

MODULE COS1010: PERSONAL IMAGES

Level: Introductory

Theme: Images and Practices

Prerequisite: None

Module Description: Students develop increased appreciation for the significance of personal grooming in various life situations, as well as the knowledge and skills required to perform basic grooming practices.

Module Parameters: Access to a personal grooming facility and related equipment and materials.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • 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. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • Process in which the student will: <ul style="list-style-type: none"> – given personal grooming performance criteria and resources relating to personal grooming, list preferred grooming practices and products and give reasons for choices. <p><i>Assessment Tool</i> <i>Board Exam Review for Cosmetology:</i> – <i>Your Professional Image</i></p>	25
	<ul style="list-style-type: none"> • Applied Problem Solving in which the student will: <ul style="list-style-type: none"> – develop a personal grooming plan. 	25
	<ul style="list-style-type: none"> • Product in which the student will: <ul style="list-style-type: none"> – demonstrate the application of his or her personal grooming plan consistently – demonstrate the safe and sanitary handling and use of personal grooming materials. <p><i>Assessment Tool</i> <i>COSAT1010: Personal Images</i> <i>COSSAT1010: Personal Images</i></p>	35 15
	<ul style="list-style-type: none"> • Observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

MODULE COS1010: PERSONAL IMAGES (continued)

Concept	Specific Learner Expectations	Notes
Grooming Defined/ Described	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define the term grooming and describe it from different points of view: <ul style="list-style-type: none"> – cultural – personal – classmates – world of work. 	Reference current grooming, teen magazines and newspapers.
Grooming as Communication	<ul style="list-style-type: none"> • identify grooming practices/conditions that affect verbal/non-verbal communication: <ul style="list-style-type: none"> – to self – to others. 	
Healthfulness and Well-being	<ul style="list-style-type: none"> • list and describe grooming practices that contribute to healthfulness and a sense of well-being in various situations; e.g., school, home, workplace • describe how appearance and, thus, grooming may influence self-confidence and interpersonal relationships. 	
Hygiene and Sanitation	<ul style="list-style-type: none"> • identify, define and describe practices relating to: <ul style="list-style-type: none"> – personal hygiene – public hygiene – sanitation – sterilization of tools and equipment. 	

MODULE COS1010: PERSONAL IMAGES (continued)

Concept	Specific Learner Expectations	Notes
Components of Grooming	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify and describe personal hygiene components of grooming: <ul style="list-style-type: none"> – skin care – hair care – facial care – hand and nail care • identify and describe other components of grooming that contribute to healthfulness and well-being including: <ul style="list-style-type: none"> – posture – exercise – rest – nutrition. 	<p>Doctor or nurse may be consulted.</p>
Factors Affecting Grooming	<ul style="list-style-type: none"> • describe factors affecting grooming choices and practices. 	
Grooming Products and Implements	<ul style="list-style-type: none"> • investigate and describe grooming products and implements available for: <ul style="list-style-type: none"> – personal use – professional use • apply informed decision-making skills in the selection and use of grooming products and appliances and describe the impact these decisions may have on the environment. 	<p>Contact cosmeticians in local department stores and pharmacies.</p> <p>Consult information items published by Health and Welfare Canada.</p>
Grooming Practices	<ul style="list-style-type: none"> • demonstrate practices contributing to his or her personal grooming including: <ul style="list-style-type: none"> – hair care; e.g., forming, finishing – facial care; e.g., cleansing, toning, nourishing – hand and nail care; e.g., cleansing, filing • apply knowledge of grooming to make effective decisions, solve problems and evaluate practices associated with grooming. 	

