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| **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** | 45° or Graduated Bob Haircut |
| **TEKS Student Expectations** | **130.283. (c) Knowledge and Skills**  (4) The student demonstrates an understanding in the use of tools, equipment, technologies, and materials used in cosmetology. The student is expected to:  (A) employ safe and effective use of tools to enhance client services  (B) use ergonomically designed equipment to promote professional efficiency  (5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:  (B) document client satisfaction, procedures, and products to facilitate ease of consultation in future appointments |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Define terms associated with the lesson * Explain correct body positioning and posture * Demonstrate correct draping * Demonstrate proper safety and sanitation procedures * Demonstrate proper methods of handling equipment * Break down proper sectioning and guidelines * Demonstrate understanding by cutting a graduated bob with layers |
| **Rationale** | Vidal Sassoon’s 1960’s revolution of style changed the way women styled their hair. From weekly big hair style-outs to every day wash and wear, Vidal Sassoon helped to create the classic 60’s look. Learning how to craft the perfect bob or graduated layers haircut will help earn your place as the most sought-after stylist in your salon. Let’s take another look at a style that continues to hold its reign as the most classic, and often edgy, style in modern hairdressing history. |
| **Duration of Lesson** | Three 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Correct body positioning:** Rolling your shoulders back and standing directly (parallel) in front of the section on which you are working  **Cutting line:** Angle at which the fingers are held when cutting, and ultimately, the line that is cut  **Elevation:** Angle or degree at which a subsection of hair is held or lifted, from the head when cutting  **Graduated haircut:** Graduated shape or wedge; an effect or haircut that results from cutting the hair with tension, low to medium elevation, or over direction  **Guideline:** Section of hair, located either at the perimeter of the interior of the cut, that determines the length the hair will be cut  **Haircutting shears:** Used mainly for removing length and detailing the haircut  **Interior:** Inner or internal part of a hairstyle  **Layered haircut:** Graduated effect achieved by cutting the hair with elevation or over direction; the hair is cut at higher elevations, usually 90 degrees or above, which removes weight  **Moving guideline:** Guideline that moves as the haircutting progresses, used often when creating layers or graduation  **Over direction:** Combing a section away from its natural falling position, rather than straight out from the head, toward a guideline; used to create increasing lengths in the interior or perimeter  **Part/Parting:** Line dividing the hair at the scalp, separating one section of hair from another, creating subsections  **Perimeter:** Outer line of a hairstyle  **Sections:** To divide the hair by parting into uniform working areas for control  **Stationary guideline:** Guideline that does not move  **Tension:** Amount of pressure applied when combing and holding a section, created by stretching or pulling the section  **Texturizing:** Haircutting technique designed to remove excess bulk without shortening the length  **Thinning shears:** These tools are great for removing excess bulk and for blending one length with another  **Weight line:** Visual line in the haircut where the ends of the hair band together  **Wide tooth comb:** Tool used when cutting thicker and longer lengths, where detailing is not required |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation   **Materials:**   * Photos of graduated layers haircuts   **Supplies:**   * Barber comb * Blow-dryer and concentrator * Clippers * Cutting cape * Cutting comb * Mannequin and stand * Medium round brush * Neck strip * Shears * Trimmer * Water bottle * Copies of all handouts   **PowerPoint:**   * 45° or Graduated Layers Haircut   **Technology:**   * Free iPad App:   + Hairstyles and Haircuts The catalog app features more than 900 photos of haircuts and hairstyles [https://itunes.apple.com/us/app/hair-styles-and-haircuts/id781408804?mt=8](https://www.youtube.com/watch?mt=8)   **Graphic Organizers:**   * 45° Haircut Sectioning and Guidelines Diagrams * 45° Haircut Sectioning and Guidelines Diagrams (Key)   **Handouts:**   * 45° or Graduated Layers Haircut Quiz * 45° or Graduated Layers Haircut Quiz (Key) * 45° or Graduated Layers Vocabulary * 45° or Graduated Layers Vocabulary (Key) * Note-Taking – 45° or Graduated Layers Haircut * Rubric for 45° or Graduated Layers Haircut |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Display as many of the materials and supplies from the Materials/Specialized Equipment Needed section as you have available on a table in front of the classroom.  Print the photos of graduated layers hairstyles or cut them out of a magazine and display them around the room.  Address key terms in today’s lesson and how they relate to the photos.   Assign a scribe to write notes on the board from student comments.  Ask students the following questions:   * Are you inspired by the modern design of a classic bob? * Name a few celebrities who have fashioned this classic look. * What are some details that give this classic haircut its unique look? * Do you know who Vidal Sassoon is? * Did you realize that geometry and architectural designs inspired the graduated layers look? * Continue the discussion about the importance of this modern haircut. |
| **Direct Instruction \*** | Review lesson objectives, terms, and definitions.  Distribute graphic organizer Note-Taking – 45° or Graduated Layers Haircut so that students may take notes during the slide presentation.  Introduce PowerPoint 45° or Graduated Layers Haircut and lead a discussion about this haircut.  View YouTube video from BDangerousHair (with permission):   * Short Curly Hair Dallas  Brian is a Hairdresser and Licensed Cosmetology Educator, who helps his clients achieve the look they want, without compromising the texture or fabric of the hair. Brian offers a wide range of services and treatments to enhance the quality of the hair and bring out its natural shape.<https://www.youtube.com/watch?v=vQZMfDNC4a4&index=1&list=PLA206B691631CD771>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * working with a peer during note-taking * having a copy of the slide presentation on which to take notes |
| **Guided Practice \*** | Review the Cosmetology Administrative Rules for the general requirements of the Health and Safety Standards.  These standards include:   * Clean and disinfect equipment, tools, implements and supplies before use on each client * Use clean towels for each client * Use clean cutting implements and shampoo capes for each client * Use a sanitary neck strip or towel * Employ good hygiene habits while providing cosmetology service   Distribute handout Graduated Layers Vocabulary and allow students to define the vocabulary.  Distribute handout Graduated Layers Sectioning and Guidelines Diagrams and instruct the students to identify the proper sectioning and guidelines needed for a graduated layer haircut.   Demonstrate the following procedures for the students:   * Correct body positioning and posture * Correct draping for a hair cut * Proper methods of handling equipment * Remind students about correct safety and sanitation * Break down of sectioning and guidelines for a haircut * Moving guidelines * The wet haircut * The blow dry * Refinement and texturizing * Cross-checking   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing more time * peer tutoring |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will:   * Practice the haircutting techniques on their mannequins * Work independently with their mannequins   Important: Students should follow the haircut style instructions/procedures in order to give the client their desired style.  Distribute Rubric for 45° or Graduated Layers Haircut so that students may know 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:*   * providing more time for practice * frequent feedback |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  A beach ball toss may be used for this review.  Remind students that there will be a quiz over the terms and definitions at the end of the lesson.  Script: Today we learned how to create a timeless, classic haircut that continues to be popular. Your dedication to mastering the art of shape and style will help grow your clientele full of loyal customers with every walking billboard you produce.  Question and Answer Session:   * What is the importance of over direction within this haircut?   + Without over directing behind the ear, the weight line changes from diagonal forward to horizontal. * What is the difference between a stationary guideline and moving guideline?   + Sections are pulled back to the same stationary guideline. A moving guideline travels throughout the haircut. * How does elevation play a role in graduation and layering?   + The higher the elevation, the more length and weight is removed. This causes the hair to move freely and with more movement. * How does texturizing enhance the overall haircut?   + It removes bulk and weight from heavy areas around the head. * Why is it important to follow all safety and sanitation?   + To prevent the spread of unwanted disorders and diseases. |
| **Summative/End of Lesson Assessment \*** | Students will demonstrate their haircutting skills.  Students will be assessed with appropriate rubric.  Distribute handout 45° or Graduated Layers Haircut Quiz and allow students to evaluate their knowledge of terms.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * quizzes of reduced length * oral quizzes * immediate feedback |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * B. Rodriguez, Licensed Cosmetology Instructor: Used with permission from Brian Dangerous Hair. * Microsoft Office Clip Art: Used with permission from Microsoft.   **Textbook:**   * *Milady standard cosmetology: Situational problems.* (2012). Clifton Park, NY: Cengage Learning.   **YouTube:**   * Short Curly Hair Dallas  Brian is a Hairdresser and Licensed Cosmetology Educator, who helps his clients achieve the look they want, without compromising the texture or fabric of the hair. Brian offers a wide range of services and treatments to enhance the quality of the hair and bring out its natural shape.<https://www.youtube.com/watch?v=vQZMfDNC4a4&index=1&list=PLA206B691631CD771> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Work with peer tutor * Peer to read materials * Highlighted materials for emphasis * Shortened simplified instructions * Use Cornell notes to draw and associate visuals to grasp newly introduced concepts |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Articles pertaining to this lesson that students may read include:   * How to Cut a Layered Haircut Sometimes a layered haircut is called a circle haircut, and it is one of the first cuts a stylist learns because it can be modified to create a variety of different looks.<http://www.ehow.com/how_2386760_cut-layered-hair-cut.html> * How to Identify the Four Basic Hair Cut Types Identifying the four-basic hair cut types is necessary before you can cut hair.<http://www.ehow.com/how_2213112_identify-four-basic-hair-cut.html> * Types of Haircutting Beauticians study to learn how to cut hair so that is flows properly and frames the face.<http://www.ehow.com/info_8495829_types-haircutting.html> * **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** | Hair brings one’s self-image into focus. **-Shana Alexander**  We learned to put discipline in the haircuts by using actual geometry, actual architectural shapes, and bone structure. The cut had to be perfect and layered beautifully, so that when a woman shook it, it just fell back in. **-Vidal Sassoon**  If you get hold of a head of hair on somebody you’ve never seen before, cut beautiful shapes, cut beautiful architectural angles and she walks out looking so different – I think that’s masterful. **-Vidal Sassoon** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * The difference between graduation and layering is … * The proper sectioning and parting angles of the modern bob are … * It is important to complete each haircut with phase three, detailing and finishing, because …   Additional Writing Strategy: Students will write a RAFT writing strategy from the perspective of a client in the 1960’s seeking a Sassoon style makeover for the first time.   * Role: 1960’s client * Audience: self * Format: diary entry * Topic: graduated layers cut   Explain why this wash and wear kind of style holds a new sense of freedom from weekly styles of old. |
| **Communication**  **90 Second Speech Topics** | * The modern bob was inspired by architectural designs of city landscapes. I draw creativity from this by … * Three reasons the 45° haircut is classy and edgy are … * Vidal Sassoon changed modern hairdressing by… |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Students may view the video and practice the blow-drying technique on the mannequin:  Round Brush Blow Out– Ardem Keshishian Blow Out Dallas Watch as Master Stylist and salon owner, Ardem Keshishian, manipulates his clients curly hair straight, with a round brush and a blow dryer.<http://www.youtube.com/watch?v=BIiItZqueOY&list=UUURsQPnSDOGCrdrGNM5Odiw> |
| **Family/Community Connection** | Students can practice their blowout techniques on their friends, family, and members of the community.  This “Dry Bar” service will focus on student dexterity and round brush techniques. |
| **CTSO connection(s)** | **Skills USA**  [www.skillsusa.org](http://www.skillsusa.org/)  Cosmetology Students will demonstrate their skills in haircutting, hair styling and long hair design in four separate tests. All work is performed on mannequins so everyone begins with the same model and the same type of hair. Contestants will create one 90° women’s haircut, one woman’s and one man’s cut from a finished photo. A display of creativity is seen in the long hair segment of the competition where these future salon professionals demonstrate their own design skills. A parade finale closes the contest with each contestant walking down the stage with their completed mannequins to present to the audience. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to this lesson. For ideas, visit: [www.ysa.org](http://www.ysa.org/)  Possible idea: Set up a community hair donation event.  Students can take part in giving back to their community by donating ponytails cut from volunteer’s hair to a wig-making non-profit organization that benefits cancer patients. This opportunity will strengthen student confidence in working with the public and allow students to practice short haircuts. Encourage students to invite their friends and family. |

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)