

Hairstyling and Aesthetics: *Providing Self- Care Services*

Empathy Development

Providing beauty services allows students to directly interact with seniors, understanding their desires for personal care and confidence. This activity teaches students to appreciate the significance of self-care and dignity for seniors. By enhancing seniors' well-being through personalized attention, students develop empathy and compassion for their emotional and physical needs.

Course Codes

TXJ 3E/4E

Grade 7 & 8 | N/A

Possible Community Partners

- ❖ Local Hair Salons
- ❖ Local Spas
- ❖ Colleges with an Esthetics Program

Sample Lesson Plan

Hairstyling and Aesthetics - Providing Self- Care Services

Lesson Plan: Providing Beauty Services

Objective: Students will provide basic hairstyling, beauty and aesthetics services to seniors, enhancing their well-being. Students will foster empathy by providing personalized beauty services to seniors.

Students can organize workshops where seniors can learn or receive beauty and grooming services.

Materials: Hairstyling tools (scissors, combs, etc.), beauty products (lotions, nail polish, etc.), mirrors.

Activities:

- **Introduction (1 class):**
 - Discuss the importance of grooming, personal care and aesthetics for seniors' self-esteem.
- **Skill Development (2-3 classes):**
 - Introduce basic hairstyling and aesthetics techniques.
 - Practice basic hairstyling and beauty techniques.
- **Service Sessions (3-4 classes):**
 - Pair students with seniors for personalized beauty services.
 - Provide beauty services to seniors, ensuring a respectful and comfortable environment.
 - Students will provide haircuts, styling, manicures, etc.
- **Reflection and Feedback (1 class):**
 - Gather feedback from seniors on the services provided.
 - Conduct a reflection session on the experience and empathy development.

Assessment:

- Evaluate the quality of the beauty services provided.
- Assess reflections on students' understanding and empathy.

Empathy Development:

- Providing beauty services helps students understand the importance of personal care for seniors' self-esteem and emotional well-being, fostering empathy through personalized attention and care.

Worksheet

Hairstyling and Aesthetics - Providing Self- Care Services

1. Service Preparation:

- List three hairstyling techniques you will practice before providing services to seniors:
 - i. Technique 1: _____
 - ii. Technique 2: _____
 - iii. Technique 3: _____
- List essential hairstyling and beauty techniques you will use to provide services to seniors.
- Outline a typical beauty session plan, including steps from consultation to service delivery.

2. Professionalism and Hygiene:

- Describe how you will ensure the salon environment is welcoming and comfortable for seniors during their service.
- Discuss the importance of professionalism and hygiene when providing beauty services to seniors. What practices will you prioritize?
- Role-play a scenario where you address a senior's beauty concerns with empathy and respect. Describe your approach and outcome.

3. Client Interaction:

- How will you communicate effectively with seniors during beauty sessions to understand their preferences and expectations?
- List potential challenges you may encounter and strategies to ensure seniors' comfort and satisfaction.

4. Reflection:

- Reflect on the impact of providing beauty services to seniors. How does it contribute to their overall well-being and confidence?
- Reflect on your experience in providing beauty services to seniors. What aspects of your technique do you feel most confident in, and what areas would you like to improve?
- How has this experience influenced your understanding of aesthetics and its impact on seniors' well-being?

Guide for Long-Term Care Home Residents

Hairstyling and Aesthetics - Providing Self- Care Services

Guide for Long-Term Care Home Residents:

1. **Consultation and Preferences:**
 - Participate in consultations with students to discuss your beauty preferences and needs.
 - Share insights into your hair and skincare routines, as well as any concerns or preferences.
2. **Enjoying Beauty Services:**
 - Receive personalized hairstyling and skincare services from students.
 - Relax and enjoy the pampering experience provided in a safe and supportive environment.
3. **Feedback and Reflection:**
 - Provide feedback on the beauty services received, including satisfaction and suggestions for improvement.
 - Reflect on the impact of these services on your well-being and self-confidence.
4. **Celebration of Beauty and Wellness:**
 - Celebrate the creativity and skill of students in providing beauty services to seniors.
 - Appreciate the positive effects of these services on your overall health and happiness.

Reflection - What, So What, Now What?

The [Reflection Choice Board](#) can be used at any time as an individual, small group, or whole class reflection strategy.

Additional routines that would work well for this project:

- [Journaling](#) throughout the project
- [Playing Card Debrief](#) for mid-way check-ins
- [I Used to Think...Now I Think...](#) as a final individual or whole-group reflection and debrief

Reflection - Assessment AS Learning

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Reflection Worksheet

Name: _____

Date: _____

1. Describe the personal beauty services you provided to the seniors. What were the main goals?

2. What challenges did you face in providing beauty services to seniors?

3. How did you ensure that the services were comfortable and suitable for the seniors?

4. What skills or insights did you gain from providing beauty services?

5. Reflect on how the beauty services affected the seniors' self-esteem and well-being.

6. How did this experience influence your understanding of the role of personal grooming in senior care?

7. What aspects of the beauty services were successful, and what improvements would you suggest?

8. Overall, how satisfied are you with the services you provided? Why?

Ideas for Next Steps

- **Gather testimonials and reflections from residents about how they feel before and after students have provided hairstyling and/or beauty services**
- **Pathways Considerations:**
 - **Specialist High Skills Major (SHSM)** - Provide students with information on a *Hospitality & Tourism* SHSM if applicable.
 - **Dual Credit** - Explore the possibility of related courses at a local post-secondary institution (e.g. manicure techniques, styling and cutting techniques, etc.)
 - **Co-Operative Education** - If students enjoyed this process, encourage them to investigate a co-op in a long-term care home, a business that focuses on hairstyling and aesthetics, or in a pathway/field they are considering pursuing post-secondary
 - **Field Trip** - Take the students that participated in this activity to visit a community partner to learn more about Green Industries. One example of this could be a local College that offers a Hairstylist program to learn more about post-secondary apprenticeship expectations and opportunities.
 - **Online Career and Individual Pathways Plan (IPP) Tools** - Use the IPP software your school board has licensed (myBlueprint, Xello, etc.) to explore post-secondary options that suit your skills, interests and future plan that are a natural extension of this project.
 - **Skilled Trades** - Encourage career exploration of Skilled Trades that connect to the *Hairstyling and Aesthetics* BBT, such as:
 - Hairstylist
- **[UN Sustainable Development Goals \(SDGs\)](#)** - Consider having students complete a parallel project to raise awareness around and promote the action for the SDG of their choice. For this project, [Goal 3: Good Health and Well-Being](#) fits well.
- **[TXJ3E: All About Me](#)** (from octe.ca) - Students are introduced to properties of the hair and scalp, how to determine eye shape, facial shapes and underlying skin tones. These activities would be also appropriate for TXJ1O, TIJ1O, TXJ2O or TXJ3E.
- **[TXJ20: Global Updo](#)** (from octe.ca) - This course presents hairstyling, make-up, and nail care techniques from a salon/spa perspective. Using materials, processes, and techniques used in the industry, students learn fundamental skills in hairstyling, giving manicures and facials, and providing hair/scalp analyses and treatments. Students will also consider related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the field of hairstyling and aesthetics.
- **[STEM TakeTech Challenge Kit - Hairstyling and Aesthetics](#)** (Gr. 7 & 8)

Sample Rubric

Hairstyling and Aesthetics - Providing Self- Care Services

Rubric:

Criteria	Excellent (Level 4)	Good (Level 3)	Satisfactory (Level 2)	Needs Improvement (Level 1)
Preparation and Setup	Preparation is thorough and setup is highly professional.	Preparation is good and setup is professional.	Preparation is basic and setup is adequate.	Preparation is poor and setup is unprofessional.
Service Skills	Demonstrates excellent hairstyling and aesthetics skills.	Demonstrates good hairstyling and aesthetics skills.	Demonstrates basic hairstyling and aesthetics skills.	Demonstrates poor hairstyling and aesthetics skills.
Interaction with Seniors	Interacts with seniors in a highly respectful and engaging manner.	Interacts with seniors respectfully and engages well.	Interacts with seniors respectfully but with limited engagement.	Interaction with seniors lacks respect and engagement.
Compassion and Patience	Shows deep compassion and patience in providing services.	Shows good compassion and patience in providing services.	Shows some compassion and patience in providing services.	Lacks compassion and patience in providing services.

Empathy and Understanding	Shows deep empathy and understanding of seniors' personal care needs.	Shows good empathy and understanding of seniors' personal care needs.	Shows some empathy and understanding of seniors' personal care needs.	Lacks empathy and understanding of seniors' personal care needs.
Reflection Quality	Reflection is insightful and deeply connected to the experience.	Reflection is thoughtful and connected to the experience.	Reflection shows some connection to the experience.	Reflection is shallow and disconnected from the experience.

<p>Teacher Observation Checklist</p> <p>Hairstyling and Aesthetics - Providing Self- Care Services</p> <p>Teacher Observation Checklist</p> <ul style="list-style-type: none"> ● Needs Assessment <ul style="list-style-type: none"> <input type="checkbox"/> Students conduct thorough assessments of seniors' beauty and grooming needs. <input type="checkbox"/> Assessments show a deep understanding of personal preferences and any specific concerns. ● Service Planning <ul style="list-style-type: none"> <input type="checkbox"/> Beauty services are well-planned, considering seniors' comfort and safety. <input type="checkbox"/> Students develop a clear and appropriate plan for each service. ● Technical Skills <ul style="list-style-type: none"> <input type="checkbox"/> Students demonstrate proficiency in hairstyling techniques. <input type="checkbox"/> Students demonstrate proficiency in skincare and makeup application. <input type="checkbox"/> Attention to detail is evident in the execution of beauty services. ● Hygiene and Safety <ul style="list-style-type: none"> <input type="checkbox"/> Students adhere to high standards of hygiene and safety. <input type="checkbox"/> Proper sanitation practices are followed before, during, and after services. <input type="checkbox"/> Students ensure the comfort and safety of seniors throughout the service. ● Interpersonal Skills <ul style="list-style-type: none"> <input type="checkbox"/> Students interact with seniors in a respectful and friendly manner. <input type="checkbox"/> Students show patience and attentiveness to seniors' needs and preferences. <input type="checkbox"/> Communication is clear and supportive, ensuring seniors feel comfortable.
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- **Customization and Personalization**

- Beauty services are tailored to meet the individual needs and preferences of each senior.
- Students demonstrate creativity in personalizing services while maintaining professionalism.

- **Empathy and Understanding**

- Students show deep empathy towards seniors' beauty and grooming concerns.
- Services reflect a genuine understanding of how beauty and grooming impact seniors' well-being.

- **Reflection Quality**

- Students provide insightful reflections on their experience.
- Reflections highlight the impact of personal beauty services on seniors' self-esteem and happiness.
- Students discuss how the experience influenced their understanding of the importance of grooming and aesthetics for seniors.

- **Professionalism**

- Students maintain a high level of professionalism throughout the service.
- Students demonstrate reliability and punctuality.
- Appropriate attire and demeanor are maintained during interactions with seniors.

Teacher Comment Bank

Hairstyling and Aesthetics - Providing Self- Care Services

- **Strengths:**

- You demonstrated excellent hairstyling and beauty techniques, ensuring seniors' satisfaction and well-being.
- Your professionalism was evident in maintaining hygiene standards and respecting seniors' preferences and privacy.
- Seniors appreciated your efforts and felt more confident and cared for after the beauty sessions.

- **Areas for Improvement:**

- Consider exploring additional hairstyling techniques or trends to offer a wider range of services to seniors.
- Continue to refine your customer service skills to anticipate and meet seniors' individual preferences and needs.
- Reflect on feedback from seniors to improve service delivery and enhance their overall experience in future sessions.