



ONTARIO COUNCIL  
FOR TECHNOLOGY  
EDUCATION

## **BINGO CARD**

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Hairstyling & Aesthetics

TXJ20

Grade 10

June 2020

A stylized illustration of a hand with a grey skin tone, pointing its index finger towards the 'ONLINE RESOURCE' text. The hand is positioned in the bottom left corner of the page.

**ONLINE  
RESOURCE**



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## Introduction

Course Code: TXJ2O  
Broad base Technology: Hairstyling and Aesthetics  
Destination: Open  
Grade Level: 10  
Prerequisite: No  
Online Project Name: Bingo Card

## Project Outline

Bingo Card is an interactive learning experience that allows the student to display their knowledge and skills in a differentiated format similar to a RAFT. It is an effective strategy and is widely used with a lot of success. Teachers demonstrate and teach the curriculum assignments and add extra assignments and incentives for students who tend to work ahead or to encourage them to work with different peers. During remote learning, Bingo Card can be easily implemented and tiered for students as they are able to work at their own speed, develop interests and specialized their abilities.

## Prior Knowledge

Some prior knowledge is needed for research skills. Is it recommended that students have previously taken the TXJ1O or TIJ1O but it is not a requirement. Students should be knowledgeable in healthy and proper hygiene practices. There are a few practical assignments incorporated in this project that could be used as formative assessments and the teacher can also switch out and modify assignments to suit their student's needs and abilities.

## Student Activities

The Bingo Card contains 25 activities or assignments. It is to be used by the students in order to demonstrate their knowledge, skills and competencies in multiple areas and meet numerous course expectations.

## Bingo Card

<p>1 What are the following disorders and diseases? One sentence answers *Alopecia *Pityriasis *Pediculosis Capitis</p> <p>[A.1]</p>	<p>2 Write out the steps to a professional manicure or do a time lapse video of a professional manicure</p> <p>[A.2.B.1]</p>	<p>3 Keep a diary for one week of your food intake and how many hours of sleep you get each night.</p> <p>[A.3/D.2]</p>	<p>4 Do a hairstyle on a person or yourself in a time lapse video.</p> <p>[B.2 (B.1)]</p>	<p>5 Research and write a list of considerations you would have in mind to do a haircut for someone who is deaf or hearing impaired.</p> <p>[B.3]</p>
<p>6 Write out a list of considerations you would do if you were going to do a haircut on someone who was blind or visually impaired</p> <p>[B.3]</p>	<p>7 Design an intake form for a new client in a hair salon or spa.</p> <p>[B.3]</p>	<p>8 Do your Barbecide Certification Course and COVID Certification Course <a href="https://barbicide.com/certification/">https://barbicide.com/certification/</a></p> <p>[B.1]</p>	<p>9 Check out your local health unit and answer questions on handout.</p> <p>[D.1]</p>	<p>10 Describe in three paragraphs the three phases of hair growth. *Anagen *Catagen *Telogen</p> <p>[A.1]</p>
<p>11 Identify attitudes and behaviours that contribute to success in this industry. <i>le: Creative, conscientious,</i></p> <p>[A.3/D.3]</p>	<p>12 Research Green Circle Salons and write a one page essay on their business and practices <a href="https://greencirclesalons.com/">https://greencirclesalons.com/</a></p> <p>[C.2]</p>	<p>13 Make-up Application</p> <p>[B.1,B.2 D.1]</p>	<p>14 Research and write one paragraph for each of these two topics. *Mineral oil *Parabens</p> <p>[C.1]</p>	<p>15 Research cultural practices for the Anishinaabe tribe of collecting cut hair to dispose in a culturally acceptable way.</p> <p>[C.2]</p>
<p>16 List tools that a hairstylist would have at their station include prices.</p> <p>[A.2]</p>	<p>17 Write a one page essay about animal testing</p> <p>[C.2]</p>	<p>18 Research two Hairdressing Schools</p> <p>[D.2]</p>	<p>19 Design an ad for your favourite hair care product</p> <p>[A.2]</p>	<p>20 Design a brochure for a special event in a Salon or Spa</p> <p>[B.3]</p>
<p>21 Research three good stretches for a hairdresser or aesthetician</p> <p>[A.3]</p>	<p>22 Create an Ad for your favourite make-up product</p> <p>[A.2]</p>	<p>23 List 3 tools an Aesthetician would own.</p> <p>[A.2]</p>	<p>24 Research two Aesthetic Schools</p> <p>[D.2]</p>	<p>25.Style on yourself or a family member/peer.</p> <p>[B.1]</p>

## Details on the Bingo Card Assignments

### Activity 1

What are the following disorders and diseases? One sentence answers for each topic.

- Alopecia
- Pityriasis
- Pediculosis Capitis

### Activity 2

Write out the steps to a professional manicure or do a time lapse video of a professional manicure

### Activity 3

Keep a diary for one week of your food intake and how many hours of sleep you get each night.

### Activity 4

Do a hairstyle on a person or yourself in a time lapse video. Video may be substituted for pictures.

### Activity 5

Research and write a list of considerations you would have in mind to do a haircut for someone who is deaf or hearing impaired.

### Activity 6

Write out a list of considerations you would do if you were going to do a haircut on someone who was blind or visually impaired

### Activity 7

Design an intake form for a new client in a hair salon or spa. (Would the spa questions be different from the hair salon?) Make sure you state what type of business your form is for.

### Activity 8

Do your [Barbecide Certification Course and Barbecide COVID-19 Certification Course](#)

### Activity 9

Check out your local health unit and answer questions on handout.

### Activity 10

Write one paragraph describing each of the following three phases of hair growth.

- Anagen
- Catagen
- Telogen

### Activity 11

Identify attitudes and behaviours that contribute to success in the Hairstyling and Aesthetic industry.

*ie: Creative, conscientious,*

### Activity 12

Research [Green Circle Salons](#) and write a one page essay on their business and their practices

### Activity 13

Make-up Application (hand out included)

### Activity 14

Research and write one paragraph describing each of these two topics.

- Mineral oils
- Parabens

### Activity 15

Research cultural practices for the Anishinaabe tribe of collecting cut hair to dispose in a culturally acceptable way. (One paragraph, include resources)

### Activity 16

Make a list of tools that a hairstylist would have at their station. Price out each tool and total cost at the station of these tools. (ie: Scissors \$50-\$500)

### Activity 17

Write a one page essay about animal testing, include a personal opinion.

### Activity 18

Research two Hairdressing Schools

### Activity 19

Design an ad for your favourite hair care product

### Activity 20

Design a brochure for a special event in a Salon or Spa

### Activity 21

Research three good stretches for a hairdresser or aesthetician. Either copy the links, make your own video or write out the steps.

### Activity 22

Create an Ad for your favourite make-up product

### Activity 23

List 3 tools an Aesthetician would own and how much the tool costs.

### Activity 24

Research two Aesthetic Schools

### Activity 25

Style your hair or a family member/peer's hair.

## Research Questions

When you are researching companies, products, Anishinaabe Tribe, animal testing, hairdressing/aesthetic schools, make-up/ hair products, planning an event or stretches these questions may help you.

- What is it?
- What does it do?
- Who uses it?
- Who should use it?
- When is it?
- How much does it cost?
- How do you use it?
- Where is it?
- Who does it affect or effect?
- What is good about it?
- What is bad about it?
- How long is the course?
- What happens next?
- How do I feel about this?

## Planning Notes

Teachers are encouraged to switch assignments based on their strengths and learners abilities. All the overall expectations included in this project allow for evaluation as they are directly linked to an overall course expectation. This may take place as an assessment for/as/of learning as every activity or assignment is not set up for summative evaluation.

Collection of work: Students can hand in finished assignments to their teacher through various platforms. You could have a professional Instagram or Twitter account, Google Classroom, Email, Video or any Learning Management System platform your board supports. For collection of work in remote learning, it is suggested that you check with your school board administration on what platforms are licensed for use. You could also create a shared folder, blog or class website as well.



Bingo Card assignments requires students to have access to a computer and the Internet. Feel free to personalize the Bingo Card to your own class and adjust for strengths and weaknesses and areas of the curriculum that you wish to further focus on.

Some other ideas you could use include,

- “Attend a Google Meet”,
- “Attend a Trivia Friday”
- “Watch a live Instagram Story and comment on it”
- Do a meditation
- Go for a walk
- Do a favour for someone in your house
- Special Effects Make-up
- Write an email to a classmate

You will notice that the course expectations are included in the bottom right corner of each activity or assignment. If teachers wish to focus on one strand, they could just cut up the Bingo Card and have students pull from a hat activities relating to that expectation or “release” the Bingo Card one line at a time (either horizontally or vertically).

Students could also work together in groups on a series of assignments or split the card up.

## Resources

### Handouts

The Bingo Card

Health Unit Research (Assignment #9)

Practical Makeup Applications (Assignment #13)

Theory Make-up Assignment (Assignment #13)

## Health Unit Research – Handout for Bingo Assignment #9

**Students are to answer the following questions using their local health unit's web pages. Please use a different colour font for easier marking.**

1. What is the link to your health unit? Copy and paste here /2 marks
2. Fish pedicures were banned in Ontario. Why do they believe it is not safe to offer this service? /2 marks
3. Hairdressing and barbering is a service that falls under the personal service setting. List five other services that would fall under this setting? /5marks
4. The chain of transmission is a model used to explain how infection can be spread and how it can be prevented. Proper handwashing is one way to break the chain of transmission, what is another way? /2 marks
5. What does PPE stand for? /2 marks
6. To be effective rubbing alcohol in hand sanitizers must be at least what percentage? /2 marks
7. What does ABHR stand for? /2 marks
8. [Watch this video from the World Health Organization](#)
9. What was the last step on the video about how to use hand sanitizer? /2 marks
10. List two items that are single use in a Hair Salon? /2 marks

Total

/13 marks

## Practical Makeup Applications- Handout for Bingo Assignment #13

Students doing this assignment should have prior knowledge of sanitation and disinfection for make-up applications and caring for their tools. Students should also have prior knowledge of face shapes, eye shapes and how to highlight and contour using the principles of design. If this has not been taught, have students answer questions for Make-up Theory below.

**This is to be done as a full face application. Make-up must be visible.**

Step One: Set up your station with all available tools and products, take a picture.

Step Two: Take a before picture of a clean face with no make-up to start.

Step Three: Apply a primer to the whole face if you have one.

Step Four: Apply concealer to correct any red marks or dark circles. This step is also where you can highlight and contour.

Step Five: Apply a foundation that matches your skin tone over your face

Step Six: Apply a setting powder or face powder

Step Seven: Eye make-up. Apply shadow over your lids to accentuate your eye shape.

Step Eight: Eyeliner (if needed)

Step Nine: Mascara

Step Ten: Eyebrows, either use a powder or pencil to fill and shape your brows.

Step Eleven: Apply a blush

Step Twelve: Lipstick or gloss

Step Thirteen: Clean up all make-up brushes and products and sanitize and disinfect

Step Fourteen: Take a picture of your make-up. Remember to have good lighting and to take a full face and a close up of your eye/s.

## Theory Make-up Assignment - Handout for Bingo Assignment #13

If students do not have access to make-up, they can answer the following questions. Materials to help students with research are available in the Grade 9/TXJ10 Hairstyling and Aesthetics lessons, “All About Me”.

1. Research what your eye shape is and write out steps that you would do to apply eye make-up for your eye shape.
2. What is your face shape?
3. Write out all the steps you would do to highlight and contour for your face shape?
4. Write out the steps or do a tutorial video on how to sanitize and disinfect your make-up and tools. Include references.

## Tools/Equipment

Computer and Internet. Students have some opportunities for practical applications on make-up, hair and a manicure if they have access to tools and products.

## Articles

[Chemical Safety Facts article titled Mineral Oil](#)

[David Suzuki Foundation article titled The Dirty Dozen: Parabens](#)

## Videos

[World Health Organization How to handrub? With alcohol-based formulation](#)

## Websites for Teachers

[Barbecide Certification Course and Barbecide COVID-19 Certification Course](#)

[Green Circle Salons](#)

## Instructional Strategies

Teachers may use any of the following instructional strategies; 3-Part lesson, lecture, storyboard, word wall, think-pair-share, placemat activity, rapid write, K-W-L, anticipation chart, ABC taxonomy, think aloud, analyzing text, Cornell note taking, exit ticket/ticket out the door, plus/minus/delta, etc. to introduce, teach or consolidate any of the activities and assignments.

## The Hook / Motivational Strategies

The Bingo Card project allows for student choice as well as a flexible working schedule.

## Overall and Specific Expectations in Support of Ontario Curriculum Grades 9 - 10 Technological Education

### Overall Expectations

- A1 Demonstrate an understanding of the structure and characteristics of hair, skin, and nails;
- A2 Describe a variety of common products, tools, and procedures that are used in the care of hair, skin, and nails;
- A3 Demonstrate an understanding of lifestyle choices, attitudes, and behaviours that are important for personal and professional success in the hairstyling and aesthetics workplace.
- B1 Perform a variety of salon/spa services, using appropriate tools and products in a professional and safe manner;
- B2 Use knowledge of design elements and principles in the contexts of hairstyling and aesthetics services and marketing;
- B3 Apply methods for meeting the needs of the salon/spa clientele.
- C1 Describe ways in which hairstyling and aesthetics products and activities can affect the environment, and ways to reduce harmful effects;
- C2 Demonstrate an understanding of trends and social issues in relation to the hairstyling and aesthetics industry
- D1 Comply with occupational health and safety standards in performing salon/spa services;
- D2 Describe career opportunities in hairstyling and aesthetics, including relevant secondary and postsecondary educational pathways, and identify key knowledge, skills, attitudes, and habits that are important for success in the industry.

## Specific Expectations

A1.2 Describe different characteristics of hair, skin, and nails that affect styling and treatment needs and options (*e.g., porosity, elasticity, texture, density, growth patterns, protection, pigmentation*).

A2.1 Describe common hairstyling and aesthetics products and their uses (*e.g., shampoos, conditioners, styling agents, skin care products, nail care products, make-up products, colouring agents*);

A2.2 Describe various processes and equipment that are used in the hairstyling and aesthetics industry (*e.g., processes: spiral curl ironing, updos, round-brush blow drying, French braiding, facials, manicures, make-up applications, hair removal; equipment: flat iron, cuticle pusher, razor*);

A3.1 Explain how personal well-being and professional success are enhanced by a healthy lifestyle (*e.g., adequate sleep, proper nutrition, regular exercise, a holistic approach to well-being as found in Aboriginal cultures*);

B1.1 Select safe and appropriate materials, tools, and products and use them correctly to perform professional salon/spa services;

B1.5 Perform a variety of hairstyling and aesthetics procedures (*e.g., hairstyling: thermal styling, wet styling, shampooing, hair and scalp treatments; aesthetics: manicures, nail tips, facials, make-up, hair removal*) for a variety of purposes/occasions (*e.g., for peer modelling events, client days, musicals, drama productions, fashion shows, charity events*).

B2.2 Use knowledge of design principles (*e.g., proportion, balance, emphasis*) to sketch, create, and produce a variety of pleasing/ interesting salon/spa styles and effects (*e.g., in nail art, make-up, eyebrow shapes, hairstyles*);

B3.3 Incorporate fashion trends and new technologies into salon/spa services (*e.g., new styles, products, and techniques featured by fashion magazines, in trade shows, on the Internet, and by guest speakers*).

C1.2 Describe how salons and spas can help to protect the environment (*e.g., purchase sustainable products, such as refillable containers, products with natural ingredients, non-toxic cleaning products, and energy-saving products; adopt environmentally friendly methods of managing waste, such as recycling and waste-reduction programs*).

C2.1 Describe some key social issues that are of concern to the hairstyling and aesthetics industry (*e.g., the use of animal testing in product development; the use of natural versus synthetic ingredients in product development; demand for scent-free and hypoallergenic products; cultural protocols, such as the Anishinaabe practice of collecting cut hair to dispose of in a culturally acceptable way*);

D1.2 Describe common health and medical issues that may arise during hairstyling and aesthetics procedures (*e.g., burns, cuts, abrasions, electric shock, heat exhaustion, fainting, nose bleeds*);

D2.1 Identify career opportunities in the hairstyling and aesthetics industry (*e.g., hairstylist, make-up artist, nail technician, registered massage therapist, para-medical aesthetician, holistic therapist, electrologist, salon/spa owner, teacher, sales and marketing coordinator*) and the secondary and postsecondary pathways (*i.e., selection of courses, training programs, experiential learning opportunities, certifications, and/or apprenticeship*) that lead to the various careers;

D2.3 Identify groups and programs that are available to support students who are interested in pursuing non-traditional career choices in the hairstyling and aesthetics industry (*e.g., mentoring programs, virtual networking/support groups, specialized postsecondary programs, relevant trade/industry associations*);

## Safety Concerns

There are relatively low safety concerns (ergonomics and computer safety) with the theory portion of this project, however if students choose to do a practical application of the manicure, styling of hair or make-up application, it is recommended that the appropriate health and safety instruction is addressed (either in class, on an assignment or online (ie: ToolSAFE Video)) and that the student has parental consent and supervision.

## Applicable SAFEDocs and ToolSAFE videos

Please refer to the [OCTE SAFEDocs for Hairstyling and Aesthetics](#) for safety documents in order to properly address and instruct this project.

## Project Challenges

Teachers must be clear in their communication to the students to explicitly state how to use the Bingo Card and therefore avoid confusion. The teacher should also be well prepared and plan accordingly for each activity at least one day ahead of the scheduled class.

## Differentiation of the Project / Activity

For students who are complex learners, teachers can switch out some of the Bingo spaces for assignments that align with their individual learning goals or modify each assignment. Teachers can also refer to the [Differentiation Scrapbook](#) to take into account for learner ability, multiple intelligences, exceptional students, and ESL learners.

## Assessment and Evaluation

Conversations, data collected and products are all considerations for evaluation when measured against the course overall expectations. General Rubrics for Green Circle Salons, Mineral Oil, Parabens, Anishinaabe Tribe, Animal Testing, Hairdressing Schools, Aesthetic Schools, Advertisement for Make-up and Hair Product, Brochure for Special Event and Stretches for Hairdressers and Aestheticians can be created by teachers to further support this resource and their specific classroom foci.

Considerations should be given to Assessment As Learning, Assessment For Learning, and Assessment Of Learning for the various activities and in specific to your clientele / students. Effective instructional strategies and classroom protocols set by the teacher will assist in assessment and evaluation of student's capacities and skills.

Please see the following pages for a rubric covering overall expectations from the Ministry of Education.



## Rubric for Overall Expectations from the Ministry Of Education.

	<b>Level 4 80-100%</b>	<b>Level 3 70-79%</b>	<b>Level 2 60-69%</b>	<b>Level 1 50-59%</b>
<b>Knowledge</b> of subject specific content and the comprehension of its meaning and it's significance. *Facts *Equipment *Terminology *Processes *Procedures *Industry Standards	Demonstrates thorough knowledge of content  Demonstrates thorough understanding of content	Demonstrates considerable knowledge of content.  Demonstrates considerable understanding of content	Demonstrates some knowledge of content.  Demonstrates some understanding of content	Demonstrates limited knowledge of content.  Demonstrates limited understanding of content
<b>Thinking</b> The use of critical and creative thinking skills and/or processes. *Use of planning skills *Strategize *Problem solve *Processing skills *Use of creative/critical thinking processes	Expresses and organizes and information with a high degree of effectiveness  Communicates for different audiences and purposes with a high degree of effectiveness  Uses vocabulary and terminology with a high degree of effectiveness	Expresses and organizes and information with considerable effectiveness  Communicates for different audiences and purposes with considerable effectiveness  Uses vocabulary and terminology with considerable effectiveness	Expresses and organizes and information with some effectiveness  Communicates for different audiences and purposes with some effectiveness  Uses vocabulary and terminology with some effectiveness	Expresses and organizes and information with limited effectiveness  Communicates for different audiences and purposes with limited effectiveness  Uses vocabulary and terminology with limited effectiveness

<b>Communication</b> Expresses and organizes ideas in oral or written form. *Terminology *Vocabulary	Applies knowledge and skills with a high degree of effectiveness  Transfers knowledge and skills to new contexts.  Makes connections within and between various contexts with a high degree of effectiveness	Applies knowledge and skills with considerable effectiveness  Transfers knowledge and skills to new contexts.  Makes connections within and between various contexts with considerable effectiveness	Applies knowledge and skills with some effectiveness  Transfers knowledge and skills to new contexts.  Makes connections within and between various contexts with some effectiveness	Applies knowledge and skills with limited effectiveness  Transfers knowledge and skills to new contexts.  Makes connections within and between various contexts with limited effectiveness
<b>Application</b> of knowledge and skills *Transfers concepts, processes, use of equipment and technology to new contexts.	Student applies and transfers knowledge and skill with a high degree of effectiveness  Makes connections between various contexts with a high degree of effectiveness	Student applies and transfers knowledge and skill with considerable effectiveness  Makes connections between various contexts with considerable effectiveness	Student applies and transfers knowledge and skill with some effectiveness  Makes connections between various contexts with some effectiveness	Student applies and transfers knowledge and skill with limited effectiveness Makes connections between various contexts with limited effectiveness

## Career and Industry Extensions

The activities included in this resource encompass a breadth of experiences and lessons relative to the hairstyling and aesthetics industries. Extensions can be made to multiple career and industry employment like,

- Hairstylist
- Barber
- Aesthetician
- Salon Owner
- Cosmetic Sales
- Make-Up Artist

## Reflection or Design Report

Teachers may wish to have the students complete a design report, reflection or create a portfolio 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, entering post-secondary education or the workforce.

## Appendix A - Teacher's Notes

Each space on Bingo Card is marked from 1-25 in blue. Each number represents an activity. Below are the suggested answers to each activity.

### Activity 1

What are the following disorders and diseases? One sentence answers for each topic.

- Alopecia
- Pityriasis
- Pediculosis Capitis

Alopecia- Hair loss Pityriasis- Dandruff Pediculosis Capitis- Headlice.

### Activity 2

Write out the steps to a professional manicure or do a time lapse video of a professional manicure

Students will either perform a manicure or write out steps to a manicure depending on availability or resources or what has been previously taught. Checklist for Evaluation, some steps can be done in a different order but as long as it makes sense.

#### Professional Manicure Steps

##### **Step one**

Set up station- Nail file, nail buffer, orangewood stick, manicure bowl with warm soapy water, two towels and a paper towel, cotton, Q-tip, base coat, coloured polish and top coat

##### **Step two**

Greet client and wash your hands

##### **Step three**

Discuss nail shape, ask about allergies or medical conditions that could affect service

##### **Step four**

Remove old polish

##### **Step five**

Shape nails and after filing the first hand soak in water

##### **Step six**

Dry hand out of water and put on cuticle remover

**Step seven**

Gently push back cuticle (Repeat steps six and seven to other hand)

**Step eight**

Buff all nails (white to grey for tool DBL13)

**Step nine**

Hand and arm massage

**Step ten**

Remove lotion from nail plate with nail polish remover and apply base coat

**Step eleven**

Apply two coats of colour, then apply top coat (don't forget paper towel as we do not want polish on hair towels)

**Step twelve**

Solar oil is optional then clean and disinfect all tools, table, throw out garbage and put everything away

**Activity 3**

Keep a diary for one week of your food intake and how many hours of sleep you get each night.

Diary of sleep and food. No assessment needed, just have students do this as an awareness assignment. Teachers could possibly do the assignment with the students and maybe have an online discussion about some of the challenges.

**Activity 4**

Do a hairstyle on a person or yourself in a time lapse video. Video may be substituted for pictures.

Do a hairstyle on yourself or a family member/peer. Teachers can give feedback on hairstyle. (Formative Assessment) Students are to hand in a time lapse video but you could change it to pictures instead.

### Activity 5

Research and write a list of considerations you would have in mind to do a haircut for someone who is deaf or hearing impaired.

Students have to write out ideas through research and thoughtful consideration on how you might have to accommodate a person who is deaf or hearing impaired. Teachers can offer feedback.

### Activity 6

Write out a list of considerations you would do if you were going to do a haircut on someone who was blind or visually impaired

Students have to write out ideas through research and thoughtful consideration on how you might have to accommodate a person who is blind or visually impaired. Teachers can offer feedback.

### Activity 7

Design an intake form for a new client in a hair salon or spa. (Would the spa questions be different from the hair salon?) Make sure you state what type of business your form is for.

Students design an intake form for either a client entering a Spa or Salon. Considerations for questionnaire: Name, contact information, Covid 19, general wellness questions, daily routines for caring for their skin or hair, and prior services or home treatments.

### Activity 8

Do your [Barbecide Certification Course and Barbecide COVID-19 Certification Course](#)

Students need 80% from the Barbecide website to receive their certification. Students can screenshot this to hand it in or save it and attach it to the platform used in your classroom.

### Activity 9

Check out your local health unit and answer questions on handout.

Students research their local health unit and answer the questions on handout. Here are the answers to handout. Students are to answer the following questions using their local health unit's webpages.

Here are the answers to the Activity #9 questions.

1. What is the link to your health unit? Copy and paste here **Link pasted**
2. Fish pedicures were banned in Ontario. Why do they believe it is not safe to offer this service? **The fish don't have teeth they suction on to the skin and fish cannot be disinfected.**
3. Hairdressing and barbering is a service that falls under the personal service setting. List five other services that would fall under this setting?  
**Aesthetics, body piercing, body modification, earlobe piercing, electrolysis and hair removal, **hairdressing and barbering**, manicure, microdermabrasion, pedicure, micropigmentation, tattooing & tattoo removal**
4. The chain of transmission is a model used to explain how infection can be spread and how it can be prevented. Proper handwashing is one way to break the chain of transmission, what is another way? Cleaning, disinfecting, using single use items, immunizations, wearing a mask.
5. What does PPE stand for? **Personal protective equipment**
6. To be effective rubbing alcohol in hand sanitizers must be at least what percentage? **65-90%**
7. What does ABHR stand for? **Alcohol-Based Hand Rub**
8. Watch this video from the World Health Organization  
<https://www.youtube.com/watch?v=ZnSjFr6J9HI>
9. What was the last step on the video about how to use hand sanitizer? **Let the sanitizer dry**
10. List two items that are single use in a Hair Salon?

**Applicators used to apply styptic powder or liquid to stop bleeding, gloves, hair threading or weaving needles, neck strips, single-use crochet hooks for cap highlights, single-use disposable razors and/or blades, styptic products.**

## Activity 10

Write one paragraph describing each of the following three phases of hair growth.

- Anagen
- Catagen
- Telogen

**Students should come up with the following information.** Anagen also known as the growth phase. Your hair is in this phase for 90% of its life. This phase can last up to 10 years but commonly lasts between three and five years. Hair grows 1.25 cms in one month. Catagen is a brief stage, also a transition phase, the follicle canal shrinks and detaches from the dermal papilla. This phase lasts one to two weeks. The telogen phase also known as the resting phase. It is the final stage. The last 3 to 6 months. As this phase ends the anagen begins again.

## Activity 11

Identify attitudes and behaviours that contribute to success in the Hairstyling and Aesthetic industry. *I.e: Creative, conscientious,*

Identify attitudes and behaviours that contribute to success in this industry. A lot of potential answers for this. Caring, attention to detail, conscientious, creative, patient, friendly, empathetic...

## Activity 12

Research [Green Circle Salons](https://greencirclesalons.com/) and write a one page essay on their business and their practices

Green Circle Salons <https://greencirclesalons.com/> See research rubric for evaluation

## Activity 13

Make-up Application (hand out included)

Make-up -Hand out is posted. Teachers can comment and give feedback on this assignment. Students can do the theory based assignment, the practical one or both depending on previous knowledge, experience and availability.



## Activity 14

Research and write one paragraph describing each of these two topics.

- Mineral oils
- Parabens

Information on Mineral oil and Parabens. Mineral oil is a clear, odorless liquid and a common ingredient in a variety of cosmetics and personal care products. Mineral oil is made from highly refined, purified and processed petroleum. <https://www.chemicalsafetyfacts.org/mineral-oil/>

Parabens are the most widely used preservative in cosmetics. They are also used as fragrance ingredients, but consumers won't find that listed on the label. Fragrance recipes are considered trade secrets, so manufacturers are not required to disclose fragrance chemicals in the list of ingredients (see also Fragrance/Parfum). An estimated 75 to 90 percent of cosmetics contain parabens (typically at very low levels). <https://davidsuzuki.org/queen-of-green/dirty-dozen-parabens/>

## Activity 15

Research cultural practices for the Anishinaabe tribe of collecting cut hair to dispose in a culturally acceptable way. (One paragraph, include resources)

Research cultural practices for the Anishinaabe tribe of collecting cut hair to dispose in a culturally acceptable way. (One paragraph) *See research rubric for evaluation*

## Activity 16

Make a list of tools that a hairstylist would have at their station. Price out each tool and total cost at the station of these tools. Ei. Scissors \$50-\$500

Tools at a hairstylist's station. Scissors- \$50-500, Tail comb, Cutting comb, Large toothed comb, Foiling comb, Teasing comb- Combs would be worth anywhere between \$5-\$20, Blow-dryer- \$50-500, Flat iron \$80-300, Curling irons with at least 2 different sized barrels \$50-200. Thinning Shears \$50-500, Texturizing shears \$ 50-500 Neck brush- \$25 Diffuser for dryer would probably be included with dryer or \$25-40, Brushes (vent, round, detangle, teasing) Each brush would be \$20-50. Students should be able to come up with at least some of these answers

## Activity 17

Write a one page essay about animal testing, include a personal opinion.

Animal testing- One paragraph. *See research rubric for evaluation*

### Activity 18

Research two Hairdressing Schools

Research two hairdressing schools. See research rubric for evaluation

### Activity 19

Design an ad for your favourite hair care product

Design an advertisement for your favourite hair care product. See research rubric for evaluation

### Activity 20

Design a brochure for a special event in a Salon or Spa

Design a brochure for a special event in a Salon or Spa. See research rubric for evaluation

### Activity 21

Research three good stretches for a hairdresser or aesthetician. Either copy the links, make your own video or write out the steps.

Research three good stretches for a hairdresser or aesthetician. Students can submit work by doing a video, copy and pasting urls or writing out the steps. *See research rubric for evaluation*

### Activity 22

Create an Ad for your favourite make-up product

Create an advertisement for your favourite make-up product. *See research rubric for evaluation*

### Activity 23

List 3 tools an Aesthetician would own and how much the tool costs.

List three tools an Aesthetician would own. A facial bed, Pedicure and manicure bowls, files, buffers, brushes, cuticle pushers, etc

### Activity 24

Research two Aesthetic Schools

Research two Aesthetic Schools. *See research rubric for evaluation*

## Activity 25

Style your hair or a family member/peer's hair.

Style your hair or a family member's/peer in a new style. Teachers can give feedback on hairstyle. (Formative Assessment not all students will have tools but they can all at least braid or do something with their hair.)

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