



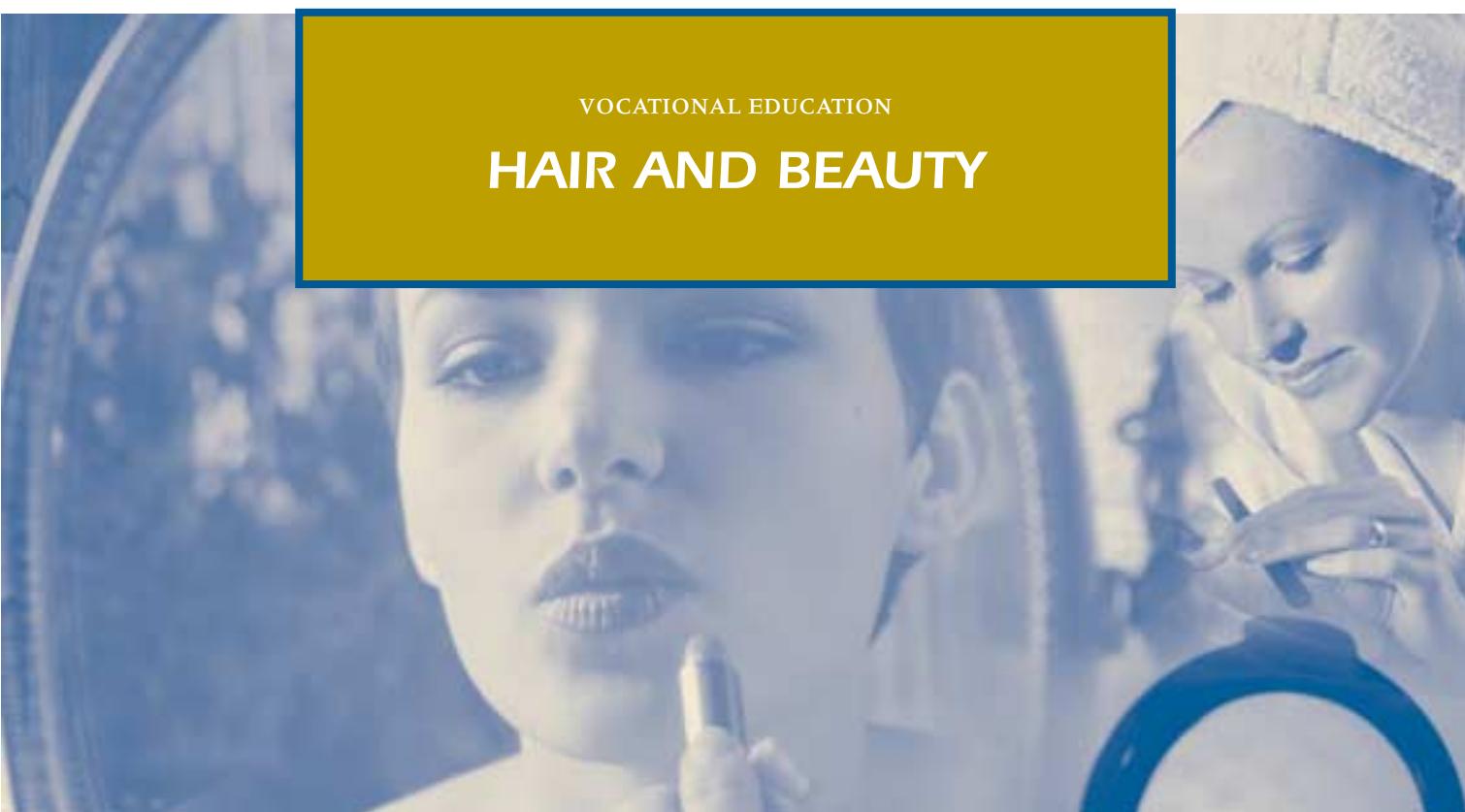
## Hair and Beauty

## HAIR & BEAUTY

LEAVING CERTIFICATE APPLIED

VOCATIONAL EDUCATION

## HAIR AND BEAUTY



HAIR AND BEAUTY

# CONTENTS

<b>INTRODUCTION</b>	<b>3</b>
Rationale	3
Number and Sequence of Modules	4
Description of Modules	4
General Recommendations	5
 <b>MODULE 1</b>	
SALON & CUSTOMER CARE	7
Purpose	8
Prerequisites	8
Aims	9
Units	9
Unit 1: The Hair & Beauty Professional	10
Unit 2: Reception Skills	11
Unit 3: Communication	13
Unit 4: Health & Hygiene	14
Unit 5: Safety	16
Unit 6: Salon Design	18
Resources	19
Key Assignments	21
 <b>MODULE 2</b>	
HAIRCARE	23
Purpose	24
Prerequisites	24
Aims	25
Units	25
Unit 1: Hair Analysis	26
Unit 2: Shampooing and Conditioning	27
Unit 3: Blow Drying	28
Unit 4: Hair Styles and Fashions	29
Unit 5: Special Occasions	30
Unit 6: Specialist Treatments	31
Resources	32
Key Assignments	34

<b>MODULE 3</b>	
BEAUTYCARE	35
Purpose	36
Prerequisites	36
Aims	37
Units	37
Unit 1: Skin Care	38
Unit 2: Hand care	40
Unit 3: Foot and Leg Care	42
Unit 4: Make –Up	44
Unit 5: Beauty Products	45
Unit 6: Beauty Treatments	47
Resources	48
Key Assignments	50
<b>MODULE 4</b>	
BODYCARE	51
Purpose	52
Prerequisites	52
Aims	53
Units	53
Unit 1: Personal Hygiene	54
Unit 2: Nutrition	56
Unit 3: Health and Well Being	57
Unit 4: Care of the Body	58
Unit 5: Sun Care	59
Unit 6: Leisure, Exercise & Rest	61
Resources	63
Key Assignments	65

## INTRODUCTION

### RATIONALE

This vocational specialism facilitates personal development and provides an introduction to the knowledge and practical skills of haircare, beautycare, bodycare, customer care and salon care. It is useful as a preparation for employment or possible future training in the hairdressing or beauty business. Students can also apply the knowledge and skills acquired to improving their own personal presentation.

## NUMBER AND SEQUENCE OF MODULES

All four modules must be completed.

Module 1	Salon and Customer Care
Module 2	Haircare
Module 3	Beautycare
Module 4	Bodycare

## DESCRIPTION OF MODULES

The module entitled Salon and Customer Care serves as a foundation for the other three modules: Haircare, Beautycare, and Bodycare. It is recommended that **Salon & Customer Care** is completed first or integrated with the other modules as appropriate.

### **Module 1 Salon and Customer Care**

This module focuses on the importance of good salon and customer care practices and serves as a foundation for the hair, beauty and bodycare modules. Students develop skills and knowledge that include safety, hygiene, health, communication, reception skills, salon planning and design and an awareness of professional training and career opportunities.

### **Module 2 Haircare**

This module introduces students to basic haircare skills such as shampooing, conditioning and blow-drying. It explores current hair fashions and trends and gives students an insight into some of the professional services on offer in salons.

### **Module 3 Beautycare**

This module introduces students to the knowledge and understanding required to carry out basic beauty care skills and routines such as skin care, make-up, manicures and foot care. Students also learn to select appropriate beauty products and equipment.

### **Module 4 Bodycare**

This module heightens students awareness of the importance of good health and well being. Topics include personal hygiene, nutrition, health, bodycare, sun care, leisure, exercise and rest.

## GENERAL RECOMMENDATIONS

The Teacher Guidelines provide suggestions in relation to classroom practice. The guidelines are not prescriptive. There is scope for teachers to exercise their own professional judgement based on the interests, needs and abilities of the group. However, it is essential that the fundamental principles of the Leaving Certificate Applied be upheld. Teachers are therefore required to adopt a methodology that is student centred, activity based and affirming.



MODULE 1

**SALON AND CUSTOMER CARE**

## MODULE 1:

# SALON & CUSTOMER CARE

### PURPOSE

The purpose of this module is to introduce students to the knowledge, understanding and skills that are required to ensure good salon and customer care practices in the hair and beauty business. The module serves as a foundation for the haircare, beautycare and bodycare modules and covers topics such as health, hygiene, safety, communication, reception skills, salon design, and professionalism. Many of the skills developed in these modules can be applied to other service industry areas.

### PREREQUISITES

This module serves as a foundation for the modules Haircare, Beautycare and Bodycare. It is recommended that it be completed before these modules or integrated with them.

## AIMS

This Module aims:

- to increase students' understanding of the importance of salon and customer care
- to promote safe, hygienic and healthy work practices
- to develop students' communication and interpersonal skills
- to provide opportunities for students to practise reception skills specific to the service industry
- to familiarise students with salon planning and design
- to develop students' awareness of professional training and career opportunities within the hair and beauty business.

## UNITS

Unit 1: The Hair & Beauty Professional

Unit 2: Reception Skills

Unit 3: Communication

Unit 4: Health & Hygiene

Unit 5: Safety

Unit 6: Salon Design

## Unit 1: The Hair & Beauty Professional

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>The student will be able to:</p> <ol style="list-style-type: none"><li>1. describe the roles and duties of a hairdresser or beautician</li><li>2. identify what makes a good hairdresser or beautician</li><li>3. identify training opportunities available locally</li><li>4. investigate employment opportunities locally.</li></ol>	<ul style="list-style-type: none"><li>▶ Invite a hairdresser or beautician to visit the class to talk about their work.</li><li>▶ Visit a salon and interview a hairdresser or beautician. Have a questionnaire pre-prepared.</li><li>▶ Carry out a vox pop to find out what people consider a good hairdresser or beautician to be.</li><li>▶ Visit salons locally to find out what training, if any, they require a person have before taking them on. Ask them about training opportunities locally.</li><li>▶ Visit the local FÁS office and find out what training opportunities they can offer in the area.</li><li>▶ Check out local PLC courses for hair and beauty training courses.</li><li>▶ Check out positions available locally through local newspapers, community radio, advertising etc.</li></ul>

## Unit 2: Reception Skills

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>The student will be able to:</p> <ol style="list-style-type: none"><li>1. outline the role and duties of a receptionist</li><li>2. enter appointments in an appointment book for basic hair and beauty services</li><li>3. demonstrate answering the telephone</li><li>4. take and record a message for a client or another member of staff</li><li>5. accept different types of payments from clients</li><li>6. complete a gift voucher</li><li>7. create a simple product display</li></ol>	<ul style="list-style-type: none"><li>▶ Brainstorm the various duties of a receptionist, what a receptionist should know and the qualities they should possess.</li><li>▶ Practice entering appointments onto photocopied appointment sheets for services such as a blow dry, simple up style, cut, manicure, mini-facial, make up etc.</li><li>▶ Brainstorm the characteristics of good telephone technique.</li><li>▶ Role-play answering the telephone and responding to an enquiry, a request to make an appointment and a cancellation of an appointment.</li><li>▶ Role play taking different types of messages on a pre-prepared message pad that includes headings such as who the message is for, who it is from, date and time of message, details of message, telephone number of caller, name of person who took the message.</li><li>▶ Role-play accepting payment in the form of e.g. cash, cheques, debit cards (Laser, credit card etc.).</li><li>▶ Role-play completing gift vouchers for different amounts.</li><li>▶ Brainstorm the advantages and disadvantages of making displays.</li></ul>

**Unit 2: Reception Skills (Continued)**

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>8. demonstrate systems used to record information about clients</p> <p>9. complete a simple stock check.</p>	<ul style="list-style-type: none"><li>▶ Demonstrate making a range of different types of displays e.g. counter display, window display, and shelf display.</li><li>▶ Observe displays in shops and department stores. Note their layout, size, number of products, cleanliness, information, pricing etc.</li><li>▶ Design a simple client record card and role-play completing it. Brainstorm which services should be recorded and which services are generally not recorded.</li><li>▶ Investigate locally which salons are using IT to record information about clients.</li><li>▶ Carry out a stock check using a pre-prepared stock card.</li></ul>

## Unit 3: Communication

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>The student will be able to:</p> <ol style="list-style-type: none"><li>1. outline the different types of communication used in the salon</li><li>2. demonstrate how to greet a client</li><li>3. answer clients' queries</li><li>4. deal with complaints effectively</li><li>5. converse appropriately with a client</li><li>6. demonstrate listening skills</li><li>7. discuss the importance of team work</li><li>8. identify areas where confidentiality must be maintained.</li></ol>	<ul style="list-style-type: none"><li>▶ Brainstorm examples of verbal and non-verbal communication used in a salon.</li><li>▶ Role-play greeting a client as a receptionist, hairdresser or beautician.</li><li>▶ Role-play responding to different queries a client might have e.g. a request for information about a product or service.</li><li>▶ Draw up a plan of action that should be followed if a client makes a complaint.</li><li>▶ Role play responding to clients who make different types of complaints e.g. being kept waiting, being soaked at the basin, colour getting onto their clothes, not happy with the treatment etc.</li><li>▶ Brainstorm topics that should and should not be discussed with clients.</li><li>▶ Brainstorm what it means to listen effectively.</li><li>▶ Discuss the pros and cons of teamwork in a salon.</li><li>▶ Identify situations that might arise in a salon where teamwork would be essential.</li><li>▶ Brainstorm situations/activities in a salon that require confidentiality.</li><li>▶ Draw up a confidentiality charter to be observed by staff in a salon.</li></ul>

## Unit 4: Health & Hygiene

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>The student will be able to:</p> <ol style="list-style-type: none"><li>1. describe different ways infection can be spread in a salon</li><li>2. outline a basic hygiene routine for a salon</li><li>3. outline a range of methods used to sterilise equipment</li><li>4. list the contents of a first-aid box</li><li>5. outline basic first-aid procedures</li><li>6. describe good standing and sitting positions for hairdressers and beauticians</li><li>7. describe clothing and footwear suitable for work in a hair or beauty salon</li></ol>	<ul style="list-style-type: none"><li>▶ Invite students to design a poster showing different ways infection can be spread.</li><li>▶ Invite students to develop a board game around good and bad hygiene practices in the salon e.g. a simple game along the lines of snakes and ladders.</li><li>▶ Design a ten-point hygiene plan for a salon. Present it in chart format.</li><li>▶ Investigate methods used by salons locally to sterilise equipment.</li><li>▶ Contact companies that supply equipment to salons and find out what sterilising equipment is available.</li><li>▶ Make up a first-aid box suitable for a salon. Cost the items.</li><li>▶ Design a first-aid booklet that could be consulted in an emergency in a salon.</li><li>▶ Invite a first-aid organisation e.g. the Irish Red Cross to give a talk and demonstration on basic first-aid.</li><li>▶ Role-play suitable standing and sitting positions. Invite an expert to give advice to the class e.g. someone who offers training in the area of manual handling.</li><li>▶ Brainstorm the features of clothing and footwear suitable for work.</li></ul>

**Unit 4: Health & Hygiene (Continued)**

**LEARNING OUTCOMES**

8. prepare clients for simple hair and beauty services.

**TEACHER GUIDELINES**

- ▶ Invite students to make a collage using pictures from magazines of clothing they consider suitable for either a hairdresser or beautician. Ask them to give reasons for their choice etc. Invite the class to vote for what they consider to be the most suitable outfit.
- ▶ Role play preparing clients for basic services such as shampooing, manicures, make-up, cleansing. Consider seating, protection of clothing, safe storage of jewellery etc.

## Unit 5: Safety

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. identify a range of potential safety hazards found in a hair or beauty salon</li> <li>2. list potentially hazardous substances found in salons</li> <li>3. describe a routine for the safe and hygienic disposal of waste</li> <li>4. describe the safe use of basic hair and beauty equipment</li> <li>5. identify fire prevention and fire fighting equipment that should be found in a salon</li> <li>6. describe a fire evacuation procedure for a salon</li> <li>7. describe how to call the emergency services</li> </ol>	<ul style="list-style-type: none"> <li>▶ Draw a plan of a salon and mark on it all areas, equipment etc. that could pose a potential hazard.</li> <li>▶ Design a do's and don'ts safety poster for a salon.</li> <li>▶ Design a hazardous substance poster that could be hung in the staff room of a salon.</li> <li>▶ Identify labels found on hazardous substances and explain their meaning.</li> <li>▶ Make a notice for the wall informing staff how waste should be disposed of.</li> <li>▶ Role-play the safe use of basic items of equipment e.g. hairdryer, hair tongs, manicure equipment, etc.</li> <li>▶ Observe a wide range of businesses over a period of a week and note the type of fire fighting equipment that is visible e.g. smoke alarm, fire alarm, fire extinguishers, fire blankets etc. Identify which of these items is suitable for a salon. Pay particular attention to the various types of fire extinguishers observed.</li> <li>▶ Draw up a plan for a fire drill. Role-play the drill.</li> <li>▶ Role-play calling the emergency services for various incidents including fire, ambulance and gardai.</li> </ul>

**Unit 5: Safety (Continued)**

**LEARNING OUTCOMES**

8. record an accident on an accident report form.

**TEACHER GUIDELINES**

- Invite two people to role-play an accident. Ask the class to complete an accident report form based on what they observed.

## Unit 6: Salon Design

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>The student will be able to:</p> <ol style="list-style-type: none"><li>1. identify the features of good salon design</li><li>2. select a range of furnishing and equipment for a hair or beauty salon</li><li>3. plan a simple layout and décor for a hair or beauty salon.</li></ol>	<ul style="list-style-type: none"><li>▶ Carry out a vox pop or survey to identify what people feel makes a well-designed salon.</li><li>▶ Visit a local salon and list the items of equipment they use.</li><li>▶ Look through hair and beauty magazines for ideas.</li><li>▶ Contact a hair or beauty supply store for catalogues, brochures, price lists etc.</li><li>▶ Draw simple plans on graph paper or make a 3D model using e.g. a shoebox.</li><li>▶ Collect paint charts samples of wallpaper, flooring etc.</li></ul>

## RESOURCES

### BOOKS

*Start Hairdressing*, Level 1 by Martin Green and Leo Palladino,  
Publisher: Macmillan A highly visual text that covers many aspects  
of customer care

*Beauty Therapy, The Official Guide to Level 2* by Lorraine Nordmann,  
Publisher: Macmillan Useful as a reference text for the teacher/tutor.

*Creating an Excellent Salon* by Iris Rigazzi- Tarling,  
Publisher: Hodder & Stoughton Useful as a reference text for  
the teacher/tutor.

### MAGAZINES

A wide range of magazines is available from newsagents  
on haircare and beautycare. These include:

*International Hairdressers Journal*

*Total Hair*

*Hair*

*Hair Now*

*Hair Flair*

*Good Health*

*Marie Claire Health & Beauty*

*Here's Health*

*Top Santé Health & Beauty*

### **USEFUL ADDRESSES**

Irish Red Cross, 16 Merrion Sq., Dublin 2.

L'Oreal Professional, 88 Lr Leeson St, D.2

Tom Ivers, 76 Ballykeeffe, Limerick

N. O'Reilly, Hairdressers Supplies, Cahir Rd, Clonmel

Salon Services (Dublin Ltd), 4 Red Cow Interchange,  
Ballymount Rd, (Off Naas Rd)

Salon Services, Unit 36, Kinsale Rd, Commercial Centre, Cork

Salon Services, Unit 1, Addley Pk, Tuam, Co Galway

Irish Hairdresser's Federation, 19 Broadford Ave, D.16

WELLA (Ireland)Ltd, Wella Studio, Terminus Mills, Clonskeagh, D.6

Colet International, 140 Slaney cl, Glasnevin, D.11

Schwarzkopf (Ireland) Ltd, Block 3, The Harcourt Ctr, Harcourt Rd, D.2

Star Products International, 24 Idrone Mews, Blackrock, Co Dublin

7th Heaven Beauty Supplies, 30 Main St, Carrick-on-Suir.



## KEY ASSIGNMENTS

MODULE 1: SALON & CUSTOMER CARE

### CHECKLIST

I completed a study of the role and duties of a hairdresser or beautician

I interviewed a receptionist and kept a record of the interview

I used my IT skills to design a health, hygiene and safety checklist for a salon

As part of a small group I designed a hair or beauty salon and presented the information on a poster or in a 3-D format.



**MODULE 2**

**HAIRCARE**

## MODULE 2:

### HAIRCARE

#### PURPOSE

The purpose of this module is to introduce students to the knowledge and skills that are required to understand and practice basic haircare. Students will develop basic skills in areas such as shampooing, conditioning, blow-drying and the use of dressing aids for special occasions. This module can help to enhance the personal care and appearance of the student and is useful as a preparation for possible future training in hairdressing. It should be noted that the level of skill required for this module is basic and should not be confused with that required of an apprentice or junior working in a hairdressing salon.

#### PREREQUISITES

The module entitled ‘Salon and Customer Care’ serves as a foundation for this module. It is recommended that it is completed before this module or integrated with it.

**AIMS**

This Module aims:

- to develop students' knowledge of hair and hair analysis
- to familiarise students with the range of products and equipment used in haircare
- to provide opportunities for students to practise basic haircare skills and procedures
- to familiarise students with current hair styles, trends and fashions
- to develop students' awareness of professional haircare services available
- to enable students to apply the knowledge and skills acquired to improving their own personal presentation.

**UNITS**

Unit 1: Hair Analysis

Unit 2: Shampooing and Conditioning

Unit 3: Blow Drying

Unit 4: Hair Styles and Fashions

Unit 5: Special Occasions

Unit 6: Specialist Treatments

## Unit 1: Hair Analysis

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>The student will be able to:</p> <ol style="list-style-type: none"><li>1. describe the structure of the hair</li><li>2. identify different hair and scalp types and conditions</li><li>3. list factors that can affect and /or damage hair.</li></ol>	<ul style="list-style-type: none"><li>▶ Draw a diagram of the hair structure onto an A4 sheet. Photocopy it and invite students to colour and label each part.</li><li>▶ Invite students to make a large poster of the structure of the hair to put up on the wall.</li><li>▶ Brainstorm the full range of hair and scalp types and conditions describing each briefly e.g. normal, dry, greasy, curly, straight, fine/flyaway, coarse, damaged, split ends, dull, dandruff, head lice etc.</li><li>▶ As a group produce a leaflet about recognising your hair type and /or condition of hair.</li><li>▶ Carry out a survey to find out if people are aware of their hair type and/or condition. Design a simple questionnaire that could be used.</li><li>▶ Brainstorm factors e.g. colouring, perming, diet, health, brushing/combing, drying, shampooing/conditioning etc.</li></ul>

## Unit 2: Shampooing and Conditioning

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>The student will be able to:</p> <ol style="list-style-type: none"><li>1. select the appropriate shampoos and conditioners for different hair types</li><li>2. prepare a client for shampoo service</li><li>3. shampoo and condition a clients hair and scalp.</li></ol>	<ul style="list-style-type: none"><li>▶ Check out what products are available from sources such as the local hairdressing salon, pharmacy or supermarket. Make a list of all the possible places locally where products can be bought. Invite each student to visit a different source and list what is available.</li><li>▶ Video students shampooing and conditioning clients hair. Playback the video afterwards and have a full discussion about the procedure used etc.</li><li>▶ Give the client a questionnaire to complete after the procedure. This will provide their perspective on anything that they feel could be improved on.</li><li>▶ Observe how shampoo service is carried out in a local hairdressing salon.</li><li>▶ Design a simple routine for massaging the scalp during shampoo service.</li><li>▶ Keep a log of the knowledge and skills developed during this unit.</li></ul>

## Unit 3: Blow-drying

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>The student will be able to:</p> <ol style="list-style-type: none"><li>1. identify items of equipment used to carry out a blow-dry</li><li>2. identify products that can be used to give extra hold or body to a blow dry</li><li>3. consult a client about the style of blow dry they require</li><li>4. blow dry a clients hair</li><li>5. describe a range of other hair drying and styling techniques.</li></ol>	<ul style="list-style-type: none"><li>▶ Make a collage poster of blow dry equipment.</li><li>▶ Set up a table with the items of equipment laid out on it and label each item.</li><li>▶ Brainstorm a list of products or set out a display table of products such as mousse, hairspray etc.</li><li>▶ Role-play talking to a client about their requirements.</li><li>▶ Video students blow drying clients hair. Play back the video afterwards and have a full discussion about the procedure used, areas that could be improved etc.</li><li>▶ Draw up a do's and don'ts list in relation to the blow drying procedure.</li><li>▶ Invite a hairdresser to demonstrate a range of hair drying and styling techniques e.g. scrunch drying, finger drying, setting use of curling tongs, crimping iron etc.</li><li>▶ Keep a log of the knowledge and skills developed during this unit.</li></ul>

## Unit 4: Hair Styles and Fashions

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>The student will be able to:</p> <ol style="list-style-type: none"><li>1. describe different face shapes</li><li>2. select a range of hair styles to suit different face shapes</li><li>3. recognise different hair styles from photographs</li><li>4. describe current trends in hairstyling.</li></ol>	<ul style="list-style-type: none"><li>▶ Give students a work sheet with the different face shapes drawn on them. Invite them to sketch in hair styles to suit each face shape.</li><li>▶ Cut pictures of different hairstyles from magazines. Make a collage of hairstyles labelling each.</li><li>▶ Carry out a vox pop around the school or centre to find out students views on current trends in hairdressing.</li><li>▶ Invite a hairdresser to class to talk about current fashions.</li><li>▶ Watch a specific media for a period of one week and observe current trends in hairdressing. The media could be divided amongst different members of the group e.g. women's magazines, teenage magazines, business magazines, newspapers, TV advertisements, soaps, pop programmes etc.</li></ul>

## Unit 5: Special Occasions

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>The student will be able to:</p> <ol style="list-style-type: none"><li>1. identify and cost a range of hair dressing aids</li><li>2. demonstrate a simple hair style incorporating the use of dressing aids.</li></ol>	<ul style="list-style-type: none"><li>▶ Brainstorm different types of dressing aids available e.g. butterfly clips, slides, scrunchies etc.</li><li>▶ Produce a fact sheet on what can be purchased locally along with the cost of each item and where it can be purchased.</li><li>▶ Create a simple hairstyle for a special occasion using one or more of the dressing aids sourced locally. Take photographs of the hairstyle from different angles. Evaluate the overall effect afterwards and invite class members to comment.</li><li>▶ Keep a log of the knowledge and skills developed during this unit.</li></ul>

## Unit 6: Specialist Treatments

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>The student will be able to:</p> <ol style="list-style-type: none"><li>1. explain the term 'perming'</li><li>2. discuss the advantages and disadvantages of perming hair</li><li>3. classify the different types of hair colouring products</li><li>4. discuss the advantages and disadvantages of colouring hair</li><li>5. cost perming and hair colouring products and services locally.</li></ol>	<ul style="list-style-type: none"><li>▶ Look up a text book for a definition, of perming ask a hairdresser for a definition or look up the internet.</li><li>▶ Make a chart listing the advantages and disadvantage of perming hair.</li><li>▶ Ask members of the public for their opinions on the advantages and disadvantages.</li><li>▶ Research the range of products available locally e.g. in pharmacies, supermarkets and hairdressers.</li><li>▶ Check a textbook on hairdressing to find out how to classify the products you have researched.</li><li>▶ Carry out a vox pop to find out people's opinions about men and women colouring their hair.</li><li>▶ Check out the difference in price between having hair professionally coloured or permed or buying products off the shelf and doing it yourself.</li><li>▶ Identify the advantages and disadvantages of having your hair professionally coloured or permed or doing it yourself.</li></ul>

## RESOURCES

### BOOKS

*Start Hairdressing, Level 1* by Martin Green and Leo Palladino,  
Publisher: Macmillan

A highly visual text that takes you step by step through the various haircare techniques with colour photographs and diagrams.  
Well presented and easy to follow.

*Hairdressing, Level 2*, by Leo Palladino, Publisher: Macmillan  
Useful follow on resource for the teacher/tutor

*Mahogany, steps to cutting, colouring and finishing hair*, by Martin Guanine and Richard Thompson, Publisher: Macmillan Press Ltd.

*Andre Talks Hair* by Andre Walker and Teresa Wiltz,  
Publisher Simon & Schuster

*388 Great Hairstyles* by Margit Rudiger, Renate Von Samson,  
Publisher Sterling Publications

### MAGAZINES

There is a wide range of magazines available about haircare and hairdressing most of which can be bought in newsagents e.g.

*International Hairdressers Journal*

*Total Hair*

*Hair*

*Hair Now*

*Hair Flair*

### **USEFUL ADDRESSES**

Irish Hairdresser's Federation, 19 Bradford Ave, D.16

L'Oreal, 88 Lr Leeson St, Dublin 2

WELLA (Ireland)Ltd, Wella Studio, Terminus Mills, Clonskeagh, D.6

Colet International, 140 Slaney cl, Glasnevin, D.11

Schwarzkopf (Ireland) Ltd, Block 3, The Harcourt Ctr, Harcourt Rd, D.2

Tom Ivers, 76 Ballykeeffe, Limerick

N. O'Reilly, Hairdressers Supplies, Cahir Rd, Clonmel

Salon Services (Dublin Ltd), 4 Red Cow Interchange Est.,  
Ballymount Rd, D.12 (Off Naas Rd)

Salon Services, Unit 36, Kinsale Rd, Commercial Centre, Cork

Salon Services, Unit 1, Addley Pk, Tuam, Co Galway

Health Promotion Unit, Dept. of Health, Hawkins House, Dublin 2.

### **COMPUTER SOFTWARE**

*iStyle Personal Makeover*, Sierra Home 1999 Sierra on line, Inc.

Provides the opportunity to select different hairstyles, hair colours, accessories, make up etc. Scan in your own photograph and select what suits you best by trying out different styles, colours etc.

*Cosmopolitan Virtual Makeover*, Soft Key, 1999

The learning Company, Inc.

Similar features to CD- Rom. Above.

### **WEB SITES**

There are numerous web sites on topics related to this module.

The following list of addresses is intended to provide a starting point only. Note articles found via the Internet are not always accurate.

<http://www.clairol.com/> - Clairol

<http://www.loreal.com/us/noflash.asp> - L'OREAL

<http://www.hairdos.com> – Hairstyles

<http://www.vidalsassoon.com> – Vidal Sassoon site includes a section where you can have a style personalised for you

<http://www.informatik.tu-muenchen.de/~kuerten/spec/stars/stars.html>  
- Site about bob hairstyles



## KEY ASSIGNMENTS

MODULE 2: HAIRCARE

### CHECKLIST

I designed a chart listing a range of different hair types, hair problems and conditions and I suggested a product suitable for each

As part of a group I identified the main items of equipment needed for haircare and costed them locally

I kept a log book of the haircare skills I have learned

I made a collage/poster or video of current trends and fashions in hairdressing.

**MODULE 3**

**BEAUTYCARE**

## MODULE 3:

# BEAUTYCARE

### PURPOSE

The purpose of this module is to introduce students to the knowledge and understanding required to practice basic beauty care skills and routines.

Students will develop the knowledge and skills required to select suitable beauty products and carry out simple routines in skin care, make-up, and hand and foot care. This module can help to enhance the personal care and appearance of the student and is useful as a preparation for employment or possible future training in the beauty or cosmetic industry. It should be noted that the level of skill required for this module is basic and should not be confused with that required of a student following a professional beauty therapy course.

### PREREQUISITES

The module entitled 'Salon and Customer Care' serves as a foundation for this module. It is recommended that it is completed before this module or integrated with it.

**AIMS**

This Module aims:

- to develop students' knowledge and understanding of beauty care
- to familiarise students with the range of products and equipment used in beauty care
- to provide opportunities for students to practise basic beauty care skills and procedures
- to develop students' awareness of professional services available
- to enable students to apply the knowledge and skills they have acquired to improving their own personal presentation.

**UNITS**

Unit 1: Skin Care

Unit 2: Hand care

Unit 3: Foot and Leg Care

Unit 4: Make-Up

Unit 5: Beauty Products

Unit 6: Beauty Treatments

## Unit 1: Skin Care

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>The student will be able to:</p> <ol style="list-style-type: none"><li>1. describe the structure and functions of the skin</li><li>2. identify the main skin types</li><li>3. identify a range of skin care products suitable for each of the skin types</li><li>4. carry out a simple allergy test</li></ol>	<ul style="list-style-type: none"><li>▶ Draw a diagram of the skin. Photocopy it and invite students to colour and label parts.</li><li>▶ Use IT skills to create a chart identifying the functions of the skin.</li><li>▶ Make a chart describing each of the four main types of skin – normal, dry, greasy and combination.</li><li>▶ Working in pairs invite students to identify each others skin types.</li><li>▶ Invite students to design checklists that will help them to identify their skin types.</li><li>▶ Use a magnifying lamp to take a closer look at the skin.</li><li>▶ Research the range of skin care products that are available in local shops e.g. pharmacies, supermarkets, department stores and beauty salons. The products might include cleansers, toners, moisturisers, night creams, facial washes, cleansing bars, eye make up removers, facial scrubs, masks etc.</li><li>▶ Identify products suitable for men.</li><li>▶ Invite students to carry out a small allergy patch test on themselves.</li><li>▶ Brainstorm the signs to look out for if there is an allergic reaction.</li></ul>

**Unit 1: Skin Care (Continued)**

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>5. select the materials and products needed to cleanse, tone and moisturise the face</p> <p>6. prepare a client for a facial treatment</p> <p>7. demonstrate a simple cleansing, toning and moisturising routine for the face and neck</p> <p>8. discuss the effects of the indoor and outdoor environment on the skin</p> <p>9. identify some of the common facial conditions and a skincare routine suitable for each.</p>	<ul style="list-style-type: none"><li>▶ Create a display of the materials and equipment needed and label each item.</li><li>▶ Role play e.g. greeting the client, explaining the treatment, protecting hair and clothes, removing jewellery and storing it safely, making the client comfortable etc.</li><li>▶ Create a poster showing the sequence of steps involved in cleansing, toning and moisturising the face and neck.</li><li>▶ Invite students to work in pairs and practice the procedure on each other.</li><li>▶ Discuss a skin care routine suitable for men.</li><li>▶ Discuss the effects of smoking, sun, cold weather, central heating, air conditioning etc.</li><li>▶ Discuss routines for skin conditions such as black heads, acne, cold sores etc.</li><li>▶ Design a problem page with questions and answers about skin care.</li><li>▶ Keep a log of the knowledge and skills developed during this unit.</li></ul>

## Unit 2: Hand Care

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>The student will be able to:</p> <ol style="list-style-type: none"><li>1. describe the structure of the nail</li><li>2. identify the range of products used to care for the hands</li><li>3. describe a daily routine for the care of hands and nails</li><li>4. identify the materials and items of equipment needed to carry out a basic manicure</li><li>5. demonstrate a basic manicure routine including a simple hand massage</li></ol>	<ul style="list-style-type: none"><li>▶ Draw a diagram of the Nail. Photocopy it and invite students to colour and label parts.</li><li>▶ Make a large poster showing the structure of the nail.</li><li>▶ Research the range of hand products that are available in local shops e.g. pharmacies, supermarkets, department stores and beauty salons.</li><li>▶ Make a collage of advertisements for hand care products found in magazines.</li><li>▶ Test a range of products and evaluate them using a checklist drawn up by students. Headings might include consistency, colours, texture, perfume, feel after application, absorbency, packaging, instructions, ingredients, cost etc.</li><li>▶ Design a poster illustrating the do's and don'ts in relation to hands and nails.</li><li>▶ Create a display of the materials and equipment needed and label each item.</li><li>▶ Invite a beauty therapist to demonstrate a manicure and hand massage routine.</li><li>▶ Invite students to work in pairs and practice the procedure on each other.</li><li>▶ Invite students to be creative and design a simple 3-minute hand massage routine.</li></ul>

**Unit 2: Hand Care (Continued)**

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>6. identify some of the common problems and conditions associated with nails</p> <p>7. identify some of the specialist products and treatments available for hands and nails.</p>	<ul style="list-style-type: none"><li>▶ Brainstorm some of the common problems e.g. wavy nails, hang nails, brittle nails, white spots, nail splitting, nail biting etc.</li><li>▶ Divide problems and conditions between participants and invite each participant to research one problem and make a 3-5 minute presentation on it.</li><li>▶ Invite students to investigate a range of products and treatments e.g. acrylic nails, nail tips, hot oil manicures, French manicures, nail art etc.</li><li>▶ Keep a log of the knowledge and skills developed during this unit.</li></ul>

## Unit 3: Foot and Leg Care

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>The student will be able to:</p> <ol style="list-style-type: none"><li>1. identify the range of products and equipment available to help care for the feet and legs</li><li>2. discuss hygiene and safety in relation to walking barefoot in public areas</li><li>3. describe how to use a pumice stone to remove hard skin from the feet</li><li>4. describe how to shorten toe nails</li></ol>	<ul style="list-style-type: none"><li>▶ Research the range of products and equipment available in local shops e.g. pharmacies, supermarkets, department stores, shoe shops and beauty salons. Products and equipment might include – foot spa, foot deodorant/powder, pumice stone, hard skin remover, shoe deodorant spray, support tights, nail clippers, body lotion, toe dividers, foot soak etc.</li><li>▶ Make a collage of advertisements for foot and leg care products found in magazines.</li><li>▶ Test a range of products and evaluate them using a checklist drawn up by participants.</li><li>▶ Invite participants to design a poster warning people of the dangers of walking barefoot at swimming pools.</li><li>▶ Investigate the different types of pumice stones available.</li><li>▶ Carry out a survey to find out how many people use pumice stones.</li><li>▶ Invite participants to draw a diagram showing the correct way to shorten toe nails.</li></ul>

**Unit 3: Foot and Leg Care (Continued)**

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>5. discuss different methods that can be used to control foot odour</p> <p>6. list factors that should be considered when purchasing footwear</p> <p>7. describe how to care for footwear</p> <p>8. identify some of the conditions associated with feet and how these could be avoided.</p>	<ul style="list-style-type: none"><li>▶ Brainstorm different approaches to dealing with foot odour.</li><li>▶ Check retail outlets for products that claim to deal with the problem.</li><li>▶ Interview someone working in a shoe shop for their ideas on how to avoid foot odour.</li><li>▶ Interview a sales person in a shoe shop and following the interview draw up a checklist of factors that should be considered when purchasing footwear.</li><li>▶ Invite participants to polish/clean their footwear in class.</li><li>▶ Research the cost of shoe repairs locally e.g. new heals, soles etc.</li><li>▶ Brainstorm some of the more common conditions e.g. ingrown toe nails, bunions, athletes foot, verruca, chilblains, corns, fallen arches etc.</li><li>▶ Interview a chiropodist about the type of work that they do.</li><li>▶ Find out how many chiropodists are working in your locality, the services they offer and the average cost of a visit.</li></ul>

## Unit 4: Make-Up

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>The student will be able to:</p> <ol style="list-style-type: none"><li>1. identify different types of make-up available for different parts of the face</li><li>2. list factors that should be considered when selecting make-up</li><li>3. identify the range of equipment used in the application of make-up</li><li>4. demonstrate the application of make-up for different occasions</li><li>5. demonstrate a routine for removing make-up.</li></ol>	<ul style="list-style-type: none"><li>▶ Research make-up that is available for different part of the face e.g. skin, eyes, eyelashes, lips, cheeks etc. make a chart/collage of findings. Use advertisements and articles from magazines to illustrate findings.</li><li>▶ Using IT skills devise a checklist that could be used when selecting make-up. Include areas such as skin type, colouring, shape of face, occasion etc.</li><li>▶ Create a display of the items of equipment needed to apply make-up and label each item.</li><li>▶ Invite a beauty therapist to demonstrate two make-ups – one suitable for the day e.g. suitable for work and a second suitable for a special occasion e.g. a party.</li><li>▶ Invite participants to practise doing make up for each other.</li><li>▶ Invite a beauty therapist to demonstrate the correct method of removing make-up. Video the demonstration so that it can be viewed again later.</li><li>▶ Keep a log of the knowledge and skills developed during this unit.</li></ul>

## Unit 5: Beauty Products

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>The student will be able to:</p> <ol style="list-style-type: none"><li>1. explain common information found on retail beauty product labels</li><li>2. identify factors that should be considered when purchasing beauty products</li><li>3. discuss techniques that are used by cosmetic companies to influence the purchase of their products</li><li>4. select a range of home made beauty recipes that can be used as an alternative to purchasing ready made products</li><li>5. demonstrate the use of some of the beauty recipes</li></ol>	<ul style="list-style-type: none"><li>▶ Look at a range of product packaging and identify information found e.g. hypoallergenic, pH-balanced, fragrance free, not tested on animals. Find out what each term means.</li><li>▶ Design an information guide explaining cosmetic label terminology.</li><li>▶ Design a leaflet entitled 'a guide to purchasing beauty products'.</li><li>▶ List the different methods used by cosmetic companies to sell their products.</li><li>▶ Observe the media and techniques used such as those in women's magazines, newspapers, mail outs, radio and television, in store promotions, window displays, free samples etc.</li><li>▶ Survey people of different ages to see which methods most influence them and why.</li><li>▶ Make a class recipe book of simple home made beauty products.</li> <li>▶ Test some of the recipes in the book and compare them with brand named products.</li></ul>

**Unit 5: Beauty Products (Continued)**

LEARNING OUTCOMES	TEACHER GUIDELINES
<ol style="list-style-type: none"><li>6. compare and contrast a range of similar types of retail products</li><li>7. explain the difference between perfume, eau de cologne, and eau de toilette</li><li>8. identify the range of after shaves and male colognes available.</li></ol>	<ul style="list-style-type: none"><li>▶ Compare two similar retail products e.g. two moisturisers made by different companies. Draw up a checklist of headings to compare the products under. Headings might include e.g. colour, perfume, texture, consistency, feel, absorbency, instructions, ingredients, weight/amount of product, packaging, cost, etc.</li><li>▶ Make a poster explaining each of the terms and giving examples of each.</li><li>▶ Carry out research to find out what is available in local supermarkets, pharmacies etc.</li><li>▶ Keep a log of the knowledge and skills developed during this unit.</li></ul>

## Unit 6: Beauty Treatments

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. identify some of the current fashions in nail art</li> <li>2. demonstrate the application of a simple nail art design</li> <li>3. identify the range of face masks available for different skin types</li> <li>4. demonstrate the application and removal of a face mask</li> <li>5. discuss the pros and cons of body piercing and tattooing</li> <li>6. describe the procedure that is used to shape eyebrows</li> <li>7. identify a range of professional services and treatments available in beauty salons and health farms.</li> </ol>	<ul style="list-style-type: none"> <li>▶ Check out magazines for current trends in nail art. Make a collage of the findings.</li> <li>▶ Visit stores to find out what products are available for nail art e.g. varnishes, transfers, decals etc.</li> <li>▶ Practice designing nail art designs onto blank nail shapes that have been drawn onto a page or onto false nails.</li> <li>▶ Visit a number of shops that sell beauty products and investigate the various types of facemasks available.</li> <li>▶ Invite a beauty therapist to demonstrate the application and removal of a facemask. Video the demonstration so that students can view the demonstration afterwards.</li> <li>▶ Invite students to work in pairs and practice the procedure on each other.</li> <li>▶ Visit a specialist shop that carries out body piercing and tattooing. Interview them about health and safety issues relating to their services.</li> <li>▶ Draw a diagram of the eyes and eyebrows. Label the diagram showing how the eyebrows should be shaped.</li> <li>▶ Interview a beauty therapist about the range of services offered in beauty salons and health farms. Collect samples of price lists from different salons. Compare the prices and services offered.</li> <li>▶ Keep a log of the knowledge and skills developed during this unit.</li> </ul>

## RESOURCES

### **BOOKS**

***Beauty Therapy, The Official Guide to Level 2*** by Lorraine Nordmann,  
Publisher: Macmillan Useful as a reference text for the teacher/tutor.

***The Beauty Therapy Fact File*** by Susan Cressy, Publisher Heinemann  
Useful as a reference text for the teacher/tutor.

***Skincare*** by Sally Noton, Publisher: Lorenz Books Easy to read book on  
beautycare. User friendly with lots of photographs

***The Art of Make-up*** by Kevyn Aucoin, Publisher Prion

***The Beauty Bible*** by Sarah Stacey and Josephine Fairley, Publisher  
Overlook Press

***1001 Beauty Solutions:*** The Ultimate one step adviser for your  
everyday beauty problems by Beth Barrick Hickey,  
Publisher: Sourcebooks Trade

***The Hair & Beauty Handbook*** by Pat Baikie,  
Publisher: Chancellor Press Includes information on skin care,  
make-up, hair care, exercise and diet. Easy to read. Well illustrated.

***Nailart*** by Pansy Alexander, Publisher: Carlton  
Includes over 50 photographs and instructions for nailart designs.

***Colour Me Beautiful Make-Up*** by Carole Jackson,  
Publisher: Ballantine Books

### **MAGAZINES**

There is a wide range of beauty magazines available most of which can  
be bought in newsagents e.g.

***Good Health***

***Marie Claire Health & Beauty***

***Here's Health***

***Top Santé Health & Beauty***

## **USEFUL ADDRESSES**

Bronwyn Conroy Beauty School, 10a The Crescent  
Monkstown, Co Dublin

Clarins Cosmetics, 92 Georges St Up, Dun Laoghaire, Co Dublin.

Vichy Skincare Products, Merchants Hall, Merchants Quay, D.8.

Oriflame Cosmetics, Sandyford Industrial Est., D.18

Star Products International, 24 Idrone Mews, Blackrock, co Dublin

7th Heaven Beauty Supplies, 30 Main St, Carrick on Suir.

## **COMPUTER SOFTWARE**

*iStyle Personal Makeover*, Sierra Home 1999 Sierra on line, Inc.

Provides the opportunity to select different hairstyles, hair colours, accessories, make up etc. Scan in your own photograph and select what suits you best by trying out different styles, colours etc.

*Cosmopolitan Virtual Makeover*, Soft Key, 1999 The learning Company, Inc.

Similar features to CD- Rom. Above.

## **WEB SITES**

There are numerous web sites on topics related to this module.  
The following list of addresses is intended to provide a starting point only. Note articles found via the Internet are not always accurate.

**<http://www.boots.co.uk>** - Health and beauty advice and tips from Boots

**<http://covergirl.com/>** - Face, lips, eyes, nails and make-up tips and trends

**<http://www.esentials-mag.co.za/>** - Fashion tips and beauty suggestions from Essentials magazine

**<http://www.ellemag.com/>** - Fashion tips and beauty suggestions from Elle magazine

**<http://dolly.ninemsn.com.au/>** - Australian teenage girls magazine featuring fashion, beauty and health tips

**<http://www.beauty-guild.co.uk/treatmen/manicure.htm>** -  
Manicures and pedicures

**<http://www.maybelline.com/>** - Maybelline site

**<http://www.lancome.com/>** - Lancome site

**<http://www.the-body-shop.com/>** - Body shop site



## KEY ASSIGNMENTS

MODULE 3: BEAUTYCARE

### CHECKLIST

Using a checklist I compared two similar beauty products made by two different companies

As part of a group I produced a booklet of simple beauty recipes and tried out one of the recipes

I kept a log describing the practical beauty care skills that I learnt

I interviewed a beautician to find out about the range of professional services and treatments available in beauty salons or health farms. I kept a record of the interview.

MODULE 4

**BODYCARE**

## MODULE 4:

# BODYCARE

### PURPOSE

The purpose of this module is to introduce students to caring for their bodies by exploring the knowledge and skills that are required to understand and practise basic body care routines. Students develop knowledge and skills in areas such as personal hygiene, nutrition, health and well being, body treatments, sun care, leisure, exercise and rest. This module can help to enhance the personal care and appearance of the student and is useful as a preparation for employment or possible future training in the beauty or cosmetic industry.

### PREREQUISITES

The module entitled ‘Salon and Customer Care’ serves as a foundation for this module. It is recommended that it is completed before this module or integrated with it.

**AIMS**

This Module aims:

- to develop students knowledge and understanding of body care routines
- to familiarise students with the range of products and equipment used in the care of the body
- to provide opportunities for students to practise basic body care skills and procedures
- to develop students awareness of professional services available
- to improve the overall health and well being of students
- to enable students to apply the knowledge and skills they have acquired to improving their own personal presentation.

**UNITS**

Unit 1: Personal Hygiene

Unit 2: Nutrition

Unit 3: Health and Well Being

Unit 4: Care of the Body

Unit 5: Sun Care

Unit 6: Leisure, Exercise & Rest

## Unit 1: Personal Hygiene

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>The student will be able to:</p> <ol style="list-style-type: none"><li>1. describe a daily personal hygiene routine</li><li>2. identify a range of products and equipment used to care for the body in the bath and shower</li><li>3. identify the different types of antiperspirants and deodorants and the advantages and disadvantages of each</li><li>4. describe a routine for caring for the teeth and ensuring fresh breath</li><li>5. discuss the importance of a personal hygiene routine during menstruation</li><li>6. list factors that should be considered when choosing and wearing perfumes and after shaves</li></ol>	<ul style="list-style-type: none"><li>▶ Create a large poster highlighting areas of the body that require daily attention.</li><li>▶ Visit a shop or section of a store that specialises in bath and shower products. Report on the types of products found.</li><li>▶ Survey class members to find out which antiperspirants or deodorants they use and why.</li><li>▶ Test one deodorant product and one antiperspirants product. Write an evaluation stating how they compare.</li><li>▶ Invite a dental health nurse to give a talk to the class. Prepare questions beforehand.</li><li>▶ Organise a dental health week. Invite students to set up displays on different topics related to teeth and oral hygiene.</li><li>▶ Write to some of the manufacturers of tampons or sanitary towels and request information about personal hygiene during menstruation.</li><li>▶ Brainstorm participants' experiences of wearing perfumes or after-shaves.</li><li>▶ Identify what to look for in a perfume/after shave suitable for: daytime/work and evening/recreational time.</li></ul>

Unit 1: Personal Hygiene (Continued)

LEARNING OUTCOMES

7. describe a routine for the care of clothing.

TEACHER GUIDELINES

- ▶ Discuss daily/weekly/seasonal routines for caring for clothing. (include both cleaning and storage of clothing).
- ▶ Identify care labels found on clothing and their meanings.
- ▶ Brainstorm the types of clothing that require specialist cleaning in the dry cleaners.

## Unit 2: Nutrition

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>The student will be able to:</p> <ol style="list-style-type: none"><li>1. discuss the importance of a balanced diet</li><li>2. describe the food pyramid</li><li>3. state the daily dietary requirements of different individuals</li><li>4. list examples of healthy snack foods</li><li>5. identify the nutritional content of foods as listed on packaging</li><li>6. identify a range of common dietary deficiencies</li><li>7. identify a range of common food allergies</li><li>8. outline the main causes of osteoporosis.</li></ol>	<ul style="list-style-type: none"><li>▶ Define a balanced diet. Look up definitions in text books, the internet etc.</li><li>▶ Contact the Health Promotion Unit for leaflets on healthy diets.</li><li>▶ Make a poster of the food pyramid.</li><li>▶ Make a chart showing the dietary needs of different individuals e.g. children, teenagers, adults, older people etc.</li><li>▶ Make a display table of healthy snack foods. Have a tasting session and get participants to select their favourite snacks.</li><li>▶ Make a collage of empty food containers and boxes showing the 'nutritional content' label of each.</li><li>▶ Brainstorm common deficiencies e.g. calcium, iron, fibre etc. and investigate them further at the library or on the internet.</li><li>▶ Brainstorm a list of the most common food allergies e.g. milk, gluten etc. and investigate them further at the library or on the internet.</li><li>▶ Contact the Osteoporosis Society for information.</li></ul>

## Unit 3: Health and Well Being

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>The student will be able to:</p> <ol style="list-style-type: none"><li>1. discuss the importance of a healthy body</li><li>2. describe how to help maintain a healthy heart</li><li>3. discuss the causes and effects of eating disorders e.g. 'anorexia nervosa' and 'bulimia'</li><li>4. list factors that can cause stress and approaches that can be used to cope with it</li><li>5. discuss the short and long term effects of substance abuse</li><li>6. explain the term pre-menstrual tension and how it can affect some women</li><li>7. describe how to carry out regular self-examinations e.g. breasts, testicles, moles etc.</li></ol>	<ul style="list-style-type: none"><li>▶ Design a poster highlighting the importance of a healthy body.</li><li>▶ Contact the Irish Heart Foundation for information.</li><li>▶ Check out women's magazines for case studies on these topics.</li><li>▶ Brainstorm a variety of different sources of stress for individuals.</li><li>▶ Demonstrate a relaxation technique that could be used to help avoid stress.</li><li>▶ Carry out a vox pop to find out how strongly people feel about smoking, alcohol and drugs affecting their health.</li><li>▶ Check out women's magazines for articles on pre-menstrual tension.</li><li>▶ Contact the local health clinic or doctors surgery for leaflets.</li></ul>

## Unit 4: Care of the Body

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>The student will be able to:</p> <ol style="list-style-type: none"><li>1. describe different methods that can be used to exfoliate the body</li><li>2. describe a routine for moisturising the body</li><li>3. identify safe hair removal methods for different parts of the body</li><li>4. list examples of allergens and their effects on the body</li><li>5. discuss the importance of caring for the teeth</li><li>6. discuss the importance of eye care and regular eye testing</li><li>7. list factors that should be considered when selecting and caring for spectacles and contact lenses</li></ol>	<ul style="list-style-type: none"><li>▶ Check out the range of exfoliating, moisturising and hair removal products and equipment available in pharmacies etc. Compile a report on your findings.</li><li>▶ Invite a beauty therapist to describe a routine for moisturising the body.</li><li>▶ Research the various products and items of equipment that are used by men and women for hair removal. Check these out in supermarkets, pharmacies, advertisements etc.</li><li>▶ Check a health book or home economics book for information on allergens.</li><li>▶ Invite a dental health nurse to visit the class.</li><li>▶ Organise a dental health promotion week.</li><li>▶ Invite a local optician to give a talk on eye care and selection and care of spectacles etc.</li></ul>

## Unit 5: Sun Care

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. describe the effects of sun on the skin</li> <li>2. explain the term 'sun protection factor' (SPF)</li> <li>3. identify the range of products available to protect the skin from the sun</li> <li>4. describe a safe tanning routine for different skin types</li> <li>5. discuss the importance of sun protection for children</li> <li>6. describe an after sun skin care routine</li> <li>7. describe the first aid treatment that should follow over exposure to the sun</li> <li>8. identify the different types of fake tanning products available</li> <li>9. describe the method of applying fake tan to different parts of the body</li> </ol>	<ul style="list-style-type: none"> <li>▶ Carry out research via the internet.</li> <li>▶ Contact the Irish Cancer Society for information.</li> <li>▶ Invite participants to bring in various brands of suntan lotions that they use themselves. Check the labels on the bottles for information about SPF etc.</li> <li>▶ Research the range of sunscreen products available locally.</li> <li>▶ Invite participants to identify their skin type and work out a safe sun tanning routine for themselves.</li> <li>▶ Design an information leaflet for parents on the importance of sun protection for children.</li> <li>▶ Research the range of after sun products available and describe how they are intended to be used.</li> <li>▶ Check a first-aid book for treatment. Make a travel card that could be taken on holidays that lists step by step what to do in the case of over exposure to the sun.</li> <li>▶ Research the range of tanning products available locally and describe how they are intended to be used.</li> <li>▶ Invite a beauty therapist to demonstrate the application of fake tan to different parts of the body.</li> </ul>

### Unit 5: Sun Care (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>10. discuss safety relating to the use of sun beds and sun tanning rooms</p> <p>11. identify styles of clothing and fabrics suitable for hot weather.</p>	<ul style="list-style-type: none"><li>▶ Set up a debate arguing for and against the use of sun beds for tanning purposes.</li><li>▶ Brainstorm the styles and types of clothing and fabrics suitable for a holiday in the sun.</li></ul>

## Unit 6: Leisure, Exercise and Rest

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>The student will be able to:</p> <ol style="list-style-type: none"><li>1. identify the benefits of good posture</li><li>2. describe how to stand, walk and sit properly</li><li>3. identify a range of leisure time activities and their benefits</li><li>4. list the benefits of regular exercise</li><li>5. identify the exercise facilities and activities available locally</li></ol>	<ul style="list-style-type: none"><li>▶ Make a poster highlighting the benefits of good posture.</li><li>▶ Practise correct ways to stand, walk and sit. Video participants so that they can evaluate their own posture.</li><li>▶ Brainstorm as a group the benefits of leisure time.</li><li>▶ Brainstorm how class members spend their leisure time. Link with a class in a different area/school and find out how they spend their leisure time. Compare both groups.</li><li>▶ Design a poster highlighting the benefits of regular exercise.</li><li>▶ Divide up the local area into sections and invite different members of the class to investigate what exercise facilities are available in each section e.g. gyms, swimming pools, football pitches etc.</li><li>▶ Invite each person to investigate a different activity e.g. aqua aerobics, callanetics, step aerobics, toning tables etc.</li></ul> <p>Invite each person to make a presentation on the area they investigated.</p> <ul style="list-style-type: none"><li>▶ Contact a local leisure centre supervisor /manager to find out the range of activities on offer.</li></ul>

**Unit 6: Leisure, Exercise and Rest (Continued)**

LEARNING OUTCOMES	TEACHER GUIDELINES
<ol style="list-style-type: none"><li>6. describe a safe weekly exercise routine suitable for different members of the family</li><li>7. select suitable clothing and footwear for different forms of exercise</li><li>8. identify the average amount of sleep needed by different age groups</li><li>9. list ways to ensure a good nights sleep.</li></ol>	<ul style="list-style-type: none"><li>▶ View a number of fitness videos and discuss their suitability for different members of the family.</li><li>▶ Visit a sports shop and find out what clothing and footwear is recommended for different forms of exercise.</li><li>▶ Survey groups of people of different ages to find out how much sleep they get each night. Summarise the findings and plot these on a graph.</li><li>▶ Carry out a vox pop to ask people for suggestion about how to ensure a good nights sleep.</li></ul>

## RESOURCES

### BOOKS

*Beauty Therapy, The Official Guide to Level 2* by Lorraine Nordmann,  
Publisher: Macmillan Useful as a reference text for the teacher/tutor.

*Skincare* by Sally Noton, Publisher: Lorenz Books

Easy to read book on beautycare. User friendly with lots of photographs

*The Art of Make-up* by Kevyn Aucoin, Publisher Prion  
Photographs of faces made up for various occasions

*The Hair & Beauty Handbook* by Pat Baikie,  
Publisher: Chancellor Press Includes information on skin care,  
make-up, hair care, exercise and diet. Easy to read. Well illustrated.

### MAGAZINES

There is a wide range of beauty magazines available most  
of which can be bought in newsagents e.g.

*Good Health*

*Marie Claire Health & Beauty*

*Here's Health*

*Top Santé Health & Beauty*

### USEFUL ADDRESSES

Irish Cancer Society, 5 Northumberland Rd. Dublin 4

Osteoporosis Society, Emoclew, Batterstown, Dunboyne

Bronwyn Conroy Beauty School, 10a The Crescent  
Monkstown, Co Dublin

Clarins Cosmetics, 92 Georges St Upr, Dun Laoghaire, Co Dublin.

Vichy Skincare Products, Merchants Hall, Merchants Quay, D.8.

Oriflame Cosmetics, Sandyford Industrial Est, D.18

Star Products International, 24 Idrone Mews, Blackrock, co Dublin

7th Heaven Beauty Supplies, 30 Main St, Carrick on Suir.

### **COMPUTER SOFTWARE**

*iStyle Personal Makeover*, Sierra Home 1999 Sierra on line, Inc.

Provides the opportunity to select different hairstyles, hair colours, accessories, make up etc. Scan in your own photograph and select what suits you best by trying out different styles, colours etc.

*Cosmopolitan Virtual Makeover*, Soft Key,  
1999 The learning Company, Inc.

Similar features to CD- Rom. Above.

### **WEB SITES**

There are numerous web sites on topics related to this module.  
The following list of addresses is intended to provide a starting point only. Note articles found via the Internet are not always accurate.

**<http://www.boots.co.uk>** - Health and beauty advice and tips from Boots

**<http://www.essentials-mag.co.za/>** - Fashion tips and beauty suggestions from Essentials magazine

**<http://www.ellemag.com/>** - Fashion tips and beauty suggestions from Elle magazine

**<http://dolly.ninemsn.com.au/>** - Australian teenage girls magazine featuring fashion, beauty and health tips



## KEY ASSIGNMENTS

MODULE 4: **BODYCARE**

### CHECKLIST

Using my I.T. skills I made a chart showing the dietary/nutritional needs of different individuals

I took part in a discussion about the health and safety issues related to using sun beds or sun bathing

As part of a group I investigated the body care products, services and equipment available locally

I kept a log book of important information I learnt about caring for my body.



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