



Hairstyling 10

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| Developed by: Karen Burgess | Date Developed: Revised March 2019 |
| School Name: Porter Creek Secondary School | Superintendent Signature: |
| Department Authorized Course Committee Approval Date: | Department Authorized Course Committee Chair Signature: |
| Course Name: Hairstyling 10 | Grade Level of Course: 10 |
| Number of Course Credits: 4 | Number of Hours of Instruction: 100-120 |

Board/Authority Prerequisite(s):

N/A

Special Training, Facilities or Equipment Required:

- Teacher required to have a certification in Cosmetology
- Salon Classroom: hair sink/stations, washer/dryer, towels
- Mannequin heads and stands
- Sheers, thinning sheers, combs, brushes, curling irons, flat irons, blow dryers, clips, spray bottles, bobby pins, elastics
- Hair products

Course Synopsis:

This course explores fundamental hairstyling knowledge and skills required to provide basic styling needs for a client. Students will explore the elements of hair design. They will work to develop their communication skills in a professional setting.

Goals and Rationale:

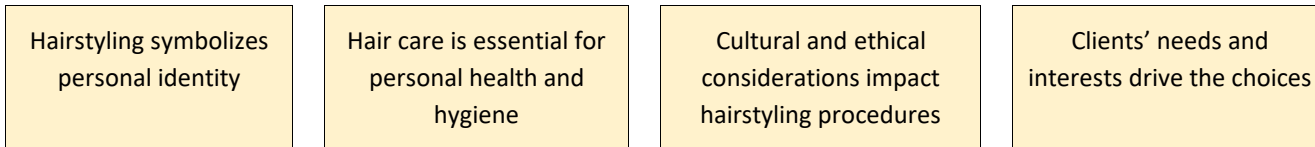
Students will demonstrate an understanding of hairstyling methodology, and will apply and develop their skills by learning through immersive practice. Students will learn how to communicate, behave and perform tasks as a professional hairstylist in a safe and sanitary way.

This course addresses student interest in hairstyling. It engages students in learning and gives connectivity to school for the students. It provides an option as an elective course. The course provides opportunity for post-secondary advancement.

Yukon First Nations Perspectives:

- Experiential learning: Yukon First Nations Elders teach new skills using the “look, listen, do” approach.
- Learning is holistic, reflective, experiential and relational. It focuses on connectedness, on reciprocal relationships and a sense of place.
- Learning involves generational roles and responsibilities.
- Learning involves patience and time.

BIG IDEAS



Learning Standards

| Curricular Competencies | Content |
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| <p><i>Students are expected to do the following:</i></p> <p>Wet Hair Design</p> <ul style="list-style-type: none"> • Demonstrate proper and effective shampoo service • Demonstrate how to dry a person’s hair using correct implements • Demonstrate how to protect the clients clothing and skin during services • Observe the client and notice their demeanour in respect to how they are feeling <p>Thermal Styling</p> <ul style="list-style-type: none"> • Perform thermal styling to straighten and curl hair <p>Updos</p> <ul style="list-style-type: none"> • Style long hair using the principles of hair design • Perform formal styling <p>Microbiology and Infection Control</p> <ul style="list-style-type: none"> • Demonstrate standard infection control precautions • Recognize the structure and function of bacteria and viruses by their; types, classification, growth and reproductive patterns, relationship to the spread of infection • Identify the procedures the precautions used in schools and salons, including sanitation, disinfection and sterilization <p>Hair Cutting</p> <ul style="list-style-type: none"> • Demonstrate the correct technique for sectioning the hair for cutting • Perform a blunt haircut <p>Life skills</p> | <p><i>Students are expected to know the following:</i></p> <p>Wet Hair Design</p> <ul style="list-style-type: none"> • Benefits of a three-part procedure to washing hair <p>Thermal Styling</p> <ul style="list-style-type: none"> • Use of heat in thermal hair styling • Safety of thermal hair design <p>Microbiology and Infection Control</p> <ul style="list-style-type: none"> • Principles of infection • Theories of prevention of disease <p>Life Skills</p> <ul style="list-style-type: none"> • Importance of maintaining healthy lifestyles as a means of balancing personal and life <p>Hair Cutting</p> <ul style="list-style-type: none"> • Principles of hair design • Basic principles of hair cutting • Handling scissors and combs • Following patterns • Elements of professionalism • Cultural practices around hair <p>WHMIS and First Aid</p> <ul style="list-style-type: none"> • Basic safety and first aid applications for minor cuts, burns, choking and eye injury |

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| <ul style="list-style-type: none"> • Develop successful learning strategies • Employ successful learning tools • Demonstrate healthy and appropriate hygiene importance in working with the public. • Practice effective ways to communicate well in the classroom with classmates and the public using verbal and non-verbal • Recognize the role of personality, attitude and habits in interpersonal relationships. • Demonstrate professionalism with clientele • Demonstrate awareness of local Yukon First Nations as well as Multicultural practices around hair <p>Workplace Hazardous Materials Information System (WHMIS) and First Aid</p> <ul style="list-style-type: none"> • Identify hazards • Demonstrate basic First Aid Skills • Attain WHMIS certification | <ul style="list-style-type: none"> • Hazards working with chemicals in the classroom |
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Curricular Competencies – Elaborations

Proper and effective shampoo service including scalp massage
Implements – hot tools, brushes, combs, products
Thermal styling – shaping/ molding wet hair around the curve of the head. Could include: creating waves, forming and placing pin curls, placing rollers, drying hair prior to styling, creative volume with tools, preparing hair for treatment, hot rollers.
Using the principles of hair design – five basic elements of hair design: line, form, space, design, texture and color.
Blunt – proper section, one length
Learning strategies – goal setting, time management, reflective practice
Learning tools – digital portfolio
Professionalism – ability to effectively express ideas and collaborate with peers and clients

Content – Elaborations

Three-part procedure: consultation, service, follow up
Cultural practices – includes symbolism of hair for local Yukon First Nations, and the traumatic impacts of Residential School hair cutting practices on identity

- Suggested Instructional Components:**
- Interactive lectures
 - Practical demonstrations
 - Note-taking
 - Discussions and reflections
 - Personal testimonials
 - Guest speakers (Local First Nation knowledge keepers on traditional hair practices)
 - Project-based learning

- Experiential/hands-on learning

Suggested Assessment Components:

* Ensure alignment with the [Communicating Student Learning](#) and [Principles of Quality Assessment](#)

- Summative Assessment: Digital Portfolio based on-going skill development. Students will provide photo examples of learning with elaboration on processes.
- WHMIS online exam
- Infection control exam
- Formative assessment – providing students with continuous feedback on their skill development throughout the course
- Co-constructive criteria rubric for hair design

Suggested Learning Resources:

- Milady Standard Cosmetology with instructor support slides and DVD series