

Stylist and client

Introduction to Module 2

In order to consult with and advise clients effectively, stylists require a thorough knowledge of the science and structure of hair as well as of cutting, colouring and perming methods. They also need to be able to listen to and question clients and keep accurate records of consultations and treatments.

Much of the information learners are required to learn is in written form, which can be challenging for them to both read and remember. Some of the information is delivered through verbal instructions and practical training and again learners will need strategies to help them understand and remember what they are told in order to be able to apply it when working in the salon.

The emphasis in this module is on learners having the professional knowledge to advise clients. It gives learners an opportunity to develop the skills and strategies needed to read and understand complicated scientific information and to apply it to hypothetical real-life situations. The module includes:

- listening to and asking questions of clients
- using diagrams to help understand what is being read
- making notes about information
- following spoken instructions accurately
- understanding the pH scale
- developing knowledge about products
- what to do when things don't go according to plan.

The scenarios used in this module may not be familiar to all learners. However, the skills practised are transferable to many settings. Teachers should support learners to apply skills taught to their own work environment and can encourage learners to bring their own experiences to bear when taking part in discussions and group work.

Hairdressing – Module 2: Stylist and client					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Client consultation	Ha 2:1–2:2	Unit G7	SLlr/L1.1; SLlr/L1.3; SLc/L1.2; Rt/L1.4; Wt/L1.2; Wt/L1.4; Wt/L1.5		
Hair structure and types	Ha 2:3–2:4	Unit G7; Unit H7	Rt/E3.9		
Science and hair	Ha 2:5–2:6	Unit G6; Unit G7; Unit H7; Unit H9; Unit H10; Unit H11; Unit H12; Unit H13; Unit H14; Unit H15; Unit H18	SLlr/L2.1; SLlr/L2.2; Wt/L1.2; Wt/L1.4; Wt/L1.5; Wt/L2.2; Wt/L2.4; Rw/L1.2		C1.3
Completing tests	Ha 2:7–2:8	Unit G5; Unit H13; Unit H15	SLlr/L1.1; SLlr/L1.2; SLlr/L1.3; SLlr/L1.4; SLlr/L2.2; SLc/L1.1; SLc/L1.2; SLc/L1.3; SLc/L1.4		C1.1
The pH scale	Ha 2:9–2:10	Unit H9		N2/E3.3; N2/L1.4; HD1/E3.1	
Product knowledge	Ha 2:11–2:12	Unit G6; Unit G7	Rt/L2.5; Rt/L2.6; Rt/L2.7; Wt/L1.5		
Advising clients	Ha 2:13–2:14	Unit G7	SLlr/L1.1; SLlr/L2.4; SLc/L2.1; SLd/L2.4; SLd/L2.5		C2.1b
Client records	Ha 2:15–2:16	Unit G5	SLlr/L1.1; SLc/L1.2; Rt/L1.4; Wt/L1.2; Wt/L1.4; Wt/L1.5; Wt/L1.6; Ww/L1.2		
Sections and cutting angles	Ha 2:17–2:18	Unit H6; Unit H7		MSS2/E3.1	
Solving problems	Ha 2:19–2:20		Rt/L1.4; Rt/L1.5; Rw/L1.2	HD1/E2.1	C1.2; N1.1

Skills checklist

Advising clients means listening to what they have to say about their hair, asking appropriate questions and coming up with suitable suggestions for styles and treatments.

To be able to advise clients on styles and treatments, you need a lot of knowledge about the science of hair and hair products. This will involve finding information in books and on product labels as well as listening to training.

The skills listed below cover the science of hair and products and how to provide a knowledgeable service to your clients. You may also need to find out what to do if things do go wrong. Tick the skills you feel confident about now. Complete the activities in this module to help you improve on the skills you have not ticked. Return to the list later to check any areas where you still need some practice.



Skills for stylist and client	Now	Later
Listening to clients and asking questions		
Speaking to clients to offer suggestions		
Completing forms and client records		
Reading information that uses diagrams		
Making notes to help remember information		
Following spoken instructions		
Understanding pH		
Finding information in books and on the Internet		
Understanding cutting angles		
Finding information in a table		

PAGES 2:1–2:2

Client consultation

Occupational setting

The consultation is often the first communication that a stylist has with a client. It is important to spend time getting to know the client's hair and questioning the client on his or her requirements and expectations of the service. The stylist will also need to complete a styling analysis – deciding what to do with the client's hair so that the client will be satisfied with the service and the final result. Many salons have a consultation sheet that is completed before anything is done to the hair in terms of cutting or styling. This theme focuses on specific consultation skills intended to gather information, including observation, questioning, confirming and filling in consultation sheets. More detail about giving information and advising clients can be found in 'Advising clients' on pages 2:13–2:14. This theme has applications for use with the *Habia Learning Support pack for Hairdressing: Level 2, unit G7 – 'Advise and consult with clients'*.

Materials

Workplace client consultation sheets, if applicable – hard copies and on overhead transparency (OHT)

Pictures, books or handouts that illustrate things to observe about a client during a consultation (see 'Observe' list on the focus page)

Source material:

- Face shape cards (0:19)
- Cutting consultation form (0:20), hard copies and on OHT
- Cutting consultation checklist (0:21), hard copies and on OHT
- Client cards (0:22)

Audio equipment

Learning outcomes

- 1 To ask questions to find out relevant information from clients (focus page, Tasks 1 and 2)
- 2 To listen to a client's requests and wishes (focus page, Tasks 1 and 2)
- 3 To check and confirm information from the client (focus page, Tasks 1 and 2)
- 4 To use organisational features to locate information (focus page, Task 1)
- 5 To fill in required consultation sheets or checklists (focus page, Tasks 1 and 2)

Suggested teaching activities

Note: it is assumed that learners already have some knowledge or understanding of the items in the Observe list on the focus page. However, teachers may want to provide further examples and explanations from books, handouts or section G7 of the Habia materials or to demonstrate using a model (e.g. hair growth patterns such as widow's peak, double crown, cow's lick, etc.)

Introduction

- Discuss the purpose of client consultations and why they are important.
- Either demonstrate good practice for a client consultation or explain while someone else carries out a good demonstration. Make sure the four key areas (Observe, Question, Check and Record) shown on the focus page are covered. If possible, explain what is happening at each stage.
- Ask learners what they might look for when observing a client's hair. Write their ideas on the board/flipchart for later use.

Focus page 10

- Explain to learners that they will be thinking about the processes or steps that you go through during a consultation, except for giving advice to the client.
- Read through the bullet points on observation and compare these with the list of learners' ideas. Did they think of any more? Did they forget any? Go through the points and give examples of these. Use the Face shapes from the Source material if required.
- Read the information on asking questions, including the tips. Give examples of closed and open questions relating to hair condition.

- Ask learners for more examples of open and closed questions relating to the other areas of observation listed. Write their ideas on the board/flipchart.
- If learners have problems with open questions, start with some key question words such as 'what?', 'why?' and 'how?'. Turn a closed question into an open one. For example, 'Do you use a heated brush?' to 'How do you dry your hair?' Practise asking questions in pairs. Explain how questioning techniques are also useful when chatting to a client during a treatment.
- Explain that the type of question you ask will depend on what information you are trying to get and whether you feel the client wants to give a lot of information or is relying on you. Point out that if a client is trying to give short answers even to open questions, it may be because they don't want to give information or they don't really know the answers.
- Some clients might hide information (for example, if they have coloured their hair at home and don't want to admit it). By watching the client closely and listening to what they say and how they say it, learners will be able to 'read between the lines' and pick up on important additional information. Ask learners if they have any experience of this and give examples from your own experience that they can look out for.
- Explain that it is a good idea to double-check clients' answers by repeating the information back to them or asking them questions about what they said to check you have understood it.
- Introduce phrases for checking and confirming, such as 'So, you think that ...?' 'Did you mean that you ...?'. Turn the learners' list of open and closed questions into check and confirm questions using these or similar phrases.
- Explain the purpose of recording the information and the importance of being familiar with the consultation sheet so you are clear about the information required and where and how to record it on the sheet.
- Explain that consultation sheets differ from salon to salon. Look at the large versions of the Cutting consultation form and checklist from the Source material.
- Go through the Cutting consultation checklist first, explaining that this is a quick way to note down observations. Go through the technical words and give an example of how to fill it in on the OHT.
- Ask learners to fill it in using the information given in the first 'Try this' box. Check their answers.
- Go through the Cutting consultation form, explaining any technical terms and pointing out the different methods used for filling in information.
- Give an example on the overhead projector (OHP) of the sort of things you might write from the earlier demonstration.
- Explain to learners that they are going to fill in the 'Client requirements' section after listening to a client. Play the audio clip for gist first.
- ESOL learners may need to develop understanding of vocabulary likely to be used by clients and will need lots of listening practice.
- Play the audio clip again and ask learners to fill in the information. Check their answers.
- Ask learners to fill in the next two sections on face shape and hair type after observing a partner. Check their answers and ask if there were any problems.
- Look at copies of the workplace form and go through this as with the other forms. Display this form on the OHP and fill in the information from the original demonstration.
- Learners may find it useful to have key words arising from this session on the board and to keep a personal glossary.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.1	Unit G7	
SLlr/L1.3		
SLc/L1.2		
Rt/L1.4		
Wt/L1.2		
Wt/L1.4		
Wt/L1.5		

Task 1

Observe, question and confirm information

SLlr/L1.1

SLlr/L1.3

SLc/L1.2

Rt/L1.4

- Explain that learners are to work in pairs, and that the activity has three parts. Read through the instructions for each part.
- ESOL learners may need help with technical words such as ‘layered’, ‘trim’ and ‘parting’.
- Make sure the learners have the Cutting consultation checklist and form from the Source material for this task. Show them the forms and point out that the checklist is used for part 1 and the form for part 2. This helps to give them a visual reminder.
- Point out the tips.
- Explain the question and replies in part 2 should be written in the speech-bubbles.
- Emphasise that learners should swap roles and repeat each part so that they all get a turn.

If the learner has difficulty

- Make sure learners understand the technical words on the checklist. Go through these with them.
- Learners may require further support in their observations. If possible, provide them with helpful illustrations, pictures or descriptions of hair types.
- Ask direct questions to lead them to conclusions about the hair, for example, ‘Does it feel dry?’
- Remind learners of the difference between open and closed questions. Point out any examples left on the board from the focus page discussions.
- Get learners to experiment first by asking questions and seeing whether the answers are short or include some explanation.
- If necessary, give learners some key question words to help them ask more open questions (e.g. ‘what’, ‘why’ and ‘how’).
- For the third part, encourage learners to repeat the information they have written in the reply speech-bubble using a key introductory phrase, such as ‘So you said that ...’.
- Support learners in transposing the written reply into a confirmation question using the phrases discussed during the focus page activities.

Extension

Learners should ask their partners further questions about the type of hair products he or she uses and details of any ‘good’ and ‘bad’ past hairstyles.

Task 2

Fill in the relevant sections of the Cutting consultation form

SLlr/L1.1

SLlr/L1.3

SLc/L1.2

Wt/L1.2

Wt/L1.4

Wt/L1.5

- Make sure learners each have a copy of the Cutting consultation form and the Client cards from the Source material.
- Read through the three bullet-points explaining the role-play.
- Read out an example of a Client card taken from the Source material. Explain that the person playing the client has to read out the information exactly as it is on the card.
- Point out the tip and explain that the stylist can ask for information to be repeated, as this would be possible in real life.
- Point out that both learners should take a turn at role-playing the stylist.

If the learner has difficulty

- Go through the information on the card with the learners who will be reading it out, to make sure they can read it and understand what they are saying.
- Some ESOL learners may require help with the vocabulary.
- Some dyslexic learners may be reluctant to role-play, especially if they are required to read to another learner. Allow dyslexic learners to work with a pair so that they have support in reading the information on the Client cards.
- Make sure the learners filling in the form are clear which parts to fill in. Put an asterisk by these sections to remind them.
- Encourage learners to jot down key information on a separate sheet of paper first, before filling in the form. They can then double-check it.
- Filling in a form whilst another person is waiting can be stressful to dyslexic learners. Encourage learners to develop a series of phrases and tactics to help them to deal with this pressure. This could be done in conjunction with other learners or through role-play.

- Encourage learners to ask the person reading out the information to repeat anything they missed.
- At the end, encourage learners to check the information together.

Extension

Ask learners to design their own 'user friendly' consultation sheet to remind them of what to ask a client during a consultation.

Theme assessment

- Observe the learner conducting a consultation with a client. Afterwards, discuss with the learner:
 - the use s/he made of questions
 - how well s/he listened to the client
 - how the consultation card was completed.
- Based on this discussion, learners can draw up a list of areas for improvement. This can be worked on and the learner observed on a future occasion.

Client consultation

Focus

The consultation is the first communication that a stylist has with a client. It is important to spend time finding out about the client's hair, requirements and expectations.



Tips

- **Closed** questions will result in short answers such as 'yes' or 'no'.
- **Open** questions will result in explanations or descriptions.

Observe

- hair condition
- texture
- scalp condition
- face shape
- hair growth patterns/natural partings
- hair length
- present style (in case the client wants to keep it the same).

When did you last wash your hair?

How do you decide when to wash your hair?

Question

- closed questions
- open questions

Try this

Fill in the Cutting consultation checklist from the Source material for a round-faced client with a double crown who has short, dry, coarse hair.

Record

- What information is required?
- Where should it go?

Check

- Repeat.
- Confirm.

You will need to be familiar with *your* consultation form. Look for the use of:

- headings (telling you what information to put where)
- tick boxes
- lines, spaces or large boxes to write in information.

Tip

Make sure you know what the headings mean.



Try this

Listen to the client. Make a note of how she wants her hair cut and styled.

Cutting Consultation Form

Client's name: _____ Stylist: _____

CLIENT REQUIREMENTS

What are the client's styling wishes? _____

Expectations of the haircut: Dry trim, re-style, neckline shape, sideburns _____

Face shape: oval round rectangular heart
 triangular square diamond straight

Condition	Texture	Scalp condition	Face shape	Hair growth patterns/natural partings	Hair length and type
Dry	Fine	Healthy	Oval	Cowlick	Short
Normal	Medium	Dry/sensitive	Round	Double crown	Just above shoulders
Oily	Thick	Cuts/abrasions	Rectangular	Nape irregular	Just below shoulders
Damaged	Coarse	Scalp problems	Heart	Widow's peak	Long
Coloured			Triangular	Left side parting	Curly
Permed			Square	Right side parting	Wavy
			Diamond	Fringe	Straight

to maintain the style at home _____

Client consultation

Task

Task 1

Work with a partner.

- 1 Observe your partner's hair and face. Fill in the Cutting consultation checklist from the Source material.

Swap over and repeat the activity.

- 2 Ask your partner one closed question and one open question about the condition or style of his/her hair.

Write the questions and replies in the speech-bubbles below.

Swap over and repeat the activity.

Tip

Check what sort of information is required on the checklist.

Tip

Use the Cutting consultation form from the Source material to help you think of questions.

Remember!

- Closed questions → short answers.
- Open questions → more explanation or description.

Question 1 – closed	Reply
Question 2 – open	Reply

- 3 Use your partner's replies to repeat and confirm the information to him or her.

Swap over and repeat the activity.

Task 2

Role-play part of a consultation with a partner. One person is the stylist and the other is the client. You will need the Client cards and a Cutting consultation form from the Source material.

- The client chooses a Client card and reads the information on it to the stylist.
- The stylist uses this information to fill in the 'client requirements' section of the Cutting consultation form.
- Swap roles and repeat the role-play with a different Client card.

Tip

Check and confirm the information.

PAGES 2:3–2:4

Hair structure and types

Occupational setting

Diagrams are used extensively in hairdressing training. This theme suggests techniques for interpreting and using diagrams, as well as remembering the information they contain. It focuses on specific diagrams, but the same techniques could be applied to any diagram, including those on instructions for the use of products and materials and on safety equipment.

Materials

Text books and training materials that use diagrams in explanations about hair structure and hair types

Paper and felt-tip pens

OHT/drawing on a flipchart of a very simple diagram with only two or three labels (e.g. cross-section of a hair showing the cuticle, cortex and medulla)

The structure of the skin from the Source material (0:23)

Learning outcomes

- 1 To interpret and use diagrams to support reading (focus page, Tasks 1 and 2)

Suggested teaching activities

Introduction

- Working in pairs or small groups, get learners to test the time taken to guess what something is, first of all from a verbal description and then from a picture. Model the process by describing a mug of tea, using complicated words if possible (e.g. this is a receptacle used for beverages that are prepared using boiling H₂O ...), and then showing a drawing of it. Give learners ideas such as a hairdryer, a mirror, scissors, etc. Hopefully the guesses from the pictures will be quicker than the verbal descriptions, to prove that diagrams, or pictures in this case, can help to give a reader a clearer picture of what is being described in words.

- Ask learners for their experiences of using diagrams in books, instruction leaflets, etc. acknowledging difficulties and successes. Discuss diagrams in the text books/training materials.

Focus page

- Use the diagram on the page and go through the points.
- **References to diagrams in the text.** Diagrams may be on another page or in a different part of the book, or one in a sequence, so it is important that learners use the references to find the correct one. Explain 'Fig.'.
- **Titles.** This is another check that the correct diagram is being used.
- **Labels.** These often contain words that are unfamiliar.
 - Technical vocabulary can be looked up in a glossary. Check that learners understand how to use a glossary – words are arranged in alphabetical order – inserting the new meaning into the sentence that the original word or phrase came from to see that it makes sense.
 - Other words can be looked up in a dictionary. Check that learners understand how to look up standard words and phrases in a dictionary: using the guide words at the top of the page to locate a word; selecting the correct meaning, if there is a choice, by testing them out in the original sentence.
 - **Looking for further explanations in the surrounding text.** Check that learners know how to scan the text for a particular word as well as how to use an index to find references to a particular word or subject.
 - For some learners, following the lines from the diagram to the label is a problem, especially if it is a line diagram. Give learners strategies such as following the lines with a finger or pencil.
 - **Checking between text and diagram.** The diagram is usually there to support the text; both need to be understood together. Go through the suggested strategies.

- **Remembering information.**
 - Dyslexic learners would benefit from having a second copy of the diagram, without labels, to label.
 - **Draw a simple diagram.** Ask learners to study the diagram and then to envisage it in their mind's eye. Let them check the original and then picture it again. Finally ask them to draw the diagram from memory and then check it against the original. If learners have difficulty spelling the labels, offer strategies for remembering spellings.
 - Go through the memory strategies covered on the page. Ask learners to share their existing strategies for remembering information.
 - Relating the diagram to the real thing is an important part of remembering. The diagram needs to have meaning and relevance.
- Complete the session by summing up the importance of interpreting diagrams and how they can be used for remembering information as well as learning it.

Curric. refs	NOS/NVQ	Key Skills
Rt/E3.9	Unit G7 Unit H7	

Task 1

Use a diagram and text to answer some questions
Rt/E3.9

- Remind learners of the points on the focus page – each of the questions reflects a point from the focus page.
- Briefly discuss the materials on the page. *What are they about? Why do you need to know this information?*
- Ensure learners understand what they have to do.

If the learner has difficulty

- Take a point at a time and talk the learner through finding the required information.
- Repeat the process with further diagrams from textbooks/resource materials used by the learner, gradually adding a degree of independence.

Extension

Ask learners to describe or draw the diagram from memory.

Task 2

Use a diagram and some text to remember information and tell somebody about what you have read
Rt/E3.9

- Learners work in pairs. Go through the text and diagram as a group to ensure that learners understand the information and particularly some of the technical language. Encourage learners to look up definitions and to record these in their own words.
- Remind learners of techniques for remembering information.
- Suggest learners make notes as they read/look at the diagram. Cards or sticky notes can be used to record individual bits of information.
- Ask learners to be constructive when they feed back to their partner or to the group. The idea is to convey the knowledge they have gained to another person. Use the points on the focus page as a checklist when considering whether all the points about skin structure were covered.

If the learner has difficulty

- The language in the text may be a barrier to some learners. Ask them to highlight words that they do not understand. Look these up.
- Some learners may need support to pronounce words. Hearing the pronunciation will support memory. Ask dyslexic learners to repeat each word aloud to further aid pronunciation.
- Suggest ways of remembering technical vocabulary (e.g. mnemonics or association).
- Use the diagram as a starting point. Ask learners to tell you what they know about each part. Write brief notes on sticky notes and place on the diagram.
- Support the learner to practise visualising and reproducing a sketch of the diagram. Emphasise that their drawing/diagram does not need to be 'well drawn' as long as it is accurate. As they draw, ask the learner to talk about what they are drawing and ask questions to reinforce learning.
- Allow learners to use the sticky notes to explain the diagram to others.

Extension

Discuss with learners again what works for them and apply these strategies to other diagrams.

Theme assessment

Ask learners to investigate another area of hair science, such as the structure of keratin and polypeptide chains, and explain their findings to you.

Hair structure and types

Focus

Information is often presented with diagrams to help explain it. The diagrams help you picture what you are reading about. You can also use them to help you remember what you have been reading about.

As you are reading, check for any **references to diagrams** that show what is being talked about.

Look over the diagram to check that you recognise what it is about. The **title** will help you.

Check that you know what each label means.

- Look up specialist words in the glossary.
- Find the same word or phrase in the text and read the text around it.
- You may have to find other references to it in the book by using the index.

Check that you know which part of the diagram goes with which label. Follow the lines carefully – they can be confusing.

Keep checking between the text and the diagram until you are clear what it is about. You may need to:

- read the text several times
- read it aloud
- explain it to somebody else
- ask somebody else to explain it to you.

It can help to make a 'mental picture' of the diagram. Look at the diagram closely. Close your eyes and try to see the diagram in your mind's eye. Check you are right.

The hair shaft is composed of a dead, horny protein material called **keratin**. The actively growing and therefore living part of the hair is situated below the surface of the skin at the base of a minute pit (about 4mm deep and 0.4mm wide) known as the hair follicle (see Fig. 6.1).

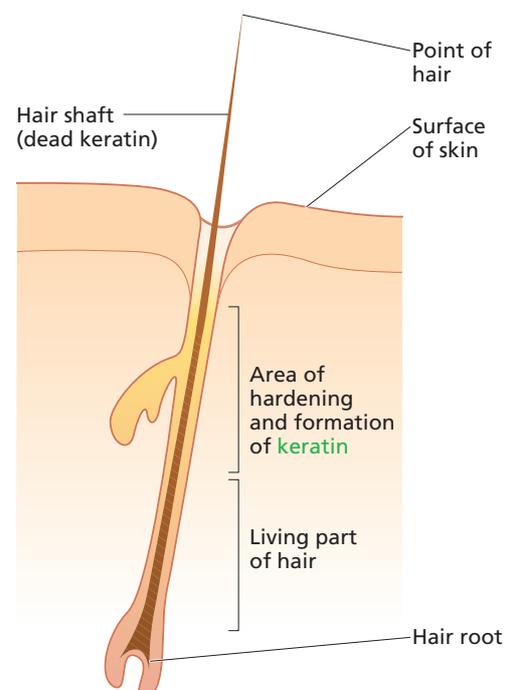


Fig. 6.1 Section of a hair follicle

Other things to help you remember:

- Look at a label, cover it, say what it is and then check whether you are right.
- Draw the diagram yourself, then check you have got it right – use colours to distinguish different parts.

Hair structure and types

Task

You will need The structure of skin diagram and text from the Source material, and a dictionary and glossary.

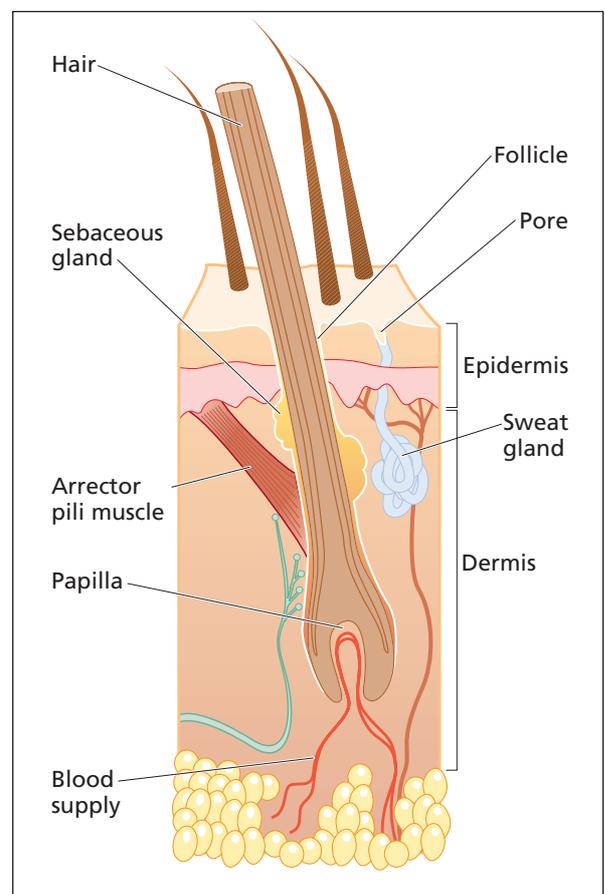
Task 1

- 1 What is the number of the diagram?
- 2 What is the title of the diagram?
- 3 In the title, what does the word 'structure' mean?
 - a a building
 - b the way something is constructed or organised
 - c an organisation
- 4 What colour is used to show the arrector pili muscle?
 - a pink
 - b dark red
 - c grey
- 5 What are the layers of the skin called?
 - a the dermis and epidermis
 - b sebaceous gland and sweat gland
 - c follicle and papilla

Task 2

- 1 Use The structure of the skin page from the Source material to find out more about the things shown on the diagram.
- 2 Use some of the techniques from the focus page to help you understand what you are reading.
- 3 Try to picture the diagram in your mind's eye.
- 4 Explain to a friend what you know about the structure of the skin.

The skin has many functions, including protection and temperature regulation. It is made up of several layers and many different parts: blood vessels, nerves, sweat and oil glands, hair follicles, and muscles (see fig. 7.4).



PAGES 2:5–2:6

Science and hair

Occupational setting

Whilst hairdressing is essentially a practical and artistic occupation, it is necessary to understand the science behind the various treatments in order to avoid making mistakes. This science includes knowledge of the structure of hair and skin, as well as the reactions of certain chemicals upon them. This theme relates the science to the practical and offers suggestions about taking notes from both written and verbal sources and explores ways of remembering information. The learning in this theme relates to many of the practical units in the Occupational Standards and to materials in the *Habia Learning Support Pack for Hairdressing*.

Materials

Audio equipment

Learning outcomes

- 1 To consider strategies for writing down and organising information whilst reading (focus page, Tasks 1 and 2)
- 2 To consider strategies for writing down and organising information whilst listening (focus page, Task 3)
- 3 To consider strategies for remembering information (focus page, Task 4)

Suggested teaching activities

Introduction

- Ask learners to share ways in which they remember things they hear and read. Discuss any existing strategies used, for example some people may 'see' the words; others will remember the actual words spoken. Often learners associate what they hear with other, sometimes unrelated, things (e.g. something else that happened in the salon, what someone was wearing).
- Discuss any note-making/taking strategies learners already use and any difficulties they experience.
- Emphasise the importance of finding a way of making notes that suits the individual, both when writing information down and when retrieving the information later. Most learners, especially those who are dyslexic, will need guidance on how to find a suitable format for making notes.

Focus page

- Discuss the scenario at the top of the focus page. What knowledge does a hairdresser need before doing a perm? (e.g. knowledge of hair types/structure, how perms work, PPE required, consultation information, testing information, etc.). How is this knowledge accumulated? (Books, training materials, listening to training, watching qualified hairdressers) How can this knowledge be remembered?

Note-taking

- Ask learners to write down a text message to 'send' to another learner as if on a mobile phone. Other learners read the message aloud. Discuss the different ways of representing words used, for example, combinations of symbols, shortened words, letters and numbers to represent words, etc. Point out the strategies shown on the focus page.
- You may want to pay particular attention to the strategies of leaving out unnecessary words and using dashes, as these require a good understanding of sentence structure.
- You may want to focus on the most appropriate occasions for using numbers, letters or bullet points in lists. For example, numbers are particularly appropriate if things have to be done in a certain order. It is a good idea to start writing notes using a numbered list if the person starts to say things like 'first you need to ...'.
- Explain the importance of giving all notes a clear heading for quick reference.
- ESOL learners may prefer to make notes in their own language.

- Dyslexic learners frequently have problems with taking and making notes and will need a lot of practice, or alternative strategies (e.g. recording training sessions, visualising techniques, spidergrams for notes, etc.) in order to do this effectively.
- It is not always possible to make notes, for instance, when listening to training in the salon. It is important that learners develop their own strategies for remembering information. Ask learners to make notes on the focus page of useful techniques. These strategies might be useful.
 - Link the first letter of each thing you have to remember with the first letter of a nonsense phrase that you make up for yourself (e.g. Never Eat Shredded Wheat for the points of the compass, North, East, South, West). If you can make them rhyme that might help too. Give examples of this for vital information that should be remembered in hairdressing or spend some time with the group making up some new mnemonics.
 - Say what you need to remember out loud. Repeat it as often as you can at different time intervals.
 - Highlight/underline information in the book/training material you are reading. Use colour to code the information.
 - Put the information you need to remember to music. Try singing it!
 - Walk around as you try to remember something. Associate each fact with a different place on your walk.
 - Visualise what you have to remember as a story.
 - Link the information to other things that are relevant to you – people and places.
 - Use several strategies at the same time.

Curric. refs	NOS/NVQ	Key Skills
Wt/L1.2	Unit G6	C1.3
Wt/L2.2	Unit G7	
Wt/L1.4	Unit H7	
Wt/L2.4	Unit H9	
Wt/L1.5	Unit H10	
SLlr/L2.1	Unit H11	
Rw/L1.2	Unit H12	
	Unit H13	
	Unit H14	
	Unit H15	
	Unit H18	

Task 1

Replace words with abbreviations, numbers and symbols

Wt/L1.2

Wt/L1.4

- Discuss with learners when it is appropriate to write in note form.
- Confirm that abbreviating words is one strategy they can use when taking notes in training or work settings.
- Encourage learners to use different methods to shorten the highlighted text. Point out the Remember! box.
- Encourage learners to draft work before writing it up, so that they can check their work.

If the learner has difficulty

- Learners might think that there is a 'right way' to do this – stress that they should use abbreviations, symbols and numbers that *they* can understand.
- Make sure learners understand the more difficult words in the text (e.g. 'linkages').
- Read back the notes to learners and ask questions to check they understand the notes they made.
- ESOL learners and some dyslexic learners may struggle with this task, as it requires some phonic skills (2 – to) and an understanding that, for example, 'p' is an appropriate abbreviation for 'perm' here because the context is given in the title, whereas in another context it could be confused with any other word beginning with 'p'. These learners will require structured support to complete this task. ESOL learners may prefer to abbreviate using their own language.
- Be prepared to read the text to learners whilst they follow.
- As well as structured support, dyslexic learners will need extra time to finish this task.

Extension

Ask learners to compile a list of abbreviations (with their meanings) that they need for work. Learners can test each other on these.

Task 2

Rewrite notes, leaving out unnecessary words and using dashes to link ideas

Wt/L2.2

- Explain to learners that leaving out unnecessary words and using dashes to link ideas are strategies they can use when taking notes in training or work settings.
- Explain to learners the importance of writing notes that are suitable for purpose (so that they can understand them when they refer to them at a later stage).
- Encourage learners to write the notes in the way they can understand them – only taking out words that do not change the meaning of the text for them. Point out the tips.
- Encourage learners to draft work before writing it up, in case they make errors of fact.

If the learner has difficulty

- Learners might think that there is a 'right way' to do this – stress that the object is to make notes they can read for themselves.
- Go through the tips and make sure learners understand how to do the task. Go through one example with them from the task.
- Make sure learners understand the more difficult words.
- Encourage learners to work through the text methodically, a sentence at a time.
- Some learners may need support to read back their notes, especially if they were produced in a hurry.
- Read back the notes to learners and ask questions to check they can understand the notes they made.

Extension

Ask learners to make notes in the same way for any material in their own induction pack.

Task 3 **11**

Listen and make notes of details from a training session

SLlr/L2.1

Wt/L2.4

- Encourage learners to look at the notepad to be completed before listening to the audio clip of the hairdresser.
- Explain the importance of picking out the details when listening to a training session, as these illustrate the main point.
- Remind learners to listen carefully for key words and about the use of emphasis.

- Learners might like to think about/predict the sorts of things they might be listening for.
- Play the audio clip through once for gist, then again for learners to listen for the key words they have chosen.
- Remind learners to write the list as key words rather than in sentences. They can listen to the audio clip again to confirm this.

If the learner has difficulty

- Some learners will have difficulty with listening, comprehending and writing simultaneously. Assist them to separate the tasks.
- Explain to learners that they are listening out for key points – the headings will help them decide what to listen out for.
- Replay the audio clip as many times as necessary or read the script out, emphasising the words in bold.
- Encourage learners to listen for emphasis, as the important information is often emphasised (stressed).
- Remind learners to write down just the key words as a list.
- Ask learners questions about what they heard.
- ESOL learners may need support to understand some aspects of the language or technical language.
- Learners might prefer to work in groups to pick out the details.

Extension

- Play the audio clip again; this time learners decide on their own title and headings.
- Remind learners that in reality they would not be able to listen more than once. Ask learners to role-play asking questions to ask for additional information or to clarify understanding.

Task 4

Listen to and make notes of instructions from a training session

Wt/L2.4

SLlr/L2.2

- Remind learners of strategies discussed on the focus page.
- Remind learners that it doesn't matter what method they use, as long as it means they remember the information.

If the learner has difficulty

- Discuss strategies learners have used in the past and the effectiveness of these strategies.
- Ask learners about their learning preferences in order to find the most appropriate strategy.
- Suggest one method (e.g. mnemonics) and assist learners to construct one based on their own preferences. Try different methods.

Extension

Ask learners to work out ways of remembering other important information, such as the names of clients, as well as necessary scientific information.

Theme assessment

Learners can work in small groups. One learner describes a process or a product to the other learners. Listeners have to make notes using the techniques used for these tasks. Listeners then report back the information from their notes.

Science and hair

Focus

I'm fed up with straight hair. I'd love it to be curly. What do you think about perming it?

Is her hair suitable for perming? How do perms affect the hair? What are the dangers?

Well, there are several things we need to think about before we start.

How perms work

1. Softening - perm lotion opens & swells cuticle scales (H&S).
2. Moulding - perm lotion gets into cortex - (disulphide bonds broken by hydrogen) put in perm rods.
3. fixing - neutralising gets rid of hydrogen (oxidation). New disulphide bonds in new shape.

Making notes is a good way of remembering information.

You need to write information down in a way that you can read later.

- Find the strategies that suit you best.
- Only write down things you need to remember.
- Organise notes in the clearest way for you. For example, use columns for things you must and must not do, or a spidergram to note down all the important aspects of a topic, a mind map to link ideas.
- Read notes through to check they make sense and are accurate.

Perming lotion can be nasty stuff so it's important to gown the client properly and to make sure you know everything you need to know about the client before you start.

Right, so that's towel first, then chemical gown, another towel and a plastic cape over it all. How can I remember that?

Sometimes it isn't convenient to make notes. How else can you remember things? Find a way that suits you best.

- ? perms
- How do you do hair @ home?
 - Had p. b4?
 - Any p./colour on hair?
 - Any prob areas?
 - Skin sensitive p. lotion?
 - On any medication?
 - Size curl?

Science and hair

Task

Task 1

Rewrite the passage below, replacing the highlighted words with abbreviations, numbers or symbols. Use a separate piece of paper.

CHEMICAL ACTION DURING PERMING

During **perming** the **hair** can **be** wound on **to** rods or curlers either **before** or after it is treated with **perm** lotion. Great care should **be** taken when winding the **hair** on **to** rods or curlers as **hair** is very fragile during **perming** and can **be** easily broken. This is because **perming** lotion breaks some of the disulphide bonds in the polypeptide chains of the **hair** structure, leaving it weak. In alkaline **perms**, about **twenty per cent** of the linkages are broken.

Remember!

- Use **symbols** in place of words
- Use **abbreviations**
- To make abbreviations, use the first few letters of the word.

Task 2

Now re-write the notes you made in Task 1, cutting them down further by leaving out unnecessary words and using dashes to link points.

Tips

- Leave out **unnecessary** words.
- Use **numbers** and **letters**.
- Make a **list**.
- Read your notes to yourself to make sure they make sense. Replace any words that you need to.
- Use the punctuation to help you see where to link points.

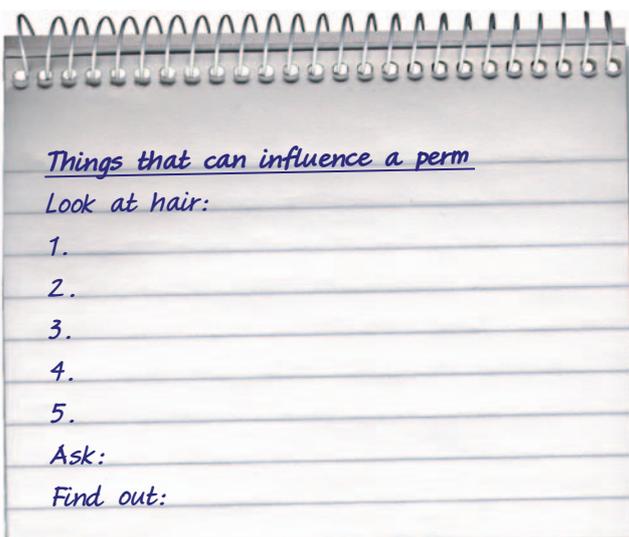


Task 3

11

Listen to the hairdresser telling you about the factors that can influence a perm.

Use the headings to make notes about what is said.



Task 4

Make up a way that will help you remember the five things about a client's hair that you need to take into account before you perm it.

- Length
- Density
- Texture
- Condition
- Style

PAGES 2:7–2:8

Completing tests

Occupational setting

Many instructions at work are given verbally. Often this requires the listener to assimilate a lot of information and rely on memory. It is important that learners practise ways of picking out and remembering the jobs they need to do or the actions they need to follow, by listening carefully, particularly to imperatives, both positive and negative, such as 'let' or 'don't take'. Many trainees have difficulty with this and it is one of the most reported problems with new entrants to employment. This theme presents strategies and techniques for careful listening.

Materials

Materials on testing from the *Habia Learning Support Pack for Hairdressing* will be useful to support these tasks

Audio equipment

Learning outcomes

- 1 To use strategies for picking out relevant details (focus page)
- 2 To listen for key words to pick out what should and should not be done (Tasks 1 and 2)
- 3 To recognise key sequence words in instructions (focus page, Task 3)
- 4 To know how to clarify and confirm understanding (focus page)

Suggested teaching activities

Introduction

- Introduce the theme by giving learners some muddled instructions about something relevant or interesting to them. These muddled instructions should include a lot of irrelevant information (e.g. 'By the way, did you see X last night?'), instructions in the wrong order (e.g. last instruction to say 'And before you start any of this ...'), detail mixed in with specific instructions (e.g. 'Even if there is nobody around to help you and you are in a hurry, you still need to do the test ...').
- Ask each learner what s/he picked up from the instructions. Elicit the facts that they weren't ready for the instructions, didn't know who was to do what, had no opportunity to ask questions, etc.
- Ask learners about their experiences of receiving instructions at work. Do they find them easy to follow? Are they sometimes given out in a hurry? What are the problems? (e.g. not hearing properly because of background noise, not paying attention). What are good instructions? What can go wrong if they don't understand or follow work instructions?

Focus page 12

- Work through the set of instructions, identifying the words that identify each instruction (imperatives), asking learners to underline each one.
- Work through the tactics in the boxes. Apply them to the instructions on the page by asking, *How many instructions are there?* Help learners to use the instruction words (imperatives) to identify each instruction. Point out that the use of 'and' could mean two or more instructions per sentence.
- Next, ask learners to work through the instructions and identify what they should *not* do. What are the key words that signal this type of instruction?
- Ask learners to look for sequence words that show the order in which the instructions should be carried out. Ask learners to circle these words in the instructions. Discuss other sequence words and time phrases; write these on the board/flipchart (e.g. 'before', 'finally' (sequence words) and 'this morning', 'at the end of the day' (time phrases).)
- Look at the examples of self-questioning based on the instructions on the page. How will this help the listener establish exactly what to do?
- Discuss what is meant by being an 'active listener' and why this is important. You may need to introduce the term 'body language' and demonstrate what this means. This is a useful focus for some role-play on active listening:

one person talks or asks questions, the other gives no feedback, either verbally or in body language. Note: some dyslexic learners may be reluctant to role-play.

- Listen to the audio clip of the instructions on the page and model asking relevant questions to confirm and clarify understanding (e.g. *Did you say a mixture of hydrogen peroxide and ammonium hydroxide? What did you say happens if the hair already contains metallic compounds?*). Model making brief notes of the instructions in a way that helps learners to remember them. For example, using numbers, bullet points, mind maps, thinking through the task, etc.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.1	Unit G5	C1.1
SLlr/L1.2	Unit H13	
SLlr/L1.3	Unit H15	
SLlr/L1.4		
SLlr/L2.2		
SLc/L1.1		
SLc/L1.2		
SLc/L1.3		
SLc/L1.4		

Task 1 13

Listen to a set of instructions and pick out the things you must do

SLlr/L1.2

- Look at the tip on the page. Explain to learners that they are listening out for positive instructions (i.e. things you are being asked to do). Warn learners that the audio clip is quite long and set the scene before playing it.
- You may want to spend some time thinking about the different ways that this type of instruction can be given (e.g. 'make sure', 'do this', 'clear the ...', 'you should/must ...', and so on). Confirm that instructions can be framed in a number of different ways and it is important to recognise these as instructions (i.e. telling you what to do).
- Play the audio clip through once for gist.
- Play the audio clip again. This time learners listen for the instruction words that signal what they must do. (Remind them of the exercise on the focus page where they underlined all of the key instruction words.)

Learners should make a note of these instructions.

- Replay the audio clip, so learners can make a note of their answers on the page.

If the learner has difficulty

- Learners may have difficulty in identifying the actual instructions. Before playing the audio clip, give the learner the key action words written on cards or sticky notes (mix, clean, apply, cover, ask).
- Play the audio clip, pausing at each instruction word. Point this out to learners.
- Play the audio clip as many times as required for the learner to pick out four instructions and note them down.
- Remind learners that they are listening for things that require action – what they must do (not what they must *not* do).
- For learners who require more structure, put the instructions on cards or in a list. Ask learners to tick the instructions as they hear them.
- ESOL learners might benefit from checking key vocabulary such as 'discomfort' and 'ignore'. Phrases such as 'a couple of days' may require extra explanation.
- Learners who find this task overwhelming may start with the text in front of them and highlight key words and phrases.

Extension

- Ask learners to prepare a similar script for other learners to listen to, based on their own experience.
- Listeners should make a note of any questions they might want to ask to clarify the instructions.

Task 2 13

Listen to the same instructions and pick out the things you must not do

SLlr/L1.2

- This task relies on learners having correct responses to the previous task.
- Replay the audio clip. Point out the tip – learners can use these key words to identify the things that must not be done.
- Replay the audio clip so that learners can listen again and note down their answers.

If the learner has difficulty

- Learners may have difficulty identifying the negative instructions. Point out the tip again and play the audio clip, pausing each time a negative instruction occurs.
- ESOL learners may have difficulty with the term 'do not', especially as this occurs in contracted form (don't).

Extension

Practise this skill in workplace situations, where instructions are given. Learners should practise making notes of instructions, perhaps in columns of 'dos' and 'don'ts'. Put the negative instructions onto cards or in a list. Ask learners to tick when they hear the correct instruction.

Task 3  **13**

Listen to some instructions and number them in the order they should be followed

SLlr/L1.2

- Explain to learners that they need to listen out for the sequence words to help them decide on the correct order.
- Explain that they should write the numbers 1–5 in front of the instructions. They should write in pencil in case they want to change their minds.
- Explain that they will be able to listen to the audio clip several times to check the order.
- Play the audio clip through once for gist. This is a complex set of instructions and learners will benefit from getting a good overview of what is happening. Allow them to discuss this if needed.
- Play the audio clip again, listening for the sequence words/phrases (learners might jot these down).
- Play the audio clip again for learners to number the instructions, then again to check the order.
- Check that vocabulary such as 'inflammation' is understood.
- Dyslexic learners may need extra time to complete this task.

If the learner has difficulty

- This task requires good listening skills; some learners may have difficulty retaining the information or following it all the way through. Read the script aloud sentence by sentence, pausing after each for learners to

identify the key words. Repeat this as many times as learners require. Learners may prefer to underline/highlight the instruction words shown on the page first and listen for these (e.g. 'ask', 'clean', 'mix up'). They can then listen again to connect the action word with the key order word.

- Some learners may have difficulty identifying the sequence words. Write these down for the learner in the order they occur (first, next, when you've done that, when it's dry, finally). Play the audio clip, pausing at each of these words.

Extension

Ask learners to make up some instructions that must be done in a particular order for a task that they are familiar with and try them out on a colleague.

Theme assessment

Ask learners to give a set of instructions to a partner verbally, putting the instructions in order and emphasising key words, including sequence words and 'do' and 'do not' instructions. The partner makes notes from the instructions, and can ask questions to confirm information or check understanding. Swop roles so that each learner gets a chance to listen to the instructions.

Completing tests

Focus

You need to listen to instructions carefully so that you can follow them properly and do your job better.

Look at the speaker.
Concentrate on what the speaker is saying.

Ask questions to help you understand.

- 'Can I just check that ...?'
- 'Can you tell me what you meant by ...?'
- 'Please could you repeat the part about ...?'

Keep a notepad to jot down what you have to do.



Listen for the key instruction words.

Listen for:

- key words about what to do and what **not** to do.
- words that tell you about the **order** in which to do things, such as 'first', 'next', 'then', 'after'.

Repeat instructions in your own words to check you have understood properly.

'So you're saying that ...'



What are the instructions about?

What have I got to do **first**?

Is there any particular **order** I need to do things in?

Is there anything that I should only do **if** something else happens?

Excuse me, Sarah. I'd like to use your head to explain to Gemma about the tests we do on your hair before we perm it. Is that OK with you?

Perm lotions used on the hair may react with other chemicals that've already been used – for example in home-use products.

If you think the hair has already been treated with other chemicals – for instance if it looks dull – ask the client what products she uses at home and then do an incompatibility test so you're sure that the perm solution isn't going to react with any chemicals that may already be on the hair, and cause damage.

Right, the test. First of all, always make sure you protect your hands by wearing gloves. Next, place a small cutting of the client's hair in a mixture of hydrogen peroxide and ammonium hydroxide.

Watch out for any bubbling, heating or discoloration. If any of these things happen, it means that the hair already contains metallic compounds and shouldn't be permed. Don't tint it or bleach it either.

What have I got to do?

What **questions** can I ask to make it clearer?

Is there anything I **must not** do?

Completing tests

Task

Task 1

- 13** Listen to the trainer talking to a trainee. Make a note of four things that must be done when doing a skin test.

DO:

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Tip

Listen out for words like 'always', 'make sure' and 'don't forget'.

Task 2

- 13** Listen to the trainer again. This time, make a note of two things that must not be done.

DO NOT:

- 1 _____
- 2 _____

Tip

Listen out for words like 'don't', 'mustn't' and 'never'.

Task 3

- 13** Listen to the trainer again.

Number the instructions in the order in which they have to be followed.

- Ask the client to keep an eye on the patch for a couple of days
- Clean a small area of skin about 8 mm square behind the ear or in the fold of the arm.
- Mix up a little of the tint that you are going to use.
- Cover the patch with collodion if the tint manufacturer's instructions say you can.
- Apply a little of the tint mixture to the skin.

PAGES 2:9–2:10

The pH scale

Occupational setting

Understanding pH is an important aspect of hairdressing but learners may find this daunting. Learners must understand the basic science and the language that underpins the vocational knowledge and they need to be able to interpret the pH scale. The learning in this theme can be applied to many aspects of hairdressing particularly where products are used and applied.

Materials

Bottle-shaped cut-outs to represent products with different pH values shown as whole numbers and decimals to one decimal place

Salon products

Litmus paper and colour code chart (ensure health and safety procedures are followed)

Learning outcomes

- 1 Investigate the pH of products and the effect on the hair cuticle (focus page, Tasks 1 and 2)
- 2 Compare and order whole numbers and decimals to one decimal place (focus page, Task 1)
- 3 Interpret information (focus page, Task 1)

Suggested teaching activities

Introduction

- Show learners a range of products displaying pH values. Ask them to find the information and if they know what it means. Put responses on the board/flipchart.
- Check that learners understanding the terms 'acid' and 'alkali'.
- Ask learners if they know of any instances when using too strong a hair product has adversely affected the result. Discuss the consequences of using products that are too harsh for the hair.
- Point out that all hair products are acidic, alkaline or neutral. Hairdressers must avoid using acids or alkalis that are *too strong for the hair* since both will cause damage (not just the acids).
- Draw the pH scale (0–14) on the board/flip chart or project onto a white board. Explain that products can be placed on this scale to show how weak or strong an acid or alkali it is. All values below 7 are **acids**; all above 7 are **alkalis**. (Help learners to remember this by pointing out that *acid* is a small word and the numbers less than 7 are small numbers. *Alkali* is a larger word and the numbers above 7 are larger numbers.)
- Call out whole numbers between 0 and 14 (except for 7) and ask learners to say whether each pH value is acid or alkali.
- Now call out the number 7. Learners should say that it isn't on either side of the scale because it is the halfway point. Confirm that this is correct and 7 means that a product is neither acid nor alkali; it is neutral. Define neutral. Write 'neutral' above 7 on the scale. Pure water has a pH of 7.
- Point out that the scale also tells you **the strength** of the acid or alkali. Explain and use the board/flipchart to demonstrate that the closer acidic values are to 7 (neutral), the weaker they are. The further acids are from 7 (i.e. nearer 1), the stronger they are. Similarly, the closer alkali values are to 7 (neutral), the weaker they are. The further from 7, the stronger they are.
- Check learners' understanding by asking questions: *Which pH would be more acidic – a product with a pH of 4 or a product with a pH of 5? Which is more alkaline – a product with a pH of 12 or a product with a pH of 13?*, etc. The language of comparison is important here. Check learners are confident with it.
- Now ask which pH value would indicate the **weakest acid**. Expect the answer pH 6 because only whole numbers have been used previously. Explain that pH is often expressed as a decimal to one decimal place. To check

learners' understanding of this, give pairs or groups of learners examples on cards to sort into order. Ask whether a pH of 6.1 would be weaker or stronger than a pH of 6.5. How about a pH of 6.9?

- Return to the labels/products shown earlier or have some labelled bottle-shaped cut-outs to represent products with different pH values, some with whole numbers, some with numbers to one decimal place. Ask learners to position them on the scale.
- If learners appear to be struggling with the concept of comparing and ordering decimals, offer additional support as necessary. *Skills for Life* numeracy materials (Entry 3 Units 2 and 4) may be useful.
- Note: some products are described as 'pH balanced'. Discuss with learners what this means and make sure they are clear that this refers to the product being balanced to the natural pH of hair (between 4.5 and 5.5). It *does not* mean that the product is neutral pH.

Focus page

- Read through the focus page together.
- Look in detail at the effects (desirable and non-desirable) that different strength acids and alkalis have on hair.
- Discuss why extra care should be taken when applying products with high and low pH values.
- Ask which is better for the hair – a mild acid or a mild alkali. Ask why this might be. (Mild acid is better for the hair than a mild alkali because hair is mildly acidic (pH 4.5–5.5).)
- Ask if a strong acid is better or worse for the hair than a strong alkali. Point out that acids and alkalis that are too strong for the hair should both be avoided since they will both cause damage.

Curric. refs	NOS/NVQ	Key Skills
N2/E3.3 HD1/E3.1	Unit H9	N/A

Task 1

Interpret pH values in terms of their effect on hair

N2/L1.4

- Point out that the ingredients of hair products vary to suit different hair conditions and to achieve different effects.
- Remind learners that weak alkalis open the cuticle, allowing products to enter the cortex. Weak acids close the cuticle.

If the learner has difficulty

- Check learners' understanding of the scale by asking questions. If there is still some doubt, revisit the focus page and talk through the learning points. Identify any areas where there may be difficulty – this may relate to the language, the numbers or to the organisation of the scale itself.
- Support learners who are having difficulty with the language to interpret words such as neutral, acid and alkali. Simple experiments using litmus paper and hair products will support this understanding. Encourage learners to keep a personal glossary.
- Learners who are unable to interpret the scale may require additional support with decimals as described in the focus activities. Give plenty of practice of sorting decimals into order using cards or sticky notes. Offer additional support where needed.
- Some learners will be confused by the fact that the lower (lesser or smaller) the pH value, the more acidic the product will be. This could be compared to a temperature gauge, where a lower reading implies colder temperature.
- Use the cards and an enlarged version of the scale to help learners sort items onto the pH scale.
- Learners who find the amount of information on the focus page too overwhelming may use a simplified version and build up the information using graphics as they increase their understanding.

Extension

Ask learners to find a range of product labels and sort them into order by pH.

Task 2

Find the pH values of a range of products and interpret their effect on hair

N2/L1.4

- You will need a variety of salon products to test, a supply of litmus paper and a litmus colour chart to read off the pH value for each test.
- Advise learners that some products show pH on the label or on product data sheets. There is also a simple test that can be performed on products to check the pH using litmus paper. On contact with acids, litmus paper changes colour through shades of yellow, orange and red, indicating the strength of acid present. Similarly, it changes through various shades of blue to violet to indicate the strength of alkali present. Green indicates neutral.
- Demonstrate how to carry out a test using litmus paper.
- Before learners carry out any tests, ensure that they are aware of the health and safety procedures that must be adhered to.
- Encourage learners to think about the effect of the product on the cuticle. Remind them that weak alkalis open the cuticle, allowing products to enter the cortex. Weak acids close the cuticle.
- Complete the first row of the table with learners, demonstrating on an OHT if necessary. Remind learners to write in the actual product name in the first column. You may want to provide learners with a photocopied and enlarged version of the table so that they have more room to write.

If the learner has difficulty

- As above, it is important to identify the source of difficulty. It may relate to the language of the task, the numbers used on the pH scale or understanding the purpose of the activity. Make sure learners understand the reason for the activity.
- Learners who have visual difficulties may be challenged by this task and will need support to interpret the shades of colour.

Extension

Predict and then test the pH value (acidity or alkalinity) of other products such as pre-chemical and post-chemical conditioners.

Theme assessment

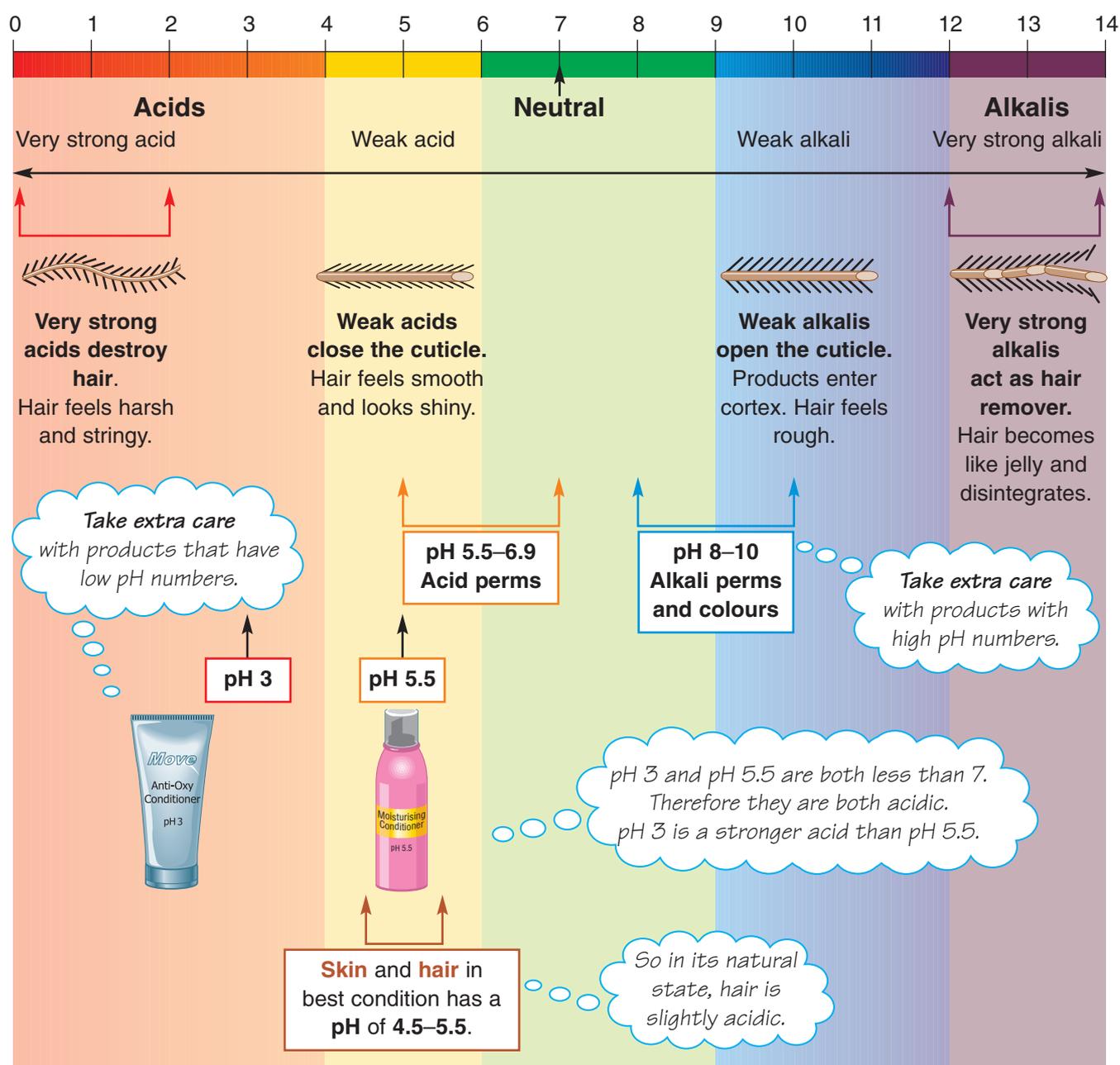
Ask learners to investigate the pH value of the range of shampoos, conditioners and chemical treatments used in their own salon.

The pH scale

Focus

Hairdressing preparations are measured on the pH scale to show how acidic or alkaline they are. This is important because hair reacts differently to acids and alkalis. Understanding the pH scale helps you to understand how different products affect hair and skin.

- The pH scale starts at 0 and goes to 14.
- All the numbers **less than 7** are **acids**. All the numbers **more than 7** are **alkalis**.
- 7 is the halfway point between 0 and 14. It is neither acid nor alkali. It is **neutral**.
- The **further** away the number is from **neutral (pH 7)**, the **stronger** the acid or alkali.



The pH scale

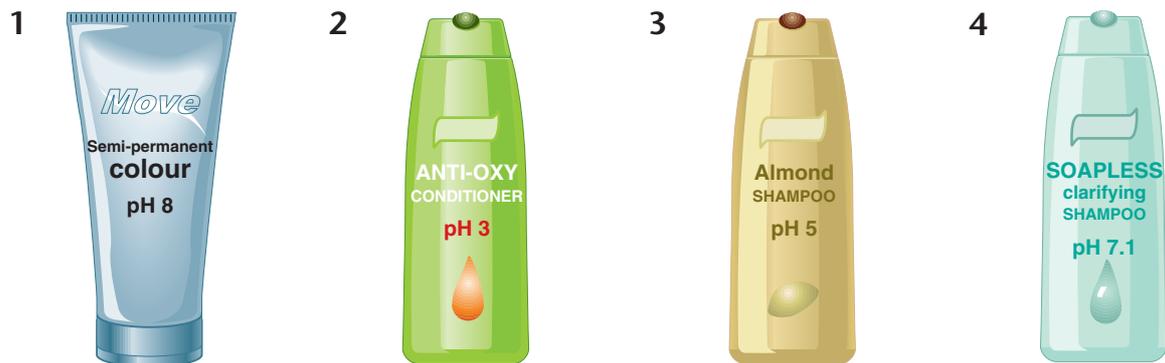
Task

The ingredients of hair products vary to suit different hair conditions and to achieve different effects.

Task 1

Tick (✓) the products that open the cuticle.

Put a cross (✗) by the products that close the cuticle.



Task 2

Investigate salon hair products. Find out:

- the hair type or condition that the product is recommended for
- the pH value
- the effect on the cuticle.

Remember!

- Weak alkalis open the cuticle, allowing products to enter the cortex.
- Weak acids close the cuticle.

Complete the table to show your findings.

Product	Hair type or condition it is recommended for	pH value	Effect on the cuticle
Shampoo			
Conditioner			
Pre-perm shampoo			
Acid perm			
Alkaline perm			
Neutralising product			
Temporary colour			
Permanent colour			

PAGES 2:11–2:12

Product knowledge

Occupational setting

Advising clients relies on a good knowledge of what is available, in order to match products and services to clients' requirements. Acquiring this knowledge is an on-going process, as products are always being updated.

This theme introduces a variety of ways in which product knowledge can be updated and raises awareness of methods of researching, noting and storing information in order to enhance personal product knowledge. This relates particularly to gaining information that can be passed on to clients. This theme has applications for use with the *Habia Learning Support Pack for Hairdressing*: Unit G6 – 'Promote additional products or services to clients' and Unit G7 – 'Advise and consult with clients'. It is also highly relevant to the themes 'Client consultation' and 'Advising clients' in this module, and 'Dealing with enquiries' in Module 1.

Materials

Examples of the following from the workplace or training materials:

- specialist magazines that give product updates and other features
- training books
- service and product price lists
- a range of product labels

Source material:

- *Hair by Rhia* price list (0:06)
- Hair care products price list (0:08)
- *KK's Salon* price list (0:14)
- Contents page (0:24)
- Product labels (0:25)

Internet access

Learning outcomes

- 1 To understand and use different methods of finding out information (focus page, Tasks 1–3)
- 2 To use format and structure to locate information (focus page, Tasks 1–3)
- 3 To use different reading strategies to find information quickly (focus page, Tasks 1–3)

Suggested teaching activities

Introduction

- Ask learners to think of ways of finding out about a product. Give them specific things to think about, such as price, how to use it, what it does, how effective it is, what other products there are in the same range. Discuss as many alternatives as possible.
- Ask learners why it is important for them to know what products are available. Write their ideas on the board/flipchart.

Focus page

- Read the introduction as a link between the introductory discussion and the focus page.
- Go through the first six ideas on the focus page in green boxes, starting with training materials and working clockwise. These are all to do with reading information. Add extra information as follows.
 - **Training materials.** Discuss ways of organising information and handouts in folders, such as using dividers to arrange information into topics. Learners might think of key topic areas. If they already have organised folders, get them to check how these have been divided as a reminder and suggest they add notes to these as they learn more.
 - **Internet.** Discuss Internet search engines. Ask learners to think of some key words that they could use to find specific product information or techniques. If possible, demonstrate this on a computer. Point out that the information on websites varies and may need double checking.
 - Many product labels will include the company's website address. Demonstrate to learners how to type the website address into an Internet browser in order to visit the site. Remind them of the importance of accuracy. If they do not get to the site they want, check that they have entered the website address correctly.

- **Specialist magazines.** Ask groups of learners to each have a look at a different magazine and make a note of the main articles it contains. Ask learners to find the features page, which tells them what is in the magazine. Discuss the layout of this page and give learners practice in finding pages for given topics or articles.
 - **Product labels and instruction leaflets.** Look at examples of product labels from the Source material and salon products. Compare the layout and the information they give. Point out the use of subheadings, especially where they are worded differently but mean the same thing, such as 'directions' and 'to use'. Note addresses, telephone numbers and website information, and explain that this tells you where you can get more information on the product.
 - **Specialist books.** Show learners examples of books used as training materials such as for NVQs. Explain the information given in the contents page (chapter headings in the order they appear in the book together with the page number on which the chapter starts). If there is a glossary, explain what this is and look at examples. Point out that this is in alphabetical order. Give learners some words to search for as practice. Explain what the index is and where it can be found. Point out that this is also in alphabetical order so that you find things quickly and easily. It shows on which pages a particular topic appears throughout the book. Give an example of a topic that has two or three page references with commas in between and ask learners to find the key words on those pages. Point out where a topic includes a number of pages in succession. Ask learners to find the page references for a particular topic. For example, hair growth rate could be found by looking under 'hair' first and then looking under that topic heading for 'growth' or by looking for 'growth of hair'. Point out that it will also probably appear under 'growth' in an earlier page of the index. Discuss situations in which looking for a word in an index might be quicker than looking for a chapter in the contents.
 - **Price lists.** Give examples of price lists (or use the three from the Source material). Look at the way they are set out. Give learners practice in finding the prices of particular products or services. Ask learners about the strategies they used to help them (for example, using a ruler to line up the information).
- Point out the tips for reading information and explain to learners that in all the activities they have done so far they have been scanning for words. Remind learners that the more they know about a product or service, the better they can inform the client.
 - Introduce the next four points in orange boxes on the page, explaining that these are things they can listen for or observe at work.
 - Read through each section and ask learners to share any note-taking strategies. Look at some abbreviations they might use for products, techniques and styles.
 - Point out the Tips for listening and observing and explain that any notes they make should be filed safely for future reference. Note making may also serve as a memory aid and will help to build their knowledge.
 - Discuss formal and informal ways of asking other people for comments (a formal way might be a short questionnaire). Remind learners that other people's opinions are not necessarily facts, however, so they should make sure they state these to clients as opinions. This applies to their own opinions in trying out products too.
 - Discuss the question by the trainee on the focus page. Go through the ten surrounding points again quickly, deciding on whether the trainee is likely to find the information from these sources. Choose the most useful sources.
 - Explain that although learners will gain knowledge with experience, new products are always on the market and *all* stylists need to keep their product knowledge up to date.

Curric. refs	NOS/NVQ	Key Skills
Rt/L2.5	Unit G6	
Rt/L2.6	Unit G7	
Rt/L2.7		
Wt/L1.5		

Task 1

Use different formats to locate information quickly

Rt/L2.5

Rt/L2.6

Rt/L2.7

- Make sure learners each have a copy of the Contents page from the Source material.
- Read through the three parts to the task, indicating which materials to use and reminding learners to write in the spaces on the page.
- Point out the key words shown in bold, which should help them to locate the information or relevant section.
- Remind learners briefly how to navigate the content and index pages.

If the learner has difficulty

- Remind learners how to scan for the key word(s) and to look across for the page number, using a finger or straight edge if necessary. Check ESOL learners' understanding of the key words.
- Go through the first question together slowly by way of a demonstration.
- Encourage learners to read (or listen to) the whole question again once they have located the key words.
- The writing in an index can be quite small and learners may require an enlarged version.
- Ask direct questions about the information to check learners understand what they are reading, especially where the question syntax differs from the written information in the magazines.

Extension

Ask learners to find out and make a note of any regular features contained in specialist hair magazines at their workplaces. This will help them know what specific information they can get from the magazines in the future.

Task 2

Use a website to find information

Rt/L2.5

Rt/L2.6

Rt/L2.7

- Read through tips about searching on the Internet.

- Check learners are clear about what product name they are looking for.
- Remind learners to ask for help if they get stuck.
- Explain that they can write their answers on the page if there is room.
- If there are not enough computers for learners to work on either individually or in pairs, they can work in groups or as a large group if this is the only option. If it is more practical, half the group could do task 3 while the other half does task 2 and then swap.

If the learner has difficulty

- Learners may need further support in each stage of the navigation, especially if they lack computer skills or have problems copying the spelling of the product name.
- If appropriate, demonstrate how to do a similar search first so learners can make notes on how to do it.
- Learners may need guidance in selecting information that is useful to clients. Ask learners questions about the information for guidance.

Extension

Ask learners to find information on other products for specific hair types or problems that are common to their own clientele.

Task 3

Find information at work

Rt/L2.5

Rt/L2.6

Rt/L2.7

- Check that learners have a copy of the Product labels from the Source material.
- Point out the tip and remind learners to use the subheadings on the labels to help them locate the information.
- Point out that the key words they are searching for are written in bold in the questions.
- Remind learners that 'to use' means the same as 'directions'. This section gives information on how to use the product.
- Explain that they can write their answers on the page if there is room. Otherwise they should write them on a separate piece of paper.

If the learner has difficulty

- Support learners in searching the labels one at a time for the key words in bold. They can underline or highlight the information when they find it.
- Make sure they record the correct product title for questions 1 and 4.
- For question 2, remind learners that the product labels they looked at earlier gave the company addresses, telephone numbers and/or websites for more information. They should be looking out for these things in the example product labels.
- For question 3, suggest that learners write just 'yes' or 'no' in answer to the question when they find the information.
- Learners may need support in reading the information once they have located it, especially where the syntax used differs from that of the question. If necessary, reword the question to help them.

Extension

- Ask learners to note down and then try to learn the directions for use for one or more of the products.
- They can test each other on how much they can remember. (This is practice of remembering information to pass on to clients.)

Theme assessment

Ask learners to research information on a hair product that is sold in their salon, using the ideas suggested on the focus page as appropriate. They should make notes to share with others covering as many of the following points as possible:

- the name of the product
- what it is used for
- the sizes it comes in
- the cost to the client
- the main ingredients
- how effective it is
- what clients who have tried it think of it
- any other useful information.

Product knowledge

Focus

In order to advise clients, you need a good knowledge of what is available so that you can match products or services to the client's needs and requirements. Here are some ideas about where you might find out about products or services.

Training materials will teach you about products and services.

Organise the information so that you can find it quickly.

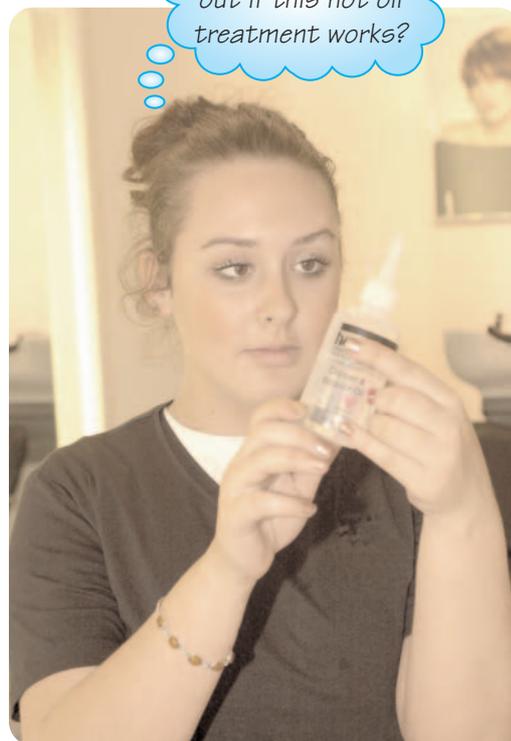
You can find all sorts of information on **the Internet** using a **search engine**. Type in a **key word** to narrow your search.

Specialist magazines often contain adverts and articles about new products on the market. Look at the **features page** to see what's new.

Try out products yourself so that you can pass on your experience to clients. Keep a **note** of what you've tried and what you did or did not like.

Other people's experiences are useful to know. You could do some **market research** on clients, friends or colleagues.

Master class demonstrations show as well as tell you about how to use a product. Make **notes** to remind you of what to do.



Product labels and instruction leaflets include **directions** and details of where to get more information.

To find information quickly in **specialist books**, check the **contents list** or search for the topic in the **index**.

Customer price and service lists are useful as a quick way of finding out the **price** of a particular product or **time** needed for a service.

Listen to and observe experienced staff. Keep a **note** of useful tips.

Tips for listening and observing

Keep a notebook handy to jot down things as a reminder.

Tips for reading information

- Use the layout to help you find the topic quickly.
- Scan the text for a key word or words.

Product knowledge

Task

Task 1

- Use the Contents page from the Source material to answer these questions.
 - On what page does the chapter on **Salon reception** start? _____
 - What is chapter **11** about? _____
 - On what page is the **glossary**? _____
- Use the Index in your text book to answer these questions.
 - On which pages will you find information about **moisturisers**? _____
 - On which pages will you find out about the chemical properties of **hair**? _____
 - On which page will you find information about head **massage**? _____
- Find the following information in a hair magazine you have at work:
 - the names of two hair care products
 - what the two products are used for
 product 1 _____ used for _____
 product 2 _____ used for _____
 - the website address for the company that makes or sells one of the products

Tip

Search for **key words** or **numbers** on the page.

Task 2

Use the Internet to find the website of one of the products you found for Task 1, part 3. Find out:

- the main ingredients of the product
- any other information about the product that might be useful for the client.

Task 3

Use information from the Product labels in the Source material to answer these questions.

- Which product is designed to **add moisture** to hair?
- What can you do to get **more advice** on the 'Smoothshine' product?
- Can you use the mousse on **dry hair**?
- Which product should you **rinse off**?

Internet search tips

- Type the product name into the search engine.
- Find the product name in the list of web pages and click on the site.
- Scan the page for the product name.
- Look for the key information.

Tips

- Think about which section will contain the **information**.
- Search for the **key words** in that section.

PAGES 2:13–2:14

Advising clients

Occupational setting

Good communication skills are vital to ensure that clients receive a full and comprehensive explanation of services and treatments. This includes making sure the client understands and agrees to a service or treatment before it is carried out. Giving advice requires confidence, especially with clients who know what they want. However, these clients may not be aware that what they ask for will not have the result they want or is simply not possible. This theme gives strategies and useful phrases for giving advice clearly, positively and precisely, taking into account clients' needs and expectations. This theme relates closely to the theme 'Client consultation' at the beginning of this module. It has applications for use with the *Habia Learning Support Pack for Hairdressing: Level 2, unit G7 – 'Advise and consult with clients'*.

Materials

Pictures of different hair styles from books and magazines

Source material:

- Information cards (0:26)
- Advice cards (0:27)
- Situation cards (0:28)

Audio equipment

Learning outcomes

- 1 To listen to and identify client's needs or expectations (focus page, Task 2)
- 2 To give advice using clear and appropriate language (focus page, Tasks 1–3)
- 3 To give accurate and precise information (focus page, Tasks 1–3)
- 4 To support suggestions (focus page, Tasks 1 and 3)
- 5 To be positive, helpful and reassuring (focus page, Tasks 1–3)

Suggested teaching activities

Introduction

- This theme concentrates mainly on advising clients about hairstyles, but the checklist on the focus page can also be applied to advising clients on other services or treatments. Trainees should only give advice when they have gained the necessary knowledge. The cards from the Source material provide the information necessary for the activities in this theme.
- Ask learners if they have ever had a haircut that they really didn't like. Ask them to describe it and how they reacted. Did the hairdresser try to copy a style they asked for, advise them about a style or a mixture of the two?
- Give learners pictures of hairstyles from magazines or books and ask them to pick a style they like. Ask what they like about it and whether they think it would suit them. Would it suit the person sitting next to them? If not, why not? Did they choose it for the style or because it really suits the model?
- Explain that some clients can be quite definite about a particular style they want, but it might not be possible and they are unlikely to end up looking like the picture or person they are hoping to copy.
- Demonstrate good practice by advising a volunteer about how a style they chose could be adapted to suit him/her. Use pictures and/or a demonstration to support this.
- Ask learners how the advice took the person's chosen style into consideration and whether the suggested changes were persuasive.
- Explain that it is important to listen to a client's wishes but also to be realistic about what can be achieved. For example, you cannot make a client look like a model just by a hairstyle, but you can advise them on a style that brings out the best in their own features. It is then up to the client whether they accept the advice.

Focus page 14

- Look at the situation with the client and stylist. Discuss learners' experiences of this type of situation, either as a client themselves or as a trainee.
- Discuss what might happen if the stylist went ahead with the style without advising the client.
- Read through the checklist and discuss any examples that came up in your earlier demonstration.
- Point out that listening carefully means picking out what the client wants. Repeating the information back to the client is a useful way to clarify or show that you have understood.
- Discuss the meaning of precise and accurate information and avoiding jargon and why it is important that the client understands what you say.
- Explain the meaning of being sensitive. Give examples of insensitive comments such as 'Your face is too large for that style,' or 'It looks good on her but it won't on you.' ESOL learners will need plenty of practice with this.
- Discuss some useful phrases for offering suggestions and alternatives, for example, 'Have you thought of ...?', 'What about if we ...?' Emphasise the importance of *suggesting* things to the client rather than telling them what to do. This allows the client to make the choice.
- Give examples of positive and helpful comments, emphasising how this reassures the client. For example, 'If I layer it, it will give the style more softness and you'll find it easier to blow dry yourself.' Learners' knowledge of styles may be limited at this point, but explain that this comes with training and experience. ESOL learners will need a lot of practice in the language used for suggestions and possibilities (e.g. 'We could ...') and hypothetical language (e.g. 'If we ... it would ...').
- Explain how visual aids are better than just trying to describe something in words in helping clients to visualise the style or treatment. It helps to support the advice and allows the client to picture the finished result.
- Emphasise the importance of getting the client's agreement before going ahead with the service or treatment. Ask learners to consider the possible result of *not* doing this.

- Read the stylist's reply to the client and discuss this in relation to the relevant Information and Advice cards from the Source material.
- Go through the checklist, applying it to the stylist's advice.
- Play the audio of another client's request through once for gist. Ask learners to listen again and note down what the client asks for.
- Give learners the relevant Information and Advice cards for a low forehead and protruding chin. Ask them to discuss how they think the style the client asked for in the audio clip might be adapted to suit these features better.
- As a whole group, devise a response that advises the client in an appropriate way, using the checklist as a guide.
- Point out the Remember! box.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.1	Unit G7	C2.1b
SLlr/L2.4		
SLc/L2.1		
SLd/L2.4		
SLd/L2.5		

Task 1

Choose the most appropriate language for advising a client

SLlr/L2.4
SLc/L2.1
SLd/L2.5

- Read through the instructions.
- Remind learners of what positive language means and suggest that they look out for examples of this in the explanations.
- Allow learners to work in pairs if they prefer.

If the learner has difficulty

- **Question 1** Read the options aloud and ask which is most difficult to understand. This will eliminate one choice because of the language used – the client would not understand it either.
- Read the two that are left again and ask learners to find and underline any negative words or descriptions – telling the client what can't be done or that there is something wrong with her hair, for example 'can't perm it' and 'bad condition'. Eliminate this choice because it is not polite or positive.

- Read the remaining option and ask learners to pick out positive words and descriptions in the script ('special', 'help the perm', 'softer and shinier'). Point out that this one is the best option because it is polite and positive and uses language the client can understand.
- **Question 2** Read the options aloud and ask learners to underline the vague words in each (e.g. 'stuff', 'sometime'). Support them to find these words. Explain that these words do not give the client precise information and sound like the stylist is not really interested in helping the client, or doesn't know what they are talking about.
- Read the remaining option when the others have been eliminated and ask learners to discuss how it helps the client.

Extension

Ask learners to list positive things to say about a partner's hairstyle and hair condition.

Task 2 15

Listen to and advise a client

SLlr/L1.1

SLlr/L2.4

SLc/L2.1

SLd/L2.4

SLd/L2.5

- **Question 1** Encourage learners to read through the nine words before listening to the audio clip. Explain to learners that as they listen to the audio clip they should circle the things the client asks for. They can ask for the audio to be repeated, as they could ask the client to repeat the information.
- Play the audio clip through for gist and check that learners understand the spoken idiom.
- Play the audio clip again, pausing if necessary for learners to think about what they have heard.
- **Question 2** Read the instructions and check that learners understand the meaning of 'prominent nose'.
- Make sure learners have the Information and Advice cards and point out that they need to search for the ones that give information about styles for people with a prominent nose.
- Point out the tips and remind learners that a client might be sensitive about this facial feature, so they should be careful about what they say.

If the learner has difficulty

- **Question 1** Check that ESOL learners understand the key vocabulary.
- Read the audio script aloud, pausing after each sentence and asking learners direct questions about the information they heard.
- Encourage learners to tick their choices in pencil first, in case they want to change their mind. Suggest that they listen for the key phrase 'I thought ...', as this is how the client introduces her preferences.
- Read the information again to allow learners to check their choices before circling them.
- **Question 2** Check that learners have the correct answers to question 1 first, as this will affect their answer to this question.
- Help learners to choose the relevant Information and Advice cards and read the information on them, relating it to the information from the client circled in question 1.
- Support learners to compare what the client wants with the sort of style the cards suggest would suit someone with a prominent nose.
- Ask learners to practise explaining this to each other as they would to a client. Remind them to be positive and to use phrases such as 'Have you thought about ...' and 'How about if we ...'.
- Comment on the parts that they do really well and build on these, using the checklist on the focus page as a guide.

Extension

In pairs, ask learners to choose a hairstyle in a book or magazine and explain it to a partner without showing the picture. The partner should repeat the information back and then find the picture of the hairstyle described.

Task 3

Give clear, positive and helpful advice

SLlr/L2.4

SLc/L2.1

SLd/L2.4

SLd/L2.5

- Read through one of the Situation cards as an example and ask learners to find the matching Information and Advice cards.

- Read through the information and discuss how learners would relate it to the situation, to give learners a clear idea of what they are being asked to do.
- Point out the tips and encourage them to try out their ideas on each other.
- Make sure learners have the remaining Situation cards to choose from and the Information and Advice cards.
- Learners may choose their cards at random or make a more informed choice after reading them all.
- After the exercise, learners may wish to produce an action plan based on what they learned about their ability to advise clients.

If the learner has difficulty

- Read through the chosen card with the learners and ask direct questions about the situation. Encourage learners to underline or highlight key words or phrases as a reminder.
- Support learners to find the relevant Information and Advice cards. Read the information through with the learners, comparing it with the information on the Situation card.
- Encourage learners to make a note of the key things about the style that they could suggest to a client. Encourage them to demonstrate on each other and comment on the parts they do well.
- Build on their ideas with reference to the checklist on the focus page.

Extension

Ask learners to find information on styles that suit different face shapes or other specific or irregular features not included in this theme.

Theme assessment

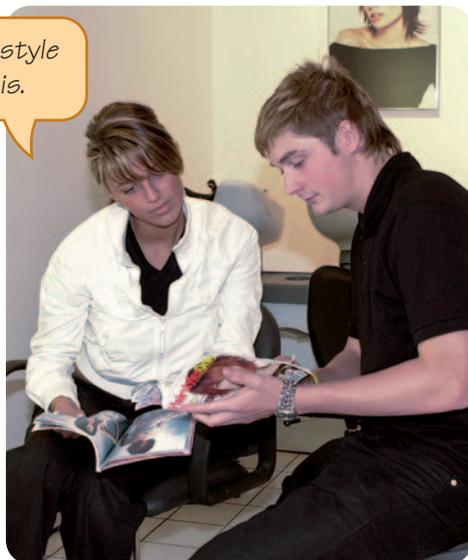
- Ask learners to compose a checklist of skills for advising clients based on this theme.
- Working in threes, ask learners to role-play a consultation, one learner taking the role of client, one of stylist and the third as an observer.
- After the consultation the three learners complete the checklist for the 'stylist' based on what each person feels about the way each point was handled.
- Swop roles so that each learner has taken each role.

Advising clients

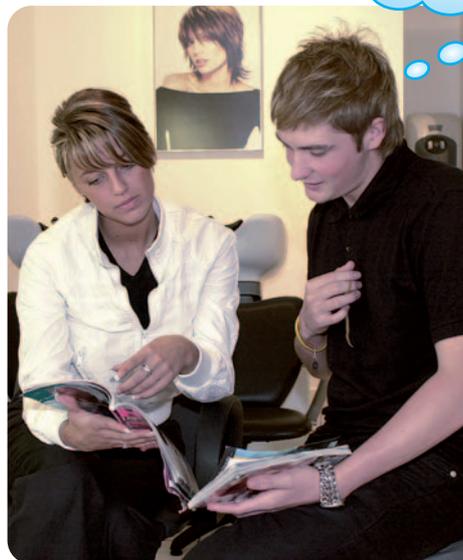
Focus

Clients often know what they want, but they might not be aware of the implications of what they are asking for. It is your responsibility to advise clients so that they make an informed choice.

I want a style like this.



Oh dear. That style won't suit her face shape.



Checklist for advising clients

- Listen carefully. Repeat information to check if necessary.
- Give precise and accurate information. Avoid jargon.
- Be sensitive and polite.
- Suggest a compromise or offer a choice where possible.
- Be positive and helpful!
- Support your suggestions with pictures or a demonstration.
- Seek an agreement from the client.



Here is the stylist's response to the client.

Use the checklist above to check how well the stylist advises the client.

Remember – the client has a high forehead.

You might find that sweeping it all back like that looks harsh... we could soften the look by lightening the fringe and it would still emphasise your lovely cheekbones. How do you feel about that?


14

Try this

Listen to the client and pick out her requirements. The client has a low forehead and protruding chin. How might you adapt the style to suit her better?

Remember!

It is in the best interest of both you and the client to give clear, precise and accurate advice.

Advising clients

Task

Task 1

A client wants a perm but her hair is badly out of condition. You know that a perm will be a disaster. You want to persuade the client to wait until her hair is in better condition.

Tip

Choose the one that is polite, clear and positive.

1 Tick the most appropriate explanation.

If you have a series of special treatments first your hair will be moisturised enough to help the perm look softer and shinier.

I can't perm it today because it's in such bad condition. I'll book you in for a course of treatments.

Your hair has uneven porosity at the moment. It's likely to result in uneven absorption of the perm without intense re-moisturising.

2 Which of these statements gives further positive and helpful advice to the client?

Tick your choice.

There's some stuff on the market to help your type of hair. You can have something done here if you want to wait a bit.

You'll have to leave it a couple of weeks or so. I suggest you get it conditioned meantime.

How about having a first treatment here today? We can then book the perm for two weeks' time.

It'll be a while before I can perm it. Book a treatment sometime and we'll see how we go. Okay?

Tip

Choose the one that gives precise information.



Task 2

15

1 Listen to this client's requirements. Circle the things that the client wants.

fringe	wavy	short
centre parting	straight	layers
side parting	curly	trim

2 Discuss with a partner how you might suggest altering the style for a client with a prominent nose.

Task 3

Work with a partner.

Choose a Situation card from the Source material and decide how you would advise the client.

Tips

- Use the Information and Advice cards from the Source material to help you.
- Discuss the points on the checklist.
- Remember to be clear, precise and positive.
- Support your suggestions.

PAGES 2:15–2:16

Client records

Occupational setting

Keeping proper client records is essential for good salon management and to ensure clients receive a service appropriate for their individual needs. The records also give vital information should the client complain or bring a legal case against the salon. Different salons use different systems for recording information. Some salons use handwritten cards whereas others use computerised systems. The information required will also alter from workplace to workplace. This theme introduces some standard information usually required on client records and gives practice in filling in different cards by hand. This includes asking for information, selecting the required information, using workplace conventions for recording technical information, where appropriate, and checking for accuracy. This theme has applications for use with the *Habia Learning Support pack for Hairdressing*: Level 2, Unit G5 – ‘Give clients a positive impression of yourself and your organisation’.

Materials

Client record cards 1 and 2 from the Source material (0:29 and 0:30)

OHT version of Client record card completed with information for a client (real or imaginary)

Client record card 2 from the Source material (0:30) on OHT

Copies of workplace client record cards (blanks and completed) (or print-outs if computer systems are used)

Learning outcomes

- 1 To listen carefully for information and ask questions to check for accuracy (focus page, Task 1)
- 2 To understand how to use the workplace client card storing system (focus page)
- 3 To use different formats to record information (focus page, Tasks 1 and 2)
- 4 To judge how much to write and use an appropriate method for recording information (focus page, Tasks 1 and 2)
- 5 To proofread work (focus page, Tasks 1 and 2)

Suggested teaching activities

Introduction

- Ask learners for ideas about why client records are important. Write these on the board/flipchart and add anything they have missed out, such the importance of records for legal reasons.
- Discuss each reason and ask learners to prioritise them.
- Explain that if the information is not filled in regularly or it is not clear enough to read, mistakes might be made. Give a workplace example of this or use a known example of a legal case brought by a client against a salon.

Focus page

- Read through and discuss the first five bullet points, making sure learners understand words like ‘accurate’ and ‘confidential’. Remind learners how they would feel if their own personal information was given to strangers. Explain about data protection and client rights. (‘Legal requirements in the salon’ in Module 1 covers the Data Protection Act and related issues.)
- Discuss the different filing systems mentioned – alphabetical order and numerical order. Explain how these work. Explain the workplace system to learners and, if possible, show them this system, whether it is for handwritten cards or on computer.
- Discuss the advantages and disadvantages of using different systems. For example, cards might be put back in the wrong place. Point out that with alphabetical order you might get the wrong card if two clients have the same name. Give strategies for double-checking you have the correct card.

Personal details

- Read through the information on the personal details that might be included and explain what sort of client history details might be useful to note down.
- Relate the list of personal details to the examples of client cards from the Source material and the workplace example, if applicable. Compare and contrast the headings and general format and note what sort of information is required in the different versions.
- Ask learners to turn the first four points into direct questions they could ask the client to get this information and practise asking them (e.g. 'Could I take your full name please?').
- Point out the tips and stress the importance of getting details correct, particularly telephone numbers.

Service details

- Read through the bullet points on service details and use workplace examples where possible.
- Ask learners why this information needs to be kept up-to-date.
- Talk through the tips and make sure learners understand the meaning of 'accurate'. Give an example of a service that is not described accurately (such as a colour). Explain the possible consequences if the next stylist tries to colour the client's hair without this information.
- Explain workplace conventions for abbreviations (e.g. vol). Learners could make a list of these for future reference, with the full meaning written by the side like a glossary. This will help them to both read and write the information on the cards.
- Relate the list of service details to the Client cards. As before, compare and contrast the headings and general format and note what sort of information is required in the different versions. Also note any conventions for recording information, such as tick boxes.

Try this

- Give learners the following spoken personal details for a real or imaginary client: name, address, home and work telephone numbers (chunk these into three-digit sets), age.

- Encourage learners to ask for clarification of details, such as spellings of names or for numbers to be repeated.
- Get learners to fill in the information on Client card 1 from the Source material.
- Show them just the relevant section of the filled in OHT version for comparison.
- Now give learners the following information written down: date of first appointment, stylist, hair and scalp condition, any useful history.
- Discuss this information and use the OHT version to show where the information goes and how it might be written.
- Give the following details about a client service for learners to complete the rest of the card: date of the appointment, service, products used, price, any remarks required.
- Use the OHT version to model an example of how learners might have filled in the card.
- Use the blank OHT version of Client record card 2. Remind learners what sort of information from the first example of a client record card is not required here (ask learners to point out the same or similar headings on the two).
- Discuss where each piece of information would be put in this version.
- If appropriate, ask learners to fill in a workplace client record card with the same information.
- Remind learners of the importance of confidentiality in dealing with and handling any sort of client information.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.1	Unit G5	
SLc/L1.2		
Rt/L1.4		
Wt/L1.2		
Wt/L1.4		
Wt/L1.5		
Wt/L1.6		
Ww/L1.2		

Task 1

Listen for and record information on a client record card

SLlr/L1.1

SLc/L1.2

Wt/L1.2

Wt/L1.4

Wt/L1.5

Wt/L1.6

Ww/L1.2

- Make sure learners have Client record card 2 from the Source material.
- Point out that the task involves filling in information on this card.
- Read through the instructions for each part and make sure learners understand what they are being asked to do and know which section to write information into.
- For part 1, check that learners are aware of how to use the headings on the 'personal details' section of the card for their questions. Give some example questions, such as 'Could I have your name please?'
- Talk learners through the tips as a reminder of how to record the information.

If the learner has difficulty

- Remind learners what personal details they need to put on the card. Get them to jot these down so that they remember to ask for this information from their partner.
- Encourage them to use pencil so that they can amend anything they need to later.
- Encourage them to ask one question at a time, in the order the information is set out on the card.
- Learners may find it difficult to listen and write down information. Encourage the person giving the details to give them slowly and clearly, pausing while the other person writes down the information.
- Check that learners are clear about where to put the information on the card.
- Encourage learners to underline the key parts they need to record, such as the date.
- Support learners to phrase the information in a clear way and to check spellings and make sure any abbreviations are clear. They can refer to the abbreviations list they made earlier.
- Make sure learners check spellings and telephone numbers with each other.

- Dyslexic learners will need extra time to complete this task.

Extension

- Ask learners to swop cards with a partner and compare how the information has been recorded. They should also check that they can read each other's work.
- Give learners a completed card (real or made up) to find out about a specific service the client had.

Task 2

Record and check information on a client record card

Wt/L1.2

Wt/L1.4

Wt/L1.5

Wt/L1.6

Ww/L1.2

- Make sure learners have Client record card 1 from the Source material.
- Read through the instruction for part 1, explaining to learners that they are to use the same information as for Task 1. Stress that the point of the activity is to practise putting information in the correct places.
- Read through part 2 so that learners are aware that they need to comment on each other's work. Remind them that it is important for other people to be able to read the information.
- Stress the importance of being honest but fair and remind learners to pick out things that are clear as well as anything that isn't. Make sure learners work with suitably compatible partners. This should not become too personal!

If the learner has difficulty

- Support them in identifying the same or similar headings and copying the information into the correct places.
- Support learners to check their work.
- Learners may be reluctant to proofread and comment on another person's work. They may need more structure for this activity. Ask direct questions such as 'Is the name of your road spelt correctly?'
- If necessary, learners can proofread the work together so that the person who has filled in the card is also checking for errors in their own work.

Extension

Give learners two or three more example services to record on the same record card. These should cover services that need quite a lot of information to be recorded, to give learners practice in recording things like different products, strengths of colour, development time, etc.

Theme assessment

- Ask learners to use their own workplace system to find a record card/information for a client.
- Ask them to explain to other learners what the client's last service or treatment was (there is no need to name the client).
- Provide a scenario about the client's next appointment and ask learners to fill in a new card for the client with these service details.
- The new card can be kept in the learners' portfolios but should not contain the client's personal details and should be clearly marked as a sample copy.

Client records

Focus

It is in everyone's interest, including the clients', to keep up-to-date information about the services and treatments clients have received.

Information on client records must be:

- up-to-date
- accurate
- easy to read
- complete
- confidential.

Client records might be:

- handwritten cards filed in alphabetical or numerical order
- stored on a computer system.



The records should include some or all of the following information.

Client's personal details

- name
- date of birth or age
- address
- telephone number
- first appointment details, including history and observations.

These details only need updating if there are any changes.

Tip

You will need to ask the client for these details.

To check details you can:

- ask about spellings
- repeat details to the client.

Service details

- date of service, treatment or test
- any changes to hair/scalp condition since last service
- type of service given
- price
- stylist
- remarks about the service/home care advice given
- recommendations for future services

These details **MUST** be updated after every service, treatment or test.

Try this

- 1 Your teacher will give you some personal details about a client. Record them on Client record card 1 from the Source material.
- 2 Use the given details to practise filling in the service section of the record card.

Tips

- Check you have the correct record – you may have two clients with the same name!
- Use headings as a guide.
- Write clearly.
- Keep information short and accurate.
- Check it carefully.
- Put the card back in the correct place.

Client records

Task

Task 1

Work with a partner. You will need Client record card 2 from the Source material.

- 1 Ask your partner for information to complete the 'personal details' section.
- 2 Use the information below to fill in the section about tests on the same record card.

*The client had a skin test on 12th July 2005.
The client's skin reacted to the colouring product.
It caused a rash.*

- 3 Use the information below to complete the 'service details' section.

Client had appointment 14th July 2005 - full-head highlights using foils to avoid peroxide coming into contact with skin.

Barrier cream used on neck.

Client's scalp and neck checked before and after treatment.

Client advised to buy henna wax conditioner and use for next 3 to 4 washes.

Service cost £70.00. Henna wax £8.50.

Tip

Remember to check the information.

Tips

- Use the **headings**.
- Keep information **short and accurate**.
- Write clearly.
- **Check** information carefully.

Task 2

- 1 Use the same information to fill in the relevant sections of Client record card 1 from the Source material.
- 2 Swop cards with your partner from Task 1 and check each other's work.
- 3 Discuss these issues with your partner.
 - Are the personal details correct and spelt correctly?
 - Is the information in the correct places?
 - Is the handwriting neat and easy to read?
 - Is the information written clearly? Is it easy to follow?

Tip

Be honest but fair.

PAGES 2:17–2:18

Sections and cutting angles

Occupational setting

Haircutting skills are acquired with a thorough understanding of the shapes and effects that can be created in hair using a range of techniques. Cutting involves making guide sections to assist methodical and accurate progression through the cut. It also involves holding and cutting the hair at the correct angle for the effect the stylist wants to achieve. This theme introduces positional language associated with making guidelines, and looks at three of the most common angles used by stylists. The learning in this theme contributes to competence in the *Habia Learning Support Pack for Hairdressing*: Unit H6 – ‘Cut hair using basic techniques’.

Materials

Head blocks

Strips of paper, pairs of strips joined to form hinged callipers

Set square or protractor

Learning outcomes

- 1 To understand and use language related to haircutting (focus page, Task 1)
- 2 To recognise 90° and 45° angles (focus page, Task 2)

Suggested teaching activities

Introduction

- Explain that a hairstyle is three-dimensional and that there is more to cutting hair than simply reducing its length. When cutting hair, we change the internal shape as well as the outline and length.
- Discuss that, in its most basic form, cutting involves sectioning the hair to assist methodical and accurate progression through the cut, and then holding and cutting hair at the correct angle for the effect the stylist wants to achieve.

- Explain how the angle at which the hair is held will affect the weight distribution, balance and degree of a graduated cut. It is important to take account of the contours of the head to achieve a balanced result.

Focus page

- Look at the diagram showing three orientations for sectioning: vertical, horizontal and diagonal. Ensure learners understand what is meant by each of these terms. Ask for suggestions for ways to remember each orientation (e.g. a headband runs horizontally across the head from here to here; a vertical parting goes from the front of your forehead to your vertebrae or vest, etc.).
- Use a head block (or a volunteer) and point out the various features of the head, asking learners to name them. List the parts on a diagram on the board/flipchart, including front hairline, crown, nape and occipital bone. Demonstrate how to find the occipital bone and how to trace its shape with a finger or a comb. Point out its slightly diagonal orientation.
- Explain and demonstrate how sections are taken to control the hair and to produce guidelines for cutting it into the correct shape.
 - Start by making a parting from the front hairline to the nape, pointing out that it runs vertically down the back of the head, dividing the hair into two sections.
 - Demonstrate how to make a horizontal section across the back of the head, just below the ears, providing a narrow mesh of hair that can be cut to produce a guideline.
 - Demonstrate how further horizontal sections can be taken and the guideline of the newly cut hair followed to produce hair of the same length.
 - Start again with a vertical parting to the nape and this time demonstrate how to take a diagonal section from the centre to just below the bottom of each ear. Repeat as before.

- Working in pairs, ask learners to practise making vertical, horizontal and diagonal sections. Encourage them to use the correct terminology to describe what they are doing.
- Now explain that different effects can be achieved by altering the angle at which hair is held before cutting.
- Establish that hair falling naturally to the shoulder is at 0° . Demonstrate how hair can be lifted at 90° to the scalp before cutting. Point out the angle between the natural line of the head and its position at 90° . If using a block, take and cut further sections, pointing out the 90° angles and emphasising that the angle must be consistent in order for the finished style to be balanced.
- Ask for suggestions of other everyday places learners have seen 90° angles (e.g. shelves, corners of pages, etc.). Demonstrate the angle using a set square and/or card callipers.
- In pairs, get learners to practise holding sections of hair at 90° to the scalp on different parts of the head, whilst their partner measures the angle using card callipers (or a folded piece of paper will suffice).
- Demonstrate hair being held at 90° and fingers parallel to the scalp. Emphasise that angles must be consistent and the consequences of them not being so. Demonstrate what is meant by parallel. Point out to learners that other angles will be used to create graduated haircuts. Point out that 45° is half of 90° . Get learners to fold their 90° template in half to make a 45° angle. Ask learners to practise holding sections of hair at 45° to the scalp, with their partner checking.
- Ask learners to complete the first 'Try this' activity on the focus page by drawing in a line to show a section of hair held at 45° to the head.

Curric. refs	NOS/NVQ	Key Skills
MSS2/E3.1	Unit H6 Unit H7	N/A

Task 1

Recognise the orientation of section guidelines MSS2/E3.1

- Remind learners of the three orientations for sectioning – vertical, horizontal and diagonal – and any strategies for remembering which is which.
- Point out that in this task they will identify vertical and horizontal guidelines.

If the learner has difficulty

- Check that learners understand the language used, particularly 'vertical' and 'horizontal' and how these apply to the head. Use strips of paper or card on a head to demonstrate the difference. Help learners to find a strategy or mnemonic to help them remember which is which.
- Take one guideline at a time and use strips of paper and a head block to experiment and determine the main direction of the guideline.

Extension

Give learners verbal or written instructions for sectioning hair to follow on a block, in preparation for different hair styles.

Task 2

Identify the angle that hair is held MSS2/E3.1

- Remind learners of the angles they have looked at – 45° and 90° .
- Remind them that the angle is taken against the natural line of the head.

If the learner has difficulty

- Assist the learner in holding sections of hair as demonstrated in the photographs. Have to hand templates marked 45° and 90° for learners to check the angle.
- Demonstrate by altering the angle of the hair that 45° is half of 90° .
- Give plenty of practice.
- Make a game of Pelmanism, using photos of hair held at the two angles.

Extension

- Ask learners to experiment cutting hair held at different angles. How is the effect different?
- Investigate the impact on the style and finish of cutting at different angles.

Theme assessment

Ask learners to follow instructions on hair cutting techniques taken from a magazine or training manual.

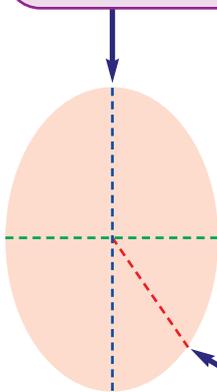
Sections and cutting angles

Focus

There are many different techniques for achieving good results in cutting. The first step involves making **sections** to help you work methodically and accurately through the cut. The second step involves holding and cutting the hair at the **correct angle** for the effect you wish to achieve.

This section runs **vertically** ↑↓.

Vertical sections can go from the centre front hair line to the centre back nape. Sometimes they are shorter.



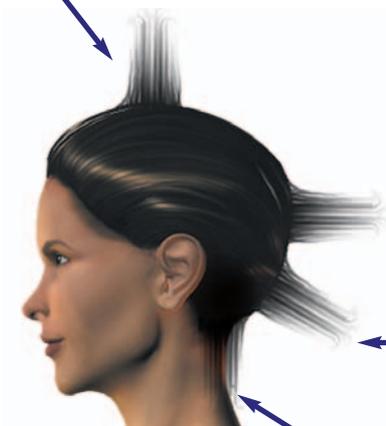
This section runs **horizontally** ↔.

Horizontal sections can go across the nape, across the crown or round the back of the head from ear to ear.

This section runs **diagonally** ↗↘.

Diagonal sections can go from left to right or from right to left ↗↘. They are usually positioned to follow the shape of the head.

This section of hair has been lifted **90°** to the head.



These sections of hair have also been lifted **90°** to the head.

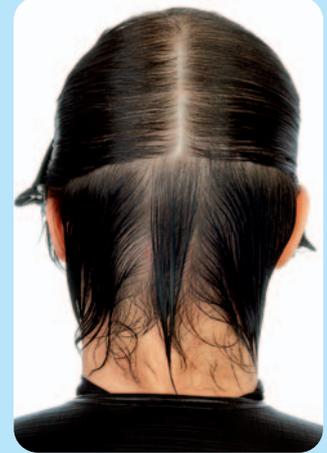


Try this

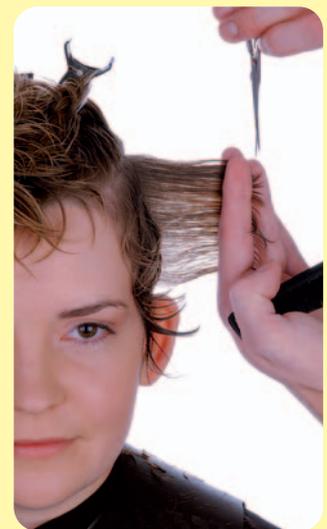
Draw a line to show a section of hair that has been lifted **45°** to the head.



This hair is held down close to the head at a **0° angle**.



Here, the **horizontal** guideline runs across the head just above the ears. The **vertical** guideline runs from the crown to form a 'T'.



Try this

At what angle is this section of hair held?

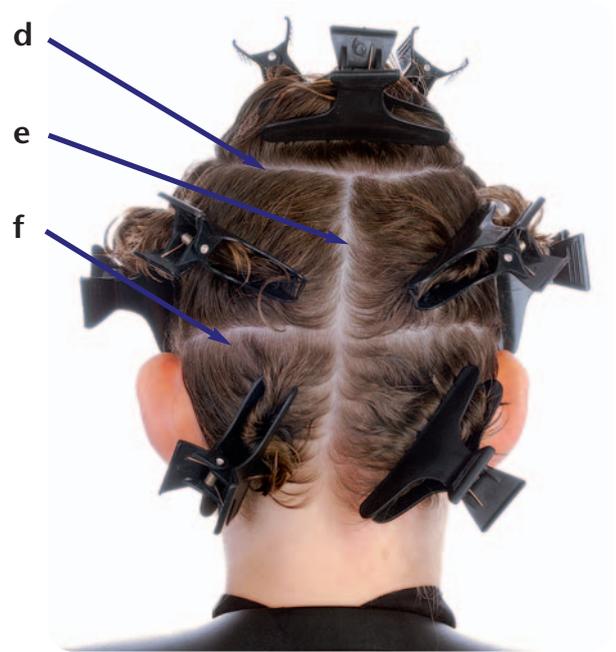
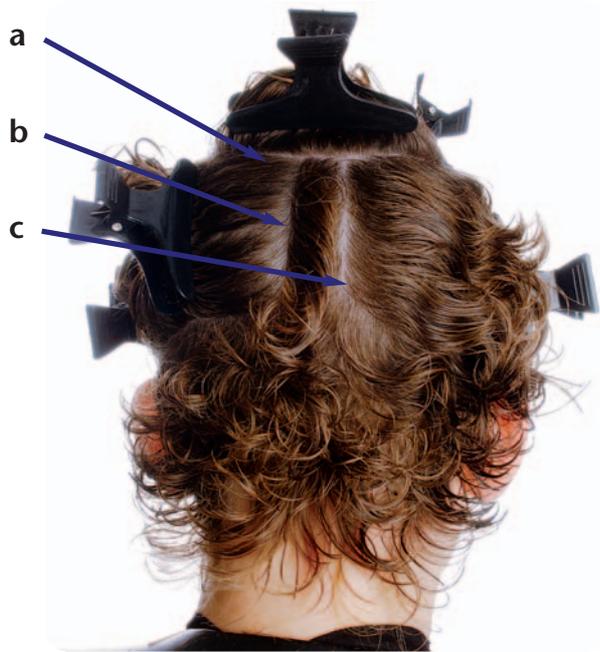
Sections and cutting angles

Task

Task 1

1 Which are **vertical** guidelines? _____

2 Which are **horizontal** guidelines? _____



Task 2

At what angle to the head is each section of hair held?

1 _____

2 _____

3 _____

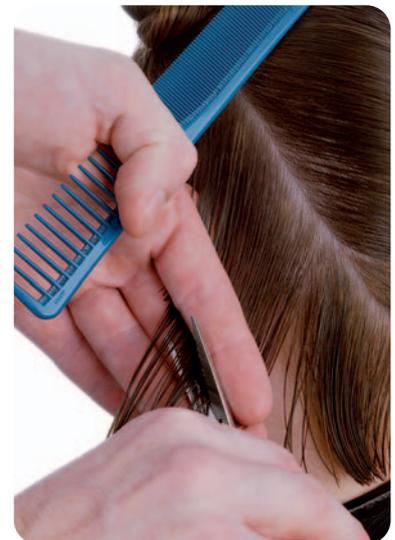
a



b



c



PAGES 2:19–2:20

Solving problems

Occupational setting

Sometimes treatments don't go exactly to plan. Help and advice can be sought from a senior member of staff, but hairdressers also need to develop skills and confidence in seeking out the correct remedial action for themselves. Most salons have charts that identify what may have gone wrong and appropriate remedial actions. The information is generally presented in tabular form. This theme develops the skills needed to extract information from this kind of table.

Materials

Colouring and lightening problems chart from the Source material (0:31)

Perming problems chart from the Source material (0:32)

Learning outcome

- 1 To use a problem-solving chart to identify the cause of unsatisfactory results and remedial actions (focus page, Task 1)

Suggested teaching activities

Introduction

Ask learners what they would do if a treatment produced unsatisfactory results. How would they find out how to put it right? If learners say they would ask a senior member of staff for advice, confirm that this is a good option and is generally the set procedure for salon juniors. Point out that as they become more experienced, however, they will also need to become more independent and will require other strategies for finding out what to do if a problem occurs.

Focus page

- Look together at the problem-solving chart on the focus page, which is also in the Source material.

- Make sure learners are clear about the contents of each column, as identified by the headings. Learners may not have come across the phrase 'remedial action' – it can be interpreted as 'cure', 'solution' or 'putting it right'.
- Explain any terms unknown to the group (e.g. 'Under processing').
- Using the example on the page, demonstrate how to use the table by searching for the problem and tracking across to the possible causes. Explain that there is often more than one possible cause; you must decide which cause is most likely by a process of elimination. Point out that this is important information, as it helps to avoid making the same mistake another time.
- Now track across to the remedial action. Explain that they should do all the things in the list.
- The main skills used are scanning for the problem and then tracking carefully across to the causes and to the remedial action. Encourage learners to track with their fingers or with a straight edge such as a ruler or an inverted-L-shaped card.
- Ask learners to find other examples of problem-solving charts from their salons and identify common features and differences.

Curric. refs	NOS/NVQ	Key Skills
HD1/E2.1	N1.1	
Rw/L1.2	C1.2	
Rt/L1.4		
Rt/L1.5		

Task 1

Find the possible cause and remedial action for problems occurring during treatments

HD1/E2.1

Rw/L1.2

Rt/L1.4

Rt/L1.5

- Check that learners have copies of the two problem-solving charts (Colouring and lightening problems; Perming problems) from the Source material. Explain that these are charts on the notice board in the salon dispensary.
- Remind learners of the headings and format of the information.
- Explain that for each question they need to find either the possible cause or the appropriate remedies.

If the learner has difficulty

- Talk through the scenarios in the speech-bubbles one at a time to establish what is happening. Ask direct questions to support the learner. *What is the problem here? Is it a perming problem or a colouring problem?*
- Help learners to scan for the correct section in the table by identifying key words (e.g. stained).
- Having identified the correct section of the chart, learners may find it easier to isolate that section. This allows them to focus in on a small amount of information, rather than experience information overload.
- Use a straight edge such as a ruler or piece of card to support tracking activities. This is particularly relevant for dyslexic learners with poor tracking skills who may otherwise lose their place.

Extension

Use the table in a different way to identify the consequences of using poor or inappropriate techniques.

Theme assessment

- Create a quiz for learners based on other problem-solving charts.
- Having the skills to look up faults themselves will give learners confidence in work situations.

Solving problems

Focus

Sometimes treatments don't go exactly to plan. Salons often have charts like the one below to help identify what may have gone wrong and what you can do to improve the situation.

Information is listed in **rows** and **columns**.

Do you have any charts like this in your salon?

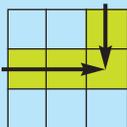
The **title** tells you briefly about the information on the chart.

The **row and column headings** tell you about the type of information contained on the chart, for example:

- **problem** – what has happened
- **cause** – why it went wrong
- **remedial action** – what to do to improve things.

Finding information

- Trace **across the rows** and **down the columns** to find specific information.



- Carefully read the information where the row and column meet.

Colour and lightening problems

Problem	Cause	Remedial action
Uneven result	<ul style="list-style-type: none"> ● Uneven application ● Sections too large ● Incorrect mixing 	<ul style="list-style-type: none"> ● Spot tint lighter areas
Under processing	<ul style="list-style-type: none"> ● Product not left for sufficient time to develop ● Hydrogen peroxide strength too low ● Uneven application ● Resistant hair 	<ul style="list-style-type: none"> ● Re-apply bleach or colour ● Pre-soften the hair next time
Over processing	<ul style="list-style-type: none"> ● Hydrogen peroxide strength too high ● Hair in poor condition before colour ● Product left on hair too long 	<ul style="list-style-type: none"> ● Treat with restructurants and penetrating conditioning treatments
Deterioration of hair condition	<ul style="list-style-type: none"> ● Colour or bleach not rinsed from the hair ● Overprocessing 	<ul style="list-style-type: none"> ● Treat with restructurants and penetrating conditioning treatments
Scalp irritation	<ul style="list-style-type: none"> ● Peroxide too strong ● Client allergic to tint 	<ul style="list-style-type: none"> ● Remove immediately with cool water
Coverage not good on white hair	<ul style="list-style-type: none"> ● Hair resistant to tint ● Tint underprocessed ● Uneven application 	<ul style="list-style-type: none"> ● Pre-soften the hair in future ● Re-apply product ● Spot tint areas not covered
Hair breakage	<ul style="list-style-type: none"> ● Over porous hair ● Overprocessed ● Overlapping of bleach product ● Colour combed through too often ● Incorrect selection of product – product too strong ● Hydrogen peroxide strength too high 	<ul style="list-style-type: none"> ● Remove immediately ● Cut if possible ● Use restructurant/deep-conditioning penetrating conditioner
Result too yellow	<ul style="list-style-type: none"> ● Underprocessed ● Base too dark ● Incorrect selection of product 	<ul style="list-style-type: none"> ● Do elasticity and porosity test; if result is good, re-bleach ● Apply toner to subdue yellow tones
Skin staining	<ul style="list-style-type: none"> ● Too little colour product applied ● Too much colour product applied at hairline ● Colour product not removed 	<ul style="list-style-type: none"> ● Re-shampoo or use stain remover
Seepage of product	<ul style="list-style-type: none"> ● Incorrect application of materials and products ● Too much product applied 	<ul style="list-style-type: none"> ● Spot colour areas of seepage

Tip

Use a finger or a ruler to help track across the table.

Try this

Your client complains of **scalp irritation** after you've applied a colour treatment.

- 1 What could be the **cause**?
- 2 What must you **do**?

Solving problems

Task**Task 1**

Use the Colouring and lightening problems chart and the Perming problems chart from the Source material to solve these problems.

1

My client's skin is stained with the tint I applied. What shall I do?



2

There are band marks showing on my client's perm. What did I do wrong?



3

My client's perm is too tight. How can I avoid that happening again?



4

My client's white hair hasn't taken the colour very well. Can I make it any better?



Check it

Please note that copies of pages 0:23, 0:24 and 0:31 from the Source material are needed.

1 Which of these questions is likely to get you a longer, detailed answer?

- A Your hair is greasy today isn't it?
- B Do you find that your hair gets greasy quickly?
- C Do you use a shampoo for greasy hair?
- D What is your weekly routine for washing your hair?

SLc/L1.2

Use The Structure of the skin from the Source material (page 0:23) to answer questions 2 and 3.

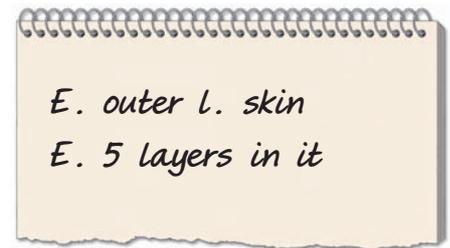
2 On the diagram, what colour is the blood supply shown as?

- A red
- B blue
- C red and blue
- D purple

Rt/E3.9

3 Find the section of the text that these notes are about.

- A The *epidermis* is the outer layer of skin. It has five distinct layers within it.
- B The skin is the outer covering of the body.
- C The *dermis* is the inner layer of skin. It is the thickest layer and lies under the epidermis.
- D The part of the hair that shows above the skin or scalp is known as the *hair shaft*.



Rt/L2.2

4 What does the speaker tell you *not* to do when using hairspray?

When using hairspray, make sure that you hold the can upright, about 30 cm from the hair. Don't be tempted to hold it closer because it will wet the hair and loosen the set. For a firm hold, spray into the roots.

- A Hold the can upright.
- B Hold the can 30 cm from the hair.
- C Spray into the roots.
- D Hold the can close to the hair.

SLlr/L1.1

5 What effect would the product in this pack have on the cuticle of the hair?

- A It would open the cuticle.
- B It would close the cuticle.
- C It would not change the cuticle.
- D It would clean the cuticle.



N2/E3.3

6 Look at the Contents page from the Source material (page 0:24). On which page will you find information about perming and neutralising hair?

- A 9
- B 158
- C 129
- D 290

Rt/L1.4

7 A stylist is doing a porosity test on a client's hair. Choose the comment that is polite, clear and positive.

A *I am going to conduct a porosity test to determine the ability of your hair to absorb moisture.*

B *Your hair looks rough.*

C *I'm running my hands through your hair to see how quickly it might take up the colour.*

D *There's no way we can use colour on your hair.*

SLc/L2.3

8 When should the information in the 'Service details' section of the Client record card below be updated?

- A when you remember
- B after every treatment, test or service
- C when the client has a different stylist
- D when the client first registers

CLIENT RECORD CARD			
Personal details To be kept updated			
Name:		Address:	
Telephone numbers:		Date first registered	Age group:
Home			<input type="checkbox"/> 5-15 <input type="checkbox"/> 16-30
Work		Stylist	<input type="checkbox"/> 31-50 <input type="checkbox"/> 50+
Hair condition		Scalp	Skin type
Service details To be completed after every treatment, test or service			
Date	Stylist	Treatment	Remarks

Rt/L1.5

9 At what angle is the hair in this photograph being held?



- A 0°
- B 45°
- C 90°
- D 180°

MSS2/E3.1

10 You will need the Colour and lightening problems chart from the Source material (0:31). What should you do if the client's scalp becomes irritated while you are colouring it?

- A Reapply colour.
- B Pre-soften the hair in future.
- C Spot tint areas not covered.
- D Remove the colour immediately with cool water.

HD1/E2.1

Audio

Client consultation

PAGE 2:1

10

I'd like some of the weight taken out – y'know, so it's layered – but I want to keep the length. Just trim the ends up. I'd like it blow-dried under, in a sort of soft bob but with a centre parting.

Science and hair

PAGE 2:6

Task 3 11

There are some general points about perming you need to take into account before you start. Before you choose the strength of the perm lotion and the technique for applying it – the rods, curlers or formers and winding technique – you must **look** carefully at the client's hair. There are **five** things that you should notice. Look at its **length**, **density** and **texture** as well as its **condition** and the **style** that it's cut in.

You'll need to **ask** the client about any **previous chemical treatments** as well as looking at the card. You never know whether the card is up to date or what the client has done at home since the last appointment. If you start applying lotion to hair that's full of products, you're on the way to disaster! You'll also need to ask about the **direction** and **size** of the **curl** that the client's expecting.

You'll need to **find out** the **temperature** of the salon. This is important because it influences the rate that the perm lotion works; you'll have to decide whether you need added heat to help the processing.

Completing tests

PAGE 2:7

12

Excuse me, Sarah. I'd like to use your head to explain to Gemma about the tests we do on your hair before we perm it. Is that OK with you?

Perm lotions used on the hair may react with other chemicals that've already been used – for example in home-use products.

If you think the hair has already been treated with other chemicals – for instance if it looks dull – ask the client what products she uses at home and then do an incompatibility test so you're sure that the perm solution isn't going to react with any chemicals that may already be on the hair, and cause damage.

Right, the test. First of all, always make sure you protect your hands by wearing gloves. Next, place a small cutting of the client's hair in a mixture of hydrogen peroxide and ammonium hydroxide. Watch out for any bubbling, heating or discoloration. If any of these things happen, it means that the hair already contains metallic compounds and shouldn't be permed. Don't tint it or bleach it either.

PAGE 2:8

Tasks 1–3 13

We call this the skin test, but it can also be called a predisposition test or a patch test. Some people call it the Sabouraud–Rousseau test but that's a bit of a mouthful!

Anyway, whatever it's called, we use it when a client wants permanent colour. It has to be done at least 24 to 48 hours before the colour so that there's time for any negative reactions to develop.

Right, Mrs Ross, are you ready?

First of all, mix up a little of the tint that you're going to use. Make sure you've mixed the correct amount and strength of hydrogen peroxide with it.

Next, clean a small area of skin – about 8 mm square. That's about the width of your little fingernail. Do it behind the ear or in the fold of the arm. Don't do it in an obvious place. Use some spirit on some cotton wool to remove all the grease from the skin. Like this. OK?

When you've done that, apply a little of the tint mixture to the skin and let it dry.

When it's dry, carefully cover the patch with collodion. This protects it. But always remember to follow the manufacturer's instructions to the letter. Only use collodion if the manufacturer of the tint says you can.

Finally, ask the client to keep an eye on the patch for a couple of days and tell them to phone if there's

any discomfort or irritation. Will you do that, Mrs Ross? I'm not expecting anything dreadful of course, but just keep an eye on it.

When the client comes in for the colouring appointment you should check the patch for soreness, swelling or inflammation. Never ignore the results of a skin test. If there is a reaction and you carry on anyway, it might lead to a bigger reaction such as dermatitis. If there's no reaction, you can carry on with the treatment as planned.

OK, Mrs Ross. We'll see you on Saturday at 2 o'clock. Don't forget to let us know if you notice any changes around the test. Did you have a coat with you?

Advising clients

PAGE 2:13

14

I was thinking of having a short fringe this time. It tends to flop over my face at the moment. I'd like it all quite a bit shorter, you know, probably about to the end of my chin here. Maybe a bit of a curl?

PAGE 2:14

Task 2 15

I'm going to a party so I'd like something a bit different. I usually have a straight fringe, but I thought I'd try a centre parting this time. My hair's gone a bit wavy. I'm not sure if it suits me. I thought about having it curly this time and perhaps in a short style, you know, just over the ears. What d'you think?

Answers

PAGES 2:1–2:2

Client consultation

Focus

The client wants:

Layers put in, length kept and ends trimmed.

Blow dried into a soft bob with a centre parting.

Task 1

2 Here is an example of a closed question:

Is your hair dry?

Here is an example of an open question:

What other treatments have you had on your hair over the past few months?

PAGES 2:3–2:4

Hair structure and types

Task 1

1 7.4

2 The structure of the skin

3 **b** the way something is constructed or organised

4 **b** dark red

5 **a** the dermis and epidermis

Task 2

To be mediated by the teacher

PAGES 2:5–2:6

Science and hair

Task 1

You may have written something like this:

CHEMICAL ACTION DURING PERMING

During **p** the **h** can **b** wound on **2** rods or curlers either **b4** or after it is treated with **p** lotion. Great care should **b** taken when winding the **h** on **2** rods or curlers as **h** is very fragile during **p** and can **b** easily broken. This is because **p** lotion breaks some of the disulphide bonds in the polypeptide chains of the **h** structure, leaving it weak. In alkaline **p**, about **20%** of the linkages are broken.

Task 2

You may have written something like this:

CHEMICAL ACTION DURING PERMING

During **p**, **h** can **b** wound on **2** rods/curlers **b4**/after treated with **p** lotion. **Gt** care should **b** taken winding the **h** on **2** rods or curlers as **h** is **v** fragile during **p** and easily broken. **p** lotion breaks some of the disulphide bonds in the polypeptide chains of the **h** structure, leaving it weak. In alkaline **p**, **c** **20%** of linkages broken.

Task 3

As long as you can read your notes back and all the information in them is correct, you have done a good job. You may have written something like this:

1. length
2. density
3. texture
4. condition
5. style

Look at hair:

Ask:

■ previous chemical treatments

■ direction curl

■ size curl

Find out

Temperature salon

PAGES 2:7–2:8

Completing tests

Task 1

You could have chosen any of these:

Mix up a little of the tint that you are going to use.

Mix the correct amount and strength of hydrogen peroxide with it.

Clean a small area of skin about 8mm square behind the ear or in the fold of the arm.

Use some spirit on some cotton wool to remove all the grease from the skin.

Apply a little of the tint mixture to the skin.

Let the tint dry.

Ask the client to keep an eye on the patch for a couple of days.

Ask the client to phone up if there's any discomfort or irritation.

Check the patch for soreness, swelling or inflammation.

Task 2

Don't do the test in an obvious place.
Never ignore the results of a skin test.

Task 3

- 1 Mix up a little of the tint that you are going to use.
- 2 Clean a small area of skin about 8mm square behind the ear or in the fold of the arm.
- 3 Apply a little of the tint mixture to the skin.
- 4 Cover the patch with collodion if the tint manufacturer's instructions say you can.
- 5 Ask the client to keep an eye on the patch for a couple of days.

PAGES 2:9–2:10**The pH scale****Task 1**

- 1 Open
- 2 Close
- 3 Close
- 4 Open

Task 2

To be mediated by the teacher

PAGES 2:11–2:12**Product knowledge****Task 1**

- 1 a 30
b Relaxing hair
c page 299
- 2 To be mediated by the teacher
- 3 To be mediated by the teacher

Task 2

To be mediated by the teacher

Task 3

- 1 Moisture Mask
- 2 Write to Naliman Products, PO Box 192, Ashby-on-Lea, AY1 5TL or visit the website www.nalimanproducts.com
- 3 No
- 4 Moisture Mask

PAGES 2:13–2:14**Advising clients****Focus**

The client wants:

short fringe
cut to about chin length
some curl

You might suggest a slightly longer style with curls at the nape area and a fluffy fringe.

Task 1

- 1 If you have a series of special treatments first your hair will be moisturised enough to help the perm look softer and shinier.
- 2 How about having a first treatment here today? We can then book the perm for two weeks' time.

Task 2

- 1 The client wants:
centre parting
curly
short
- 2 You might have advised the client to have one or more of these:
soft curls at the chin line
hair brought forward at the forehead
a full and loose fringe

Task 3

To be mediated by the teacher

PAGES 2:15–2:16**Client records****Task 1**

To be mediated by the teacher

Task 2

To be mediated by the teacher

PAGES 2:17–2:18**Sections and cutting angles****Focus**

90°

Task 1

- 1 Vertical: **b**, **c** and **e**
- 2 Horizontal: **a**, **d**, and **f**

Task 2

- 1 90°
- 2 90°
- 3 45°

PAGES 2:19–2:20**Solving problems****Focus**

The peroxide could be too strong, or the client could be allergic to the tint.

You must remove the tint immediately using cool water.

Task 1

- 1 Re-shampoo or use stain remover.
- 2 You wound the rods too tightly.
- 3 Next time make sure that you don't over process the perm and check that the rod size is not too small.
- 4 Re-apply the product or spot tint the areas that are not covered.

Check it

- 1 D
- 2 A
- 3 A
- 4 D
- 5 B
- 6 B
- 7 C
- 8 B
- 9 C
- 10 D