|  |  |
| --- | --- |
| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Cosmetology I |
| **Lesson/Unit Title** | Be Visually Aware: Nail Diseases and Disorders |
| **TEKS Student Expectations** | **130.283. (c) Knowledge and Skills**  (2) The student applies academic skills to the field of cosmetology. The student is expected to:  (A) explain the importance of anatomy and physiology to the cosmetology profession  (B) identify body tissue, body systems, and their functions  (C) explain the structure, composition, and growth of skin, nails, and hair  (3) The student demonstrates knowledge of rules and regulations established by the TDLR. The student is expected to:  (A) apply health and safety policies and procedures  (B) recognize risks and potentially hazardous situations in compliance with the TDLR |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Describe the difference between nail disorders and diseases * Pronounce the nail diseases and disorders correctly * Research the causes, signs or symptoms, and treatment of the nail diseases or disorders |
| **Rationale** | Manicurists can expect to see different types of nail disorders. You can treat nail disorders; however, nail diseases must be treated by a physician. As a manicurist, we must be aware of the nail problems our clients might bring to us. We must be able to identify the problem to give the client the very best service possible. |
| **Duration of Lesson** | Five 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Blue nails:** Nail bed has a tendency to turn blue  **Bruised nails:** A blood clot forms under the nail plate to form a bruise  **Corrugations:** Wavy ridges in the nail plate  **Eggshell nails:** A thin, white nail plate that is more flexible than normal  **Furrows:** Depressions in the nail moving horizontally or vertically along the nail  **Hangnail:** The dry cuticle splits around the nail  **Leukonychia:** (loo-koh-NIK-ee-ah) White spots on the nail  **Melanonychia:** (mel-uh-nuh-NIK-ee-uh) Darkening of the nail  **Onychatropia:** (ahn-ih-kuh-TROH-fee-uh) Wasting away of the nail  **Onychauxis:** (ahn-ih-KAHK-sis) Excessive thickening of the nail  **Onychophagy:** (ahn-ih-koh-FAY-jee) Bitten nails  **Onychorrhexis:** (ahn-ih-koh-REK-sis) Brittle nails with striations in the nail plate  **Pincer nail:** Edges of the nail plate curl around to form the shape of a cone  **Plicatured nail:** (plik-a-CHOORD) Folded nail  **Pterygium:** (teh-RIJ-ee-um) Forward growth of the cuticle as it attaches to the nail plate  **Tile shaped nails:** Increased crosswise curvature throughout the nail plate |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with LCD projector for PowerPoint presentation * Computers with Internet access (be sure to follow school district guidelines)   **Materials:**   * Cardstock (for flashcards) * Index cards (for Quizlet review) * Nail magazines * Poster boards (cut in half)   **Supplies:**   * Disinfectant * Glue * Nail clippers * Nail implements   + Application brush   + Metal pusher   + Nail brush   + Nippers   + Tweezers   + Wooden pusher * Scissors * Copies of all handouts   **PowerPoint:**   * Be Visually Aware – Nail Diseases and Disorders * Presentation Notes – Be Visually Aware – Nail Diseases and Disorders   **Technology:**   * Free iPad App:   + NAIL Pro Magazine  The premiere magazine for nail professionals <https://itunes.apple.com/us/app/nailpro-magazine/id432151827?mt=8> * Infographic:   + Five Steps to Prevent Exposures and Protect Worker Health in Nail Salons <https://blog.dol.gov/sites/blog.dol.gov/files/images/2015/01/TomCard_NailSafety2.jpeg>   + Is Your Manicure Making Someone Sick?<https://blog.dol.gov/2015/01/27/is-your-manicure-making-someone-sick/>   **Graphic Organizers:**   * Nail Anatomy * Nail Anatomy (Key)   **Handouts:**   * Be Visually Aware – Nail Diseases and Disorders Notes * Nail Diseases and Disorders Quiz * Nail Diseases and Disorders Quiz (Key) * Nail Disorders Terms and Pronunciation * Nail Disorders and Disease Flashcards * Nail Salon Workers Guide * Rubric for Visual Display – Nail Disease or Disorder |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Display as many of the materials and equipment from the Materials and Specialized Equipment Needed section as you have available. Allow students to view the items as they enter the classroom.  Ask the following questions:   * Do you recall seeing any nail disorders on someone? * What did you think was wrong? * Do you think nail disorders can be treated? * Would you work on a client’s nails if they showed signs of nail disorders?   Discuss how many people have experienced a common nail disorder at some time in their lives. It is important that as a cosmetologist, they are able to recognize these disorders to assist their clients. |
| **Direct Instruction \*** | Have you ever noticed that everyone’s hands and nails look different? Sometimes you may see different types of nail disorders. You can treat nail disorders. Nail diseases must be treated by a physician. As a manicurist, we must be aware of the nail problems our clients might bring to us. We must be able to identify the problem to give the client the very best service possible.  Distribute handout Be Visually Aware – Nail Diseases and Disorders Notes so that students may take notes during slide presentation.  Introduce PowerPoint Be Visually Aware – Nail Diseases and Disorders.  Discuss the common nail diseases and disorders students may see while employed in a salon.  View YouTube video:   * Nail Disorders  Dr. Scott Robertson shows examples of common finger and toe nail disorders.<http://youtu.be/LEPizQQuI_Y>   Note: video is only 3.50 minutes but repeats itself without voices.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing assistance with note-taking * provide a copy of the slide presentation |
| **Guided Practice \*** | Distribute handout Nail Anatomy. Students need to be able to identify parts of a healthy nail before they research diseases and disorders. Students may use a textbook or the internet to identify the parts of the nail.  Distribute handout, Nail Disorder Terms, and Pronunciation. Review terms with the students and allow them to practice pronouncing each word.  Divide the students into subgroups of three to work together to create sets of Nail Diseases and Disorders flash cards using Quizlet com.<http://quizlet.com/4855461/flashcards>  This program will also pronounce the terms correctly.  Allow students to explore the website and practice pronouncing the terms as well as learning the definitions.  Remind students that an assessment test will be given at the end of the lesson to assess their knowledge.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * peer tutoring * extended time |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Before class – print and separate the Nail Disorders and Diseases Flashcards. Place the cards in a basket.  Divide the class into subgroups of two. Allow one student to choose a disorder or disease for the two of them to research the following information:   * Causes * Signs or symptoms * Treatment   Students will create a poster (1/2 size) with the diseases or disorder information and include an image of the nail. They may use nail magazine pictures to make the poster *visually appealing.*  Distribute Rubric for Visual Display – Nail Diseases or Disorders so students will understand what is expected.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * listen to audio recordings * use visual aids such as pictures and flashcards |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Divide the class into two teams. Read the definition to one team member at a time to assess their knowledge of the terms. The team with the highest score wins. |
| **Summative/End of Lesson Assessment \*** | Allow students to access a Nail Disorders flashcard to review.  Distribute Nail Diseases and Disorders Quiz.  Students will present their poster to the class. Posters will be displayed in the classroom.  Students will be assessed with appropriate rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * oral test * reduce number of test items * praise participation |
| **References/Resources/**  **Teacher Preparation** | **Image:**   * Human Nail Anatomy  Creative Commons Image  Anatomy of the basic parts of the human nail<http://en.wikipedia.org/wiki/File:Human_nail_anatomy.jpg>   **Textbook:**   * (2004). *Milady standard cosmetology.* Clifton Park, New York: Thompson Delmar Learning. * Frangie, C.M. (2012). *Milady Standard Cosmetology.* Clifton Park, NY: Cengage Learning   **Websites:**   * Quizlet.com  Allows you to create and access quizzes <http://quizlet.com/4855461/nail-disorders-flash-cards> * Stay Healthy and Safe While Giving Manicures and Pedicures  A Guide for Nail Salon Workers<https://www.osha.gov/pls/publications/publication.html> * Texas Department of Licensing and Regulations www.license.state.tx.us/   **YouTube:**  Nail Disorders  Dr. Scott Robertson shows examples of common finger and toe nail disorders.<http://youtu.be/LEPizQQuI_Y> |
| **Additional Required Components** | | **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall * Add terms and definitions to personal dictionary |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | | **Recommended Strategies** |
| **Reading Strategies** | Allow students to read the Nail Salon Workers Guide from the Occupational Safety and Health Administration (OSHA) to find out how to stay healthy and safe while giving manicures and pedicures.  Reading strategy: Encourage students to “visualize” as they read. Many students are visual learners and will benefit from making sketches or diagrams on scrap paper as they read. Providing students with graphic organizers to help them organize their thoughts is also helpful. |
| **Quotes** | What this country needs are dirtier fingernails and cleaner minds. **-Will Rogers**  Luck consists largely of hanging on by your fingernails until things start to go your way. **-Aaron Alston**  I just blow-dry my hair and put on mascara and lip gloss, and I’m ready to go. I really don’t get long nails. They’re so Edward Scissorhands. **-Kelly Clarkson**  I’ve raised my girls in a sort of genderless fashion. I mean, I’ll take them to get their nails done – I actually love doing that – but I also play ball with them. As a result, my girls are tough and athletic and game for everything. **-Harry Connick, Jr.**  No one likes getting their nails done more than I do. **-Serena Williams** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entry**   * Manicures and pedicures are important because …. * Nail implements to do manicures and pedicures need to be disinfected because …. * Beautiful nails are a sign of …… * Nutrition plays a role in some nail disorders because …… * Nails are necessary because …….   **Writing strategies:**   * RAFT Writing Assignment   + Role: Manicurist   + Audience: Self   + Format: Journal entry   + Topic: The difference between nail diseases and disorders. Give two examples of a nail disorder. |
| **Communication**  **90 Second Speech Topics** | * Why is it important to be visually aware of nail disorders? * Explain the difference in nail diseases and disorders, give an example.   A client comes in for a manicure. After examining her nails, you see she shows signs if nail biting. What would you tell her about her nail condition? Explain the treatment for this problem. |
| **Other Essential Lesson Components** | | **Other Essential Lesson Components** |
| **Enrichment Activity**  (e.g., homework assignment) | If budget allows, distribute artificial nail tips to students. Have them create the nail disorders on each tip. They can use clay, paint, polish, or any item to help them create the disorder. Students will then put these creations on a poster board with the name, definition, and treatment.  **Infographic:**  Infographics are graphic visual representations of information, data or knowledge intended to present complex information quickly and clearly.  The infographic below is related to this lesson. Allow students to view the image on a projector and lead a discussion concerning the information provided.  Five Steps to Prevent Exposures and Protect Worker Health in Nail Salons Is Your Manicure Making Someone Sick?<https://blog.dol.gov/files/2015/01/TomCard_NailSafety2.jpeg> |
| **Family/Community Connection** | Invite the Printing, Welding, or Auto Body instructors and their classes to speak to your cosmetology students about the types of activities/work that is done in their career field. Ask them to bring/display and discuss types of harsh chemicals that are used in their classes and career field. Have them bring copies of the MSDS sheets for each chemical to share with your students.   * Cosmetology students can examine the hands of the instructors and students and make recommendations. * Allow cosmetology students to give the instructor and students a manicure. All students can be asked to write a reflection about their experience. * Prior to lesson, speak to your students about the conditions of hands and nails that they may encounter. The expectation is that they act in a professional manner at all times.   Please note: Do not allow students to work on infected nails. |
| **CTSO connection(s)** | **SkillsUSA**  <http://www.skillsusa.org/>  Students must be members of SkillsUSA in order to compete in Quiz Bowl. Quiz Bowl is a competition which is based on the knowledge a student has about the theory of cosmetology. Preparing for this competition is like preparing for the State Board Exam. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see:  <http://www.servicelearning.org>  Example:   * Project name: The Healing Touch * Students brainstorm the procedures for a service-learning project involving senior citizens.   Students follow procedures such as:   * obtaining permission from campus officials * creating a list of local nursing homes or senior citizen centers * placing calls, asking, and obtaining permission from the facility director to provide free services, such as manicures, to their clientele * scheduling the event * determining transportation to event * discussing the special needs/concerns of working on older clients, e.g. may have hearing problems, how to properly analyze their hands, etc. * purchasing products suited for older clients (for example: nail products) * reviewing infection control practices prior to event * reviewing “what if…” scenarios * displaying professionalism: setting up quietly, being attentive to the clients * cleaning up * writing a reflection on what they learned from the experience and how this knowledge will help them in the future |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)