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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** | Advanced Clipper Cutting for Men |
| **TEKS Student Expectations** | **130.283. (c) Knowledge and Skills**  (4) The student demonstrates an understanding in the use of tools, equipment, technologies, and materials used in cosmetology. The student is expected to:  (A) Employ safe and effective use of tools to enhance client services  (B) Use ergonomically designed equipment to promote professional efficiency  (C) Use available technology sources effective in a professional salon setting and  (D) Apply universal precautions in disposal of hazardous materials |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Define terms associated with the lesson * Demonstrate correct body positioning and posture * Exhibit correct draping * Apply safety and sanitation procedures * Illustrate proper methods of handling equipment * Apply proper sectioning and guidelines * Justify cross-checking |
| **Rationale** | The men’s grooming industry is a rewarding business and learning the advanced clipper over-comb techniques will provide you with skills that will further advance you in this field. |
| **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)* | **Classic barbering comb**: Finer-spaced teeth used for detailing, shear over-comb and clipper over-comb techniques  **Clipper over-comb**: Hair technique similar to shears over comb, except the clippers move sideways across the comb rather than bottom to top  **Clippers:** Electrical device that cuts the hair using two moving blades held in place by a metal plate with teeth  **Correct body positioning:** Rolling your shoulders back and standing directly (parallel) in front of the section on which you are working  **Cross-check:** Taking a panel of hair opposite of the original cutting angle and checking for consistency  **Guard attachments:** When attached to clippers, these allow you to cut the hair evenly to the exact length  **Haircutting shears:** Used mainly for removing length and detailing the haircut  **Horseshoe parting:** A part that starts about two inches below the apex of the head, beginning and ending at the front hairline  **Moving guideline:** Guideline that moves as the haircutting progresses, used often when creating layers or graduation  **Taper:** An even blended haircut from very short at the hairline to longer lengths as you move up the head. “To Taper” is to narrow progressively at one end  **Thinning shears:** These tools are great for removing excess bulk and for blending one area with another  **Trimmers:** A smaller sized clipper, usually cordless, used to clean necklines and around ears  **Wide tooth comb:** Tool used when cutting thicker and longer lengths, where detailing is not required |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation   **Materials:**   * Photos of men’s hairstyles   **Supplies:**   * Barber comb * Clippers * Cutting cape * Mannequin and stand * Neck strip * Shears * Trimmer * Water bottle   **PowerPoint:**   * Advanced Clipper Cutting for Men   **Technology:**   * Free iPad App:   + System Professional Men Interactive  The male hair care market is one of the most important markets of the future.<https://itunes.apple.com/us/app/system-professional-men-interactive/id661199872?mt=8> * Infographic:   + The Hair of Men: What Hairstyle is Best for You  A primer of men’s hairstyle<http://dailyinfographic.com/the-hair-of-men-what-hairstyle-is-best-for-you-infographic>   **Graphic Organizers:**   * Advanced Clipper Cutting for Men Notes * Advanced Clipper Cutting for Men Notes (Key)   **Handouts:**   * Advanced Clipper Cutting Quiz * Advanced Clipper Cutting Quiz (Key) * Advanced Clipper Cutting Vocabulary * Advanced Clipper Cutting Vocabulary (Key) * Haircutting Diagram * Haircutting Diagram (Key) * Rubric for Advanced Clipper Cutting |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **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.  Print the photos of men’s hairstyles or cut them out of a magazine and display them around the room.  Address key terms in today’s lesson and how they relate to the photos.  Assign a scribe to write notes on the board from student comments.  Ask students the following questions about salons in their community:   * What local salons focus on men’s haircutting? * What grooming techniques are available to men? * How often you think men get their hair cut? * Why would a good haircut be important to men? * Men’s hair is typically short and many may cut their own hair or have someone who is not a cosmetologist/barber cut their hair. What do you think about this?   Continue the discussion about the important of a good haircut. |
| **Direct Instruction \*** | Review lesson objectives, terms, and definitions.  Distribute graphic organizer Advanced Clipper Cutting for Men Notes so that students may take notes during the slide presentation.  Introduce PowerPoint Advanced Clipper Cutting for Men and lead a discussion about men’s hair styles.  View YouTube videos from Ardem Keshishian (with permission):   * Hands on Men’s Hair Cutting Classes by Ardem Keshishian in North Dallas  Men’s Cut Part 1 of 3  Salon D Dallas, Texas<http://youtu.be/RWb2ahezTnY> * Men’s Hair Cut by Ardem Keshishian in Dallas  Men’s Cut Part 2 of 3  Salon D Dallas, Texas<http://youtu.be/y2keTaFBSg4> * Hands on Men’s Hair Cutting Classes by Ardem Keshishian in Dallas  Men’s Cut Part 3 of 3  Salon D Dallas, Texas<http://youtu.be/7e9rErcv-14>   Continue the discussion on the rewarding men’s haircutting business.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * working with a peer during note-taking * copy of slide presentation to take notes |
| **Guided Practice \*** | Review the Cosmetology Administrative Rules for the general requirements of the Health and Safety Standards.  These standards include:   * Clean and disinfect equipment, tools, implements and supplies before use on each client * Use clean towels for each client * Use clean cutting implements and shampoo capes for each client * Use a sanitary neck strip or towel * Employ good hygiene habits while providing cosmetology service   Distribute handout Advanced Clipper Cutting Vocabulary and allow students to define the vocabulary.  Distribute handout Haircutting Diagram and instruct the students to identify the reference points needed for a good haircut.  Demonstrate the following procedures for the students:   * Correct body positioning and posture * Correct draping for a hair cut * Proper methods of handling equipment * Remind students about correct safety and sanitation * Breakdown of sectioning and guidelines for a haircut * Horseshoe parting * Moving guidelines * Cross-checking   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allow more time * peer tutoring |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will:   * Work independently practicing the haircutting techniques * Practice the haircutting technique on their mannequins independently   Important: Students should follow the haircut style instructions/procedures in order to give the client their desired style.  Distribute Rubric for Advanced Clipper Cutting so that students may know what is expected.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * provide more time for practice * frequent feedback |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  A beach ball toss may be used for this review.  Remind students that there will be a quiz over the terms and definitions at the end of the lesson.  Script: Today we learned how to create a men’s haircut utilizing proper hand techniques, body positioning and posture. These techniques are universal in creating any tapered style for a customer that might walk in the door at your shop.  Question and answer review:   * What cutting angles previously learned, helped us create the basic shape of today’s cut?   + 45 and 90-degree angles. * What is a taper and how does it affect the outcome of your haircut?   + Holding the comb closer to the head at the hairline and farther away as you work up the head. It determines the length of hair removed. * How do you appropriately drape a client for a men’s haircut?   + Neck strip and cutting cape. * Why is it important to follow all safety and sanitation procedures?   + To prevent the spread of unwanted disorders and diseases. * How will these techniques help you build a steady men’s clientele?   Mastering these techniques makes you a versatile stylist prepared to take on any haircut. |
| **Summative/End of Lesson Assessment \*** | Students will demonstrate their haircutting skills.  Students will be assessed with appropriate rubric.  Distribute handout Advanced Clipper Cutting Quiz and allow students to evaluate their knowledge of terms.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * quizzes of reduced length * oral quizzes * immediate feedback |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Ardem Keshishian, Master Stylist and Salon Owner: Used with permission from Salon D, Dallas, Texas. * B. Rodriguez, Licensed Cosmetology Instructor: Used with permission from Brian Dangerous Hair. * Microsoft Office Clip Art: Used with permission from Microsoft.   **Textbook:**   * *Milady standard cosmetology: Situational problems.* (2012). Clifton Park, NY: Cengage Learning.   **YouTube:**   * Hands on Men’s Hair Cutting Classes by Ardem Keshishian in North Dallas  Men’s Cut Part 1 of 3 Salon D Dallas, Texas<http://youtu.be/RWb2ahezTnY> * Men’s Hair Cut by Ardem Keshishian in Dallas  Men’s Cut Part 2 of 3 Salon D Dallas, Texas<http://youtu.be/y2keTaFBSg4>   Hands on Men’s Hair Cutting Classes by Ardem Keshishian in Dallas  Men’s Cut Part 3 of 3 Salon D Dallas, Texas<http://youtu.be/7e9rErcv-14> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall   Cornell notes to draw and associate visuals to grasp newly introduced concepts |
| **College and Career Readiness Connection[[1]](#footnote-1)** | AchieveTexas Career Cluster Crosswalks The Career Cluster Crosswalks housed on the AchieveTexas website <http://www.achievetexas.org/index.html> provide Texas teachers with a direct connection between their CTE course TEKS and the College and Career Readiness Standards (CCRS). Language Arts, Mathematics, Science, Social Studies, and Cross-Disciplinary integration are the focus of the CCRS. These college and career readiness standards are essential in the planning and delivery of CTE lessons. The extent to which the integration occurs is determined by the methods and strategies utilized by each teacher.  Career Cluster Crosswalks for Education and Training, Hospitality and Tourism, and Human Services Career Clusters can be found at:<http://www.achievetexas.org/Career%20Cluster%20Crosswalks.htm> |
| **Recommended Strategies** | |
| **Reading Strategies** | Articles pertaining to this lesson that students may read include:   * How to Give Men’s Haircuts Using Clippers  Men care about the way they look just as much as women do. Most haircuts for women are done with scissors. Stylists and barbers perform men’s haircuts using electric clippers.<http://www.ehow.com/how_12093778_give-mens-haircuts-using-clippers.html> * Mens’ Fade Haircut Instructions   A man’s fade haircut is a style that starts very short toward the hairline, over the ears and around the back, but is left longer as you get toward the top of the head. The haircut is meant to “fade” from short to long, with no line of demarcation.<http://www.ehow.com/way_5206906_mens-fade-haircut-instructions.html> * Types of Hairstyles for Men  Men often wear the same hairstyle for long periods of time because they don’t know that there are many types of hairstyles for men to choose from.<http://www.ehow.com/facts_5588386_types-hairstyles-men.html>   **Reading strategy:** Encourage students to “visualize” as they read. Many students are visual learners and will benefit from making sketches or diagrams on scrap paper as they read. Providing students with graphic organizers to help them organize their thoughts is also helpful. |
| **Quotes** | One of the most important things about looking youthful is to have a modern haircut. **- Evelyn Lauder**  If you don’t look good, we don’t look good. **-Vidal Sassoon** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * Correct methods of handling barbering equipment are important in creating a precision haircut because …. * A professional haircut for men is important because ….   **Writing Strategy:**   * RAFT (Role/Audience/Format/Topic) writing strategy:   + Role: male client   + Audience: stylist   + Format: consultation   Topic: step-by-step details of a trendy cut |
| **Communication**  **90 Second Speech Topics** | * Three differences between a clipper and a trimmer are … * Learning the clipper over-comb technique will benefit my business by … * Three details male clients typically look for in a haircut are … |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Allow students to tap into their creativity by demonstrating trendy styling techniques and using new products available.  **Infographic:**  Infographics are graphic visual representations of information, data or knowledge intended to present complex information quickly and clearly.  The infographic below is related to this lesson. Allow students to view the image on a projector and lead a discussion concerning the information provided.  The Hair of Men: What Hairstyle is Best for You A primer of men’s hairstyle<http://dailyinfographic.com/the-hair-of-men-what-hairstyle-is-best-for-you-infographic> |
| **Family/Community Connection** | Set up a friends and family men’s haircutting day.  Students can share the roles of booking appointments, shampooing clients, and cutting family member’s hair.  This opportunity will strengthen student confidence in tapering and styling men’s hair.  Encourage students to invite their friends, brothers, cousins, grandparents, and fathers. |
| **CTSO connection(s)** | Set up a friends and family men’s haircutting day.  Students can share the roles of booking appointments, shampooing clients, and cutting family member’s hair.  This opportunity will strengthen student confidence in tapering and styling men’s hair.  Encourage students to invite their friends, brothers, cousins, grandparents, and fathers. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to this lesson. For ideas, visit: [www.ysa.org](http://www.ysa.org)  Possible idea: Students may be able to practice their haircutting skills for men at a nursing home, homeless shelter or other facility that assists men seeking employment. |

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)