**TEXAS CTE LESSON PLAN**

[www.txcte.org](http://www.txcte.org)

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| **Lesson Identification and TEKS Addressed** |
| **Cluster**  | Human Services |
| **Course**  | Cosmetology II |
| **Lesson/Unit Title** | Client Follow-up |
| **TEKS Student Expectations** | **130.284. (c) Knowledge and Skills**(3) The student demonstrates knowledge of rules and regulations established by the TDLR. (A) The student is expected to apply health and safety policies and procedures(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. (B) The student is expected to judge client satisfaction by recording solutions, procedures, and products to enhance future services and client interactions |
| **Basic Direct Teach Lesson** |
| **Instructional Objectives** | **Students will:*** Complete client consultation record card
* Sanitize according to TDLR rules and regulations
* Disinfect and sterilize implements as required by TDLR rules and regulations
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| **Rationale** | What happens when the client service is over? What steps should you take? Did you assure your client was satisfied and record the results on the record card? Have you met all TDLR requirements regarding sanitation and safety? Is the service truly over until you have followed these steps?Think about your visits to the salon. How many of you have seen the hairdresser take a comb out of the jar with the blue liquid? When they were finished, did they put it back in the blue liquid? If so, what has now happened to the solution in the jar and the other combs in the jar? Have you seen them put the used brush into a station drawer? What do you think has happened with all the brushes and combs in the drawer? In this lesson, we are going to learn what to do after the client leaves our station. |
| **Duration of Lesson** | Two 45-minute class periods |
| **Word Wall** | **Client follow-up:** Recording procedures, results, and notes for a client**Disinfect:** To kill or retard the growth of bacteria**Non-porous:** Cannot absorb liquid**Porous:** Capable of absorbing liquid**Sanitize:** To help maintain the health and safety of the general public**Sterilize:** To totally destroy all bacteria and their spores**TDLR:** Texas Department of Licensing and Regulation – Cosmetology’s governing body |
| **Materials/****Specialized Equipment Needed** | **Equipment:*** Computer with projector and Internet for PowerPoint presentation (be sure to follow school district guidelines)
* Remote

**Supplies:*** Broom and dustpan
* Cape and towel used for draping
* Clean towels
* Disinfectant solution
* Disinfectant wipes
* Soiled brushes or combs
* Sterilizer (approved by TDLR)
* Timer
* Copies of all handouts

**PowerPoint:*** Client Follow-up

**Technology:*** Free iPad App:

**iTunesU:*** Cosmetology: Disinfecting
	+ DisinfectingProfessor Sondra Blades demonstrates the items necessary for the disinfection of soiled implements. Blades also describes the sanitary application of the tools.<https://itunes.apple.com/us/podcast/disinfecting/id532353156?i=116244787&mt=2>
* Cosmetology: Disinfecting
	+ SMAProfessor Blades will demonstrate the materials needed for a Sanitary Maintenance Area. Discusses the three containers to store supplies; Quats, Soiled and Disinfected Implements.<https://itunes.apple.com/us/podcast/sma/id532353156?i=116244786&mt=2>

**Graphic Organizer:*** Client Consultation Card
* Client Follow-up Notes
* Client Follow-up Notes (Key)
* KWL-Client Follow-up

**Handouts:*** Cosmetologists Administrative Rules
* Sanitation Checklist
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| **Anticipatory Set** | **Before class begins:**Display as many of the materials and supplies from the Materials or Specialized Equipment Needed section as you have available on a table in front of the classroom.Distribute graphic organizer KWL Chart – Client Follow-up and ask students to complete the first two sections:* K – What do I know about the importance of accurate recordkeeping?
* W – What do I want to know about the importance of recording client results and sanitizing implements?

The last column will be completed at the close of the lesson.Discuss with your students the importance of cleaning their station after each client. |
| **Direct Instruction with Special Education Modifications/****Accommodations** | Introduce lesson objectives, terms, and definitions.Distribute graphic organizer Client Follow-up Notes so that student may take notes during slide presentation.Introduce PowerPoint Client Follow-up and lead a discussion on the importance of cleaning up after each client.View the short videos:* How to Clean Your Salon Work SpaceLearn the importance of having a clean work space and tips on how to clean it in this free video clip on cosmetology.
* How to Set Up for Your Next Salon ClientLearn tips on how to set up your work space and get ready for your next salon client in this free video clip on cosmetology.

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** Check for understanding
* Limit directions to two or three steps
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| **Guided Practice with Special Education Modifications/****Accommodations** | Demonstrate how to complete the last section of the client consultation card to record service date and results.Demonstrate the following steps:* Gather all washable materials (cape, towels) and place them in a dirty laundry receptacle.
* Use a disinfectant wipe to wipe down the chair or stool where the client was seated.
* Sweep the floor and mats.
* Place all used implements in a covered container labeled “Soiled” or “Dirty.”
* Once the area has been sanitized, carry the container to the dispensary.

Short videos from iTunesU® describing the steps may also be shown:**Free iPad App:**iTunesU®:* Cosmetology: Disinfecting
	+ DisinfectingProfessor Sondra Blades demonstrates the items necessary for the disinfection of soiled implements. Blades also describes the sanitary application of the tools.<https://itunes.apple.com/us/podcast/disinfecting/id532353156?i=116244787&mt=2>
* Cosmetology: Disinfecting
	+ SMAProfessor Blades will demonstrate the materials needed for a Sanitary Maintenance Area. Discusses the three containers to store supplies; Quats (Quaternary Ammonium Compound), Soiled and Disinfected Implements.<https://itunes.apple.com/us/podcast/sma/id532353156?i=116244786&mt=2>

Allow students to determine which items should be disinfected and which should be sterilized. Remind students of the steps they must follow prior to disinfection and sterilization.Encourage students to set a timer appropriate to their equipment requirements. Demonstrate how to properly remove items from the sterilizer and store in a closed container labeled “Sanitized” or “Clean.”*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** Peer tutoring
* Frequent feedback
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| **Independent Practice/Laboratory Experience with Special Education Modifications/****Accommodations** | Distribute Sanitation Checklist.Divide class into subgroups of two. Students will be working with a partner to complete individual checklists. Partner students whose services were different (for example, haircut service with a chemical service and so forth).Remind students that they must follow all TDLR guidelines.Students will have an instructor review their checklists and supervise disinfectant and sterilization procedures.Students can rotate partners in order to become familiar with all of the sanitation procedures and to identify which implements can be disinfected and which are to be sterilized.Instructor should closely oversee to make sure all equipment is being used correctly and TDLR laws and regulations are being followed properly.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** Preferential seating
* Paired tutoring
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| **Lesson Closure** | Review lesson objectives, terms, and definitions.Lead group discussion in the dispensary, if possible. Question students on the proper use of different sterilizers.Have students take turns identifying porous and non-porous items.Distribute the KWL Chart – Client Follow-up and allow students to complete the last section.* L – What did I learn about the importance of client records and completing a service using proper sanitation techniques?
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| **Summative/End of Lesson Assessment with Special Education Modifications/****Accommodations** | Student Sanitation Checklist will be reviewed to ensure successful completion. Review and reteach will occur as needed.Students will briefly describe, to the class, the results of client services and demonstrate where they recorded results on the client consultation card.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** Provide positive reinforcement
* Allow for oral answering
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| **References/****Resources** | **Articles:*** A Checklist for Cleaning a SalonA well-kept salon also makes for a nicer work environment.<http://www.ehow.com/list_6560583_checklist-cleaning-salon.html>
* Salon Sanitation DutiesKeeping a salon clean and sanitized will not only attract clients; it will also keep them safe.<http://www.ehow.com/info_8310739_salon-sanitation-duties.html>

**Technology:*** Free iPad App:

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**Textbook:*** *Milady standard cosmetology: Situational problems.* (2012). Clifton Park, NY: Cengage Learning.

**Videos:*** How to Clean Your Salon Work SpaceLearn the importance of having a clean work space and tips on how to clean it in this free video clip on cosmetology.<http://www.ehow.com/video_4409012_clean-salon-work-space.html>
* How to Set Up for Your Next Salon ClientLearn tips on how to set up your work space and get ready for your next salon client in this free video clip on cosmetology.<http://www.ehow.com/video_4409013_set-up-next-salon-client.html>

**Website:*** Texas Department of Licensing and RegulationThe state’s umbrella occupational regulatory agency<https://www.tdlr.texas.gov/index.htm>
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| **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
* Utilize Four Corners Vocabulary/Word Wall Activity
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| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |
| **Reading Strategies** | Students may read the following articles:* A Checklist for Cleaning a SalonA well-kept salon also makes for a nicer work environment.<http://www.ehow.com/list_6560583_checklist-cleaning-salon.html>
* Salon Sanitation DutiesKeeping a salon clean and sanitized will not only attract clients; it will also keep them safe.<http://www.ehow.com/info_8310739_salon-sanitation-duties.html>

Students may also look up TDLR sanitation violations and make predictions about what could have been done differently to prevent the violation.Reading Strategy:Encourage students to connect reading to their life experiences or prior knowledge. |
| **Quotes** | Although we take it for granted, sanitation is a physical measure that has probably done more to increase human life span than any kind of drug or surgery. **-Deepak Chopra**I’m a hygiene freak. I’m like obsessive-compulsive when it comes to washing your hands. **-Kelly Clarkson** |
| **Writing Strategies** | **Journal Entries:*** It is important to record client service results because………
* If I do not follow TDLR guidelines for sanitation, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ may happen and then …….

**Writing Strategy:**RAFT (Role/Audience/Format/Topic) writing strategy:* + Role: Client
	+ Audience: Community
	+ Format: Letter to newspaper editor
	+ Topic: Infection from dirty implements at local salon

You are a client who has gotten an infection from improperly sterilized implements from a local salon. You have spent hundreds of dollars on medical bills and want to warn the community about this salon! |
| **Communication 90 Second Speech Topics** | * List the steps to clean your workstation before each client.
* Three implements that are porous are …. three implements that are non-porous are …. and the proper way to disinfect or sterilize them are ….
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| **Other Essential Lesson Components** |
| **Enrichment activity** | Allow students to create and present a multimedia project explaining a section or two from the Cosmetologists Administrative Code so students become familiar with the rules and regulations. |
| **Family/Community Connection** | Invite family members, friends, and teachers to attend client labs where students perfect completing the client consultation card and practice TDLR sanitation laws. |
| **CTSO connection** | **SkillsUSA**<http://skillsusa.org>* Esthetics The Esthetics competition evaluates the contestants’ techniques and professionalism in the field of skin care. Students will be tested in four different areas: an oral skin consultation; a written exam covering the fundamentals of skin care; sanitation; skin analysis; a hands-on basic facial demonstration; and a daytime and fantasy make-up application.
* Nail CareThe purpose of this contest is to evaluate each contestant’s preparation for employment and to recognize outstanding students’ excellence and professionalism in the field of nail technology. The contest consists of 6 separate segments; oral communication skills, acrylic application, tip and wrap application, nail polish application, nail art pedicuring and a written exam. The written exam tests basic knowledge of proper sanitation, chemical safety, and salon procedures. The practical applications evaluate the contestant’s ability to perform the most common nail services in the salon today.
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| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson.[www.ysa.org](http://www.ysa.org)Possible idea:Students can complete client consultation cards and practice sterilization and disinfection upon completion of services during community service projects. Nursing homes, retirement communities and shut-in or invalid visits can be places for students to practice client consultations. |

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)