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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** | Introduction to Cosmetology |
| **Lesson/Unit Title** | The Importance of Effective Communication |
| **TEKS Student Expectations** | **130.282. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Explain communication * Define the purpose of high-quality communication * Demonstrate the difference in verbal and non-verbal communication * Demonstrate telephone etiquette * Compare personality qualities in relation to effective communication * List the structure of conversation |
| **Rationale** | Communication is the first step in developing a relationship with your clients. In order to build positive relationships with your clients you must not only be skilled in asking accurate questions, but also be a good listener. Never underestimate the effectiveness of high quality communication.  Remember that often it is not “what” you say, but “how” you say it that makes an impact on your client. Your body language, eye contact, and facial expressions can be more damaging to your relationship with your client than the words you speak. Being a good communicator also includes having excellent verbal skills. If we want to be taken seriously as professionals, we must be aware of the grammar we use. |
| **Duration of Lesson** | Three 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Communication:** Exchange of thoughts and information by conversation or writing  **Grammar:** The syntactic (the way in which words are put together to form sentences) and inflectional rules of a language  **Joint Communication:** Talking and listening  **Non-Verbal Communication:** Body language, eye contact, appearance, and facial expressions  **Verbal Communication:** Voice and tone |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation   **Materials:**   * Large flip chart paper and markers * Milady Textbook of Cosmetology * Note cards   **Props per group of three for skits:**   * Appointment book * Chairs * Mirror * Pencils * Telephone * Style books * Copies of handouts   **PowerPoint:**   * The Importance of Effective Communication   **YouTube:**   * Sam Villa Hair 5 Tips for Building Better Communication Skills in the Salon<http://youtu.be/pzLIKoxwKnY> * Sam Villa Hair How to Handle an Angry Client<http://youtu.be/Fs2Nj51t1wc> * Q and A with Sam Villa  Tips for Client Follow-up<http://youtu.be/JkwopwmimWk> * Client Consultation Sam Villa Hair<http://youtu.be/1-CDBPJiRhY>   **Handouts:**   * 90 Second Speech Topics * Characteristics of Effective Communication * Chit Chat Topics * Effective Communication Essay Quiz * Effective Communication Essay Quiz Key * It Matters What You Say |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Distribute an index card to each student as they enter the classroom.  Instruct students to define the word Communication in their own words on the note card. Allow students to share and discuss answers. |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Introduce Effective Communication PowerPoint. Focus on the contents of each slide. Allow for discussion and questions throughout presentation.  Pause at slide 11. Distribute handout It Matters How You Say It! and allow students to practice using a different tone of voice and inflection when asking the question, “What do you want me to do?”  Pause at slide 16. View and discuss YouTube video 5 Tips for Building Better Communication Skills in the Salon from Sam Villa Hair <http://youtu.be/pzLIKoxwKnY>  Pause at slide 19. View and discuss YouTube video How to Handle an Angry Client from Sam Villa Hair <http://youtu.be/Fs2Nj51t1wc>  Pause at slide 20. View and discuss YouTube video Tips for Client Follow-up from Q and A with Sam Villa <http://youtu.be/JkwopwmimWk>  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing encouragement and praise * providing encourage participation * providing instructional aids |
| **Guided Practice \*** | **Prior to activity:**  Gather props for each group skit: chairs, telephones, pencils, appointment book, style books, mirror….  Distribute “Chit Chat Topics” and allow students to write in their answers. As a class review their answers and stress the concept of effective communication.  Lead brief discussion on specific situations that require effective communication in a salon. Inform students that they will be divided into groups and will role play various communication scenarios.  Role play activity:  Divide students into subgroups of three. Each group will consist of a receptionist (with a telephone), a client and a stylist. Assign scenarios.  Examples of scenarios may include:  Dealing with an angry client because the stylist was running late.  Dealing with an angry client because they were not happy with the service.  Taking a call from a client and scheduling an appointment.  Calling a client and canceling an appointment because their stylist is ill.  Greeting clients as they enter the salon.  Provide students a few minutes to organize their skits.  Allow each team to role play. As a class, discuss ways to improve the communication in each skit.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * repeating instructions * checking for understanding * providing peer tutoring |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Provide the title “8 Phone Etiquette Tips for Your Front Desk.” As a class, have the students predict what the 8 tips might be. Direct students to read the article “8 Phone Etiquette Tips for Your Front Desk.” <http://www.behindthechair.com/displayarticle.aspx?ID=1914>  Have students discuss the article as a class. Instruct students to read, reflect and write a half page summary on the article. Provide extra credit if students bring a copy of the article to class.  Students should be prepared to give a 90 second oral summary of their findings.   * You may allow students to locate a different online article on communication in the workplace.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing written instructions * calling, emailing, or sending home * written instructions for assignment * asking parent/guardian to assist student as needed |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Distribute and review the contents of Characteristics of Effective Communication handout. As a class discuss and have students write in additional characteristics.  Script: High quality communication skill is not just carrying on a conversation with another person. It involves skills in how to listen and “hear” what the other person is saying. You communicate through your facial expressions, body language, eyes, and appearance. The ways you speak (grammar) and position your body are very important keys to high quality communication. To be successful in the cosmetology profession, you must achieve high quality communication skills.  Allow students to take turns giving their “new” definition of communication and comparing it to the one originally written on the note cards created during Anticipatory Set. |
| **Summative/End of Lesson Assessment \*** | Provide each student with a copy of Communication Essay Quiz. Quiz will be assessed by instructor.  If students were assigned a 60 second speech, allow time for presentations.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * listing vocabulary for tests * administer quiz orally * allow a preview of quiz questions |
| **References/Resources/**  **Teacher Preparation** | **Textbooks:**   * Milady Standard Textbook of Cosmetology * ELPS Toolkit, First Edition, Region XIII   **Websites:**   * Behind the Chair Article: 8 Phone Etiquette Tips for Your Front Desk<http://www.behindthechair.com/displayarticle.aspx?ID=1914>   **YouTube:**   * Sam Villa Hair 5 Tips for Building Better Communication Skills in the Salon<http://youtu.be/pzLIKoxwKnY> * Sam Villa Hair How to Handle an Angry Client<http://youtu.be/Fs2Nj51t1wc> * Q and A with Sam Villa  Tips for Client Follow-up<http://youtu.be/JkwopwmimWk>   **Publications:**   * Use Proper Grammar for Best Business Image<http://ezinearticles.com/?Use-Proper-Grammar-for-Best-Business-Image&id=6087643> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | **Read, Write, Pair, Share:**   * This is a strategy for getting students to share their writing and ideas during interactions. Students read a text, write their thoughts on it using a sentence starter, pair with another student, and share their writing. * Students can also be given suggestions on how to comment on each other’s writing. (Fisher & Frey, 2007) * Word wall |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | **Partner Reading:**   * This strategy involves two students reading together to process information in a text. Each can alternate a paragraph while the other summarizes and asks questions. (Johnson,1995) * Provide the title “8 Phone Etiquette Tips for Your Front Desk” and have students predict what the 8 tips might be. Direct students to read the article “8 Phone Etiquette Tips for Your Front Desk.” <http://www.behindthechair.com/displayarticle.aspx?ID=1914> * Have students discuss the article as a class. |
| **Quotes** | The expression one wears on one’s face is far more important than the clothes one wears on one’s back. **-Dale Carnegie**  Be more concerned with your character than with your reputation, for your character is what you are, while your reputation is merely what others think you are. **-Dale Carnegie** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entry:**   * Today, I will improve my grammar by . . . * The best way to communicate with a dissatisfied customer is to…. * Effective communication involves…   **Writing Strategies:**   * RAFT * Role: Salon Owner * Audience: Future Clients * Format: Flyer * Topic: Opening of new salon * Instruct students to write a summary on the article from the Reading Strategy section and have a peer proofread and edit their summary prior to submitting for assessment. * Have students take the Communication Essay Quiz. |
| **Communication**  **90 Second Speech Topics** | * The Sounds of High Quality Communication * My Motivation for High Quality Communication |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Students may write a script for the cosmetology school to use when answering the telephone phone.  Students may write scripts for other cosmetology communication scenarios such as:   * Meeting a salon client for the first time * Dealing with an unsatisfied customer |
| **Family/Community Connection** | Schedule student observations of professionals in the community. On their own time, students visit an office of a lawyer, doctor, bank, salon or teacher and watch professionals interact with people. Students will be expected to share their findings with the class.  Technology Connection YouTube professional communication video. Read an article online.  Instructional Strategy or 21st Century Skill(s) Stimulation/Role Playing Simulation can be used for various phases of instruction:   * Presentation * Guidance * Practice * Assessment   Factors to consider when selecting simulation.   The strategy:   1. Must match the instructional objective. 2. Must relate to the course content and competencies. 3. Must be placed appropriately in a lesson 4. Must have groups   The instructor must:   1. Be aware of the time factor in planning instruction. 2. Understand that participation is a key component. 3. Give careful consideration to role assignments. 4. Understand discussion activities should to be student led.   Identify all the resources. |
| **CTSO connection(s)** | SkillsUSA<http://www.skillsusa.org>  Customer Service Contest Prepares students for client interaction. |
| **Service Learning Projects** | Invite different campus organizations to come to the school to get their hair done, this will give cosmetology students an opportunity to interact with clients. |

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)