

COSMETOLOGY STUDIES

SECTION J: SAMPLE STUDENT LEARNING GUIDES

The following pages provide background information, strategies and a template for developing student learning guides. Also included at the end of this section are several sample student learning guides for Financial Management.

A student learning guide provides information and direction to help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher.

Many excellent student learning guides (SLGs) are available for use and/or are in the process of being developed. While Alberta Education provides a development template accompanied by some samples, most student learning guide development is being done by individuals and organizations across the province (e.g., school jurisdictions, specialist councils, post-secondary organizations). Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 11) for further information regarding student learning guide developers and sources.

Note: A student learning guide is not a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

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BACKGROUND INFORMATION

A Student Learning Guide (SLG) is a presentation of information and direction that will help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher. A SLG is not a self-contained learning package such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

Each SLG is based on curriculum and assessment standards as defined for a particular CTS module. Curriculum and assessment standards are defined in this document through:

- module and specific learner expectations (Sections D, E and F)
- assessment criteria and conditions (Sections D, E and F)
- assessment tools (Section G).

The SLG is written with the student in mind and makes sense to the student in the context of his or her CTS program. SLGs are designed to guide students through modules under the direction of the teacher. They can be used to guide:

- an entire class
- a small groups of students
- individual students.

In some instances, the Student Learning Guide may also be used as teacher lesson plans. When using SLGs as teacher lesson plans, it should be noted that they tend to be:

- learner-centred (versus teacher-directed)
- activity-based (versus lecture-based)
- resource-based (versus textbook-based).

Components of a Student Learning Guide

The student learning guide format, as developed by Alberta Education, typically has *seven* components as described below.

1. *Why Take This Module?*

This section provides a brief rationale for the work the student will do, and also establishes a context for learning (i.e., in relation to the strand, a life pursuit, a specific industry, etc.).

2. *What Do You Need To Know Before You Start?*

In this section, prerequisite knowledge, skills and attitudes considered necessary for success in the module are identified. Prerequisites may include other modules from within the strand or from related CTS strands, as well as generic knowledge and skills (e.g., safety competencies, the ability to measure/write/draw, prior knowledge of basic information relevant to the area of study).

3. *What Will You Know And Be Able To Do When You Finish?*

This information must parallel and reflect the curriculum and assessment standards as defined for the module. You may find it desirable to rewrite these standards in less formal language for student use.

4. *When Should Your Work Be Done?*

This section provides a timeline that will guide the student in planning their work. The timeline will need to reflect your program and be specific to the assignments you give your students. You may wish to include a time management chart, a list of all assignments to be completed, and instructions to the student regarding the use of a daily planner (i.e., agenda book) to organize their work.

5. *How Will Your Mark For This Module Be Determined?*

This section will interpret the assessment criteria and conditions, assessment standards, assessment tools and suggested emphasis as defined for the module within the context of the projects/tasks completed. Accepted grading practices will then be used to determine a percentage grade for the module—a mark not less than 50% for successful completion. (**Note:** A module is

“successfully completed” when the student can demonstrate ALL of the exit-level competencies or MLEs defined for the module.)

6. *Which Resources May You Use?*

Resources considered appropriate for completing the module and learning activities are identified in this section of the guide. The resources may be available through the Learning Resources Distributing Centre (LRDC) and/or through other agencies. Some SLGs may reference a single resource, while others may reference a range of resources. Resources may include those identified in the Learning Resource Guide (Section I) as well as other sources of information considered appropriate.

7. *Activities/Worksheets*

This section provides student-centred and activity-based projects and assignments that support the module learner expectations. When appropriately aligned with curriculum and assessment standards, successful completion of the projects and assignments will also indicate successful completion of the module.

Strategies for Developing Student Learning Guides

Prior to commencing the development of a student learning guide, teachers are advised to obtain:

- the relevant Guide to Standards and Implementation
- the student learning guide template.

Information communicated to the student in the SLG must parallel and reflect the curriculum and assessment standards as defined for the module. Therefore, critical elements of the Guide to Standards and Implementation that need to be addressed throughout the SLG include:

- module and specific learner expectations
- assessment criteria and conditions
- assessment standards
- assessment tools.

Additional ideas and activities will need to be incorporated into the student learning guide. These can be obtained by:

- reflecting on projects and assignments you have used in delivering programs in the past
- identifying human and physical resources available within the school and community
- networking and exchanging ideas (including SLGs) with other teachers
- reviewing the range of resources (e.g., print, media, software) identified in the Learning Resource Guide (Section I) for a particular module/strand.

Copyright law must also be adhered to when preparing a SLG. Further information and guidelines regarding copyright law can be obtained by referring to the:

- *Copyright Act*
- *Copyright* and the *Can Copy Agreement*.

A final task in developing a student learning guide involves validating the level of difficulty/ challenge/rigour established, and making adjustments as considered appropriate.

A template for developing student learning guides, also available on the Internet, is provided in this section (see “Student Learning Guide Template,” pages J.5–10). Several sample student learning guides are also provided in this section (see “Sample Student Learning Guides,” starting on page J.11).

CAREER & TECHNOLOGY STUDIES



SAMPLE STUDENT LEARNING GUIDE TEMPLATE

WHY TAKE THIS MODULE?



WHAT DO YOU NEED TO KNOW BEFORE YOU START?



WHAT

**WILL YOU KNOW AND
BE ABLE TO DO
WHEN YOU FINISH?**

-
-
-
-
-
-
-
-

WHEN

SHOULD YOUR WORK BE DONE?



HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

| | PERCENTAGE |
|--|------------|
| | |

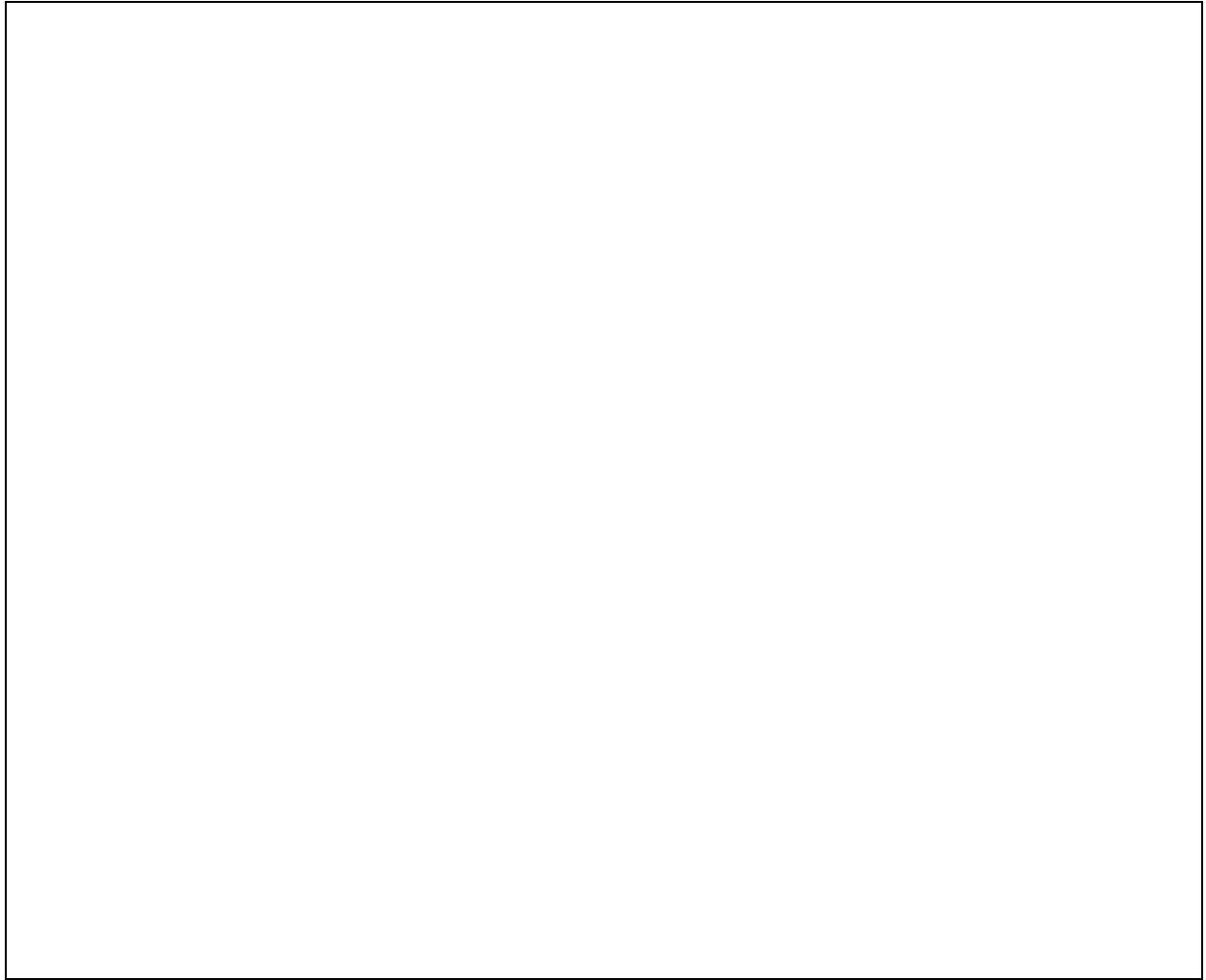


WHICH RESOURCES MAY YOU USE?



| |
|---|
| <ul style="list-style-type: none">••••••• |
|---|

ACTIVITIES/WORKSHEETS



CAREER & TECHNOLOGY STUDIES

COSMETOLOGY STUDIES

SAMPLE STUDENT LEARNING GUIDE

COS1010 Personal Images

WHY TAKE THIS MODULE?



- A first impression is always a correct impression if there is no opportunity for a second impression. The impact of first impressions in a highly competitive society can affect your future. The image you have of yourself and the image you project to others is created by several factors including your personal grooming, personality, clothing and communications skills.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

You should recognize the importance of personal grooming in various life situations.



*Thanks are extended to Audrey Gargus for developing the initial draft of this Student Learning Guide.

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- appreciate that one's appearance is a mode of communication with others
- describe the relationship between a well-groomed appearance and a positive self-concept and develop a personal grooming plan
- identify, compare, apply and assess personal grooming practices and products that contribute to healthfulness
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



COSMETOLOGY STUDIES

COS1010 Personal Images

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

| | PERCENTAGE |
|---|---|
| <p>You must first demonstrate all of the competencies required for this module.</p> <p>When you have done this, your percentage mark for the module will be determined as follows:</p> <ul style="list-style-type: none"> • Discussions/Presentations • Theory of Grooming • Practical Grooming: <ul style="list-style-type: none"> – hair care – nail care – body care | <p>10 – 15%</p> <p>20 – 30%</p> <p>60 – 70%</p> |



WHICH RESOURCES MAY YOU USE?



- *Milady's Standard Textbook of Cosmetology*
- *The Professional Cosmetologist*

Equipment and Materials:

| | |
|----------------|---|
| Skin | <ul style="list-style-type: none"> – mirror – towels and facecloth – cleansing cosmetics (lotions, gels, soaps, grains) – toning cosmetics (toners, astringents) – nourishing cosmetics (moisturizers, masks) – protective cosmetics (makeup, sunscreens) – application instruments. |
| Nails and Feet | <ul style="list-style-type: none"> – manicure supplies (nail file, orangewood stick, cuticle scissors/clippers, nail cosmetics, finger bowl, lotion or cream). |
| Hair | <ul style="list-style-type: none"> – sinks, mirror, towel – combs, brushes – Saran, blow-dryer, curling iron – shampoo, conditions. |

COSMETOLOGY STUDIES

COS1010 Personal Images

| | | |
|---------------------|---|--|
| Posture and Fitness | – | full-length mirror, chairs |
| | – | masking tape, calipers, meter sticks |
| | – | fitness charts, weight charts (BMI, pinch test, etc.). |
| Clothing Choices | – | line and colour charts |
| | – | colour draping samples |
| | – | texture samples. |

ACTIVITIES/WORKSHEETS

1. Discuss why a positive self-image and the image one portrays to others are important.
2. List personal grooming practices required and then analyze your own personal grooming.
3. Indicate your understanding of how communication takes place and demonstrate good communication skills.
4. List personal grooming products and appliances, and demonstrate their safe use.
5. Describe and demonstrate, where appropriate, the use of grooming techniques including:
 - a. body care
 - b. skin care
 - c. nails and foot care
 - d. posture (standing, sitting, walking, getting into and out of vehicles, walking up and down stairs)
 - e. hair care.
6. Analyze body types and describe clothing choices that may enhance self-image.
7. Describe how good health, nutrition and fitness relate to a positive self-image and then analyze your own.

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COSMETOLOGY STUDIES

SAMPLE STUDENT LEARNING GUIDE

COS2040 Haircutting 1

WHY TAKE THIS MODULE?



- Professional haircutting depends on the cosmetologist's ability to:
 - analyze and interpret clients' needs
 - professionally handle the haircutting and thinning tools
 - read, interpret and follow a cutting pattern.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

Prerequisite: COS2030: Forming & Finishing 2

In addition, you should be able to:

- demonstrate an appreciation for the significance of personal grooming
- analyze the structure and condition of hair and scalp
- select and use appropriate hair cleansing and conditioning products
- analyze head, facial shape and facial features to determine suitable hairstyles
- use a variety of equipment, tools and supplies in the forming and finishing of hairstyles.



*Thanks are extended to Joyce Bell for developing the initial draft of this Student Learning Guide.

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- define and describe terms related to professional haircutting and explain why professional haircutting is the foundation for hairstyling, other hair services and a feature of personal grooming
- describe and demonstrate safe handling of haircutting and hairthinning tools
- interpret and follow cutting patterns to:
 - section
 - cut
 - follow guidelines
 - section and cut hair to predetermined shapes, lengths and styles
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

| | PERCENTAGE |
|--|--|
| You must first demonstrate all of the competencies required for this module. | |
| When you have done this, your percentage mark for the module will be determined as follows: | |
| <ul style="list-style-type: none"> • Tests • Practice <ul style="list-style-type: none"> – Sectioning – Blocking/angling – Cutting – Checking | <p>10 – 20%</p> <p>5 – 10%</p> <p>15 – 20%</p> <p>30 – 40%</p> <p>10 – 15%</p> |



WHICH RESOURCES MAY YOU USE?



| |
|---|
| <ul style="list-style-type: none"> • <i>Milady's Standard Textbook of Cosmetology</i> • <i>The Professional Cosmetologist</i> • <i>Hairdressing for Men and Women</i> <p>Equipment, Tools and Supplies</p> <ul style="list-style-type: none"> • Workstation • Shampoo station with shampoos and conditioners • Towels • Neck strip • Shampoo cape/hair cutting cape • Combs, brushes • Scissors, thinning shears • Sanitizer (wet and/or dry). |
|---|

ACTIVITIES/WORKSHEETS

Basic Procedure for a Haircut

1. Prepare work area.
2. Wash hands.
3. Seat client comfortably and adjust chair height as comfortable for operator.
4. Drape client.
5. Following consultation as to client's needs and requests, determine type of cut to be done on client and determine appropriate haircutting techniques to be used.
6. Brush the hair thoroughly.
7. Assist client to shampoo area and seat client. Adjust drape to protect client.
8. Professionally shampoo and condition the hair in preparation for the haircutting services.
9. Return client to station and re-check drape to be sure drape is dry and positioned properly for haircutting.
10. Section hair for chosen haircut.
11. Request assistance from instructor in the establishing of guidelines and haircutting techniques to be used on client.
12. Following directions from instructor, complete the cut using proper haircutting techniques.
13. Check the haircut for shape, balance, even and blended strands.
14. Ask instructor to "re-check" cut and to be given constructive directions.
15. Ask client if he or she is satisfied with the length, shape and balance of the cut.
16. Following your evaluation of the cut, style and form the hair into a finished project.

CAREER & TECHNOLOGY STUDIES

COSMETOLOGY STUDIES

SAMPLE STUDENT LEARNING GUIDE

COS3170 Male Facial Grooming 1

WHY TAKE THIS MODULE?



- Cosmetology offers a wide range of career opportunities. One facet of this exciting career is male facial grooming. Whether you intend to specialize in one segment of the market, or offer a wide range of services, it is vital that the cosmetologist strive to meet all their customers' needs. Therefore, if you intend to serve male clients, offering male facial grooming is sure to attract new clients and increase your earning potential.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

Prerequisite: COS1060: Skin Care and COS2040: Haircutting 1

In addition, you should be able to:

- appreciate the significance of personal grooming and demonstrate proper personal grooming practices
- describe the various sectors of the cosmetology industry and their trends, career opportunities, ethics and necessary qualification
- analyze skin and perform basic skin care practices.

COS1010: Personal Images and *COS3010: Professional Practices* will also provide helpful background knowledge.



* Thanks are extended to Bonnie Fisher for developing the initial draft of this Student Learning Guide.

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- identify and describe the history, purpose and principles of shaving, and the shaping, trimming and waxing of male facial hair
- demonstrate the safe and sanitary handling of implements and technology for male facial grooming and male facial grooming procedures
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



COSMETOLOGY STUDIES

COS3170 Male Facial Grooming 1

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

The assessment for this course will consist of a practical evaluation emphasizing research and performance.

| | PERCENTAGE |
|---|------------|
| You must first demonstrate all of the competencies required for this module. | |
| When you have done this, your percentage mark for the module will be determined as follows: | |
| <ul style="list-style-type: none">• Written/Oral Report | 20–40% |
| <ul style="list-style-type: none">• Practical Work | 20–30% |
| <ul style="list-style-type: none">– shaving techniques | 20–30% |
| <ul style="list-style-type: none">– beard/moustache shaping | 10–20% |
| <ul style="list-style-type: none">– moustache waxing | |



WHICH RESOURCES MAY YOU USE?



- *Milady's Standard Textbook of Cosmetology*
- *Art and Science of Professional Makeup*
- *Milady's Standard Textbook of Professional Barber Styling*
- *The Professional Cosmetologist*
- *Hairdressing for Men and Women*

ACTIVITIES/WORKSHEETS

1. Trends in Male Facial Grooming:
 - a. Identify and describe historical changes in grooming procedures and technology.
 - b. Identify and describe current male facial grooming practices.
2. Sideburns, Moustaches and Beards:
 - a. Describe alternate designs for grooming male facial hair.
 - b. Describe how facial shapes, structures and features relate to choice of a design for male facial grooming.
 - c. Describe safe and sanitary procedures available to wax and colour facial hair.
3. Grooming Practices:
 - a. Identify, describe and demonstrate the safe and sanitary use of male facial grooming implements and products.
 - b. Perform a facial shave adhering to current health and safety regulations concerning the handling of human tissues.

Note: Shaving techniques may be demonstrated on a mannequin or on an inflated balloon.

- c. Describe and demonstrate the use of styptics to stop bleeding of minor cuts.
 - d. Demonstrate methods to shape and trim sideburns, moustaches and beards to create alternative designs suited to individual facial shapes and features.
4. For each activity:
 - a. follow safe and sanitary practices and procedures.
 - b. demonstrate first aid for minor cuts.
 - c. maintain a clean and safe work area.
 - d. sanitize implements after each use.
 - e. discard all waste materials.

COSMETOLOGY STUDIES

COS3170 Male Facial Grooming 1

GENERAL PROCEDURES

Facial Shave

1. Prepare work area.
2. Wash hands.
3. Seat "client" comfortably in the chair.
4. Adjust chair and head rest.
5. Drape "client" with cape
 - ask "client" to loosen collar
 - lay a towel flat and low around the neck area
 - lay a towel diagonally across the "client's" chest
 - tuck the left corner of the towel along the right side of the neck and the other corner along the left side of the neck.
6. Prepare the face for shaving
 - lathering
 - steaming.
7. Following the direction of the instructor, perform a facial shave.
8. Shave a second time to remove any rough or unshaven spots (against the grain for a close shave).
9. Apply face cream.
10. Steam with a hot towel.
11. Apply finishing lotion.
12. Thoroughly dry the face.
13. Apply talcum.
14. Raise chair to sitting position.
15. Shave neckline if necessary.
16. Ask instructor to check the shave.
17. Ask the "client" if he is satisfied with the shave.

Sideburns, Mustaches and Beards

1. Prepare work area.
2. Wash hands.
3. Seat the "client" comfortably and adjust chair height.
4. Drape "client."
5. Consult with "client" as to his needs and wants.
6. Using the head rest, recline the "client."
7. Following the direction of the instructor, perform the required service using the proper implements and techniques.
8. Check for balance, unevenness and shape.
9. Ask instructor to check the service.
10. Ask the "client" if he is satisfied with the service.