



Hairstyling 11

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 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 100-120

Department Authorized Pre-Requisites

It is recommended that students have successfully completed Hairstyling 10

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:

Hairstyling 11 provides students with an extension of the Hairstyling 10 fundamental 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

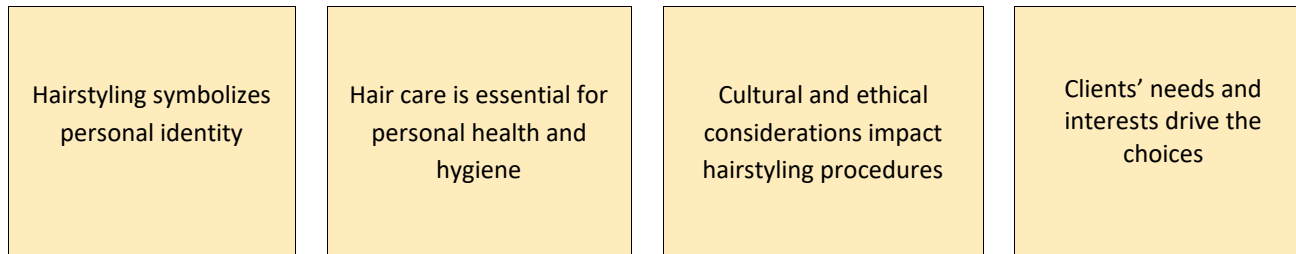
Students will demonstrate an understanding of hairstyling methodology, cultural practices and beliefs, and will apply and develop their skills by learning through immersive practice. Students will learn how to communicate, behave and perform tasks as a professional hairstylist in a safe and sanitary 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 (focused 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
<p><i>Students are expected to do the following:</i></p> <p>Wet Hair Design</p> <ul style="list-style-type: none"> • Wash hair using proper and effective shampoo service • Blow-dry a person’s hair using correct implements • Apply conditioning treatments <p>Thermal Styling</p> <ul style="list-style-type: none"> • Use thermal styling to straighten or curl hair • Pin curls <p>Styling</p> <ul style="list-style-type: none"> • Style long hair using the principles of hair design • Perform formal styling • Perform multiple braiding techniques <p>Microbiology and Infection Control</p> <ul style="list-style-type: none"> • Demonstrate standard infection control precautions • Recognize skin disorders and diseases • Perform sterilization practices <p>Hair Cutting</p> <ul style="list-style-type: none"> • Perform a blunt haircut 	<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 • Conditioning treatments • Hair wrapping <p>Thermal Styling</p> <ul style="list-style-type: none"> • Use of heat in thermal hair styling • Safety of thermal hair design • Steps to do a pin curl <p>Microbiology and Infection Control</p> <ul style="list-style-type: none"> • Theories of prevention of disease • The structure and function of bacteria and viruses by: type, classification, growth and reproductive patterns, relationship to the spread of infection • Procedures and precautions used in schools and salons, including sanitation, disinfection and sterilization • Various hypertrophies of the skin <p>Hair Cutting</p> <ul style="list-style-type: none"> • Principles of hair design • Basic principles of hair cutting • Steps for graduated hair cutting

<ul style="list-style-type: none"> • Perform a sectioning of hair before cut • Perform a graduated hair cut <p>Life skills</p> <ul style="list-style-type: none"> • Develop successful learning strategies • Employ successful learning tools • Demonstrate time management skills • Conduct a client consultation • Demonstrate professionalism with clientele • Demonstrate awareness of local Yukon First Nations’ and other cultural hairstyling practices • Take practical steps for effectively communicating in the classroom <p>Electricity</p> <ul style="list-style-type: none"> • Practice electrical equipment safety • Explain light energy and light therapy <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"> • Elements of professionalism • Cultural hair practices <p>Electricity</p> <ul style="list-style-type: none"> • Nature of electricity and the two types of electrical current • Electrical measurements • Principles of electrical equipment safety • Electric modalities used in cosmetology • Types of electrical equipment cosmetologists use • Electromagnetic spectrum • Types of light therapy and their benefits <p>WHMIS and First Aid</p> <ul style="list-style-type: none"> • Simple safety and first aid applications for minor cuts, burns, choking and eye injury
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Curricular Competencies – Elaborations

- **Proper and effective shampoo service** including draping
- **Implements** – hot tools, brushes, combs, products
- **Conditioning treatments** – hair wrapping, hot oil, cuticle sealers
- **Using the principles of hair design** – five basic elements of hair design: line, form, space, design, texture and color.
- **Blunt** – proper section, one length
- **Graduated hair cut** – where weight is built up within the shape of the hair or the external line creating a gradual progression
- **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
- **Hair wrapping** – setting hair with products and wrapping cloth around the head in order to style hair
- **Steps to do a pin curl** – using product and technique to curl hair, done with either a comb/ fingers/ pins or using heat and pinning to create curls
- **Theories of prevention** – steps to take in order to prevent infections in a salon setting: sanitizing, disinfecting, sterilization

Content – Elaborations

- **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