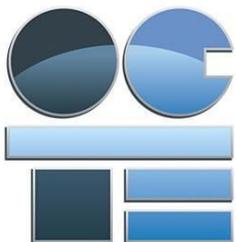# TXJ20

HAIRSTYLING AND AESTHETICS

Back To The Future

Abstract

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Project Overview

The Back To The Future Project has been designed as a challenge for Grade 10 students to draw on what they have learned from the basic fundamentals developing their creativity and skills in Hairstyling and Aesthetics and combine those skills with Art, Fashion, Historical, actual Authenticity as well as Personal Creativity in order to achieve a specific desired look.

Project Challenge	Connections
The Grade 10 Back To The Future Project challenges Grade 10 students to achieve an overall desired look on a mannequin	**Ontario Curriculum** ● **B1.1** select and use appropriate materials, tools, and products to perform professional salon/spa services

according to the time frame (Past / Present/ Future) they have selected.

Grade 10

- Pick an Era (1920's/30's etc)

Students will achieve this by using Principles of Design, Styling Techniques, Make-up Application with reference to Historical as well as actual Authenticity of the time frame they have selected in order to achieve a final and desired look.

- **B2.4** produce creative designs for a variety of salon/spa purposes and context

Growing Success
- Student Responsibility - completes and submits class work, homework, and assignments according to agreed-upon timelines;

DI
- Find out the students interests to help them decide on their topic.

SEF
Assessment for, as and of Learning:
- **1.3** Students and educators build a common understanding of what students are learning by identifying, sharing, and clarify in the learning goals and success criteria.

STEM
Science,Technology,Engineering and Math
- Project planning ,designing,measuring and project assembly are all integral parts of student learning.

Math Literacy
- Balance, Shape,Symmetrical and Asymmetrical styles should be discussed with student initial options of design.

Literacy
- Proper hairstyling terminology should be reviewed for complete understanding of criteria list.

Equity Inclusive
- Review classroom strategies and revise them as needed to ensure they are aligned with and reflect school-wide equity and inclusive education policies.

ICE Innovation, Creativity and Entrepreneurship
- Encourage thinking "Outside the Box" strategies in planning and implementing project.

FNMI First Nations, Metis
- All students in Ontario will have knowledge and appreciation of

	contemporary and traditional First Nation, Métis, and Inuit traditions, cultures, and perspectives.
	● It is essential that First Nation, Métis, and Inuit students are engaged and feel welcome in school, and that they see themselves and their cultures in the curriculum and the school community.
	Differentiation Instruction Tips
	As this is an Open-Ended project, teachers may reserve the difficulty of the category to the abilities of their class.The categories may maybe assigned upon student interest.

Project Criteria	Examples

Theory

- The Pre-Planning Written Assignment -Student Topic Research Form must be completed and handed in before starting the Practical Section of your Back To The Future Project.
- Pictures and diagrams will give extra marking consideration in this area.
- Write a Final Reflection Report,which is to be handed in at the completion of the Practical Section of the project.
- Pre-planning and research of topic maybe done in partners or group work.
- All written reports must include a cover page which includes a cover picture that relates to your project, the name of your project, your name, and your teacher's name.

- List all planning steps of the project
- A list of all materials used.
- A list of makeup colors.
- Pictures of mannequin Before & After
- Steps on how to create the hairstyle

Pick an Era (1920's)

Pick an Era (1950's)

Practical

- Over the specified period of 22 Hrs, students will successfully demonstrate your ability to take a long hair mannequin- (mannequin must be 16 inches in length) and transform it to a desired specific look according to the era/time frame you have selected.
- Your desired look must be authentic to historical and fashion standards.
- Your finished look must be free-standing or displayed with the aid of a mannequin clamp.
- You must do all practical work completely on your your own without outside help.
- All accessories,add ons or hair extensions must be limited to no more than 50% of the mannequin's finished style.

Pick an Era (Future)

Tools and Equipment

- Remind students to keep their stations organized. They must set up all their required hairstyling tools and equipment for all techniques being performed on your mannequin that day.

- Students must keep their working station and styling tools properly cleaned and sanitized according to all safety practices and requirements.

Recommended Tools:

- Combs, brushes, blow dryer, curling iron, flat iron, crimper, styling products, bobbi pins, clips, makeup and brushes.
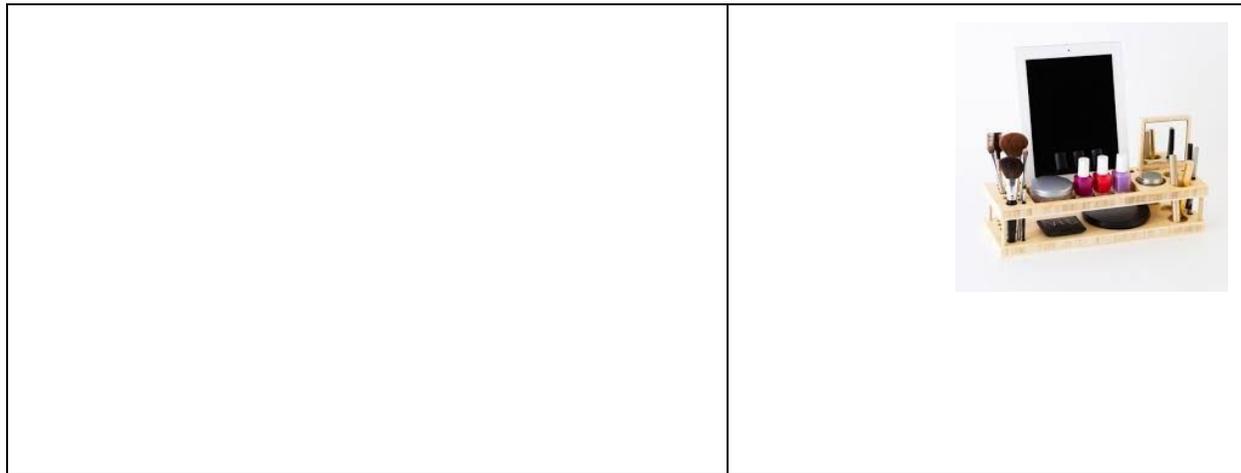
Project Synopsis and Timelines					
Act #	**Activity Title/Name**	**Time (hrs.)**	**Curriculum Expectations**	**Assessment & Evaluation**	**Connections?**
1	Project Research and Planning	2	A3 A3.3, A3.5 B4 B4.1, B4.2 B4.3, B4.4	*K/U *T	▪ Ontario Curriculum ▪ Growing Success ▪ DI ▪ SEF ▪ STEM ▪ Math Literacy ▪ Literacy ▪ Equity Inclusive… ▪ ICE FNMI First Nations, Metis
.2	Project Development (Principles & Elements of Design)	5	B2 B2.1, B2.2,B2.3,B2.4,B2.5	*K/U *T *A *C .	Ontario Curriculum ▪ Growing Success ▪ DI ▪ SEF ▪ STEM ▪ Math Literacy ▪ Literacy ▪ Equity Inclusive… ▪ ICE FNMI First Nations, Metis

	Project Application/Practical	15	B1	*K/U	▪ Ontario Curriculum
			B2.3,	*T	▪ Growing Success
			B2.4,B2.4, B2.5	*A	▪ DI
			D1.2	*C	▪ SEF
3			D2.4		▪ STEM
					▪ Math Literacy
					▪ Literacy
					▪ Equity Inclusive…
					▪ ICE
					FNMI First
					Nations, Metis

Activity 1 - Project Research and Planning

Minds On (Engaging Prior Knowledge)

Activity 1 Project Research and Information Gathering

Activity Description:

- Students may work in pairs or small groups using the internet to investigate images of the listed category options in order to help them decide on a Topic - Era/Time Frame. Student topic discussion is encouraged.
- Make descriptive notes of the images and print off pictures related to your topic.
- Make rough drawings using the Facial Images pages to start honing your ideas.
- Personal interest is a great stimulant for success.

Activity 1 Criteria and Instructions

Students will use their topic research information to fill out and complete the -Student Topic Research Form.
- Including rough drawings, topic pictures and diagrams will give extra marking consideration in this area.

Activity 1 Prior Knowledge	Connections
Safety Review: ● Students will review all safety practices including proper storage and disinfection of styling tools and equipment. **Transferable Skills:** ● You will need to use and combine all the skills you have acquired previously in this course to successfully achieve the desired finished look of the Era/Time Frame chosen on your mannequin. ● Computer research skills. ● Theory applications ● Practical applications ● Principles of Design-Hairstyling & Aesthetics ● Elements of Design-Art & Fashion ● Colour Theory **Areas of Safety** ● Safety Awareness ● Sterilization and Disinfection ● Electrical Hazards ● Make up ● WHMIS Safety Labels	**SEF 3 Student Engagement** ● **SEF 3.4** Students demonstrate a wide range of transferable skills, such as teamwork, advocacy, leadership and global citizenship. **OCTE Safety Docs and Passport to be signed.**
Activity 1 Planning Notes	Connections
● Encourage students to have an open mind - original thinking processes. (Don't be afraid to think outside the box) ● Make use of Principles of Design and Element of Design. ● Use reference to Colour Theory- Colour Wheel ● Allow access to previous lessons for reference. ● Allow students to bounce ideas off of one another . ● Utilize strategies from ICE ● Provide Facial Templates for rough drawings ● Explain to students the meaning of work in progress and that	**SEF** ● **3.1** The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives. **ICE Innovation, Creativity and Entrepreneurship**

original ideas can change through development.	● There are many excellent references for the brainstorming process in the ICE training models-think /pair/share,using notes,chart paper.

Action (Introduce or Extend Learning)

Activity 1 Instructional Strategies	Connections
How to Decide on a Topic/Category ● In order to a select a Topic -Era / Time Frame you must first understand the the definition of the desired "Look" of that period of time. ● Research images of fashion trends of Era's in history of different cultures. ● Research different projections of future fashion concepts. **Partners or Groupwork** ● Allow students to work in partners or small groups initially looking for ideas and fashion concepts. **How to Use Facial Shape Template** ● Let students practice rough ideas using the Facial template sheets.	**DI Tip 1** ● Find out students fashion likes and dislikes. **DI Tip 2** ● Encourage students to share ideas and reflect off of each other's thoughts. **SEF** ● **4.4** Learning is deepened through authentic,relevant,current and meaningful student inquiry **SEF** ● **4.5** Instruction and assessment are differentiated in response to student strengths,needs,and prior learning. **DI Tip 3** ● Reassure students that their ideas need to be developed and to be patient with their work.

Activity 1 Assessment and Evaluation	Connections
- Assessment of Learning - Topic Research Form - Materials List - Rough notes - Pictures & diagrams	**SEF** **1.3** Students and educators build a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and success criteria. **Assessment Categories** K/U (30%), T (30%), A (30%), C (10%)
Activity 1 Accommodations	**Connections**
- Allow students extra time if needed. - Students learning about themselves to help them make effective and informed choices. - Provide classroom hand-outs. - Encourage students using partners or group work. - Show class Exemplars with connections to level of achievement. - Provide Resources: web sites/magazines. - Play the movie for class - Back To The Future (1985)	Ontario's Equity And Inclusive education Strategy 2009 Guiding Principles of the Equity and Inclusive Education Strategy Equity and inclusive education: • is a foundation of excellence; • meets individual needs; • identifies and eliminates barriers; • promotes a sense of belonging; • involves the broad community; • builds on and enhances previous and existing initiatives; • is demonstrated throughout the system **DI Tip** **Student Success** When teachers recognize diversity in their students, in terms of how and what they identify with and how they learn, and when this recognition is reflected in how teachers teach, students are free to discover new and creative ways to solve problems, achieve success, and become lifelong learners." (Ferguson et al., 2005)

Consolidation & Connections (Provide Opportunities for Reflection)

Activity 1 Reflection Paper/Exit Card	Connections
Student Topic Research Form ● Student must complete their written Topic Research assignment. **Must include:** ● Cover page- Name of Project, attractive related picture, Student's name, Teacher's name. ● List all planning Steps of the Project. ● A list of all materials used. ● A list of makeup colors. ● Pictures of mannequin Before & After (as well a steps during)	**The Ontario Curriculum Revised 2009** **C2.1** assess the beneficial and harmful impacts on society of the hairstyling and aesthetics industry (e.g., beneficial: enhances people's self-esteem and self-confidence through improvements in appearance; promotes awareness and acceptance of culturally diverse types of beauty; harmful: fosters unrealistic expectations through media and advertising images; encourages over-emphasis on the importance of appearance for social success)

Materials, Tools and Resources

Activity 1 Websites

Web Support

Text Book -Theory and Practical Reference
www.Milady.com

Photos and Images Resources
https://www.dreamstime.com/photos-images/steampunk.html

Make Up Application Methods
http://makeup.lovetoknow.com/Makeup_Pictures_from_Different_Eras
http://www.instyle.com/hair/see-new-hair-makeovers-2016

Photos and Technique Resources
http://behindthechair.com

http://www.richardmagazine.com/?gclid=COjzjO3P3M4CFdCGaAodkmUB7g

Back To The Future Movie
http://int.search.myway.com/search/video.jhtml?n=782ad0e1&p2=%5EBA5%5Exdm126%5ETTAB02%5Eca&pg=video&pn=1&ptb=D2ECE546-428E-4823-9BEE-2B2809B4FB32&qs=&searchfor=back+to+the+future+movie+youtube&si=

Theatrical Make Up Application Methods
http://www.ehow.com/video_4874406_theatrical-makeup-techniques.html?ref=Track2&utm_source=ask

Activity 1 Publications

- Milady Textbook
- Flair Magazine
- Chatelaine
- Cosmopolitan
- Lou Lou
- Richard Magazine

Activity 1 Computer Software

- Word processings
- Internet

Activity 1 Human Resources

- School Art Dept.
- School Fashion Dept.
- Guest Artists

Activity 1 Other

Advanced

As an option to doing the Extreme Make-Over Project on a 16 inch mannequin, this project may be done using live models. Teachers would be responsible for collecting signed Permission Forms from the students volunteering to be models. Students volunteering to be a model from other classrooms must have the permission of their corresponding Teachers to be absent from class.

Activity 1 Appendices

Appendix-1A Decades of Beauty

Appendix 1B Example of Back To The Future Cover Page

Appendix 1C Student Topic Research Form

Appendix 1D The Era's

Activity 2 - Principles & Elements of Design

Minds On (Engaging Prior Knowledge)

Activity 2 - Principles & Elements of Design

Activity Description:

 A good designer always visualizes the finished product before beginning a project. The first step in this creative process is inspiration. Inspiration can come from anywhere. The second step is the application and tools. In other words what equipment etc. do you need in order to get the job done? The third step in the creative process is visual understanding. As a designer you will need to develop a strong visual understanding of which hairstyles work best on which face shapes and body types. Learning the basic rules of design is the foundation of your craft and is extremely important. The basic rules are learning the 5 elements of design and the 5 principles of design.

Once the student has picked a project theme for the Back to the Future Project, they will then choose a hairstyle and makeup application and implement the principles and elements of design into their practical application. This activity is designed to introduce students to a variety of creative techniques used in the hairstyling and aesthetics industry. As part of this creative process, the student will develop thinking, problem solving and brainstorming techniques. The principles and elements of design must be implemented during the application/practical portion of this project.

Activity 2 Criteria and Instructions

- Students will be able to list and define the 5 principles and 5 elements of hair and makeup design.
- Identify the 7 facial contours.
- How to design hairstyles and makeup applications to complement, enhance and camouflage facial contours.

Activity 2 Prior Knowledge	Connections
Prior Knowledge Required; The student will have: - Skills in cooperative learning techniques (effective interpersonal skills) and an understanding of personal responsibilities and commitment required for group activities; - Basic skills in word processing used for journals/log entries; Respect for the rights, responsibilities and contributions of self and others - Having taken Tech Design courses can also be an asset	**Teacher Tips** It may be a good time review proper terminology and the 7 facial contour.s
Activity 2 Planning Notes	**Connections**
- Chapter 9 in Milady textbook - Review lesson plans of previous designing techniques - Review power point presentations - Determine which activities will be allocated into time lines - Allow for group discussion and acceptance of all ideas - Find out learning preferences of students (If you knew me, you would know. See appendix 2E)	Growing Success Diagnostic assessment ICE Innovation, Creativity and Entrepreneurship

Action (Introduce or Extend Learning)

Activity 2 Instructional Strategies	Connections

TEACHER:	
● Stress the importance of the clients needs and preference. A client that likes what they see will return. Creating illusions by implementing the principles and elements of design will enhance clients good features and minimize clients unfavourable features. ● Introduce the 5 elements of design:FORM, SPACE, LINE, COLOUR, PATTERN ● Discuss how the FORM/outline/silhouette should have a flow in the proportion to the head, face,neck and shoulders ● Demonstrate how SPACE/volume can be created through numerous styling techniques ● Demonstrate how LINES can create width/horizontal, length/vertical, emphasis or interest/diagonal and softness/curved ● How to use single,repeating,contrasting and transitional lines ● Discuss the Psychology of COLOUR. How it can create texture, dimension, lines, tie a design all together and promote certain psychological reactions, ● Give student tip when using PATTERN. To many patterns can make the result to "busy" where smooth patterns can show off the face ● Curly patterns can take the emphasis off the face ● Introduce the 5 principles of hair design:PROPORTION, BALANCE RHYTHM, EMPHASIS, HARMONY ● Give students analogy of PROPORTION, ie big hair / tiny body, flat hair/large body ● Discuss the visual effects of BALANCE. What does a lopsided updo look like ● Demonstrate the difference between a fast RHYTHM hairstyle ie.tight curls and a slow rhythm hairstyle ie. large shapes ● Stress the importance of EMPHASIS as it is where the eye gravitates first. Creating emphasis with patterns, colour, form and ornamentation ● Explain how styling hair in a complementary manner of shapes and lines creates a HARMONIOUS style flow and is in proportion to the client's facial contour and body structure. ● Know how the different hair types and the combination of hair types can influence the final creation ● Discuss the 7 facial contours: OVAL, ROUND, SQUARE, TRIANGULAR, OBLONG, DIAMOND, INVERTED TRIANGLE ● Discuss special considerations, styling with eyeglasses, hair partings & fringes. ● Ask students to brainstorm how we could implement all of these findings in designs for men. STUDENT: ● Listen actively and critically to understand and learn ● Planned consultation/communication to determine final look ● Have students work in pairs and analyze each other's facial contours and recommend a hairstyle based on the principles and elements of design. ● Choose magazine pictures of individuals whose hairstyle are not in proper proportion to the bodies and discuss recommendation ● Look at individuals wearing eyeglasses and report on best frames for each facial contour ● Experiment with ornamentation and how the hair can be altered drastically, whether it is complementary or overpowering	Growing Success Formative assessment Literacy connections Communication with client Curriculum Connections Document Front Matter: fundamental Technological Concepts SEF Component ! Learning connections Assessment for, as and of Expectations of student learning is clearly mapped out. FNMI Connection To address the schools will strive to"employ instructional methods designed to enhance the learning of all First Nation, Metis, and Inuit students", it is recommended that students research some First Nation,Metis, and Inuit natural principles of design. Math connection

● Have the students go through 1 full day analyzing every face they encounter.	

Activity 2 Assessment and Evaluation	Connections

Assessment strategies and tools in this activity will include opportunities in monitoring students' achievement levels as well as learning skills.

Application

Students are assessed on their ability to create an extreme makeover on their mannequins using the principles and elements of desig**n learned in the lesson to add creativity, dimension and uniqueness to their work.**

Thinking

To assess students on their thinking skills, teachers will evaluate students ability to analyze the client's face and head shape when designing a suitable hairstyle

Knowledge and Understanding

Through creating a total look that is pleasing to the eye .Assess the student on the ability to select, adapt and execute a hairstyle that is both suitable and desirable for the client.

Communications

Reflections: Students will self-assess their experiences through a reflective journal entry. The journal entries are evaluated through a rubric evaluation format..Through the consultation process communication can be assessed.

Learning Skills

Through observation and conferencing, students can be assessed formally or informally. Checklists, anecdotal comments or the Learning Skills rubric will serve to help assess students. The teacher will document the following:
- the student' s skills pertaining to conflict management skills;
- student's ability to work effectively as an interdependent team member;
-student's initiative, leadership and participation in a group
*Conferencing assessment can take place on a daily basis. Be sure to provide encouragement and praising effort, as tasks are complete building on a positive self-image.

Growing Success

Using checklists allow for assessment as learning, also have conversations with the student about their progress to keep the process transparent. Final evaluations should not occur until the student has had verbal feedback along the way – assessment as learning.

Assessment Categories
  K/U (30%), T (30%), A (30%), C (10%)

DI TIPS

Consider weighting summative activities according to destination (i.e., weigh the application higher for trade/college bound students…T & C higher for university bound students)

SEF Component 1 Assessment for, as and of Learning Connections

Indicator 2.2- Provide explicit feedback about their engagement and learning as educators and advocate for what they need as learners

Assessments will include communications, observation, performance assessment, reflection, conferencing .

Assessment tools will include marking schemes for the activities, rubric assessments, checklists and anecdotal comments.

Input, through the reflection papers will help refine instruction to improve student learning

Activity 2 Accommodations	Connections
Teachers are to be familiar with exceptional students' Individual Education Plans (IEPs) for legislated accommodations and consult with the appropriate staff. By doing this, teachers will be aware of and can implement prescribed modifications and accommodations. Teaching Strategies for students with special needs may include: • Grouping students with varied abilities to allow for peer support. The teacher may choose or modify the groups depending on individual strengths and weaknesses; • Providing a list of designs and suggestions where enrichment and challenge is needed, allowing students to be peer tutors/mentors; • Pairing experienced students with those who are not yet familiar with the technique.	**DI TIPS** Challenge students by having them draw different facial contours with a hairstyle to compliment that specific geometric shape. The preparation will need to be completed independently

Consolidation & Connections (Provide Opportunities for Reflection)

Students will be asked to write a Reflection Paper at the end of this project. The paper will include a summary of the activities. The purpose of this paper is to allow students to practice the use of proper written language skills. It will also help students reflect on their experiences throughout this unit in preparation for the unit test. This paper should include all the key terms discussed throughout the activity. Have students fill out exit cards on days where lessons are delivered. Be sure questions are broad in nature but specific enough to measure student learner. Prepare half-slips of paper with typed questions or write questions on the whiteboard for students to answer. Have students complete exit cards during the final 5 minutes of the class period. Since exit cards must be turned in before students leave class, it is best if the prompts are specific and brief. Often they refer directly to the content that was studied, but they can also be general in nature such as: *List three things you learned in class today.* *What questions, ideas and feelings have been raised by this lesson?What was your favorite moment of class? Why? What was your least favorite part of class? Why?* *Evaluate your participation in class today. What did you do well? What would you like to do differently next time*	**SEF Component 2 Classroom Leadership Connections** **Indicator 2.2-** input, through the reflection papers will help refine instruction to improve student learning **Literacy Connections** Developing and organizing ideas: have students use mind-mapping techniques when brainstorming ideas **DI Connections** The student completes and exit card to demonstrate their learning. This will provide an informal measure of how well students understood design concepts. Teaching strategies may need to be changed based on student feedback

Materials, Tools and Resources

Activity 2 Websites
www.humbleisd.net https://quizlet.com www.cengage.com www.coolhairstyletrend.xyz www.edu.gov.on.ca. www.pintrest.ca www.instagram.ca www.npgroup.ca
Activity 2 Publications
Spa Canada International Magazine Sophisticate's Hairstyle Guide Magazine Hairshow Magazine Celebrity Hairstyles Magazine
Activity 2 Computer Software
Word processings Internet
Activity 2 Human Resources
Guest Speakers Resource Staff/Special Education Staff Tech Design, Art, English Department Staff
Activity 2 Other
Allied Beauty Association Esthetique Spa International

Activity 2 Appendices
Appendix 2A:Principles of Hair Design.pp Appendix 2B: Facial Shapes.ppt Appendix 2C:Principles of Design Practical and Written Assignment.docx Appendix 2D: Principles of Design   Practical and Written Assignment.docx Appendix 2E:If you knew me explanation.docx Appendix 2F:Client Consultation Assignment.docxClient Consultation –   Haircutting.docx Appendix 2G: What's Your Face Shape.docx

Activity # 3 Practical/Application

Recreation: Hairstyle & Make-up

Minds On (Engaging Prior Knowledge)

Activity 3 Practical/Application Recreation: Hairstyle & Make-up

Students should have prior experience and knowledge on the use of all thermal tools and have practiced makeup applications. This should be practiced and assessed before to ensure success in evaluation. Students will be challenged on how to put their prior knowledge into new contexts, encouraging creativity and complexity of putting it all together.

Activity 3 Criteria and Instructions

Activity Description:

Students should set up their station according to all health and safety regulations and all needed equipment and tools
Students are encouraged to do a trial run of their chosen hairstyle. This can be done without shampooing hair first.
- After reflecting on their trial students are to begin by preparing the mannequin to be styled for evaluation by cleansing and conditioning their mannequin's hair.
- A detangler may also be needed.
- Choose an appropriate product or products to support style and the hair as a working material, remember that not all products we have today were available in past era's. Teacher can decide how they would like to address this.
- Makeup application

Thermal styling options will vary depending on the chosen style and predicted and practiced outcomes.
Students are then to do the makeup to compliment style, colouring and facial shapes.This can be done on a piece of paper, makeup masks or on a peer.

Checklists for tools

Blow dryers are in good working condition with no frayed cords, students are to plug in using the head of the plug and to remove the head the same way. Students should keep in mind of heat settings for different textures and sensitivities of hair as well as directional vents should be used. Students should direct the air and heat down the cuticle of the hair to keep from damaging the hair and avoiding "kissing" the blowdryer to the hair creating too much heat and damage. The dryer should be constantly moving along the hair shaft and not directed on to the scalp. Proper sectioning and sub sectioning should be observed to represent density of the hair and predicted outcomes

Flat Irons, Curling Irons and crimpers should be in good working condition with no frayed cords, students are to plug in using the head of the plug and to remove the plug the same way. Students should keep in mind of heat settings and how long the iron is left in the hair to prevent damage for different textures and porosity of hair. Proper sectioning and sub sectioning should be observed to represent density of the hair and predicted outcomes.

Various combs, brushes, pins, rollers, hot rollers, clips and makeup brushes

Various types of products to enhance styling

Various makeup products and colours

After a good base of styling has been implemented, students will finesse the hair into desired style using various techniques, tools and products.

Students will then do the makeup application on paper, masks or a peer keeping in mind of shapes, colours and contouring to create a flattering outcome.

Makeup Applications

This is a full face application. Make up must be visible, no prior make up should be present.
Students need to set up their make up station following all health and safety regulations. Cleanliness is very important! Remember to record what shades you are using on a separate piece of paper.

Steps to apply on a clean face, mask or outline of face shape on paper

1. Primer
2. Neutralizer, proper colour selected, blended coverage, corrections, if needed.
3. Concealer, proper colour selected, blended.
4. Foundation, proper colour selected, even distribution and blended.
5. Face powder, proper colour selected, even distribution and blended.
6. Contouring (proper area shaded and blended)
7. Highlighting (proper area highlighted)
8. Blush, complimentary colour selected, blended.
9. Eye makeup, including, eyeshadow, liner, mascara, and brow colour, if needed a complimentary colour is selected and blended.
10. Lipstick, complimentary colour selected and applied

Upon completion of application, the following must be performed:
  *Clean up of makeup used and disinfected
 * Clean up of make up area, wiping and disinfecting counters and brushes/tools
 * Makeup returned to its proper location

Activity 3 Prior Knowledge	Connections

Students will have prior knowledge and practical skills to use all thermal tools safely and with proper techniques including: ● Rollers ● Blowdryers ● Curling Irons ● Flat Irons ● Hot rollers ● Pincurls ● Crimping ● Make up ● Make up brushes Students will have prior knowledge and will be able to demonstrate proficient skills in determining which products to use to help support and control various hair types; *fine, average and coarse.* Students prior knowledge and experience will also include braiding, back combing, controlling and shaping the hair to form designs to flatter face shapes and make connections to designing for their chosen era.	DI Knowing the learner-Interests, readiness and learning preferences *pace *level of complexity *degree of independence *amount of structure provided Teacher tips Students can benefit from procedure notes to review or the use of youtube or teacher provided how to's. Students should ensure that all health and safety standards are practiced as covered in prior lessons. SAFEdocs for Hairstyling and Aesthetics - Link is located in website section
Activity 3 Planning Notes	**Connections**
Students should be encouraged to do a trial run of the design to make sure that their chosen style can be duplicated on the mannequin's texture, density and length of hair. Make sure all equipment and products that could possibly be used in this assignment are in good working order and expiry dates for products are not past due dates. Have resources available to every student	Teacher tips Provide feedback on trials and make suggestions that encourage students to use problem solving skills that could arise from trial runs including the use of different products, techniques or modifications to style Have students also do trial runs for the make up applications on paper to make sure they are confident about their applications and colours chosen.

Action (Introduce or Extend Learning)

Activity 3 Instructional Strategies	**Connections**
Teacher Identify and share learning goals and expectations. Possible examples of work created by past students or your own mock up of the assignment. Discuss what students can do to ensure success Scaffolding- breaking down steps and setting guidelines Checklists Exit cards Student: *Listen actively and critically to understand and learn	SEF 4.3 teaching and learning in the 21st century is collaborative, innovative and creative with a global context * Building a success criteria as a class.

*Advocate for what they need as learners *Use success criteria to assess and monitor progress * Keep in mind time frames *Try new tasks, take risks and share learning with others	DIVERSITY: The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.
	EQUITY: A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.
	INCLUSIVE EDUCATION: Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.
	Literacy Connection: Reading instructions, writing procedure notes and oral communications working together
	FNMI Connection To address the schools will to strive to "employ instructional methods designed to enhance the learning of all First Nation, Metis and Inuit students", it is recommended that students consider cultural aesthetics (colour, fabric, beading, reinterpretations of traditional designs, etc.) that are in all cultures. Provide a checklist for steps on the project including any time guidelines
Activity 3 Assessment and Evaluation	Connections
Assessment strategies and tools in this activity will include ongoing monitoring student's achievement and learning skills.	Growing success; the primary purpose of assessment and

Knowledge- Ability to demonstrate the proper choice of products, tools and understanding of design elements Thinking- To assess and evaluate research, knowledge of design and problem solving from trial run, Communication- Student's ability to work collaboratively and effectively with others. Procedure notes Practical Applications- Students ability to demonstrate effective use of tools, shaping hair and applying make up. Learning Skills The following skills will be noted and encouraged to help improve students achievement. ● Works independently ● Teamwork ● Organization ● Work habits ● Initiative ● Self- Regulation	evaluation is to improve student learning. SEF Component 1.1 Assessment for, as and of learning processes are evident as students undertake authentic and relevant performance tasks SEF 1.2 Student achievement or data are collected (e.g., work samples)
Activity 3 Accommodations	**Connections**
Teachers are to be familiar with exceptional students' Individual Education Plans (IEPs) for legislated accommodations and consult with the appropriate staff. By doing this, teachers will be aware of and can implement prescribed modifications and accommodations. Teaching Strategies for students with special needs may include: ● Grouping students with varied abilities to allow for peer support. ● Allowing more time to complete tasks ● Limiting or simplifying number of tasks *ei; vent brush blowdry and flatiron instead of round and on base curls, three strand braid instead of French* ● Allowing for word processing or speech to dictation ● Environmental preferences ● More or less structure provided ● Where enrichment and challenge is needed encourage students to try more complicated styling techniques, adding extensions, winged eyeliner or even a Fantasy makeup look with designs	Accommodations are to be made so students do not lose dignity because of any disabilities including poverty, lack of success, emotional or physical disabilities.

Consolidation & Connections (Provide Opportunities for Reflection)

Activity 3 Reflection Paper/Exit Card	Connections
Have all students display their mannequin's and invite students to walk around as if they were visiting a museum to inspect, critique and enjoy their peers works of art. Ask students to name two things that they would change if they were to do it all again or where they feel they could improve.	Teacher could provide a checklist of "look fors" to help students effectively critique their peers styles. This helps them grow in their learning and become reflective learners. Comments should be shared only with the teacher to prevent any feelings being hurt.

Materials, Tools and Resources

Activity 3 Websites

http://www.skills.edu.gov.on.ca/OSP2Web/EDU/DisplayNocDetails.xhtml?nocid=6271
Pintrest https://www.**pinterest**.com
Instagram https://www.**instagram**.com
http://www.canhair.com
http://www.behindthechair.com
SAFEdocs for Hairstyling and Aesthetics
http://www.octelab.com/content/safedoc-hair-styling-and-aesthetics

Activity 3 Publications

Canadian Hairdresser
Salon Magazine
Other manufacturers/trade magazines
Milady Standard Textbook

Activity 3 Computer Software

www.taaz.com/virtual-makeover

Activity 3 Human Resources

Guest Artist's and Product knowledge educators
Special Education Department

Activity 3 Other

Activity 3 Appendices

Appendix 3A Rubric for Makeover
Appendix 3B Makeup Application
Appendix 3C Lip colour
Appendix 3D Cheek colour
Appendix 3E Eyes
Appendix 3F Day or Evening Make up
Appendix 3G Reflection for mannequins
Appendix 3H Contouring
Appendix 3I Rollers
Appendix 3J Blow-drying procedures