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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Cosmetology I |
| **Lesson/Unit Title** | Shampooing and Conditioning |
| **TEKS Student Expectations** | **130.283. (c) Knowledge and Skills**  (5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:  (C) locate and compare vendors to maximize benefits for personal care clients, businesses, or organizations  (F) execute shampooing, permanent waving, curl demonstration, blow drying, and thermal curling service as required for the state practical exam |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Discuss the uses and benefits of the various types of shampoo * Discuss the uses and benefits of the various types of conditioner * Demonstrate the appropriate draping for a basic shampoo and conditioning service |
| **Rationale** | Don’t you just love the feel of having your hair shampooed and conditioned at a salon? It’s such a treat! Do you ever wonder how they know what shampoo and conditioner to use on you?  The overall experience is so relaxing and your hair feels great afterward! Pay close attention, because the information you will learn in this lesson will reveal the secrets of salon shampooing and conditioning so that you can provide this type of experience for YOUR clients. |
| **Duration of Lesson** | Two 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Chelating soaps/detergents:** soaps that break down stubborn films and remove the residue of products  **Clarifying shampoo:** Shampoo containing an active chelating agent that binds to metals (i.e. iron and copper) and removes them from the hair; contains an equalizing agent that enriches hair, helps retain moisture, and makes hair more manageable  **Conditioner:** Special chemical agent applied to the hair to deposit protein or moisturizer to help restore hair strength, give hair body, or to protect hair against possible breakage  **Dry Shampoo:** Also known as powder shampoo; shampoo that cleanses the hair without the use of soap and water  **Hard Water:** Water that contains minerals that reduce the ability of soap or shampoo to lather  **Humectants:** Substances that absorb moisture or promote the retention of moisture  **Medicated Shampoo:** Shampoo containing special chemicals or drugs that are very effective in reducing dandruff or relieving other scalp conditions  **Soft Water:** Rainwater or chemically softened water that contains only small amounts of minerals and, therefore, allows soap and shampoo to lather freely |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation   **Supplies:**   * 1 clamp * 3 clean towels * Manikin or live model * 1 plastic drape * Sanitation kit (disinfectant, hand sanitizer) * Variety of shampoos/conditioners * Copies of all handouts   **PowerPoint:**   * Shampooing and Conditioning   **YouTube video:**   * Shampooing Demonstrates how to drape and shampoo a client with color treated hair. The last 15 minutes or so is a review of the demonstration and answers questions from the students. The video does not demonstrate conditioning the hair but overall it is a very good and informative video.<http://youtu.be/axUhh2e29SA>   **Graphic Organizer:**   * KWL Chart Shampoo and Conditioning   **Handouts:**   * Rubric Shampooing and Conditioning * Shampoo and Conditioner and Hair Types Note-taking |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  On a table at the front of the classroom, arrange the various types of shampoo and conditioner you have available in your school to discuss. Here a few examples to have available:   * Clarifying shampoo * Dry shampoo * Color safe shampoo * Moisturizing shampoo * Deep-conditioning conditioner (hair mask) * Leave-in conditioner * Volumizing shampoo/conditioner |
| **Direct Instruction \*** | Review lesson objectives and word wall/vocabulary terms.  Distribute Shampoo, Conditioner, and Hair Types graphic organizer. Instruct students to take notes on this document during the upcoming slide presentation ad discussion.  Introduce slide presentation Shampooing and Conditioning. Take time to discuss the content of each slide. Encourage students to ask questions and share experiences.  Note: Be sure to inform students that there may be different types of hair that one shampoo or conditioner can be used on.  Stop and focus on slides 22 and 23 regarding the proper procedure used to drape a client prior to providing shampooing and conditioning services.  Demonstrate how to properly drape a manikin/client for a shampoo service using the chemical draping method.  Demonstrate how to properly shampoo and condition a client’s hair in the shampoo bowl using the safety and sanitation methods established by the Texas Department of Licensing and Regulation.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing assistance with note-taking |
| **Guided Practice \*** | Randomly divide students in to teams of two or allow them to select a partner. Instruct them to analyze each other’s’ hair. Have them prescribe each other the proper type(s) of shampoo and conditioner they should be using. Then have them question each other over what type of shampoo and conditioner they are currently using and why it is appropriate or inappropriate for their hair type.  Have each team share their findings with the class – what they have diagnosed for each other and why they prescribed the specific shampoo and/or conditioner.  During activity, monitor and assist students. Encourage them to think for themselves and refer to their textbook or notes before proving their partner with a final assessment. Remind student that you will not always be there to make those decisions for them and they need to rely on their knowledge and materials available to them.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing additional assistance * providing students with a peer tutor |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Have students practice the draping technique on a manikin or on a partner. After proper draping has been established, have students practice the shampooing/conditioning techniques on the same manikin or a partner. At the end of the class period, have each set of partners tell you what they liked best about the shampoo they received and what they liked least about it. This is constructive criticism and will help the students to improve upon their abilities.  Divide students into new teams of two. Introduce assessment activity. Explain to students that their partner will be using a rubric to assess their draping, shampooing and conditioning procedures. Provide each student with a copy of Rubric for Shampooing and Conditioning. Discuss each component of the rubric so that students understand how their procedures and techniques will be assessed.  One student will be labeled STUDENT A, the other STUDENT B. Have students determine who will be STUDENT A and who will be STUDENT B.  Note to teacher: You may determine whether you want this to be a timed activity.  STUDENT A will begin by properly draping STUDENT B and utilizing proper shampooing and conditioning techniques. After procedure, STUDENT B will be allowed to assess STUDENT A’s techniques on the rubric.  Roles will then reverse and STUDENT B will begin by properly draping STUDENT A and utilizing proper shampooing and conditioning techniques. After procedure, STUDENT A will be allowed to assess STUDENT B’s techniques on the rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing assistance with peer tutoring |
| **Lesson Closure** | Review lesson objectives and word wall/vocabulary terms.  Reiterate the importance of proper draping and shampooing. If necessary, reteach the draping procedures. |
| **Summative/End of Lesson Assessment \*** | After assessment activity (see Independent Practice), students will share their rubric and findings with their partner and then with the class.  All rubrics, completed by students, will be submitted, and evaluated by instructor.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing assistance with note-taking * peer tutoring |
| **References/Resources/**  **Teacher Preparation** | **Textbook:**   * Frangie, C.M. (2012). *Milady Standard Cosmetology*. Clifton Park, NY: Cengage Learning.   **Websites:**   * Shampooing Video Demonstrate how to drape and shampoo a client with color treated hair. The last 15 minutes or so is a review of the demonstration and answers questions from the students. The video does not demonstrate conditioning the hair but overall it is a very good and informative video.<http://youtu.be/axUhh2e29SA> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall * Add terms and definitions to personal dictionary * Utilized Four Corners Vocabulary/ Word Wall Activity * Peer tutoring * Journal entries |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Students can explore different types of shampoo and conditioner on the internet, magazines, or professional beauty supply advertisements that are current and relevant to the lesson.  Incorporate one of the following strategies:   * Encourage students to make predictions on what type of hair the products should be used on just by looking at the image of the bottle or label. * Have students think of one person who would benefit from using the product. This will create a relationship between the product and the hair type it should be used on. |
| **Quotes** | Too bad all the people who know how to run this country are busy running taxicabs or cutting hair. **-George Burns**  I’d luv to kiss ya, but I just washed my hair. -**Bette Davis**  Believe you can and you’re halfway there.  **-Theodore Roosevelt** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * It is important to know about hair and scalp care because…. * Proper shampooing and conditioning can be beneficial because…   **Writing Strategy:**   * RAFT (Role/Audience/Format/Topic): * Role: Cosmetologist * Audience: Client with dandruff * Format: Dialogue between cosmetologist and client * Topic: Importance of switching from her/his current shampoo regimen to one that will benefit dandruff   You have a client who has dandruff, but is using the wrong shampoo and conditioner. Write a dialogue of how your conversation would go if you were prescribing a different type of product for them to use. Use tact when telling the client that they have dandruff and need to be using a special shampoo. |
| **Communication**  **90 Second Speech Topics** | * Why is it important to know what type of shampoo/conditioner to use on clients’ hair? * What is the importance of draping the client correctly during a shampoo service? |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Have students develop their own presentation about draping and shampooing. Let them film or take pictures and apply them to a PowerPoint or Prezi presentation for the class. * Have students view and discuss YouTube video Shampooing <http://youtu.be/axUhh2e29SA> |
| **Family/Community Connection** | Talk to your product distributors or manufacturers and see if they will come and present to the class on their wet bar product lines.   Farouk will allow tours of the factories for students and instructors. Call in advance to set up appointment. |
| **CTSO connection(s)** | SkillsUSA  Job Demonstration |
| **Service Learning Projects** | Service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson that will help them to enhance their shampooing skills. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)