how knowledge is created, evaluated, refined, and changed within the field of Cosmetology. (CCT)

Basic Make-up Application (Introduction)

Learning Objectives	Notes
7.1A To analyze client's skin, eyes, and hair colour to determine colour selection for makeup application. (CCT)	Discuss the role of colour in makeup application. Explain the benefits of proper colour selection and the problems of improper colour selection. Explain the effects of improper colour selection and how it can make and individual look sick, pale, tired, etc. If possible, use coloured scarves to demonstrate this.

Using a pink and a peach or gold and silver piece of material draped over the client, have students work in pairs to determine whether the client is warm or cool. Share findings with the class.
Or
Have students look at their wrists to determine colouring; if the veins are greenish yellow, they are warm, if the veins are bluish purple, you are cool.

Divide makeup into warm and cool colours. Explain to students that they will look best if they use colours that are suited to their skin, hair and eyes. |

Learning Objectives	**Notes**

7.2A To demonstrate the uses of equipment, implements, cosmetics and materials when applying makeup.

Make a list of the equipment, implements, cosmetics, and materials that are used in makeup application. Students will copy the list for reference when they practise makeup application.

Demonstrate preparation of client. Review the procedure for makeup application. Demonstrate the procedure for makeup application with the use of implements, cosmetics, and materials. Review procedures for sanitation of equipment and implements. Explain safety while applying makeup.

Have students practise makeup application on themselves using appropriate colours. Provide student feedback during the practice.

Students will practice makeup using colours that are not suited to their skin colour. Discuss the feeling created when the wrong colours are used. Student responses should include; tired, sick, not as good as I did when I used the proper colours, etc. (IL)
OR
Invite a makeup artist into the class to demonstrate makeup application.

7.3A To perform an eyebrow arch. (CCT)

Introduce implements, supplies, and materials used in eyebrow arching. Identify eyebrow shapes. Determine appropriate eyebrow shape. Determine where to begin and end identifying the high point of the brow. Demonstrate eyebrow-arching procedure. Determine direction to remove hairs. Discuss safety and sanitation.

Students practise eyebrow arching.

7.4A To practise appropriate safety and sanitation procedures. (CCT)

Have students create a list of safety rules to be used when tweezing eyebrows, and applying makeup. Identify the appropriate procedures to follow, if an accident occurs. Post list in the classroom as a reminder for students when tweezing eyebrows and applying makeup.

Module 7B: Makeup Application (Core)

Suggested time: 10-15 hours   **Level:** Intermediate
Prerequisite: Module 7A

Learning Objectives	**Notes**
7.5B To review introductory learning objectives 7.1A - 7.4A. (COM)	Invite students to create a list of make-up application knowledge. Share with the class.
7.6B To develop an understanding of the purpose of highlighting and shading in make-up application. (COM)	Explain highlighting and shading or shadowing. Students should understand that highlighting emphasizes, and shadowing minimizes a feature.
7.7B To review facial shapes. (COM)	Review intermediate learning objective 4.10B, where students identify the perfect facial shape. The response should be an oval shape.

Using a diagram of a facial shape, discuss how one might use corrective make-up to create an illusion of an oval shape for other facial shapes. Students work in pairs to analyze the other facial shapes. Identify the areas that need to be shaded and discuss with the class.

Collect pictures of models with facial imperfections, e.g., small forehead, double chin, large nose, circles under eyes, etc. Ask students to identify the imperfections and discuss how foundation may be used to minimize or emphasize features. |
| 7.8B   To examine corrective make-up application. | Review blush application. Discuss how blush may be applied to the different facial shapes to create a more oval shaped face or to emphasize cheekbones.

Identify problem areas with eyes. Using a visual, discuss how shadowing can minimize and highlighting can emphasize. (CCT) |
| 7.9B   To demonstrate corrective make-up application. (IL) | Analyze model's facial features. Discuss how the make-up may be applied to emphasize good features and minimize poor features. Review procedure for applying make-up. Apply make-up and review procedures for sanitation of equipment and implements.

Students practise analyzing a client's facial features, decide how to emphasize and minimize facial features, and apply make-up. Provide feedback to students while they practise. |

Module 7C: Makeup Application (Optional)

Suggested time: 10-15 hours   **Level:** Advanced
Prerequisite: Module 7A and 7B

Consult with the Theatre Arts teacher in the school.

Learning Objectives	Notes
7.10C To review introductory and intermediate learning objectives 7.1A - 7.4A, 7.5B-7.9B. (COM)	Give pre-test to determine level of understanding. Review and explain areas, as required to meet student needs.
7.11C To discuss the purpose of theatrical make-up.	Have students create a list of the purpose of theatrical make-up. Responses should include: • To add colour to a character whose natural colour is faded out by stage lights. • To alter appearance of a character. • To change the age of the character.
7.12C To identify the materials used in theatrical make-up.	Discuss make-up to create special effects. Make-up should include: derma wax, face putty, black tooth wax, clown white, etc.
7.13C To demonstrate and perform theatrical make-up application. (COM, CCT, IL)	Invite a guest speaker from the industry to do a demonstration for the class or the teacher may take the students on a field trip to view the demonstration performed in a community setting. Review the procedure for basic theatrical make-up application. Demonstrate the procedure. Review procedures for sanitation of equipment and implements. Have students practise basic theatrical make-up. Determine criteria to evaluate a quality theatrical make-up application. Provide student feedback during practise session. (IL) Demonstrate how to create a black eye. Repeat demonstration process used for basic theatrical make-up application. Demonstrate bruise. Repeat demonstration process used for basic theatrical make-up application. Demonstrate scar. Repeat demonstration process used for basic theatrical make-up application.

Demonstrate cuts/blood. Repeat demonstration process used for basic theatrical make-up application.

Demonstrate missing teeth. Repeat demonstration process used for basic theatrical make-up application.

Demonstrate aging faces. Repeat demonstration process used for basic theatrical make-up application.

Is possible, work with the drama teacher to provide the students with the opportunity to apply makeup for a drama or musical production.

7.14C To practise appropriate safety and sanitation procedures. (CCT)

Students will identify the sanitation procedures to be followed when applying make-up.

7.15C To create face templates of make-up application. (CCT)

Students will select pictures from theatrical make-up books. Using a face template, students will determine make-up application by pre-sketching.

Module 8: Career Opportunities (Core)

Suggested time: 3-5 hours   **Level:** Introductory

Module Overview
During this module representatives from the beauty industry are invited into the classroom to discuss their careers.

Foundational Objectives
- To create an awareness of careers and business opportunities within the beauty industry.

Common Essential Learnings Foundational Objectives
- To investigate Cosmetology related careers within the beauty industry. (TL)

	Learning Objectives	**Notes**
8.1	To gain a better understanding of the apprenticeable trades. (COM)	Students will define apprenticeship. Working with the students, list the apprenticeable trades. Outline the advantages and disadvantages of pursuing a career through apprenticeship.
8.2	To investigate careers related to the field of cosmetology. (COM)	Using a jigsaw method ask students to: - Create a list of careers that relate to the field of cosmetology. - Share the different lists with all of the class. Add any careers that students might have missed. - Discuss each of the careers, so students have an understanding of each career. - Ask students to find three advertisements of jobs that interest them within the beauty industry. Make a list of all the information given in each advertisement and compare the jobs. - Determine common skills required for jobs in the ads and why these skills are important to students. Select one of the jobs and explain why it appeals to them. (Adapted from *Tourism, Hospitality, and Entrepreneurship A30, B30 Curriculum Guide* learning objective 8.2.) Throughout the course invite guests from the beauty industry to speak to the class on different aspects of their jobs.
8.3	To explain the educational requirements to become a cosmetologist. (COM)	Explain the educational requirements for a cosmetologist and briefly discuss requirements for other career choices such as esthetics, massage therapist, etc.
8.4	To describe careers within the beauty industry. (COM)	Have guest speakers talk to students about their careers. Discuss duties, working conditions, educational requirements, salary, positives, negatives, etc. OR Take students on a field trip to listen to an industry representative speak about career opportunities in the beauty industry.

	Learning Objectives	**Notes**

| 8.5 | To explore career options using the internet. (TL) | Using the internet, have students research a career in the beauty industry or interview an individual from the community who has experienced a career in the beauty industry that is of interest to them. Report on duties, educational requirements, salary, etc. Students share their findings with the class. Refer to Appendix F. For more information, consult the Career Hotline at http//www.sasknetwork.gov.sk.ca/. |

Module 9: Hair Care/Hair Treatments (Core)

Suggested time: 10-15 hours   **Level:** Intermediate
Prerequisite: Module 3A

Module Overview
This module introduces hair treatments to students. Students learn the purpose and procedure for giving hair repair treatments.

Foundational Objectives
- To understand the importance of a healthy lifestyle.
- To maintain safety and sanitation procedures in the salon.
- To promote skill development in the manipulation of tools, equipment, and products that may lead to successful employment.

Common Essential Learnings Foundational Objectives
- To examine and evaluate condition of hair. (CCT)
- To select suitable hair repair treatments for each client. (CCT)
- To demonstrate safety and sanitation while performing a hair repair treatment. (PSVS)

	Learning Objectives	**Notes**
9.1B	To analyze hair. (CCT)	Review intermediate learning objective 3.6B. Discuss how correct hair analysis is essential in prescribing appropriate hair care.
9.2B	To prescribe appropriate hair care for each client. (CCT)	Using a student as a model, analyze the hair. Students will work in groups of two or three to analyze their hair. (PSVS) Each group shares its final analysis with the class. Examine the effects on the hair if there is a lack of moisture or protein.
		If hair lacks moisture it will appear dry with little shine. If hair lacks protein it has poor elasticity and split ends. The protein treatment penetrates into the cortex layer of the hair and replaces lost keratin.
9.3B	To identify disorders of the hair.	Discuss hair disorders. Discuss possible hair treatments to repair hair disorders. (CCT)
9.4B	To perform a hair repair treatment. (COM, CCT, PSVS)	Explain the purpose of each of the hair repair products. Analyze client's hair.
		Prescribe products to correct hair disorders.
		Demonstrate hair treatment following manufactures instructions.
		Have students practise treatments for hair disorders. Provide student feedback while they are practising.

9.5B To practise appropriate safety and   Review safety and sanitation.
      sanitation procedures. (PSVS)

9.6B To identify scalp disorders.   Discuss scalp disorders. Discuss treatment of scalp disorders.

9.7B To identify vegetable and animal   Distinguish difference between vegetable and animal parasitic infections.
      parasitic infections.   Stress that these infections are very contagious and therefore clients must
                                                NEVER be treated in the salon. The client must be referred to a doctor.

9.8B To identify staphylococci infections.   Discuss staphylococci infections. Discuss whether the client should be
                                                referred to a doctor.

Module 10: Pedicure/Foot Care (Optional)

Suggested time: 5-10 hours   **Level:** Intermediate
Prerequisite: Module 5A

Module Overview
This module provides students with the skills necessary to perform a pedicure.

Foundational Objectives
- To develop skills in the manipulation of equipment and materials necessary for giving a pedicure.
- To generate creativity as an expression reflected in hair, skin and nail care.
- To follow proper safety and sanitation procedures.

Common Essential Learnings Foundational Objectives
- To demonstrate safety and sanitation while performing a pedicure. (TL)
- To understand and use the vocabulary, structures, and forms of expression that apply to the beauty industry. (COM)

Learning Objectives	Notes
10.1 To review parts of the nail. (COM)	Refer to Nail Care introductory learning objective 5.2.
10.2 To identify foot conditions.	Students will create a list of possible foot conditions. Review and add to students' list of conditions. Discuss conditions that might be treated by the cosmetologist.
10.3 To explain the purpose of a pedicure. (COM)	Students may work in small groups to define and explain the purpose of a pedicure. Ask groups to share their ideas with the class. Responses should include: care of the feet and nails, to improve the appearance of the feet and nails. Explain why it is not advisable to work on a client with a foot or nail disease. Possible answers should include the spread of disease to others. Review what to look for to determine foot or nail disease.
10.4 To identify and demonstrate the uses of equipment, implements, cosmetics and materials when giving a pedicure.	Make a list of the equipment, implements, cosmetics, and materials that are used during a pedicure. Have students copy the list for reference when they practise pedicures. Discuss and demonstrate the uses of each. (TL)
10.5 To practise appropriate safety and sanitation procedures. (PSVS)	Review the procedure for giving a pedicure. Demonstrate the procedure for giving a pedicure. Review the proper use of implements, cosmetics and materials. Review procedures for sanitation of equipment and implements. Explain safety while giving a manicure.
	Students will practise giving a pedicure. Determine criteria to evaluate a quality pedicure. Provide student feedback during practice session.
	Review list of safety and sanitary rules for a manicure. Refer to introductory learning objective 5.8A. Note the rules are the same for a pedicure.

Module 11: Intermediate Chemistry (Optional)

Suggested time: 4-5 hours   **Level:** Intermediate

Module Overview
In this module students learn the basic principles of chemistry. After studying this module students will have knowledge on the chemical formation and how the hair may be altered when we use shampoos, conditioners, permanent waves, and hair colour on our hair.

Foundational Objectives
- To develop comprehension of the effects of chemicals on hair.
- To develop an understanding of products and the effects on hair, skin, and nails.
- To understand and follow safety rules when working with chemicals.

Common Essential Learnings Foundational Objectives
- To demonstrate safety when working with chemicals. (CCT)
- To understand and use the vocabulary, structures, and forms of expression that apply to the beauty industry. (COM)

Learning Objectives	**Notes**
11.1 To discuss chemistry and its branches.	Discuss the importance of having a knowledge of the chemical make up of products used in the salon and of understanding the effects of the products on the hair and skin. Explain the two areas of Chemistry: organic and inorganic.
11.2 To define matter. (COM)	Define matter as being anything that occupies space. Matter may be found in solids, liquids, or gasses. Students will brainstorm examples of the three types of matter that exist in the classroom.
11.3 To develop an understanding of elements, compounds, and mixtures.	Matter may exist in the form of elements compounds, and mixtures. Define elements, mixtures, and compounds. (COM) Explain changes in matter that may occur physically or chemically. The hair may be physically altered after a perm is given. A chemical reaction may occur when adding a thermal additive to an exothermic waving lotion. Once the additive is added, the product warms up.
11.4 To review the pH scale from introductory learning objective 3.4A. (NUM)	Students write a pre-test to determine level of understanding. Explain areas of difficulty, as required by students.

| Learning Objectives | Notes |

Learning Objectives

Notes

11.5 To foster an awareness of the chemical composition of water, shampoos, conditioners, permanent waves, and hair colours. (COM)

Discuss the chemical make up of:
- water
- cleansing agent/surfactant
- other ingredients such as: moisturizers, oil, protein, and perfume, etc.

Explain the surfactant molecule as having 2 parts:
- head (hydrophilic) water loving
- tail (lipophilic) oil loving

Discuss chemical make-up of conditioners developed to correct hair problems. A surface conditioner closes down the cuticle and therefore is acid based. Other conditioners may be formulated to correct certain hair problems. Products formulated to correct hair problems may contain: protein/keratin and moisturizers.

Permanent wave solutions contain ammonium thioglycolate. The action of ammonium trioglycolate breaks down the disulfide bonds in the hair cortex. This allows the hair to take on a new shape. The neutralizer is acid based. The active ingredient is hydrogen peroxide. The neutralizer hardens the curl into its new shape and closes the cuticle layer down.

The active ingredients in permanent hair colour are hydrogen peroxide and colour. The action of the hydrogen peroxide is to open the cuticle layer so the colour molecule may penetrate and attach to the cortex layer of the hair.

Module 12: Hair Removal (Optional)

Suggested time: 4-5 hours   **Level:** Intermediate

Module Overview
This module provides instruction on temporary hair removal.

Foundational Objectives
- To practise safety and sanitation while removing unwanted hair.
- To develop an understanding of products and the effects they have on hair, skin, and nails.

Common Essential Learnings Foundational Objective(s)
- To use appropriate safety and sanitation. (PSVS)
- To understand and use the vocabulary, structures, and forms of expression that apply to the beauty industry. (COM)

Learning Objectives	Notes
12.1 To discuss the history of hair removal. (COM)	Students may brainstorm the reason for hair removal. Discuss the evolution of hair removal.
12.2 To identify the types of hair removal. (COM)	Discuss temporary and permanent hair removal methods.
12.3 To create an awareness of the methods of temporary hair removal. (COM)	Students will generate a list of ways of removing hair temporarily. Discuss these methods of temporary hair removal. Responses should include: shaving, tweezing, depilatories, wax, sugaring.
12.4 Demonstrate the uses of equipment, implements, cosmetics and materials used in temporary hair removal. (COM)	Make a list of equipment, implements, cosmetics, and materials that are used in temporary hair removal. Discuss waxing or sugaring. Review procedure for temporary hair removal (waxing or sugaring). Discuss direction of application and direction of removal. Review proper usage of implements, cosmetics and materials. Review procedures for sanitation of equipment and implements. Explain safety for temporary hair removal. Demonstrate on eyebrows, legs, mustaches, etc. Have students practise temporary hair removal. Provide student feedback for practice session.
12.5 To practice appropriate safety and sanitation procedures. (TL)	Students will create a list of safety rules when temporarily removing hair. Responses should include test wax temperature to avoid burning, avoid getting product in eyes, etc. Identify the appropriate procedures to follow, if an accident occurs. Post a list in the classroom as a reminder for students when they are practising. **Note:** Students will not perform permanent hair removal techniques at the high school level.

Module 13: Scalp Care (Core)

Suggested time: 5-10 hours   **Level:** Advanced
Prerequisite: Module 3A and 6A

Module Overview
In this module students learn the procedure for a basic scalp treatment.

Foundational Objectives
- To maintain safety and sanitation procedures while performing a scalp treatment.
- To promote skill development in the manipulation of tools, equipment, and products that may lead to successful employment.

Common Essential Learnings Foundational Objective(s)
- To demonstrate safety and sanitation. (PSVS)

Learning Objectives	Notes
13.1 To review hair analysis.	See intermediate learning objective 3.6A. Generate a list of reasons for analyzing hair.
13.2 To identify disorders of the scalp. (COM)	Identify the following disorders of the scalp: dandruff, alopecia.
13.3 To develop an understanding of infections of the scalp. (COM)	Discuss vegetable, animal, and staphylococci infections.
13.4 To discuss types of treatments for scalp conditions. (COM)	Explain the different scalp treatments available. Discuss the purpose of scalp treatments.
13.5 To review theory of massage.	Refer to introductory learning objective 6.8A.
13.6 To perform a normal hair treatment.	Demonstrate preparation of client for a scalp treatment. Review the procedure for giving a scalp treatment. Demonstrate the procedure for giving a scalp treatment. Review the proper usage of implements, cosmetics and materials. Review procedures for sanitation of equipment and implements. Explain safety while giving a scalp treatment. Ask students to practise giving a scalp treatment. Determine the criteria used to evaluate a quality scalp treatment. Provide feedback for student practice. (IL)
13.7 To practise appropriate safety and sanitation procedures. (PSVS)	Students will create a list of safety rules when giving a scalp treatment. Post list in the classroom as a reminder when practising scalp treatments. Suggestion: You may assign different student groups to create the many practice lists that are created in this course and use this as part of their evaluation.

Module 14: Hair Cutting (Core)

Suggested time: 15-20 hours   **Level:** Advanced

Module Overview
This module introduces students to basic haircutting.

Foundational Objectives
- To follow proper safety and sanitation procedures.
- To generate creativity as an expression reflected in hair, skin, and nail care.

Common Essential Learnings Foundational Objectives
- To demonstrate safety and sanitation while performing haircuts. (IL)
- To develop an understanding of both the value and limitations of technology within society. (TL)

Learning Objectives	Notes
14.1 To define hair cutting and determine the purpose of hair cutting. (COM)	Define hair cutting as the art of shaping the hair with the aid of implements into a becoming shape for the client. Review advanced learning objective 4.11B. Discuss the benefit of choosing an appropriate hairstyle. Discuss the objective of hair cutting. Responses should include: to accentuate a client's good features and minimize poor features, remove damaged hair, etc.
14.2 To identify the implements used in a hair cut.	Examine the implements used in hair cutting. (TL) • hair cutting scissors • thinning shears • razors • combs • clips
14.3 To explain the purpose of a client consultation.	Discuss the importance of a client consultation. Possible responses should include: analyze facial shape, to discuss client's wishes, personality/lifestyle, etc.
14.4 To define terms used in haircutting. (COM)	Define terms related to hair cutting: • guideline • stationary guideline • movable guideline • sectioning • bob/blunt cut • layered cut • thinning and texturizing • nape • crown • slithering • shingling

14.5	To analyze client's hair.	Explain cowlicks, whorls, texture, etc. Identify reasons for analyzing client's hair before giving a hair cut. (COM)
14.6	To demonstrate how to hold and use hair shaping implements. (TL)	Demonstrate correct scissor holding. Demonstrate correct technique for removing the thumb from the scissors to hold the comb. Demonstrate combing the hair and passing the comb to the left hand. Provide student practice for all three skills.

Discuss angles used in haircuts. Practise passing comb when fingers are horizontal (blunt cut) and when fingers are vertical (layered cut).

Identify the two main haircuts: bob/blunt, and layered cuts. Often a combination of these two cuts is used to create a style. |
| 14.7 | To demonstrate sectioning for a haircut. (IL) | Demonstrate sectioning for a hair cut. Students should practice this skill. |
| 14.8 | To demonstrate haircuts (TL) | Section mannequin. Review procedure for a haircut. Using a head template, explain how each section of the hair will be cut. Predetermine lengths of finished cut and angles that will be used when cutting. Demonstrate step by step procedure for the blunt/bob cut. Have students practice the step by step procedure. Provide feedback while they are cutting i.e., holding the scissors correctly, removing the thumb while combing the hair, etc. Stress safety issues of cutting past the second knuckle of the finger, cutting chunks of hair if the thumb is not removed while combing the hair, etc. Determine criteria to evaluate a quality hair cut.

Demonstrate long layered. Repeat demonstration process used for the blunt cut.

Demonstrate basic layered. Repeat demonstration process used for the blunt cut. |
| 14.9 | To apply safety and sanitation practices for hair cutting. (PSVS) | List sanitation procedures for implements. Discuss safety issues for cutting hair. Review safety procedures to follow, if a cut injury occurs. |

Module 15: Men's Beard and Mustache Trim (Optional)

Suggested time: 3-5 hours   **Level:** Advanced

Foundational Objectives
- To follow proper safety and sanitation procedures.
- To promote skill development in the manipulation of tools, equipment, and products that may lead to successful employment.
- To generate creativity as an expression reflected in hair, skin, and nail care.

Common Essential Learnings Foundational Objective(s)
- To demonstrate safety and sanitation while trimming beards and mustaches. (IL)

Learning Objectives	Notes
15.1 To identify the implements used in beard and mustache trims. (TL)	Examine the implements used in beard and mustache trims. • scissors • razors • clippers • combs
15.2 To demonstrate beard and mustache trims. (TL)	Review procedure for giving a beard trim. Demonstrate procedure for a beard trim. Discuss safety and sanitary procedure to follow, if a cut injury occurs. Review procedure for trimming a mustache. Demonstrate this procedure. The teacher may invite someone from the barber industry to do a demonstration for the class. OR The teacher may take the students on a field trip to observe the demonstration done in the work place.
15.3 To follow appropriate safety and sanitation. (PSVS)	Review safety and sanitation procedure for implements.

Module 16: Salon Management (Core)

Suggested time: 10-15 hours   **Level:** Advanced

Module Overview
In this module students learn the basics of opening and operating a beauty salon.

Foundational Objectives
- To develop interpersonal skills and professional ethics that may lead to successful employment.
- To foster teamwork skills.

Common Essential Learnings Foundational Objectives
- To develop a strong sense of critical and creative thinking.
- To acquire a knowledge and use of vocabulary related to the beauty industry. (COM)

Learning Objectives	Notes
16.1 To discuss types of salon ownership. (COM)	Discuss the three types of salon ownership: individual, partner, and corporation. Identify strengths and weaknesses of each type of ownership.
16.2 To determine appropriate location for opening a beauty salon. (CCT)	Discuss the importance of a good business location. Identify complimentary businesses that a salon may profit from, if located within close proximity. Discuss types of desirable clients for a business. Discuss the importance of choosing an area that will attract the clientele that you want. Have students identify other factors that may determine location of a business. Possible answers may include; visibility, adequate parking, competition, and large volume of customer traffic.
16.3 To examine different ways of advertising. (CCT, COM)	Discuss the purpose of advertising. Create a list of various ways of advertising. Collect examples or role-play ads of beauty products used throughout the course.
16.4 To discuss appropriate selling practices. (COM)	Review professional ethics from learning objective 1.5A. Discuss ethics of selling products in the salon.
16.5 To identify different types of clients. (COM)	Create a list of the different types of clients. Students work in groups and identify ways of dealing with each client. Review learning objective 1.5A

Learning Objectives	**Notes**

16.6   To practise appropriate telephone usage within a beauty salon.

Discuss the use of the telephone in the salon: book appointments, handle complaints etc.

Explain the importance of effective communication on the phone: so client can understand, less errors made, etc.

Define telephone etiquette as being an appropriate way of talking on the phone. Students will brainstorm a list for telephone etiquette. Responses should include: pleasant clear distinct voice, be polite, etc.

Students may role-play placing and receiving phone calls from clients booking appointments, unsatisfied client, etc.

Consult *Helping Solve the Employment Puzzle. A Toolbox for Middle and Secondary Levels* (1998), Activity 17.

From the community invite a guest speaker to discuss the importance of good telephone techniques for the success of his/her business. (Adapted from: *Business Education A Curriculum Guide for the Secondary Level Information Processing 10, 20, 30* (1994) learning objective 2.21.)

16.7   To develop a business plan. (COM)

Define a business plan as a plan of action used in creating a business venture. The business plan may include: mission statement, financing, detailed description of the services provided in the salon, pricing structure, numbers of employees needed in specialized areas, wages, and benefits to employees.

Invite a guest speaker to the class to talk about how to develop a business plan.

Refer to *Business Education A Curriculum Guide for the Secondary Level Entrepreneurship 30 Curriculum Guide* (1993), learning objective 6.2.

16.8   To review record keeping procedures. (TL, NUM)

Explain record keeping as the process of keeping records of all business transactions. Records are kept daily, weekly, monthly, and yearly to record: income and expenses, inventory sheets, and client record file cards. Transactions that involve receiving money from services done on a client, selling retail products, etc. are considered income. Transactions that involve paying out money for salaries, purchasing supplies, rent, etc. are considered expenses.

The importance of keeping accurate records is to determine if the business is viable or if it is operating at a loss.

Daily records are used to record any income or expenses that have occurred during the day. At the end of the day
Cash = income - expenses - petty cash.

Monthly records may record rent, telephone, etc. They are also used to compare income from month to month or year to year. From monthly or yearly analysis, the salon owner may determine the financial state of the business. If the business is making less money than the year prior, the owner must determine the cause and act accordingly.

Monthly records may also be kept on inventory such as consumable products. If an accurate inventory is kept it is easy to see how many products are being consumed each month and therefore it is easy to determine what products or how many products need to be ordered. Students may use inventory templates included in Appendix E of this guide.

Another area of record keeping is recording the client's name and the service received on a file card. For example, when perming a client, record his/her name, along with the type of perm, the colour of rods and any other pertinent information. The next time the client comes for the same service it is easy to refer to the file cards and make alterations from the previous perm if necessary.

Have a visual of record sheet.
- Students are given Cash Receipts and Payments Schedule and a list of income and expense transactions. They are to record the income and expenses in the appropriate columns and determine the cash (Cash = income - expenses - petty cash).
- Inventory sheet may be used to practise ordering supplies for the classroom.
- Client record file cards may be practised in Module 17 and 18 on permanent waving or hair colouring.

16.9 To plan the physical layout of a beauty salon. (CCT, TL)	Discuss layout out of a salon. Identify possible considerations when designing a layout. (If available use software to develop the layout.) Analyze salon layouts for efficient use of space.

Refer to Module 13 in *Drafting and Computer-Aided Design 10, 20, 30 Curriculum Guide* for more details on developing a floor plan.

16.10 To develop a business venture. (CCT, COM, PSVS, IL)	Have someone from the industry to speak about salon management.

Students work in groups to create a business venture. Their duties include:
- deciding on a location (refer to Learning Objective 16.2C)
- developing a business plan (refer to Learning Objective 16.7C)
- plan layout (refer to Learning Objective 16.9)
- design on what type of advertising to use (refer to Learning Objective 16.3)

Learning Objectives	**Notes**

Students may use the "Business Plan Guide" as a template when they are planning their venture. (See the Saskatchewan Education. *Tourism, Hospitality, and Entrepreneurship A30, B30 Curriculum Guide* (1998).

Research done on location may include things such as desired clientele, salon visibility, adequate parking and potential competition nearby. Based on the above criteria the student should choose a location and be able to defend the reason for the choice.

The business plan is to outline financing, detailed description of the services provided in the salon, pricing structure, number of employees needed in specialized areas, wages, and benefits to employees.

The layout of the salon must use space effectively and accommodate the services that are provided in the salon. (If available, software may be used to create the floor plan.) Determine the colour scheme for the walls, floors, chairs etc. If possible, use sample swatches of the colours.

Once the above has been planned the students must decide how they will attract clients into the salon. The choice of advertising must be suited to the target clientele. The assignment must include a detailed explanation of the choice of advertising.

Module 17: Advanced Permanent Waving (Optional)

Suggested time: 15-20 hours   **Level:** Advanced

Module Overview
This module introduces permanent waving to students.

Foundational Objectives
- To follow proper safety and sanitation procedures when perming hair.
- To generate creativity as an expression reflected in hair, skin, and nail care.
- To promote skill development in the manipulation of tools, equipment, and products that may lead to successful employment.

Common Essential Learnings Foundational Objectives
- To demonstrate safety and sanitation. (CCT)
- To touch, handle, manipulate, or experiment with materials first-hand so that students can discuss their observations from the various products and techniques used. (CCT)

	Learning Objectives	**Notes**
17.1	To define permanent waving. (COM)	Define permanent waving as "the process of chemically restructuring the hair into a different shape".
17.2	To review the pH scale. (COM)	Review the pH scale (learning objective 3.4A). Identify the pH range of waving lotion and neutralizer. Discuss the action of the waving lotion and neutralizer on hair.
17.3	To identify various types of perms. (COM)	Discuss and explain the effects of acid and alkaline perms on the hair. Identify the benefits and hair types that are best suited for these perms.
17.4	To review the purpose of client consultation. (COM)	Review reasons for a client consultation. Discuss the purpose of a consultation before giving a perm. Possible answers should include client's likes/dislikes in a perm, to determine amount of curl desired, client's lifestyle, etc.
17.5	To analyze hair. (CCT)	Students identify the importance of proper analysis of the client's hair. Review learning objective 14.5. Discuss and explain porosity, elasticity, and texture. Explain the effect each has on a perm.

Learning Objectives	**Notes**
17.6 To determine appropriate rod selection. (COM, CCT, IL)	Correct rod selection is important in achieving the desired amount of curl. The rod selection is determined by; • the amount of curl desired • the length, elasticity, and texture of the hair.
17.7 To demonstrate sectioning and a basic perm wrap. (CCT)	Demonstrate sectioning for a perm wrap. Demonstrate perm wrap. Discuss other acceptable wraps. Determine criteria to evaluate a quality perm wrap e.g., even tension, elastics are not too tight, etc. Students practise sectioning and perm wrap. Provide student feedback from practice. Review procedure for a permanent wave. Demonstrate application of solutions. Demonstrate proper rinsing, oxidizing, neutralizing and clean up. **Note**: Stress the importance of following manufacturer's instructions. Students practise giving a permanent wave. Demonstrate test curls. Stress safety issues while giving a perm, e.g., keep solution from coming in contact with client's eyes, etc. Discuss post-perm maintenance on hair, e.g., shampoo, conditioner, and styling products.
17.8 To follow appropriate safety measures when permanent waving. (PSVS)	Have students make a list of safety rules to be considered while giving a perm.

Module 18: Hair Colouring (Optional)

Suggested time: 15-20 hours **Level:** Advanced

Module Overview
This module introduces hair colouring to students.

Foundational Objectives
- To follow proper safety and sanitation procedures when colouring hair.
- To promote skill development in the manipulation of tools, equipment, and products that may lead to successful employment.
- To generate creativity as an expression reflected in hair, skin, and nail care.

Common Essential Learnings Foundational Objectives
- To demonstrate safety and sanitation. (CCT)
- To grow as independent learners within a classroom environment that promotes self-esteem, curiosity, competence, and trust (IL)
- To touch, handle, manipulate, or experiment with materials first-hand so that students can discuss their observations from the various products and techniques used. (CCT)

Learning Objectives	Notes
18.1 To define hair colouring. (COM)	Identify possible reasons why people colour hair. Define hair colouring as "chemically changing the colour of hair".
18.2 To explain colour theory. (COM)	Discuss and explain: • Primary • Secondary • Tertiary • Quaternary • Complementary • Tone • Level Explain chemistry of colour on hair.
18.3 To identify the three types of hair colour. (COM)	Explain the difference between temporary, semi-permanent, and permanent hair colours.
18.4 To analyze hair. (CCT)	Review hair analysis, advanced learning objective 14.5 and 17.5. Determine if it is safe to colour hair.
18.5 To perform a patch test. (IL)	Explain the purpose of a predisposition (patch) test. Demonstrate the procedure for giving a patch test. Determine if hair can be coloured without an allergic reaction.

18.6 To determine level of hair colour.	Using colour swatches, determine the level of hair colour.
	Determine if colour is warm or cool. Refer to introductory learning objective 7.1A.
	Select colour.
18.7 To perform a strand test.	Discuss the purpose of giving a strand test. Demonstrate a strand test.
	Discuss with client whether the colour chosen is the desired colour. If not determine how to alter the colour. (PSVS)
18.8 To demonstrate hair colouring techniques. (CCT, IL)	Discuss different hair colouring techniques. Demonstrate a hair colouring technique. Have sudents practise a colouring technique. Provide student feedback. Determine criteria for evaluating a quality colour.
	Note: Stress the importance of following manufacturer's instructions when mixing and applying a colour. Stress safety issues when colouring hair.
	Demonstrate other colouring techniques in the above manner.
	Explain the difference of adding colour or taking away colour (Highlighting).
	Demonstrate application techniques using conditioner instead of colour. Use hair swatches and experiment with different colour formulations.
	Experiment with different coloured swatches of hair. Label and record colours used and timing of the product.
18.9 To follow appropriate safety measures when colouring hair. (PSVS)	Students will create a list of safety rules to be considered when colouring hair.

Module 19A, B: Work Study Preparation and Follow-up Activities (Optional)

This module is used to prepare students for work study placement. Foundational Objectives include pre-placement information, preparation for interviews, and expectations for the workplace experience.

Suggested time: 5-10 hours   **Level:** Intermediate and Advanced

Foundational Objectives
- To develop workplace skills that may lead to successful employment.
- To recognize how the work skills developed in the classroom will be used to meet workplace expectations.

Common Essential Learnings Foundational Objectives
- To be aware of the role partnerships play in a work study situation. (COM)
- To use a wide range of language experiences; listening, speaking, writing, and reading that are required in the workplace. (COM)
- To gain an understanding of personal and moral issues in the workplace. (PSVS)

Note: Other CELs may be emphasized.

Learning Objectives	**Notes**
19.1 To be aware of the expectations of each of the partners in the work study component.	In order to establish a successful working relationship with all of the partners involved in the workplace, it is important to define the expectations of each partner. For a list of roles and responsibilities of the business, personnel, manager, teacher monitor, school, parent, and student, see the Work Study Guidelines for the Practical and Applied Arts included in the *Practical and Applied Arts Handbook* (Draft 2000).
19.2 To determine factors that may affect student contribution in the workplace. (CCT)	Brainstorm a list. Then verify through experience. The list may include previous work experience, volunteer work, teamwork activities, and extra-curricular participation within the school.
19.3 To build good communication skills for the workplace. (COM, PSVS)	Discuss verbal and non-verbal communication. List some ways in which negative and positive non-verbal communication may be displayed. Encourage students to role play ways of demonstrating effective techniques of verbal communication on the job when giving or receiving instructions and resolving conflict. Use case studies, and divide the students into groups to role play how effective communication may be used to resolve conflict on the job.

Learning Objectives	**Notes**

19.4   To develop a resumé that may be forwarded to a potential employer.

The student will develop a resumé using the correct format. (IL)

The resumé may be used to introduce the student to the employer of a workplace site prior to an interview. Teachers are encouraged to work with other staff members to ensure resumé preparation is taught. Resumé writing is suggested in *English Language Arts 20 and A30, Information Processing 10, 20, 30*, and *Career and Work Exploration 20*.

Students should save the resumé on a computer disk and update it, as changes need to be made and references are added.

19.5   To determine student guidelines in preparation for an interview. (COM)

Through class or small group discussions, students may list guidelines for an interview. The instructor may add missing items to the list.

Outline and describe the three stages of an interview. Point out to the students at what stage of the interview each of the guidelines previously discussed will be used.

The **greeting** involves an introduction between the student and employer. Discuss or demonstrate how this should be done.

The **exchange** is the longest part of the interview where the employer asks a series of questions and engages in a dialogue with the student about information on the resumé and other matters relating to the job.

The **parting** provides closure to the interview and may be just as important as the greeting. Explain how this may be done.

Provide the students with a list of questions frequently asked by employers or ask students to make a list. Students may role play the stages of the interview.

19.6   To discuss the post interview.

After the student has completed the interview with the employer, do a follow-up activity. Review the interview with the student using the three stages above as points for discussion.

Learning Objectives	**Notes**

19.7 To develop a procedural guide for the work site.

Discuss the following work site items with students.
- transportation
- hours of work
- absence and tardiness
- procedures for conflict resolution
- role of the student, teacher, and work place supervisor
- dress code
- job description
- school and employer expectations

19.8 To relate feedback from the work placement.

Students provide feedback about work placement including: where they were placed, type of business, duties, most rewarding experience, most difficult situation, and how they handled it.

Note: It is recommended that each student send a thank you note or card to the employer upon the completion of each work placement. If more than one placement has been made in the course, follow-up activities must be completed after each placement.

Ensure that students understand these guidelines by asking students to describe each of these items.

Note: Look for opportunities to introduce and reinforce ideas about Labour Standards, Occupational Health and Safety, and WHMIS. Use the *Career and Work Exploration Curriculum Guide*, the *PAA Handbook,* the Saskatchewan Labour website (http://www.readyforwork.sk.ca), and other recommended resources.

Module 20A, B: Work Study (Optional)

Suggested time: 25 – 50 hours   **Level:** Intermediate and Advanced

Foundational Objectives
- To be aware of the careers and opportunities in the field of cosmetology that exist in Saskatchewan and other provinces.
- To integrate classroom learning with work-related learning.
- To increase awareness of employability skills as they relate to the work environment.

Common Essential Learnings Foundational Objectives
- To engage in a work study experience and develop entry-level workplace skills that may lead to sustainable employment. (PSVS)
- To expand career research beyond the classroom setting. (IL)

For more information about implementing work study in schools see the Work Study Guidelines for the Practical and Applied Arts included in the *Practical and Applied Arts Handbook.* Teachers need to use or design appropriate learning objectives for this module; for instance, to demonstrate ability to follow a "Training Plan". The training plan for the student should be designed to relate to the objectives of the course modules chosen in collaboration with the cooperating employer.

Note: the renewed/new *Career and Work Exploration 10, 20, A30, B30 Curriculum Guide* is being developed. Consult the Department of Labour for content about Labour Standards, Occupational Health and Safety, and WHMIS. If students have experienced a work study during grade 11 or 12 in other courses, add more depth to the next experience.

Module 99A, B, C: Extended Study (Optional)

Note: The extended study module may be used only once in a pure or survey course. It is important to record the title of the extended study module on the recordkeeping chart. Record 99A for the first extended study module offered in the course series, 99B for the second extended study module offered, etc.

Suggested time: 5 - 20 hours   **Level:** Introductory/Intermediate/Advanced

Module Overview
Evolving social and personal needs of society, advances in technology, and demands to solve current problems require a flexible curriculum that can accommodate new ways and means to support learning in the future. The extended study module is designed to provide schools with an opportunity to meet current and future demands that are not provided for in current modules in the renewed PAA curriculum.

The flexibility of this module allows a school/school division to design **one new module per credit to complement or extend the study of pure core and optional modules** configured to meet the specific needs of students or the community. The extended study module is designed to extend the content of the pure courses and to offer survey courses beyond the scope of the available selection of PAA modules from the pure courses.

The list of possibilities for topics of study or projects for the extended study module approach is as varied as the imagination of those involved in using the module. These optional extended study module guidelines should be used to strengthen the knowledge, skills, and processes advocated in the Practical and Applied Arts curriculum.

For more information on the guidelines for the Extended Study module see the *Practical and Applied Arts Handbook* (Draft 2000).

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Appendix A: Articulation

Saskatchewan Education, Apprenticeship and Trade Certification Commission, Trade Boards, and Saskatchewan Institute of Applied Science and Technology (SIAST) have been working together to establish articulation agreements for time credit recognition and advanced placement for theory in the appropriate trade.

Articulation between Saskatchewan Education, Apprenticeship and Trade Certification Commission and the Cosmetology Trade Board to date have negotiated 250 hours of time credit toward journey status in the Cosmetology trade (50 hours per 100-hour course offered at the secondary level to a maximum of 250 hours).

Appendix B: Training Plans

Cosmetology 10

Note: When in a salon setting, it is recommended that high school students practise their cosmetology skills on mannequins only.

Module 2A: Salon Housekeeping	Observe	Assist	Demonstrate
Sanitation of equipment			
Sanitary rules observed in the salon			

Module 3A: Shampoos and Rinses	Observe	Assist	Demonstrate
Set up of implements and materials			
Draping Client			
• towel over client			
• cape not touching client			
Pre-brushing			
• each strand 3 times			
• 1/2" sections			
Hair analysis for proper product selection of shampoo			
• manipulations			
• all areas of head washed and rinsed			
• protect clients eyes/ears by use of hand			
• cape over back of shampoo chair			
• safety and sanitation			

Module 4A: Hair Styling	Observe	Assist	Demonstrate
Visible Braid			
• clean partings			
• holding comb in hand			
• sterilization			
Invisible Braid			
• clean partings			
• holding comb in hand			
• sterilization			
Fish-tail Braid			
• clean partings			
• holding comb in hand			
• sterilization			
Roller set			
Volume roller placement			
♦ on base/full volume			
♦ 1/2 off base/medium volume			
♦ off base/minimal volume			
• pre-plan style			
• pre-sectioning			
• set basic roller set			
Roller set Comb-out			
• back combing			
• back brushing			
Sterilization and sanitation			
Blow-dry			
• pre-plan style			

Module 4A: Hair Styling	Observe	Assist	Demonstrate
• blow-dry using various tools e.g., comb, brush, hands, etc.			
• safety and sterilization			
Curling Iron			
• pre-plan style			
• use clicking and feeding technique while using the curling iron			
Safety and sanitation			

Module 5A: Nail Care	Observe	Assist	Demonstrate
• proper setup of manicure table			
• work from little finger to thumb			
• correct removal of nail polish			
• correct shaping of nails (corner to center)			
• correct removal of cuticle			
• manipulations (hand and arm)			
• clean under free edge			
• bevel nails			
• correct application of base, nail polish, and top coat			
• remove excess nail polish			
Safety and sanitation			

Module 6A: Skin Care	Observe	Assist	Demonstrate
• proper draping of client			
• skin analysis			
• set-up equipment			
• correct cleansing of face			
• correct steaming of face			
• massage (middle finger or ring finger, appropriate amount of pressure)			
• correct use of mask (application, left on appropriate amount of time)			
• correct removal of mask			
Safety and sanitation			

Module 7A: Make-up	Observe	Assist	Demonstrate
Draping			
Eyebrow arch			
Color selection			
• cleanse and moisturize client's face.			
• application of foundation			
• application of face powder			
• application of blush			
• application of eyeshadow			
• application of eyeliner			
• application of eyebrow pencil			
• application of mascara			
• application of lipliner and lipstick			
Safety and sanitation			

Cosmetology 20

Note: When in a salon setting, it is recommended that high school students practise their cosmetology skills on mannequins only.

Module 2B: Salon Housekeeping	Observe	Assist	Demonstrate
Sanitation of equipment			
Sanitary rules observed in the salon			

Module 3B: Shampoos and Rinses	Observe	Assist	Demonstrate
Set up of implements and materials			
Draping Client			
• towel over cape			
• skin not touching client			
Pre-brushing			
• each strand 3 times			
• 1/2" sections			
Hair analysis for proper product selection of shampoo			
• manipulations			
• all areas of head washed and rinsed			
• protect clients eyes/ears by use of hand			
• cape over back of shampoo chair			
• safety and sanitation			

Module 4B: Hair Styling	Observe	Assist	Demonstrate
Finger-waves			
• follows correct procedure			
• finished product			
Carved or Sculptured pincurls			
• body position			
• strong wave pattern			
• ribboning hair			
• curl placed correctly			
• curl pinned properly			
• curl same size as wave pattern			
Semi-standup Pincurls			
• body position			
• strong wave pattern			
• ribboning hair			
• curl placed correctly			
• curl pinned properly			
• curl same size as wave pattern			
Cascade or Stand up Pincurls			
• body position			
• ribbon strand			
• properly pinned			
• curl same size as base			
Roller set			
• indentation Roller placement			
• rollers set to create a desired pattern			
• assisting (passing rollers)			
Long hair updo			
• rollers set to create desired combout pattern			

Comb-out of long hair			
• appropriate amount of back combing for style being created			
• balance			
• bobby pins used appropriately			
Safety and sanitation			

Module 5B: Nail Care	Observe	Assist	Demonstrate
• proper setup of manicure table			
• work from left hand, little finger to thumb			
• correct removal of nail polish			
• correct shaping of nails (corner to center)			
• correct removal of cuticle			
• manipulations (hand and arm)			
• clean under free edge			
• bevel nails			
• correct application of base, nail polish, and top coat			
• remove excess nail polish			
• safety and sanitation			

Module 10: Pedicure Foot care	Observe	Assist	Demonstrate
• proper setup of pedicure chair			
• work from left hand, little toe to big toe			
• correct removal of nail polish			
• correct shaping of nails (corner to center)			
• correct removal of cuticle			
• manipulations (foot)			
• clean under free edge			
• bevel nails			
• correct application of base, nail polish, and top coat			
• remove excess nail polish			
• safety and sanitation			

Module 6B: Skin Care	Observe	Assist	Demonstrate
• proper draping of client			
• skin analysis			
• set-up equipment			
• correct cleansing of face			
• correct steaming of face			
• massage (middle finger or ring finger, appropriate amount of pressure)			
• correct use of mask (application, left on appropriate amount of time)			
• correct removal of mask			
• safety and sanitation			

Module 7B: Make-up Application	Observe	Assist	Demonstrate
Draping			
Eyebrow arch			
Color selection			
Highlighting			
Shading			
• cleanse and moisturize client's face.			
• application of foundation			
• application of face powder			
• application of blush			
• application of eyeshadow			
• application of eyeliner			
• application of eyebrow pencil			
• application of mascara			
• application of lipliner and lipstick			
• safety and sanitation			

Module 12: Hair removal (Wax/Sugar)	Observe	Assist	Demonstrate
• prepare client			
• direction of application			
• pull against direction of hair growth			
• safety and sanitation			

Module 20: Work Study	Observe	Assist	Demonstrate
• portfolio			
• résumé			
• product displays			
• customer service			
• teamwork			
• self-starter			
• communication			

Cosmetology 30

Note: When in a salon setting, it is recommended that high school students practise their cosmetology skills on mannequins only.

Module 2C: Salon Housekeeping	Observe	Assist	Demonstrate
Sanitation of equipment			
Sanitary rules observed in the salon			

Module 13: Scalp Care	Observe	Assist	Demonstrate
Set up of implements and materials			
Draping Client			
• towel over cape			
• skin not touching client			
Pre-brushing			
• each strand 3 times			
• 1/2" sections			
Hair analysis for proper product selection			
Perform normal scalp treatment			
• proper application of product			
• manipulations			
Shampoo			
• manipulations			
• all areas of head washed and rinsed			
• protect clients eyes/ears by use of hand			
• cape over back of shampoo chair			
• safety and sanitation			

Module 5C: Nail Care	Observe	Assist	Demonstrate
• proper setup of manicure table			
• work from left hand, little finger to thumb			
• correct removal of nail polish			
• correct shaping of nails (corner to center)			
• correct removal of cuticle			
• manipulations (hand and arm)			
• clean under free edge			
• bevel nails			
• correct application of base, nail polish, and top coat			
• remove excess nail polish			
• safety and sanitation			

Module 6C: Skin Care	Observe	Assist	Demonstrate
• proper draping of client			
• skin analysis			
• set-up equipment			
• correct cleansing of face			
• correct steaming of face			
• massage (middle finger or ring finger, appropriate amount of pressure)			
• correct use of mask (application, left on appropriate amount of time)			
• correct removal of mask			
• safety and sanitation			

Module 7C: Theatrical Make-up	Observe	Assist	Demonstrate
• draping			
• cleanse and moisturize face			
• black eye			
• bruise			
• scar			
• cut			
• missing teeth			
• aging face			
• safety and sanitation			

Module 14: Hair Cutting (demonstration)	Observe	Assist	Demonstrate
• client consultation			
• hair analysis			
• predetermine finished style			
• pre-sectioning			
• haircut			
• safety and Sanitation			

Module 15: Men's Beard and Mustache Trim (demonstration)	Observe	Assist	Demonstrate
• client consultation			
• predetermine finished style			
• beard and mustache trim			
• safety and sanitation			

Module 16: Salon Management	Observe	Assist	Demonstrate
Recordkeeping			
• inventory			
• client services records			
• retailing			
Telephone technique			

Module 17: Permanent Waving (demonstration)	Observe	Assist	Demonstrate
• client consultation			
• hair analysis			
• correct product selection			
• sectioning			
• perm wrap			
• correct application of solutions			
• test curl			
• rinsing			
• pass rods and papers			
• safety and sanitation			

Module 18: Hair coloring (demonstration)	Observe	Assist	Demonstrate
• client consultation			
• hair analysis			
• hair level			
• correct product selection			
• patch test			
• strand test			
• color removal			
Color application			

Module 18: Hair coloring (demonstration)	Observe	Assist	Demonstrate
• retouch			
• lightening			
• highlighting			
• safety and sanitation			

Appendix C: Recordkeeping Charts

Cosmetology 10

Student Name: _____

Student Number: _____

Module Code	Modules	Hours	Date	Teacher Initial
COSM01	Module 1: Introduction to Salon C			
COSM02A	Module 2A: Salon Housekeeping/Decontamination C			
COSM03A	Module 3A: Shampoo and Rinses C			
COSM04A	Module 4A: Hair Styling C			
COSM05A	Module 5A: Nail Care C			
COSM06A	Module 6A: Skin Care C			
COSM07A	Module 7A: Make-up Application C			
COSM08	Module 8: Career Opportunities C			
COSM99	Module 99: Extended Study O			

C = core module

O = optional module

Note: When the Extended Study, Work Study Preparation and Follow-up Activities, and Work Study modules are studied for the first time, record the module number and the letter A (Extended Study Module 99A). If the module is repeated at another level, the module is recorded using the letter B (Extended Study Module 99B).

It is recommended that this document be printed on school letterhead.

Cosmetology 20

Student Name: _____

Student Number: _____

Module Code	Modules	Hours	Date	Teacher Initial
COSM02B	Module 2B: Salon Housekeeping/Decontamination C			
COSM03B	Module 3B: Shampoo and Rinses C			
COSM04B	Module 4B: Hair Styling C			
COSM05B	Module 5B: Nail Care C			
COSM06B	Module 6B: Skin Care C			
COSM07B	Module 7B: Make-up Application C			
COSM09	Module 9: Hair Care/Hair Treatments C			
COSM10	Module 10: Pedicure/Foot Care O			
COSM11	Module 11: Intermediate Chemistry O			
COSM12	Module 12: Hair Removal O			
COSM19	Module 19: Work Study Preparation and Follow-up Activities O			
COSM20	Module 20: Work Study O			
COSM99	Module 99: Extended Study O			

C = core module

O = optional module

Note: When the Extended Study, Work Study Preparation and Follow-up Activities, and Work Study modules are studied for the first time, record the module number and the letter A (Extended Study Module 99A). If the module is repeated at another level, the module is recorded using the letter B (Extended Study Module 99B).

It is recommended that this document be printed on school letterhead.

Cosmetology 30

Student Name: _____

Student Number: _____

Module Code	Modules	Hours	Date	Teacher Initial
COSM02C	Module 2C: Salon Housekeeping/Decontamination C			
COSM05C	Module 5C: Nail Care C			
COSM06C	Module 6C: Skin Care O			
COSM07C	Module 7C: Make-up Application O			
COSM13	Module 13: Scalp Care C			
COSM14	Module 14: Hair Cutting C			
COSM15	Module 15: Men's Beard and Mustache Trim O			
COSM16	Module 16: Salon Management C			
COSM17	Module 17: Advanced Permanent Waving O			
COSM18	Module 18: Hair Colouring O			
COSM19	Module 19: Work Study Preparation and Follow-up Activities O			
COSM20	Module 20: Work Study O			
COSM99	Module 99: Extended Study O			

C = core module

O = optional module

Note: When the Extended Study, Work Study Preparation and Follow-up Activities, and Work Study modules are studied for the first time, record the module number and the letter A (Extended Study Module 99A). If the module is repeated at another level, the module is recorded using the letter B (Extended Study Module 99B).

It is recommended that this document be printed on school letterhead.

Appendix D: Assessment and Evaluation Templates

Shampoo Checklist

Name: _____

Date: _____

Mark: _____/48 marks

Very good = 3
Satisfactory = 2
Not satisfactory =1
Request help =0

	0	1	2	3
1. Draping				
• towel in half/over cape				
• skin not touching cape				
• cape over back of shampoo chair				
2. Pre-brush hair				
• from scalp to ends				
• 3 times				
3. Shampoo				
• shampoo and conditioner used sparingly				
• manipulations				
• thoroughly rinse nape				
• neck clean/no soap curds				
• conditioner worked through ends				
• cape is dry at end of shampoo				
4. Comb-out				
• comb hair from ends to root				
5. Clean-up				
• supplies and products in proper place				
• supplies sanitized				
6. Efficiency				
• effective use of time				
7. Safety				
• safety rules observed				

Total _____

Comments:

Manicure Checklist (Introduction)

Name: _____   Date: _____

Mark: _____/16 marks

	yes	no
1. Correct set-up of manicure table		
2. Sanitize hands		
• client hands		
• your hands		
• gloves as preferred		
3. Nail filing		
• left hand first		
• work from little finger to thumb		
• file from corner to center		
4. Push back cuticle/trim cuticle		
5. Clean under free edge		
6. Bevel (fine end of emery board)		
7. Buff		
8. Nail polish application		
• 3 strokes		
• even		
• remove excess polish		
9. Clean-up		
• supplies sanitized and put in proper place		
10. Effective use of time		
11. Safety rules observed		

Total   _____

Comments:

Manicure Checklist (Intermediate)

Name: _____ Date: _____

Mark: _____/75 marks

Very good = 3
Satisfactory = 2
Not satisfactory =1
Request help =0

		0	1	2	3
1.	**Prepare manicure table**				
	• correct set-u				
2.	**Sanitize hands**				
	• client hands				
	• your hands				
	• gloves as preferred				
3.	**Remove nail polish**				
	• soften with cotton				
4.	**Shape nails**				
	• corner to centre				
5.	**Massage**				
	• wrist				
	• palm of hand				
	• top of hand				
	• rotate fingers				
	• arms				
6.	**Loosen cuticle**				
	• orange wood stick covered with cotton				
7.	**Trim cuticles**				
	• nip carefully				
8.	**Cuticle oil**				
	• correct application				
	• removal of cuticle oil				
9.	**Bevel nails**				
	• fine side of emery board				
10.	**Clean under free edge**				
	• gentle pressure				
	• buff nails				
12.	**Apply base coat**				
	• 3 strokes				
13.	**Apply polish**				
	• 3 strokes				
	• even application				
14.	**Remove excess polish**				
	• orange wood stick				
15.	**Clean-up**				
	• supplies and products in proper place				
	• supplies sanitized				

16.	**Efficiency**				
	• effective use of time				
17.	**Safety**				
	• safety rules observed				

Total   _____

Comments:

Facial Checklist (Introduction/Intermediate)

Taken from: Alberta Education. 1996. *Career and Technology Studies. Cosmetology*. Edmonton, AB: Author, page G100.

Instructions: The first column indicates each task you will be marked on. The second column indicates whether the task was performed. The third column indicates your level of performance as assessed by yourself and as assessed your teacher. To achieve "at standard" rating, your total mark should be at least 30/60.

Tasks to be Tested	Task Performed "✔"	Marks	
		Self	Teacher
1. Prepare the client.			
2. Wash your hands.			
3. Analyze the skin.			
4. Apply cleansing cream.			
5. Remove cleansing cream.			
6. Steam the face.			
7. Apply astringent.			
8. Apply mask.			
9. Remove mask.			
10. Apply astringent.			
11. Apply moisturizer.			
12. Clean up and sanitize work area.			
Total		/60	/60

Marking Scale

5 = Excellent; 4 = Very Good; 3 = Satisfactory; 2,1 = Not Satisfactory

Rating

Above Standard   75% - 100%
At Standard   50% - 74%
Below Standard   0% - 49%

Facial Checklist (Introduction)

Name: _____

Date: _____

Mark: _____/21 marks_____

	Yes	No
1. Preparation		
• towel secure around head		
• towel around neck		
• towel across chest		
• correct selection of skin products		
2. Sanitize hands		
• sanitize hands		
• gloves as preferred		
3. Application of cleansing cream		
• upward movements		
4. Removal of cleansing cream		
• upward movements		
5. Manipulations		
• even tempo		
• slow, relaxing		
• sufficient pressure		
• direction		
• 10-15 minutes		
6. Removal of mask		
• upward motions		
• no traces of mask left on face		
7. Application of astringent/freshner		
• applied with cotton		
8. Application of moisturizer		
• back of hand to prevent bacteria contamination		
9. Clean-up		
• supplies sanitized and put in proper place		
10. Effective use of time		
11. Safety rules observed		
12. Correct procedure followed		

Facial Checklist (Intermediate)

Name: _____   Mark: _____/57 marks

Very good = 3, Satisfactory = 2, Not satisfactory = 1, Request help = 0

	0	1	2	3
1. Prepare client				
• remove jewelry				
• towel secure around hair				
• towel around neck/chest				

	0	1	2	3
2. Prepare table				
• make-up remover, astringent or freshener, moisturizer, facial mask, cotton, 3 towels.				

	0	1	2	3
3. Remove Make-up				
• upward strokes				
• correct products for skin type				

	0	1	2	3
4. Manipulations				
• even tempo				
• pressure				
• direction				
• 10 - 15 min.				

	0	1	2	3
5. Remove cream thoroughly				
• upward motions				

	0	1	2	3
6. Remove mask				
• all traces of mask gone				

	0	1	2	3
7. Steam face				
• 3 warm towels				
• 1 cool towel				

	0	1	2	3
8. Apply astringent or freshener				

	0	1	2	3
9. Apply moisturizer				
• On back of hand to prevent contamination				

	0	1	2	3
10. Clean-up • supplies sanitized and put in proper place				

	0	1	2	3
11. Efficiency • effective use of time				

	0	1	2	3
12 Safety • safety rules observed				

Total _____

Comments:

Pedicure Checklist

Name: _____   Date: _____

Mark: _____/21 marks

	Yes	No
1. Correct set-up of pedicure table		
2. Sanitize feet		
• client feet		
• your hands		
• gloves as preferred		
3. Nail filing		
• Left foot first		
• work from little toe to big toe		
• file from corner to centre		
4. Removal of cuticle		
• push back cuticle (cotton on end of stick)		
• trim cuticle		
• removal of excess skin on soles of feet		
5. Manipulations		
• 5 min.		
• even pressure		
6. Clean under free edge		
7. Bevel (fine side of emery board)		
8. Buff		
9. Nail polish application		
• 3 strokes		
• even		
• remove excess polish		
10. Clean-up		
• supplies sanitized and put in proper place		
11. Effective use of time		
12. Safety rules observed		

Total   _____

Comments:

Hair Treatments Checklist

Name: _____   Date: _____

Mark: _____/38 marks

Satisfactory = 2; Not satisfactory = 1; Request help = 0

	0	1	2
Drape Client			
• towel folded diagonally around neck			
• towel folded over top of cape (does not touch skin)			
• towel over top of cape			
Pre-brushing			
• 1/2" (1.25 cm) partings			
• brush from scalp to ends			
• brush 3 times			
Shampoo			
• shampoo used sparingly			
• manipulations			
Application of Product			
• towel dry hair			
• used sparingly			
• follow manufacturer's instructions			
Completion			
• thoroughly rinse nape			
• cape is left dry			
Clean-up			
• supplies and products in proper place			
• hair cleaned from sink			
• sink dried			
• supplies sanitized			
Efficiency			
• effective use of time			
Safety			
• Safety rules observed			

Total: _____

Comments:

Perm Wrap Checklist

Name: _____

Date: _____

Mark: _____ /39 marks

Very good = 3, Satisfactory = 2, Not satisfactory = 1, Request help = 0

	0	1	2	3
Sectioning				
• Visible sections				
• rod length				
• clean partings				
Wrapping				
• each blocking the diameter of the roller used				
• blocking held up at 90° angle from top part				
• roller sits on base				
• tension				
• no fish hooks				
• no bunching				
• elastics not too tight				
Clean-up				
• supplies sanitized				
Efficiency				
• effective use of time				
Safety				
• Safety rules observed				

Total: _____

Comments:

Long Hair Up Do

Name: _____   Date: _____

Mark: _____ /80 marks

Excellent = 4
Very good = 3
Satisfactory = 2
Not satisfactory = 1
Request help = 0

	0	1	2	3	4
ROLLER PLACEMENT					
• Appropriate for style being created					
• Appropriate roller size for amount of curl desired					
• Base size appropriate for type of style					
• Rollers pinned at center base					
• Clean partings					
• Hair wound neatly around rollers					
• Tension					
• Creativity					

	0	1	2	3	4
COMB-OUT					
• Even/Proportional					
• Balance					
• Bobby pins hidden					
• Bobby pins snug (hairstyle not loose)					
• Herring bone bobby pins					
• No dents					
• Sufficient amount of back combing					
• Completed within time limit					
• Creativity					
• Finishing					
Efficiency					
• Effective use of time					
Clean-up					
• Supplies sanitized and put in proper place					

Total: _____

Comments:

Basic Competencies Reference Guide

Adapted from: Alberta Education. 1996. *Career and Technology Studies. Cosmetology*. Edmonton, AB: Author, page G8 & G9.

Skill Level	Managing Learning	Communicating Effectively	Working with Others	Demonstrating Responsibility
4	• continually comes to class prepared for learning. • continually follows detailed instructions independently. • demonstrates self-directions in learning, goal setting and goal achievement. • transfers and applies learning in new situations. • provides leadership.	• prepares and effectively presents accurate material. • continually motivates individuals. • continually listens and responds effectively. • demonstrates positive interpersonal skills.	• continually leads where appropriate, encourages group performance. • continually provides positive leadership.	• continually demonstrates responsibility in attendance. • continually punctual • assignments are continually complete. • continually demonstrates personal health and safety procedures. • continually identifies hazards and their impact.
3	• regularly comes to class prepared for learning. • follows detailed instructions without direction. • sets goals and establishes steps to achieve them • transfers and applies knowledge, skills in practical situations. • co-operates with others.	• regularly prepares and effectively presents accurate material. • regularly motivates individuals. • listens and responds effectively. • regularly demonstrates positive interpersonal skills.	• regularly leads where appropriate, usually encourages group performance. • regularly provides positive leadership.	• regularly demonstrates responsibility in attendance. • regularly punctual. • assignments are regularly complete. • regularly, demonstrates personal health and safety procedures. • regularly identifies hazards and their impact.
2	• occasionally comes to class prepared for learning. • occasionally follows instructions. • sets goals and establishes steps to achieve them with direction. • occasionally applies knowledge, skills in practical situations. • occasionally cooperates with others.	• prepares and presents material. • occasionally motivates individuals. • occasionally listens and responds. • occasionally demonstrates positive interpersonal skills.	• occasionally leads, rarely encourages group performance. • occasionally provides positive leadership.	• occasionally demonstrates responsibility in attendance. • occasionally punctual. • assignments are occasionally complete. • occasionally, demonstrates personal health and safety procedures. • occasionally identifies hazards and their impact.
1	• sporadically comes to class prepared for learning. • sporadically follows basic instructions. • sporadically identifies criteria for evaluating. • sporadically cooperates with others.	• does not prepare material. • sporadically motivates individuals. • sporadically listens and responds. • sporadically demonstrates positive interpersonal skills.	• does not lead, does not encourage group performance. • sporadically provides positive leadership.	• sporadically demonstrates responsibility in attendance. • sporadically punctual. • assignments are sporadically complete. • sporadically demonstrates personal health and safety procedures. • sporadically identifies hazards and their impact.

P.A.A. Lab Process Rubric

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0
Skill	• completes tasks independently • demonstrates appropriate use of materials, tools, equipment, products • follows correct procedures	• completes tasks with minimal teacher assistance • demonstrates adequate use of materials, tools, equipment, products • follows most of the correct procedures	• completes tasks with teacher assistance • demonstrates somewhat use of materials, tools, equipment, products • follows some of the correct procedures	• did not complete task (with teacher assistance) • demonstrates inappropriate use of materials, tools, equipment, products • follows few of the correct procedure	• did not attempt task • never on task • never demonstrates appropriate use of materials, tools, equipment, products • never follows correct procedures
Safety	• always follows health and safety procedures • always wears appropriate "lab" clothing • never needs to be reminded to use protective equipment • keeps work area clean and orderly	• usually follows health and safety procedures • usually wears appropriate "lab" clothing • usually uses protective equipment without being reminded • keeps work area adequately clean and orderly	• sometimes follows health and safety procedures • sometimes wears appropriate "lab" clothing • sometimes uses protective equipment without being reminded • keeps work area somewhat clean and orderly	• rarely follows health and safety procedures • always needs to be reminded to wear appropriate "lab" clothing • rarely uses protective equipment without being reminded • keeps work area cluttered and disorderly	• never follows health and safety procedures • never wears appropriate "lab" clothing • never keeps work area clean and orderly
Clean-up	• materials/tools returned to proper location • never needs reminders about clean-up follows/demonstrates proper clean-up procedure	• materials/tools usually returned to proper location • rarely needs reminders about clean-up follows/demonstrates adequate clean-up procedure	• materials/tools sometimes returned to proper location • usually needs reminders about clean-up follows/demonstrates somewhat proper clean-up procedure	• materials/tools rarely returned to proper location • always needs reminders about clean-up follows/demonstrates improper clean-up procedure	• materials/tools never returned to proper location • always needs reminders about clean-up • never follows/ demonstrates proper clean-up procedure
Approach to Work	• works cooperatively with others • demonstrates proper respect for others and towards equipment • displays on-task behaviors • always comes prepared for class	• usually works cooperatively with others • demonstrates appropriate respect for others and towards equipment • displays adequate on-task behaviors • usually comes prepared for class	• sometimes works cooperatively with others • demonstrates some respect for others and towards equipment • displays somewhat adequate on-task behaviors • sometimes comes prepared for class	• rarely works cooperatively with others • demonstrates little respect for others and towards equipment • displays little on-task behaviors • rarely comes prepared for class	• never works cooperatively with others • never demonstrates respect for others and towards equipment • never displays on-task behaviors • never comes prepared for class

Appendix E: Inventory Checklist

Sample Inventory Checklist

Products	Amount of supplies to keep on hand	Date ordered: ___/___/___ dd/mm/yy		Date ordered:		Date 0rdered:		Date ordered:	
		In stock	# Ordered	In stock	# Ordered	In stock	# Ordered	In stock	# Ordered
Shampoos									
• Acid balanced (250 ml)	10	5	5						
• Acid balanced (1 litre)	4	1	3						
• Anti-dandruff (250 ml)	9	0	9						
• Liquid dry (250 ml)	1	1	0						
Conditioners									
• Instant (250 ml)	15	10	5						
• Moisturizing (500 ml)	15	5	10						
• Protein (750 ml)	10	10	0						
Permanent Waves									
• Alkaline	30	10	20						
• Acid-balanced	40	10	30						

Sample Cash Receipts and Payments Schedule

Date	Operator	Services	Gift Certificates	Cash paid out/Refunds	
dd/mm/yy	Operator #1				
	Operator #2				
	Operator #3				
	Operator #4				
	Operator #5				
Totals					

CASH = INCOME - EXPENSES - PETTY CASH

Sample Client Card

Name: _____

Address: _____

Phone Number: _____

Allergies:

Service provided:

Products used:

Comments/Results:

Professional Products Purchased:

Cost: _____   **Operator:** _____

Appendix F: Career Research Interview Questions

Adapted from *Business Education A Curriculum Guide for the Secondary Level Accounting 10, 20, 30* (Saskatchewan Education 1992).

Interview someone who currently works in the accounting field.

In selecting the candidate to be interviewed, students may choose a person with whom they are familiar, such as a relative or a family friend. Alternatively, students may contact and interview a person they have never met, but one who is employed in an accounting career area that is of interest to them.

The assignment may be completed independently, in pairs, in small groups, or by whichever method is chosen by the student(s) and teacher. The teacher should provide support and guidance in setting up and selecting candidates to be interviewed. Prior to this activity, teachers may survey the community to determine the number of persons in accounting-related jobs and their support for this project.

After the students have discussed different career paths in the accounting field, students may prepare a short journal writing explaining why they are interested in the career area they are about to investigate.

Students may proceed to develop a list of questions to collect the information they require to help them understand more about the career area they have chosen.

The following list of questions may be included in the students' interview project.

1. What is the title of your job?

2. What are your normal duties on the job?

3. What are some of the things that you enjoy about your job?

4. Are there any things about your job that you dislike? What are those things?

5. Does your company have a dress code for employees? What is considered suitable?

6. How often is working overtime required in your job?

7. Do you have to work nights or weekends?

8. What aptitudes and abilities are needed to succeed in your career?

9. What are the post-secondary education and training requirements to enter and advance in your career?

10. Can you give an approximate starting salary for someone just starting out in your occupation? How much does the average person earn after five years? After ten years? What types of employee benefits, such as sick leave or dental plans, do workers in your career usually receive?

11. Do you think the demand for workers in your career will increase or decrease over the next five years? Why?

12. What changes have you seen over the past 5-10 years in this career?

13. What are the advantages and disadvantages of entering and being in your career?

14. Is there any advice you would give to a young person just making a career choice?

After the interview session, students should summarize the information they received and draw a conclusion as to whether they would like to work full-time in this type of career. They may also determine whether they would like to join that organization based on their experience.

Assessment: Students may orally present their summarized information to the class and be prepared to answer questions. Other means of presenting information for assessment are suitable and may be discussed with the student. Checklists or rating scales may be used to record data collected on content and application. If the report is written, neatness, format and other technical skills may be assessed.

Note: Journal writings may be assessed for technical skills. Content and application would not be assessed formally as journal writings are student reflections on the area discussed. A check mark may be given to indicate the completion of this activity.