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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** | Introduction to Cosmetology |
| **Lesson/Unit Title** | Past, Present, and Future |
| **TEKS Student Expectations** | **130.282. (c) Knowledge and Skills**  (4) The student identifies and describes the function of tools, equipment, and technologies used in cosmetology. The student is expected to:  (A) explore safe use of tools to enhance client services  (B) describe ergonomically correct use of equipment to promote professional efficiency  (C) summarize available technology sources that could be used in a professional salon setting  (5) The student develops professional skills needed to make appropriate career plans. The student is expected to:  (C) research the elements of successful salon operations such as recordkeeping, inventory, and business plan development |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Describe the origins of appearance enhancement * Describe the advancements made in cosmetology during the 19th, 20th, and 21st centuries * Investigate the career opportunities available to a licensed cosmetologist |
| **Rationale** | Becoming aware of the history of cosmetology will help you to understand current trends and plan for a successful future. You must set and understand your personal and professional goals in order to start your plan of action. Your goals will change and your action plan will grow as you continue to learn. Let’s look back at where this wonderful industry began and what the future holds for you in your chosen career. |
| **Duration of Lesson** | Four 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Barber:** Derived from the Latin word “barba”, which means “the hair of the beard”  **Barber pole:** A symbol of the barber surgeon and results from the bloodletting  **Cosmetology instructor:** A licensed cosmetologist that has tested and been re-licensed as an instructor and may teach in a licensed school  **Egyptians:** First to use cosmetics for beautification, religious ceremonies, and burials  **Hair color specialist:** Specializing and training in the knowledge and application of hair color  **Kosmetikos:** Greek for skilled in the use of cosmetics  **Salon trainer:** Someone hired by a product company or a chain salon to the stylist  **20th Century:** The invention of motion pictures introduced more standards of femininity  **21st Century:** Brought the era of specialization, spas, and men’s specialty spas |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computer lab/lab cart   **Materials:**   * Glue * Index cards * Markers * Magazines, newspapers * Milady Standard Textbook of Cosmetology * Poster board * Strips of paper with eras, see guided practice * Copies of handouts   **PowerPoint:**   * Past, Present Future   **YouTube:**   * Several students in a cosmetology school, talk about career goals.<http://youtu.be/d6vV0VFY6FA> * Students can construct a puzzle of their choice using words from the Word Wall or their list of adjectives describing a cosmetology professional. [www.discoveryeducation.com/freepuzzlemaker](http://www.discoveryeducation.com/freepuzzlemaker)   **Handouts**   * Focus Sheet – Allows students, but specifically ELLs to use recently memorized words/phrases. * Chit-Chat Topics – The handout has 3 questions to be answered by the students. Give students a time limit and then “chitchat” about their answers. * Note taking * Speech Topics – The century that interests me the most”  and “A cosmetology professional is . . .” |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Distribute an index card to each student as they walk into the classroom. Instruct them to write down ten adjectives that describe a cosmetology professional.  The information on the index card will be used later in the lesson. |
| **Direct Instruction \*** | Prepare students to take notes on upcoming slide presentation. Introduce lesson objectives, terms, and definitions.  Use the following outline to assist you with the slide presentation Past, Present, Future.   * Early History: This field is known as one of the oldest professions in the world * Cosmetology/Barbering * Archeological studies * Implements * Egyptians * Chinese * Romans * Middle ages * Renaissance * Victorian * The barber poles * 20th Century- The creation of motions pictures changed women’s beauty ideas. This era brought new fortune to the US and all forms of beauty began to evolve. * 1901-1910 * 1920’s * 1930’s * 1940’s * 1951-2000 * 21st century * Career in hairstyling: When you finish Cosmetology, take, and pass the state exam; the opportunities are limitless. * Hair color specialist * Texture Specialist * Cutting Specialist * Salon Trainer * Distributor Sales Consultant * Cosmetology Instructor * Salon Management * Other opportunities   Option: Provide students with ChitChat Topics handout to check for understanding.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * peer tutoring * providing encouragement and praise * encouraging participation * providing student with copy of slide presentation |
| **Guided Practice \*** | Prior to beginning of class:  Print the different eras on strips of paper and place in a bowl. Duplicate era strips as needed, depending on the number of students.  Introduce Era Research and Display Project. Students will research, write a one-page paper, and create a poster on a selected cosmetology era. Students must all prepare to present and explain their project.  Review each component of the rubric that will be used to assess this project. Provide students with the option to create an electronic poster (ex. glogster.com) or a regular poster.  Have each student select an era strip.  Check for understanding of selected era and of project.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing extra time for completion of project * working with a peer tutor, in a small group setting |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Provide each group with needed materials for research and visual. Continuously monitor and assist as needed.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing written instructions * calling, emailing, or sending home written instructions for assignment and asking the parent/guardian to help guide the student as needed |
| **Lesson Closure** | Students will individually present their Research and Display Projects to the class.  The field of cosmetology offers endless opportunities and a variety of career pathways to choose from. It is interesting to know that the industry grossed $59.4 billion in revenue in 2005. If you are willing to work hard, be dependable, ambitious, develop technical skill and personal characteristics, you can enjoy a “chunk” of this money. Knowing where this industry came from will help you develop into a successful professional in the future.  Have the students review the adjectives on the index card prepared during Anticipatory Set. Allow student to share how their initial perception of a cosmetology professional has changed or been validated by the information in this lesson.  Question and answer review of lesson objectives. Check for understanding |
| **Summative/End of Lesson Assessment \*** | Student Research and Display Projects will be assessed with a rubric. Project posters can be displayed in the hallway, in the classroom or used as templates to decorate bulletin board throughout the year.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * reducing the number of essay questions to answer * providing extra time for completion of assignment * encouraging participation |
| **References/Resources/**  **Teacher Preparation** | **Textbook**  Milady Standard Textbook of Cosmetology  **Website**  <http://www.fashion-era.com/make_up.htm> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word Wall * Clear explanation of academic tasks * Use of Focus Sheet * Numbered heads together: This strategy enables the teacher to check for understanding while engaging students in simultaneous interaction and group processing. It is important to give wait time between steps two and three.  1. Students number off 1, 2, 3, 4 2. Teacher poses question 3. Students group together to think and discuss 4. Teacher calls a number and students respond |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Stress the use of pre-reading skills such as prediction as students research their eras. Students will be required to read and interpret information. See Independent Practice. |
| **Quotes** | Everyone who got where he is, had to begin where he was.  **-Robert Louis Stevenson**  History teaches everything, including the future.  **-Lamartine** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entry:**   * I want to specialize in …. because……. * A cosmetology professional always ….   **Writing Strategy:**   * Note taking * Encourage peer review and editing prior to submitting research papers. |
| **Communication**  **90 Second Speech Topics** | * The century that interest me the most is… * A cosmetology professional is… |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Prior to class write the three essay questions and instructions on the board.  Answer the following essay questions, in complete sentences, on your own paper.   * What are the origins of appearance enhancement?  Answer: The origins are found in early cultures and were aligned with the practice of medicine. Ancient ruins and excavations have proved that in the prehistoric times, men and women wanted to make themselves attractive. Art and written words are the resources by which we study the intriguing practices of beauty by the early cultures. * Name the advancements made in Cosmetology during the 19th and 20th centuries.  Answer: The 19th century barbers no longer performed minor surgeries and dentistry. At the start of the 20th century, industrialization began to bring new prosperity to the US and hairstyling began to follow trends. Each decade presented more grooming aids. By the 70’s, we saw more new products for hair, skin, and nails. The 80’s presented us physical fitness, nutrition and the spa atmosphere. * What are some of the career opportunities available for a licensed cosmetologist?  Answer: Some of the career opportunities available are  Hair color Specialist, Texture Specialist, Cutting Specialist, Salon Trainer, Distributor Sales Consultant, Cosmetology Instructor, and Salon Management. Other opportunities include product educator, distributor, makeup artist, nail tech, salon product supply store owner.   Students can create a slide presentation which consists of an introduction, content, and summary. The presentation should include terms, definitions, and pictures.  **Math Assessment Problem**  Question: Lucy’s hair salon makes an average of $15 profit for every female client f and $12 for every male client m. If her salon sees 25 clients in one day and makes $260 profit, which system of equations could be used to find out how many clients of each gender visited her salon?  a. m+f=25  m+f=260  b. m+f=25  15m+20f=260  c. m+f=25  12m+15f=260  d. m+f=260  15m+20f=25  Linked video file: http://www.showme.com/sma/embed/?s=gkQcZSy&w=580&h=434 |
| **Family/Community Connection** | * Students can construct a puzzle of their choice using words from the Word Wall or their list of adjectives describing a cosmetology professional. Puzzle can be used as an activity with middle school student to assist in recruiting and promoting the cosmetology program. * Students can visit and interview a veteran stylist, grandparent, and/or elderly resident of a nursing home to get different views of how cosmetology has changed over the years. See service learning project. |
| **CTSO connection(s)** | SkillsUSA <http://www.skillsusa.org/Contest.>  **Leadership Contest:** Chapter Display  The topic of evolving hairstyles over the centuries would be appropriate for this contest. Share criteria and rubric from SkillsUSA Chapter Display Contest with students. |
| **Service Learning Projects** | Students could make arrangements to interview residents of a nursing home and document hair design and cosmetology changes. Residents may have pictures to share with students. Interviews could be compiled, converted into short stories, typed, printed, bound, and shared with the community. |

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)