**TEXAS CTE LESSON PLAN**

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| **Lesson Identification and TEKS Addressed** | |
| **Cluster** | Human Services |
| **Course** | Cosmetology II |
| **Lesson/Unit Title** | Client Consultation |
| **TEKS Student Expectations** | **130.284. (c) Knowledge and Skills**  (5) The student applies the academic knowledge and practical skills to simulated and actual work situations  (A) The student is expected to appraise client desires to assist with formulation of personal care services  (B) The student is expected to judge client satisfaction by recording solutions, procedures, and products to enhance future services and client interactions |
| **Basic Direct Teach Lesson** | |
| **Instructional Objectives** | **Students will:**   * Define client consultation * Understand how to prepare for a consultation * Identify the use of a consultation card * Role-play a client consultation |
| **Rationale** | **Script:**  Have you ever gotten your hair cut, styled, or colored at a salon and when you left, you were not happy with it? Did you ever feel like your hairdresser was rushing to get through with you so she could get to the next client or go to lunch? How many of you have EVER had a client consultation done before you received a service at the salon? Most of us have never gotten the full benefit of a true client consultation. Today, you are going to perform a client consultation on either a client or each other so that you may begin including this as part of a routine visit when you give a salon service.  Should you perform a consultation on every client every time? Of course! – even it is just the simple question “Would you like the same haircut as last time?” You should ALWAYS perform a quick hair and scalp analysis on every client regardless of what service they are receiving. This protects you and your client. As we follow the steps, you will be able to explain why this is an important first step to every salon service. |
| **Duration of Lesson** | Two 45-minute class periods |
| **Word Wall** | **Client consultation:** The verbal communication with a client that determines the client’s needs and how to achieve the desired results  **Consultation card:** A record card to record the results of the client’s hair and scalp analysis as well as services performed and client information  **Density:** The amount of hair per square inch  **Effective communication:** The act of successfully sharing information between two people (or groups of people) so that the information is understood  **Elasticity:** The ability of the hair to stretch and return to normal  **Hair and scalp analysis:** An in-depth look at the client’s scalp and hair condition  **Length:** The overall length of the hair  **Porosity:** The ability of the hair to absorb liquid  **Scalp condition:** The overall health of the scalp  **Texture:** The feel of the hair based on the diameter |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector and Internet for PowerPoint ™ presentation (be sure to follow school district guidelines) * Remote   **Supplies:**   * Clipboards * Draping fabric * Styling books * Swatch book or swatch ring of hair color options * Copies of all handouts   **PowerPoint:**   * Client Consultation   **Graphic Organizers:**   * Client Consultation Notes * Client Consultation Notes (Key) * KWL – Client Consultation   **Handouts:**   * Client Consultation Card |
| **Anticipatory Set** | **Before class begins:**  Display as many of the materials and supplies from the Materials or Specialized Equipment Needed section as you have available on a table in front of the classroom.  Distribute graphic organizer KWL Chart – Client Consultation and ask students to complete the first two sections:   * K – What do I know about the importance of a proper client consultation? * W – What do I want to know about the importance of conducting a thorough and proper consultation?   The last column will be completed at the close of the lesson.  Discuss with your students the importance of attracting new clients and maintaining current clients.  Ask students the following questions:   * Why do we need to perform a hair and scalp analysis every time on every client? * What services might be affected by an improper hair and scalp analysis? * What services might be affected by not performing a hair and scalp analysis? |
| **Direct Instruction with**  **Special Education Modifications/**  **Accommodations** | Introduce lesson objectives, terms, and definitions.  Distribute graphic organizer Client Consultation Notes so that students may take notes during the slide presentation.  Introduce PowerPoint Client Consultation and lead a discussion on the importance of communication with the client.  During the slide presentation, view the short eHow videos:   * Ask, Analyze, and Assess Your Salon Client’s Needs Learn how to ask specific questions of your clients to get a better idea of what exactly they want in this free video clip on cosmetology. * How to Agree with Your Client in the Salon Learn tips on how to ask special questions to your client and how important agreeing with them is in this free video clip. http://www.ehow.com/video\_4409003\_agree-client-salon.html * How to Complete a Salon Client Ticket Learn tips on what to do to complete your client’s ticket after it has been properly filled out in this free video clip on cosmetology. * How to Properly Complete Your Salon Service Learn tips on how to properly complete your service with a customer in this free video clip on cosmetology. * How to Properly Greet Your Salon Clients Learn the proper way to greet your clients in the salon in this free video clip on cosmetology.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * Shortened directions * Check for understanding |
| **Guided Practice with**  **Special Education Modifications/**  **Accommodations** | Distribute Client Consultation Card and explain the first two sections.  The first section of card is for the client to fill out (name, address, contact information).  The second section is for the results of the hair and scalp analysis.  The third section is to record services, dates and results and will be filled in during the next lesson Client Follow-up.  Divide the class into subgroups of two.  Students will drape each other (or a client, if one is available).  Have the “client” complete section 1 of the card.  Students will perform the hair and scalp analysis and complete section 2.  Based on their findings, students will discuss possible services the “client” would like.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * Peer tutoring * Frequent feedback |
| **Independent Practice/Laboratory**  **Experience with Special Education Modifications/**  **Accommodations** | Distribute a new Client Consultation Card and rotate partners for more practice.  Allow students to practice greeting the client.  Students will share services discussed for client with the class.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * Peer tutoring * Shortened instruction |
| **Lesson Closure** | Review the client consultation card and definitions.  Lead a class discussion about student and client reactions.  Allow student feedback for other things that could be included in the client consultation.  Ask students the following questions?   * How would you feel if you received this service in a salon? * How will it make your clients feel when they receive this treatment before every service?   Distribute the KWL Chart – Client Consultation and allow students to complete the last section.   * L – What did I learn about the importance of the client consultation process and its effects on salon services? |
| **Summative/End of**  **Lesson Assessment with**  **Special Education Modifications/**  **Accommodations** | Client consultation cards will be reviewed for completeness and appropriate verbiage.  Individual review will be completed and assessed.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * Frequent feedback * Encouragement and praise provided |
| **References/Resources** | **Textbook(s):**   * *Milady standard cosmetology: Situational problems.* (2012). Clifton Park, NY: Cengage Learning.   **Videos:**   * Ask, Analyze, and Assess Your Salon Client’s Needs Learn how to ask specific questions of your clients to get a better idea of what exactly they want in this free video clip on cosmetology. * How to Agree with Your Client in the Salon Learn tips on how to ask special questions to your client and how important agreeing with them is in this free video clip. http://www.ehow.com/video\_4409010\_complete-salon-client-ticket.html * How to Complete a Salon Client Ticket Learn tips on what to do to complete your client’s ticket after it has been properly filled out in this free video clip on cosmetology. * How to Properly Complete Your Salon Service Learn tips on how to properly complete your service with a customer in this free video clip on cosmetology. * How to Properly Greet Your Salon Clients Learn the proper way to greet your clients in the salon in this free video clip on cosmetology. |
| **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 * Utilize Four Corners Vocabulary/ Word Wall Activity (Attachments–coming soon) |
| **College and Career Readiness Connection** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Students may read the following articles:   * Effective Communication in Salons If you have ever left the hair salon thinking “This is not what I asked for,” then you understand, to some degree, the importance of effective communication in the salon. <http://www.ehow.com/facts_7163660_effective-communication-salons.html> * How to Perform a Client Consultation in Your Beauty Salon A client consultation helps you establish trust with your client as you discuss the goals she or he has for their hair, skin or nails.<http://www.ehow.com/how_5322237_perform-client-consultation-beauty-salon.html>   **Reading Strategy:** Encourage students to connect reading to their life experiences or prior knowledge. |
| **Quotes** | I don’t think I could live without hair, makeup, and styling, let alone be the performer I am. I am a glamour girl through and through. I believe in the glamorous life and I live one.  **-Lady Gaga**  I’m undaunted in my quest to amuse myself by constantly changing my hair.  **-Hillary Clinton** |
| **Writing Strategies** | **Journal entries:**   * Performing a client consultation is important because … * Three benefits to performing a client consultation are ……     **Writing strategy:**  RAFT (Role/Audience/Format/Topic)   * + Role: hairdresser   + Audience: client   + Format: client consultation   + Topic: services available based on the hair and scalp analysis   The client would like to receive a chemical service based on your recommendations from the hair and scalp analysis just performed. |
| **Communication 90 Second Speech Topics** | * A conversation with the client during the consultation may include …. * Three available services based on the client consultation card may be …. |
| **Other Essential Lesson Components** | |
| **Enrichment activity** | * Students may record themselves completing a client consultation and allow class critique upon completion. * Students may videotape a willing hairdresser during client consultation time, with the client’s permission as well. Video may be shown to class for observation and question/answer period with instructor. |
| **Family/Community Connection** | Invite friends and family into the cosmetology lab during class time or scheduled client labs for practice performing client consultations.  Have students invite their teachers in during conference time for a consultation “on the house.”  Invite local salon personnel or advisory committee members to come in for client consultation demonstrations. Ask speakers if they offer different consultations based on requested services. |
| **CTSO connection** | **SkillsUSA:**  <http://www.skillsusatx.org/>   * Esthetics  The Esthetics competition evaluates the contestants’ techniques and professionalism in the field of skin care. Students will be tested in four different areas: an oral skin consultation; a written exam covering the fundamentals of skin care; sanitation; skin analysis; a hands-on basic facial demonstration; and a daytime and fantasy make-up application. * Nail Care The purpose of this contest is to evaluate each contestant’s preparation for employment and to recognize outstanding students’ excellence and professionalism in the field of nail technology. The contest consists of 6 separate segments; oral communication skills, acrylic application, tip and wrap application, nail polish application, nail art pedicuring and a written exam. The written exam tests basic knowledge of proper sanitation, chemical safety, and salon procedures. The practical applications evaluate the contestant’s ability to perform the most common nail services in the salon today. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. [www.ysa.org](http://www.ysa.org)  Possible idea: Students may offer free client consultations during community service projects such as visits to the nursing homes, retirement communities or to invalid/shut-in patients. |