

**BUSINESS PRACTICES**

---

Hairstyling and Aesthetics  
TXJ4E  
Grade 12  
June 2020



**ONLINE  
RESOURCE**



# Table of Contents

---

Introduction .....	2
Project Outline .....	2
Prior Knowledge.....	2
Student Activities .....	2
Activity 1 - Research and Answer Questions For Employee Handbook.....	2
Activity 2 - Arrange a Virtual Field Trip Or A Guest Speaker .....	2
Activity 3 - Create an Employee Handbook That Could Be Used In A Salon/Spa .....	2
Activity 4 -Complete Salon Math Sheet .....	2
Resources.....	3
Planning Notes.....	3
Instructional Strategies.....	3
Learning Goals and Success Criteria .....	3
Overall and Specific Expectations .....	4
Differentiation of the Project / Activity.....	4
Career and Industry Extensions .....	4
Reflection or Design Report .....	4
Appendix A - YouTube Video Explaining How To Calculate Percentages .....	5
Appendix B - Worksheet for Students and Outline for Employee Handbook.....	6
Activity #1.....	6
Refusing Unsafe Work .....	6
Appendix C - Answers To Worksheet And Suggestions For Marking For The Teacher .....	9
Activity #1.....	9
Refusing Unsafe Work .....	10
Appendix D- Salon Math Worksheet for Students .....	13
Appendix E - Answers to Salon Math .....	14
Appendix F - Kahoot it for Salon Math.....	16
References .....	17

# Introduction

**Course Code:** TXJ4E

**Broad base Technology:** Hairstyling & Aesthetics

**Destination:** Workplace

**Grade Level:** 12

**Prerequisite:** TXJ3E

**Online Project Name:** Business Practices

## Project Outline

This lesson plan deals with business practices and is suited for the TXJ4E course. Students will research information from government websites concerning human rights, labour laws and health and safety. Students will be asked to create an Employee Handbook that could be used in a Salon or Spa. There is also a Salon Math Worksheet where students can practice common math equations that arise in this business.

## Prior Knowledge

Students should know how to do some basic math concerning percentages. Students may need instruction on proper research methods in order to make sure they are obtaining quality information for their research, and off trusted or government websites.

## Student Activities

### Activity 1 - Research and Answer Questions for Employee Handbook

### Activity 2 - Arrange a Virtual Field Trip or a Guest Speaker

Speak with a Salon or Spa owner or manager to discuss with students about the trials and tribulations of running their business. Have students draft questions on a shared google doc ahead of time to ask.

### Activity 3 - Create an Employee Handbook That Could Be Used In a Salon/Spa

### Activity 4 -Complete Salon Math Sheet

## Resources

1. Worksheet for Employee Handbook
2. Answers and Marking Sheet and Rubric for Employee Handbook
3. Salon Math Handout
4. Answers to Salon Math
5. YouTube video explaining how to solve answers to Salon Math
6. Kahoot it for Salon Math

## Planning Notes

Teachers can post or hand out material to students with resources. It is suggested that students have prior knowledge of math but students from an academic stream do not always cover percentages. This is why I have included a YouTube video to help explain if this is to be used as an asynchronous learning assignment. There is also a Kahoot game if you would like to do this as a class to teach percentages and some basic salon math. For teachers that are unfamiliar with Kahoot, or school boards that may not allow the use of Kahoot, the questions could also be typed into a Google Form or Microsoft Forms and used that way.

## Instructional Strategies

Teachers could arrange a virtual field trip with a salon or spa owner to get their perspective of running a business. Students could be asked ahead of the meeting to come up with questions for the business owner/manager. Have students come up with questions prior to the event.

Group discussions with class before assignment talking about what makes a good employee or employer. When you begin a new job what kind of training and direction can you expect. Discuss some of the questions that students struggled with during the project and after the project is completed.

Motivational Strategies: Students may wish to own their own salon someday. Students have part-time jobs and should know their rights at work or where to find these resources.

## Learning Goals and Success Criteria

Students will demonstrate the understanding of business practices in a salon or spa setting. Students will demonstrate critical thinking skills, problem solving and communication skills.

# Overall and Specific Expectations in Support of Ontario Curriculum Grades 11 -12 Technological Education TXJ4E

B3 Use a variety of approaches to meet the hairstyling and aesthetics needs of a diverse clientele professionally and effectively;

B4 Demonstrate exemplary practices for maintaining a safe and healthy work environment for students and clients.

C2 Evaluate the hairstyling and aesthetics industry in terms of its impact on society

D1 Explain the purpose of legislation related to health and safety in the hairstyling and aesthetics industry;

D2 Identify and describe career opportunities and related training and education requirements in the hairstyling and aesthetics industry.

## Differentiation of the Project / Activity

For complex learners the teacher may consider doing basic addition and subtraction computations for making change in Salon Math.

For the Employee Handbook teachers could present the information to the student and have them make choices for their handbook based on the information provided. Students could use graphics to choose dress codes and etc.

## Career and Industry Extensions

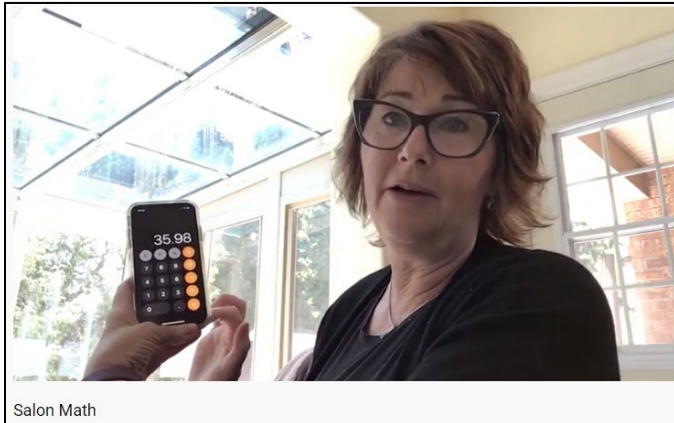
Students will have the opportunity to take the perspective of a Salon/Spa owner before becoming an actual employee.

## Reflection or Design Report

Teachers may wish to have the students complete a design report, reflection or create a foldable to consolidate their learning. This would be a nice way to capture the student's understanding in a summative format and be used in preparation for their examination or entering the workforce.

# Appendix A - YouTube Video Explaining How to Calculate Percentages

[YouTube Video Explaining How to Calculate Percentages](#)



[http://www.octe.ca/application/files/5215/9253/6716/Salon\\_Math\\_3.mp4](http://www.octe.ca/application/files/5215/9253/6716/Salon_Math_3.mp4)

# Appendix B - Worksheet for Students and Outline for Employee Handbook

## Employee Handbook

### Lesson Outline

Students will design an employee handbook for a Salon or Spa. Students will research the following criteria and then develop the handbook based on this information, their own opinions and beliefs. Demonstrating their understanding of business practices and health and safety regulations.

### Activity #1

#### Section A

**You can find the answers to the following questions by using the [Guide to the Employment Standards Act](#) or the [Employment Standards Act, 2000 statute](#)**

**Answer the following questions by using Ontario guidelines.**

1. What is the minimum wage for a student and a regular worker?
2. What statutory deductions do you get taken off your paycheck?
3. What is the percent you must get paid for vacation pay if you have been with the company for less than 5 years?
4. How many weeks of paid vacation time are you entitled to after 5 years?

#### **An Average Working Day**

5. What is considered average working hours for one day?

#### **Holidays**

6. How many public holidays are there in Ontario?
7. What are the public holidays?
8. Are students entitled to be paid for holidays?

### Refusing Unsafe Work

Use the resource [Guide to OHS: Right to Refuse Work at Ontario.ca](#) for this part

9. What do you do if you feel like your boss is asking you to do something unsafe at your job? Do you have the right to refuse?

## Some Additional Common Questions

- How many hours can an employee be asked to work before they are entitled to a meal break?
- Who is responsible for making decisions about a dress code?
- Can an employer make you wear a uniform and then make you pay for it?
- Where do I go to find out about rules of harassment and discrimination?

## Section B

### Some questions to consider if you owned a salon/spa

1. What would you do if one of your staff members came in late three times in the last two weeks?
2. Would you have a dress code in your salon/spa? What would it be?
3. How would you handle a staff member who was swearing in her conversations and talking about “partying” in front of the clients?
4. You have two staff members who have openings for this Friday? One of your staff members has been there for one year, the other only 3 months. The junior staff member has been working very hard and the senior staff member seems to be on her phone and not very motivated. You have a client of the salon who wants to book a colour for Friday. She doesn't care who does her hair. Who would you give the client to? If challenged on the decision how would you defend yourself?
5. Most salons/spas do not have dental or medical benefits but can you think of some benefits of working in a salon?
6. What do you think would be a good name for your salon or spa?
7. What sanitation and disinfection practices would your Salon/Spa Employees have to follow?

(Check out your local health unit for this information) Here is an example of the [Perth and Huron Health Units regulations](#).

8. Write a mission statement for your salon/spa that embodies your thoughts of what a good vibe would be for your salon/spa.

### Some Other Considerations You May Want To Add Into Your Employee Handbook:

- How often will your employee be paid? By law you must establish a pay period and it must be adhered to.
- Would you offer commissions if employees sold retail products?
- Would you offer a salary, commission or a combination of both?
- How would you handle sick days, holidays, and schedules?
- Would you have regular staff meetings? Would you pay your employees for this?
- What about incentives for your staff to take extra classes/education?
- Environmental footprint/ practices?
- What are considerations that you would make to be inclusive to all clients? (black hair or other ethnic hair groups, clients with disabilities, gender)

## Rubric for Employee Handbook

Criteria	Level 4	Level 3	Level 2	Level 1
<p><b>Research Skills</b></p> <p><b>Understanding of Employee Standards and Workers Rights</b></p>	<p>Student has answered all the questions correctly and has elaborated on answers not just given one word answers.</p> <p>They have used government websites and checked that their answers are for Ontario Labour Laws.</p>	<p>Student has answered all the questions correctly.</p> <p>They have used government websites and checked that their answers are for Ontario Labour Laws.</p>	<p>Student has answered most of the questions correctly.</p> <p>Student has used mostly Ontario government websites.</p> <p>Student may not have always checked on the validity of the website</p>	<p>Student has answered only some of the questions correctly.</p> <p>Student has just typed questions into a search and not checked on the validity of the websites.</p>
<p><b>Understanding of Health and Safety Issues in a Salon or Spa</b></p>	<p>Student has included in their handbook a detailed description on what an employee needs to do to keep their clients, their co-workers and themselves safe. Student explicitly describes best practices</p>	<p>Student has included in their handbook a detailed description on what an employee needs to do to keep their clients, their co-workers and themselves safe.</p>	<p>Student has described how to treat combs and brushes after each service and somewhat of a plan on what housekeeping needs to be done in a salon or spa</p>	<p>Student has described how to treat combs and brushes after each service</p>
<p><b>Understanding of Business Practices in a Salon Setting</b></p>	<p>Student has demonstrated in their handbook ideally how a Salon or Spa should run. Student has identified considerable key issues that would come up in this business and has exceptional insight for their grade level of business practices in the Hairstyling and Aesthetics industry</p>	<p>Student has demonstrated in their handbook ideally how a Salon or Spa should run. Student has identified some key issues that would come up in this business and has insight for their grade level of business practices in the Hairstyling and Aesthetic industry</p>	<p>Student has demonstrated in their handbook some key points on how a Salon or Spa should run. Student has identified two key issues that would come up in this business and has some insight for their grade level of business practices in the Hairstyling and Aesthetic industry</p>	<p>Student has demonstrated in their handbook minimal key points on how a Salon or Spa should run. Student has identified a key issues that would come up in this business and has very little insight for their grade level of business practices in the Hairstyling and Aesthetic industry</p>

# Appendix C - Answers To Worksheet And Suggestions For Marking For The Teacher.

## Activity #1

Employment Standard Assignment, answer all the following questions using the websites posted

### Section A

You can find the answers to the following questions by using the [Guide to the Employment Standards Act](#) or the [Employment Standards Act, 2000 statute](#)

Answer the following questions by using Ontario guidelines.

1. What is the minimum wage for a student and a regular worker?

Regular minimum wage as of June 2020 is \$14 an hour and a student's minimum wage is \$13.15

2. What statutory deductions do you get taken off your paycheck?

Employment Insurance, Canada Pension Plan and Income Tax

3. What is the percent you must get paid for vacation pay if you have been with the company for less than 5 years?

4%

4. How many weeks of paid vacation time are you entitled to after 5 years?

Three weeks

### An Average Working Day

5. What is considered an average working hours for one day?

An average day consists of 8 hours, if you the employee and the employer agree it can be more. Up to 48 hours a week.

### Holidays Use the [Guide-to Employment-Standards-Act on Public-Holidays](#)

6. How many public holidays are there in Ontario?

There are 9 public holidays

7. What are the public holidays? New Year's Day, Family Day, Good Friday, Victoria Day, Canada Day, Labour Day, Thanksgiving Day, Christmas Day and Boxing Day.

8. Are students entitled to be paid for holidays?

Students should be paid, there are calculators to determine this and a lot of rules around the payment but most students will probably answer yes. If they can explain it I would say it is a level 4 answer but a yes or a no is a level 3

## Refusing Unsafe Work

Use the resource [Guide to OHSA: Right to Refuse Work at Ontario.ca](#) for this part

9. What do you do if you feel like your boss is asking you to do something unsafe at your job? Do you have the right to refuse?

Yes, every worker has the right to refuse unsafe work. If the employer is not able to reassure the worker that the conditions are safe then the Ministry of Labour is called in to investigate. Again a correct yes just tell my boss I am not going to work is a level 3 I think but someone who goes above the research to next steps is a level 4.

## Some Other Common Questions

- How many hours can an employee be asked to work before they are entitled to a meal break?

A worker cannot be asked to work more than 5 consecutive hours without a meal break. (Level 3) An employer is allowed to split this up though to two -15 minute breaks (Level 4)

- Who is responsible for making decisions about a dress code?

The employer can make decisions about a dress code.

- Can an employer make you wear a uniform and then make you pay for it?

An employer can make you wear a uniform and then deduct this off your paycheck but the worker must agree to this in writing.

Answers in a simple yes or one word correct answer is a Level 3 to elaborate on more is a Level 4

- Where do I go to find out about rules of harassment and discrimination?

Ontario Human Rights

## Section B

### Some questions to consider if you owned a salon/spa

1. What would you do if one of your staff members came in late three times in the last two weeks?

This is not a definite answer but I would be looking for consideration into an understanding. If the student answers just fire them, then I would say a level 1 or 2 but if they start to look beyond the incidents and explain the why. Maybe the employee has a sick child or is struggling emotionally etc.

2. Would you have a dress code in your salon/spa? What would it be?

If the student backs up the reason of why they would or would not then I would evaluate the common sense and the reasoning.

3. How would you handle a staff member who was swearing in her conversations and talking about partying in front of the clients?

I would be looking for some maturity here in this answer, true if anyone has spent some time in a salon the conversation can get off topic. I would expect the student to want professionalism in the salon so probably a warning to the staff member but to at least address it. The student may warrant the conversation due to the audience. I just think the question is thought provoking and sometimes use this as a teaching moment in the classroom when I over hear things I do not want to hear.

4. What would be fair if you had two staff members who had openings for this Friday? One of your staff members has been there for one year, the other only 3 months. The junior staff member has been working very hard and the senior staff member seems to be on her phone and not very motivated. You have a client who wants to book a colour for Friday. Who would you give the client to? If challenged on the decision how would you defend yourself?

Another thought provoking question but not really a right or wrong answer. Again I would be looking for how the student backs up their decision.

5. Most salons/spas do not have benefits but can you think of some benefits of working in a salon?

I am hoping they see things like free haircuts, colours, discounted products, flexible work schedules. Working with people and etc...

6. What do you think would be a good name for your salon or spa?

7. What sanitation and disinfection practices would your Salon Employees have to follow?

(Check out your local health unit for this information) Here is an example of the [Perth and Huron Health Units regulations](#).

If COVID is brought up this is a whole new thing, as I am writing this hairdressers and aestheticians are not working. Barbecide offers free online training and a printable certificate.

Students should develop a sanitation and disinfection plan referring to their tools, sweeping, laundry, etc. Teachers should evaluate prior knowledge taught in previous years, their health unit's policies and of course their own school board.

8. Write a mission statement for your salon/spa that embodies your thoughts of what a good vibe would be for your salon/spa.

This should be at least one paragraph long and students should be able to demonstrate an understanding of customer service and what are good working conditions for themselves and their employees.

\*One last thought is to watch that students do not copy and paste another handbook off the Internet.

**Some other considerations you may want to add into your Employee Handbook:**

- How often will your employee be paid? (By law you must establish a pay period and it must be adhered to)
- Would you offer commissions if employees sold retail products?
- Would you offer a salary, commission or a combination of both?
- How would you handle sick days, holidays, and schedules?
- Would you have regular staff meetings? Would you pay your employees for this?
- Would you offer any benefits? Most hair salons or spa cannot afford to offer benefit packages such as medical and dental.
- What about incentives for your staff to take extra classes?
- Environmental footprint/ practices

I would expect students to address these considerations both qualitative and quantitative:

7 or 8 of these considerations for a level 4/exceptional

6 or 7 of these considerations for a level 3/considerable

5 or 4 of these considerations for a level 2/somewhat

4 or 3 of these considerations for a level 1/limited

## Appendix D- Salon Math Worksheet for Students

### Salon Math

Geometry and math skills are as important to a Hairdresser as good communication skills. Answer the following questions, you may use a calculator.

1. Sarah started working in a Salon as a junior hairstylist, her employer has asked her if she would prefer to work on 50% commission or minimum wage? Some of the senior hair stylists are bringing in over \$600 a day and making 50% commission. Sarah is working approximately 35 hours a week. After the first week Sarah brought in \$1100.
  - a. How much would Sarah make in commission?
  - b. How much would Sarah make in an hourly wage?
  - c. What pay scale should Sarah accept?
2. Chris is getting his haircut on Saturday. The haircut costs \$28.00. He would like to buy a gel for \$19.95 as well. How much is his bill? Don't forget you must pay HST which is 13% on all services and retail.
3. In the previous question where Chris is getting a haircut for \$28 he would like to add a tip for his stylist. He would like to tip him 15%. How much is the tip for the stylist?
4. The Spa is having a "blow out" sale. They are offering 20% off all retail and 15% off all services. Tory bought a new polish regularly priced \$19.95, the pedicure was \$65.00 before the discount. How much is Tory's bill? (Don't forget to calculate the HST which is calculated after the discount)
5. Naomi is getting her hair highlighted and cut on Thursday. The cost of the highlights are \$150.00 and the cut is \$45. How much does she owe at the cash register?
6. Lori is mixing up a colour for her client. The mixing ratio is 1 part colour to two parts developer. She used a whole tube of colour which is 50 grams. How much developer does she need to add?
7. After doing highlights on his client Ethan decided he needed to tone them. The colour line that is in Ethan's Salon is 1 part colour to 1.5 parts developer. He used a full tube of colour which is 50 grams. How much developer does he need?
8. Claudia's cut and colour came to \$95 plus HST. How much does she owe?
9. George's haircut was \$26.00. He would like to add a tip for his stylist of \$5.00. How much is his bill?

## Appendix E - Answers to Salon Math

### Salon Math

Geometry and math skills are as important to a Hairdresser as good communication skills. Answer the following questions, you may use a calculator.

Sarah started working in a Salon as a junior hairstylist, her employer has asked her if she would prefer to work on 50% commission or minimum wage? Some of the senior hair stylists are bringing in over \$600 a day and making 50% commission. Sarah is working approximately 35 hours a week. After the first week Sarah brought in \$1100.

How much would Sarah make in commission? **\$550.00**

How much would Sarah make in an hourly wage? **\$490.00 if they did not dock off 30 minutes a day for lunch then the correct answer is \$455.00**

What pay scale should Sarah accept? **Commission is more money and the best choice.**

2. Chris is getting his haircut on Saturday. The haircut costs \$28.00. He would like to buy a gel for \$19.95 as well. How much is his bill? Don't forget you must pay HST which is 13% on **all** services and retail.

**\$54.18 (In reviewing this assignment there could be discussions about cash vs debit or credit. If Chris was paying cash it would be rounded up to \$54.20 because we no longer have pennies)**

3. In the previous question where Chris is getting a haircut for \$28 he would like to add a tip for his stylist. He would like to tip him 15%. How much is the tip for the stylist?

**\$4.20**

4. The Spa is having a blowout sale. They are offering 20% off all retail and 15% off all services. Tory bought a new polish regularly priced \$19.95, the pedicure was \$65.00 before the discount. How much is Tory's bill? (Don't forget to calculate the HST which is calculated after the discount)

**\$19.95- \$3.99=\$15.96**

**\$65.00- \$9.75= \$55.25**

**\$15.96 +\$55.25= \$71.21**

**\$71.21 x .13= \$80.47**

This is a complicated question, with lots of steps for some students. You could also talk about if they are paying by debit or visa it will be put in as \$80.47 but if you are paying cash it would be \$80.50 with no pennies being used in money anymore.

5. Naomi is getting her hair highlighted and cut on Thursday. The cost of the highlights are \$150.00 and the cut is \$45. How much does she owe at the cash register?

I didn't add the HST here but students should know they pay tax on all services and retail from the previous question.

Total is  $\$195 \times 1.13 = (\$25.35) = \$220.35$

6. Lori is mixing up a colour for her client. The mixing ratio is 1 part colour to two parts developer. She used a whole tube of colour which is 50 grams. How much developer does she need to add?

100 grams of developer

7. After doing highlights on his client Ethan needed to tone them. The colour line that is in Ethan's Salon is 1 part colour to 1.5 parts developer. He used a full tube of colour which is 50 grams. How much developer does he need?

75 grams of developer

8. Claudia's cut and colour came to \$95 plus HST. How much does she owe?

\$107.35

9. George's haircut was \$26.00. He would like to add a tip for his stylist of \$5.00. How much is his bill?

\$31.00

This is an opportunity to discuss, do you tip on tax?

$\$26.00 \times 1.13 = \$29.38$

$29.38 + \$5.00 = \$34.38$

If they tip on tax

$\$26.00 + \$5.00 = \$31.00 \times 1.13\% = \$35.03$

If they add HST it should be \$34.38. If they are paying by debit or visa, it will be put in as \$34.38 but if you were paying cash, it would be \$34.40 with no pennies being used in money anymore. If they tip on the tax it would be \$35.05 if paying cash.

## Appendix F - Kahoot it for Salon Math

[Link to Salon Math Kahoot](#)



<https://create.kahoot.it/details/a17439a8-4a00-4940-8b14-7518130e82df>

## References

21<sup>st</sup> Century Competencies: Foundation Document for Discussion. Phase 1: Towards Defining 21<sup>st</sup> Century Competencies for Ontario, Winter 2016 Edition, 2016  
[http://www.edugains.ca/resources21CL/About21stCentury/21CL\\_21stCenturyCompetencies.pdf](http://www.edugains.ca/resources21CL/About21stCentury/21CL_21stCenturyCompetencies.pdf)

Course Codes for Emphasis courses in the Revised Curriculum: Technological Education, Grades 11 and 12, 2009  
<http://www.edu.gov.on.ca/eng/curriculum/secondary/techedemphasiscourses.pdf>

Employment Standards Act (Ontario), 2020 <https://www.ontario.ca/laws/statute/00e41>

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010 [www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf](http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf)

Guide to the Occupational Health and Safety Act: Part V - Right To Refuse Or To Stop Work Where Health And Safety In Danger, 2019 <https://www.ontario.ca/document/guide-occupational-health-and-safety-act/part-v-right-refuse-or-stop-work-where-health-and-safety-danger>

Huron Perth Public Health Beauty Salons, Tattoos and Piercings, 2019  
<https://www.hp-ph.ca/en/health-matters/beauty-salons-tattoos-and-piercings.aspx#>

Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013  
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>

The Differentiation Scrapbook  
<http://www.edugains.ca/resourcesDI/EducatorsPackages/DIEducatorsPackage2010/2010DIScrapbook.pdf>

The Ontario Curriculum, Grades 9 and 10: Technological Education, 2009 (revised)  
<http://www.edu.gov.on.ca/eng/curriculum/secondary/teched910curr09.pdf>

The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009 (revised)  
<http://www.edu.gov.on.ca/eng/curriculum/secondary/2009teched1112curr.pdf>

Your Guide to the Employment Standards Act (Ontario), 2020  
<https://www.ontario.ca/document/your-guide-employment-standards-act-0>

YouTube Video Explaining How to Calculate Percentages  
[http://www.octe.ca/application/files/5215/9253/6716/Salon\\_Math\\_3.mp4](http://www.octe.ca/application/files/5215/9253/6716/Salon_Math_3.mp4)