Master Barber II

8741 36 weeks / 280 hours

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Acknowledgments

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Course Description
Suggested Grade Level: 11 or 12
Prerequisites: 8740

Students apply their knowledge of barbering skills in a clinical lab setting, using mannequins and live models for manipulative practice. The program emphasizes safety and sanitation, communication skills, and management of a barber shop or beauty salon. Competency completions prepare the students for the Virginia state licensing exam.

Barbering students must satisfy a minimum of 840 hours of instruction in a two- or three-year coherent sequence of courses to be eligible to take the Board for Barbers and Cosmetology licensing examination. Upon successful completion of the program, students may earn the Virginia Board for Barbers and Cosmetology license. For more information, see Superintendent’s Memo 075-16 and Superintendent’s Memo 072-17.

As noted in Superintendent’s Memo #058-17 (2-28-2017), this Career and Technical Education (CTE) course must maintain a maximum pupil-to-teacher ratio of 20 students to one teacher, due to safety regulations. The 2016-2018 biennial budget waiver of the teacher-to-pupil ratio staffing requirement does not apply.

Task Essentials List

- Tasks/competencies designated by plus icons (⊕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional
- Tasks/competencies designated by minus icons (⊖) are omitted
- Tasks marked with an asterisk (*) are sensitive.

<table>
<thead>
<tr>
<th>Task Number</th>
<th>8741</th>
<th>Tasks/Competencies</th>
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</thead>
<tbody>
<tr>
<td>39</td>
<td>⊕</td>
<td>Sanitize hands before and after every service.</td>
</tr>
<tr>
<td>40</td>
<td>⊕</td>
<td>Demonstrate standard treatment of an injury to a client and to oneself.</td>
</tr>
<tr>
<td>41</td>
<td>⊕</td>
<td>Follow OSHA guidelines for sanitizing and disinfecting implements after exposure to blood.</td>
</tr>
<tr>
<td>42</td>
<td>⊕</td>
<td>Identify the components of a Safety Data Sheet (SDS).</td>
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<tr>
<td>43</td>
<td>⊕</td>
<td>Demonstrate prescribed procedures for attending to a contaminated (i.e., by blood spill, disease) work area.</td>
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<td>Task Number</td>
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<tr>
<td>44</td>
<td>Demonstrate knowledge of blood-borne pathogens, including blood poisoning, hepatitis C, and AIDS.</td>
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<tr>
<td>45</td>
<td>Demonstrate safety practices when working with all chemicals.</td>
<td></td>
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<tr>
<td></td>
<td><strong>Maintaining, Sanitizing, and Disinfecting Implements, Equipment, and Facilities</strong></td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>Sanitize and disinfect combs, brushes, shears, and other implements.</td>
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</tr>
<tr>
<td>47</td>
<td>Sanitize and disinfect electrical equipment.</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>Maintain shop equipment.</td>
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<tr>
<td>49</td>
<td>Sanitize rollers, clips, perm rods, and perm trays.</td>
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<tr>
<td>50</td>
<td>Launder towels, capes, and smocks.</td>
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<tr>
<td>51</td>
<td>Sanitize and disinfect work areas.</td>
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<td></td>
<td><strong>Exhibiting Professionalism and Workplace Ethics</strong></td>
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<tr>
<td>52</td>
<td>Demonstrate a professional image.</td>
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<tr>
<td>53</td>
<td>Demonstrate correct posture and physical poise.</td>
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<tr>
<td>54</td>
<td>Follow practices and procedures related to workplace ethics.</td>
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</tr>
<tr>
<td></td>
<td><strong>Gathering Client's History</strong></td>
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</tr>
<tr>
<td>55</td>
<td>List client's personal information and factors that could affect the service.</td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>Record client's medical history to ensure client's health and safety.</td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>Inform client of any irregular scalp conditions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Cutting Hair</strong></td>
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</tr>
<tr>
<td>58</td>
<td>Consult with client before haircut.</td>
<td></td>
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<tr>
<td>Task Number</td>
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<td>Tasks/Competencies</td>
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</tr>
<tr>
<td>59</td>
<td>✗</td>
<td>Apply towel and drape to client.</td>
</tr>
<tr>
<td>60</td>
<td>✗</td>
<td>Analyze client's hair, prior to a haircut.</td>
</tr>
<tr>
<td>61</td>
<td>✗</td>
<td>Demonstrate various haircutting elevations.</td>
</tr>
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<td>62</td>
<td>✗</td>
<td>Demonstrate hand positions for cutting.</td>
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<tr>
<td>63</td>
<td>✗</td>
<td>Demonstrate safe and effective handling of haircutting implements.</td>
</tr>
<tr>
<td>64</td>
<td>✗</td>
<td>Cut hair at all elevations.</td>
</tr>
<tr>
<td>65</td>
<td>✗</td>
<td>Check overall haircut.</td>
</tr>
<tr>
<td>66</td>
<td>✗</td>
<td>Trim beard, mustache, sideburns, eyebrows, and ear hair.</td>
</tr>
<tr>
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<td></td>
<td><strong>Styling Hair</strong></td>
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<tr>
<td>67</td>
<td>✗</td>
<td>Consult with client prior to styling hair.</td>
</tr>
<tr>
<td>68</td>
<td>✗</td>
<td>Identify design style principles.</td>
</tr>
<tr>
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<td>✗</td>
<td>Demonstrate use of blow dryer and brushes.</td>
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<td>✗</td>
<td>Set hair, using pin curls.</td>
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<td>71</td>
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<td>Set dry hair on hot rollers.</td>
</tr>
<tr>
<td>72</td>
<td>✗</td>
<td>Set hair, using curling iron.</td>
</tr>
<tr>
<td>73</td>
<td>✗</td>
<td>Set hair, using rollers.</td>
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<tr>
<td>74</td>
<td>✗</td>
<td>Demonstrate hair wrapping and sculpting techniques.</td>
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<tr>
<td>75</td>
<td>✗</td>
<td>Perform finger waves.</td>
</tr>
<tr>
<td>76</td>
<td></td>
<td>Straighten hair, using thermal tools.</td>
</tr>
<tr>
<td>77</td>
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<td>Style hair by basic braiding.</td>
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<td>Tasks/Competencies</td>
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<tr>
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</tr>
<tr>
<td>78</td>
<td></td>
<td>Demonstrate comb-out techniques.</td>
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</tbody>
</table>

**Performing a Permanent Wave**

<table>
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<th>8741</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>79</td>
<td></td>
<td>Consult with client regarding a permanent wave.</td>
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<tr>
<td>80</td>
<td></td>
<td>Analyze hair and scalp condition.</td>
</tr>
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<td>81</td>
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<td>Perform predisposition test.</td>
</tr>
<tr>
<td>82</td>
<td></td>
<td>Perform a preliminary strand test for a permanent wave.</td>
</tr>
<tr>
<td>83</td>
<td></td>
<td>Select rod type for permanent waving.</td>
</tr>
<tr>
<td>84</td>
<td></td>
<td>Perform wrap method.</td>
</tr>
<tr>
<td>85</td>
<td></td>
<td>Apply protective cream and cotton for client protection.</td>
</tr>
<tr>
<td>86</td>
<td></td>
<td>Demonstrate application of chemicals.</td>
</tr>
<tr>
<td>87</td>
<td></td>
<td>Apply permanent wave according to manufacturer's directions.</td>
</tr>
<tr>
<td>88</td>
<td></td>
<td>Demonstrate test curl.</td>
</tr>
</tbody>
</table>

**Performing Chemical Relaxing**

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<th>Tasks/Competencies</th>
</tr>
</thead>
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<tr>
<td>89</td>
<td></td>
<td>Identify straightening techniques and chemical straightening products.</td>
</tr>
<tr>
<td>90</td>
<td></td>
<td>Analyze hair prior to straightening it.</td>
</tr>
<tr>
<td>91</td>
<td></td>
<td>Examine scalp.</td>
</tr>
<tr>
<td>92</td>
<td></td>
<td>Consult with client about prior chemical relaxers used.</td>
</tr>
<tr>
<td>93</td>
<td></td>
<td>Select correct chemical.</td>
</tr>
<tr>
<td>94</td>
<td></td>
<td>Select appropriate strength of relaxer.</td>
</tr>
<tr>
<td>95</td>
<td></td>
<td>Demonstrate sectioning and subsectioning.</td>
</tr>
<tr>
<td>Task Number</td>
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<td>Tasks/Competencies</td>
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<tr>
<td>-------------</td>
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</tr>
<tr>
<td>96</td>
<td></td>
<td>Apply protective cream.</td>
</tr>
<tr>
<td>97</td>
<td></td>
<td>Apply relaxer.</td>
</tr>
<tr>
<td>98</td>
<td></td>
<td>Demonstrate smoothing.</td>
</tr>
<tr>
<td>99</td>
<td></td>
<td>Complete client record card for chemical services.</td>
</tr>
</tbody>
</table>

**Lightening and Coloring Hair**

<table>
<thead>
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<tbody>
<tr>
<td>100</td>
<td></td>
<td>Consult with client regarding previous chemical use.</td>
</tr>
<tr>
<td>101</td>
<td></td>
<td>Define temporary, semipermanent, demipermanent, and permanent color.</td>
</tr>
<tr>
<td>102</td>
<td></td>
<td>Formulate desired color for client.</td>
</tr>
<tr>
<td>103</td>
<td></td>
<td>Select appropriate strength of developer for desired results.</td>
</tr>
<tr>
<td>104</td>
<td></td>
<td>Perform patch/predisposition test to determine sensitivity to color.</td>
</tr>
<tr>
<td>105</td>
<td></td>
<td>Perform a preliminary strand test for color.</td>
</tr>
<tr>
<td>106</td>
<td></td>
<td>Demonstrate appropriate sectioning and subsectioning.</td>
</tr>
<tr>
<td>107</td>
<td></td>
<td>Apply first-time (virgin) lightener.</td>
</tr>
<tr>
<td>108</td>
<td></td>
<td>Apply lightening retouch.</td>
</tr>
<tr>
<td>109</td>
<td></td>
<td>Demonstrate highlighting techniques.</td>
</tr>
<tr>
<td>110</td>
<td></td>
<td>Apply temporary color and/or semipermanent color to hair.</td>
</tr>
<tr>
<td>111</td>
<td></td>
<td>Apply demipermanent color to hair.</td>
</tr>
<tr>
<td>112</td>
<td></td>
<td>Apply first time (virgin) permanent tint to hair.</td>
</tr>
<tr>
<td>113</td>
<td></td>
<td>Apply permanent tint retouch.</td>
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<td>114</td>
<td></td>
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<td>Task Number</td>
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<td>-------------</td>
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</tr>
<tr>
<td>115</td>
<td>☀</td>
<td>Complete client record card for color services.</td>
</tr>
</tbody>
</table>

Caring for Skin, Hands, and Feet

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<tbody>
<tr>
<td>116</td>
<td>☀</td>
<td>Remove unwanted hair.</td>
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<thead>
<tr>
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<th>117</th>
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<tbody>
<tr>
<td>117</td>
<td></td>
<td>Perform basic manicure.</td>
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<thead>
<tr>
<th>Task Number</th>
<th>118</th>
<th></th>
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<tbody>
<tr>
<td>118</td>
<td></td>
<td>Perform basic pedicure.</td>
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<thead>
<tr>
<th>Task Number</th>
<th>119</th>
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<tbody>
<tr>
<td>119</td>
<td></td>
<td>Perform a basic facial.</td>
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Managing the Shop

<table>
<thead>
<tr>
<th>Task Number</th>
<th>120</th>
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<tbody>
<tr>
<td>120</td>
<td>☀</td>
<td>Identify local, state, and federal regulations for operating a business.</td>
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<table>
<thead>
<tr>
<th>Task Number</th>
<th>121</th>
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</thead>
<tbody>
<tr>
<td>121</td>
<td>☀</td>
<td>Explain the types of insurance coverage needed by barber shops.</td>
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</table>

<table>
<thead>
<tr>
<th>Task Number</th>
<th>122</th>
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<tbody>
<tr>
<td>122</td>
<td>☀</td>
<td>Evaluate various barbering business types.</td>
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<thead>
<tr>
<th>Task Number</th>
<th>123</th>
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<tbody>
<tr>
<td>123</td>
<td>☀</td>
<td>Define inventory control.</td>
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<tbody>
<tr>
<td>124</td>
<td>☀</td>
<td>Demonstrate knowledge of employee-management skills.</td>
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<tbody>
<tr>
<td>125</td>
<td>☀</td>
<td>Keep daily shop records.</td>
</tr>
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</table>

Legend: ☀Essential ☐Non-essential ☐Omitted

Curriculum Framework

Demonstrating Safety, Sanitation, and Disease Control

Task Number 39
Sanitize hands before and after every service.

Definition

Sanitization should include

- wetting your hands with warm water
- using liquid soap or antibacterial soap
- scrubbing your hands together and working up a good lather for 15 to 20 seconds
- paying attention to areas between fingers, nails, and both sides of the hands
- rinsing your hands well with warm water
- drying your hands either using a disposable towel or an air blower.

Process/Skill Questions

- Why should all employees in a salon wash their hands before and after every service?
- What kind of soap should be used to sanitize hands?
- What kind of towels should be used by employees?

Task Number 40

Demonstrate standard treatment of an injury to a client and to oneself.

Definition

Demonstration for treatment of the following injuries should be covered:

- bleeding and wounds
- burns
- choking
- fainting
- eye injury

Process/Skill Questions

- What steps should the employee follow to treat an injury?
- What steps should the employee follow to report an injury?
Task Number 41

Follow OSHA guidelines for sanitizing and disinfecting implements after exposure to blood.

Definition

Following guidelines should include

- National Interstate Board of Cosmetology (NIC) Health and Safety Standards Blood Spill Procedure
- procedures to ensure safety to both the students and clients.

Process/Skill Questions

- What dangers are associated with blood spills?
- What are the steps for disinfecting an area after a blood spill?

Task Number 42

Identify the components of a Safety Data Sheet (SDS).

Definition

Identification should include

- ingredients of product
- hazards
- storage
- exposure control
- handling
- treatment.

Task Number 43

Demonstrate prescribed procedures for attending to a contaminated (i.e., by blood spill, disease) work area.
Definition

Demonstration should include following sanitation and disinfection guidelines and procedures

- soaking implements in appropriate disinfectant
- disinfecting and sanitizing work area
- properly disposing of towels and swabs.

Process/Skill Questions

- What are the different types of disinfectants and how are they used?
- What is the difference between a disinfectant and an antiseptic?
- Why is it important to dispose of soiled towels correctly?

Task Number 44

Demonstrate knowledge of blood-borne pathogens, including blood poisoning, hepatitis C, and AIDS.

Definition

Demonstration of knowledge should include

- open sores
- unclean hands, implements, and supplies
- use of an implement on infected areas and non-infected areas
- unsanitary salon conditions.

Process/Skill Questions

- Why do employees need blood-borne pathogen training?
- What is hepatitis C?
- What is AIDS?
- What steps can an employee take to reduce risk of exposure to blood-borne pathogens?

Task Number 45
Demonstrate safety practices when working with all chemicals.

Definition

Demonstration should include

- washing and sanitizing hands before and after every service
- reading and following manufacturer's directions for products being used
- wearing protective gloves when necessary
- removing products completely from skin of employee and client
- keeping chemicals properly secured.

Process/Skill Questions

- Why is it important to read manufacturer's directions before using a product?
- What are some ways to remove products from the skin?
- What should be done if a client has an allergic reaction to a product?

Related Standards of Learning

Science

CH.1b
The student will investigate and understand that experiments in which variables are measured, analyzed, and evaluated produce observations and verifiable data. Key concepts include
b. safe use of chemicals and equipment;

Maintaining, Sanitizing, and Disinfecting Implements, Equipment, and Facilities

Task Number 46

Sanitize and disinfect combs, brushes, shears, and other implements.

Definition

Sanitizing and disinfecting should include the following steps:

- Remove hair from combs, brushes, and other implements.
- Cleanse implements with soap and water.
- Disinfect implements.

**Process/Skill Questions**

- Who is responsible for maintaining implements in a sanitized state?
- What consequences may arise from the use of improperly sanitized implements?
- What is the correct way to store sanitized implements?

---

**Task Number 47**

**Sanitize and disinfect electrical equipment.**

**Definition**

Sanitizing and disinfecting should include

- removing hair and product from electrical equipment
- using appropriate disinfectant.

**Process/Skill Questions**

- Who is responsible for maintaining electrical equipment in a sanitized state?
- What consequences may arise from the use of improperly sanitized equipment?
- What safety issues should be considered when cleaning electrical equipment?

---

**Task Number 48**

**Maintain shop equipment.**

**Definition**

Maintenance of salon equipment (e.g., styling chairs, shampoo station, manicure station, pedicure spa, styling station) should include

- regular cleaning
- inspection for safety and proper working order.

**Process/Skill Questions**

---
- Who is responsible for maintaining salon equipment?
- What consequences may arise from the use of improperly maintained salon equipment?
- What safety issues should be considered when cleaning salon equipment?

---

**Task Number 49**

**Sanitize rollers, clips, perm rods, and perm trays.**

**Definition**

Sanitizing should include removal of hair, end wraps, and product from implements.

**Process/Skill Questions**

- Who is responsible for maintaining rollers, clips, rods, and containers in a sanitized state?
- What consequences may arise from the use of improperly maintained rollers, clips, rods, and containers?
- What safety issues should be considered when cleaning rollers, clips, rods, and containers?

---

**Task Number 50**

**Launder towels, capes, and smocks.**

**Definition**

Laundering should include washing in hot water and detergent, with bleach or another disinfectant added to the rinse water.

**Process/Skill Questions**

- What is the difference between a cape and a smock? For what procedures is each one used?
- Who is responsible for maintaining salon towels, capes, and smocks?

---

**Task Number 51**
Sanitize and disinfect work areas.

Definition
Sanitization should include, but is not limited to

- using EPA registered sanitation chemicals
- washing surfaces after each use
- removing dust and dirt from areas
- disposing of regular and hazardous waste in proper containers

for the appropriate process of sanitizing the lounge, stock room, individual station, and shampoo area.

Process/Skill Questions

- Why is it important to keep all work areas clean?
- Who is responsible for maintaining work areas?
- What safety issues should be considered when cleaning work areas?

Exhibiting Professionalism and Workplace Ethics

Task Number 52

Demonstrate a professional image.

Definition
Demonstration should include maintaining a clean salon, good health, and personal hygiene. It should also include being well groomed and wearing appropriate professional attire.

Process/Skill Questions

- Why is professional attire important in the salon?
- What influence could professional image have on employment?
- What can be done if someone has an issue with a coworker's personal hygiene?

Task Number 53
Demonstrate correct posture and physical poise.

Definition

Demonstration should include

- conducting oneself in a self-confident manner
- using ergonomics (e.g., proper sitting and standing)
  - using ergonomically designed implements
  - keeping wrists in a straight or neutral position
  - keeping back and neck straight
  - adjusting the height of the client's chair.

Process/Skill Questions

- Why is ergonomics important in cosmetology?
- What skills are needed when dealing with customers/clients?
- What are some ways to maintain good posture?
- What do correct posture and physical poise have to do with health and professionalism?

Task Number 54

Follow practices and procedures related to workplace ethics.

Definition

Following practices and procedures should include

- demonstrating professional standards of conduct when working with others in classroom and salon settings
- displaying integrity, honesty, and tolerance at all times while interacting with others.

Process/Skill Questions

- What life skills are needed to work well with others?
- Why is a good work ethic important to career success?

Gathering Client's History

Task Number 55
List client's personal information and factors that could affect the service.

Definition

List should include

- client's name, address, e-mail, and phone number on a record card after consultation
- client's lifestyle (athletic, professional consultant, daycare teacher, stay-at-home mom).

Process/Skill Questions

- Why is it important to know about the client's lifestyle?
- What other information can be put on the record card after the service is performed?

Task Number 56

Record client's medical history to ensure client's health and safety.

Definition

Record should include

- past history of skin sensitivities and reactions to skin care products
- pertinent medical history (e.g., high blood pressure, allergies, medications).

Process/Skill Questions

- Why is it important to ask about medications during the consultation?
- What other questions would be asked when performing a chemical service?

Task Number 57

Inform client of any irregular scalp conditions.

Definition
Informing client should include

- an explanation of irregular scalp conditions
- determination of what is treatable and non-treatable in the salon.

**Process/Skill Questions**

- What are some examples of treatable scalp conditions? Non-treatable scalp conditions?
- How should the client be told of an irregular scalp condition?

**Cutting Hair**

**Task Number 58**

**Consult with client before haircut.**

**Definition**

Consultation should include

- discussion of the needs and desires of the client
- interpretation of the needs and desires of the client
- selection of the appropriate haircut for the client's lifestyle.

**Process/Skill Questions**

- What questions should the consultation include to select the appropriate haircut for a client?
- What questions should the consultation include to recommend the appropriate haircut considering the client's hair type and texture?
- What factors should be taken into consideration when selecting the haircut?
- What is the "total look" concept?

**Task Number 59**

**Apply towel and drape to client.**

**Definition**

Application should include
• the proper draping of the client for a dry haircut service
• the proper draping of the client for a wet haircut service.

Process/Skill Questions

• What is the purpose of draping?
• What is the purpose of the neck strip or towel?

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**Task Number 60**

**Analyze client's hair, prior to a haircut.**

**Definition**

Analysis should demonstrate ability to determine porosity, texture, elasticity, and density.

**Process/Skill Questions**

• What is the difference between hair density and hair texture?
• Why is it important to analyze the client's hair before the haircut?
• What role does elasticity play in haircutting?

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**Task Number 61**

**Demonstrate various haircutting elevations.**

**Definition**

Demonstration should include various degrees (e.g., zero°, 45°, and 90°) of elevation used during haircutting.

**Process/Skill Questions**

• What role does elevation play in haircutting?
• What result is produced from a zero-degree haircut?
• What result is produced from a 45-degree haircut?
• What result is produced from a 90-degree haircut?
• Can you combine more than one elevation in a haircut? Why, or why not?
• How would you avoid uneven steps in a haircut?
Task Number 62

Demonstrate hand positions for cutting.

Definition

Demonstration should include proper hand position for

- vertical haircut
- horizontal haircut
- diagonal cutting.

Process/Skill Questions

- When would a horizontal cutting line be used? What hand position would be used?
- What is meant by cutting palm-to-palm?
- What safety measures should be taken when cutting hair?

Task Number 63

Demonstrate safe and effective handling of haircutting implements.

Definition

Demonstration should include

- shears
- razors
- clippers
- thinning shears.

Process/Skill Questions

- What safety procedures should be used when handling cutting implements?
- How is the guard and/or blade safely removed from a razor?
- When is a razor blade changed?
- What should be done with used or damaged blades?
- What is the difference between shears and thinning shears?
Task Number 64

Cut hair at all elevations.

Definition

Cut should include proper safety and cutting techniques when using hair shaping implements including

- shears
- razors
- clippers
- thinning shears.

Process/Skill Questions

- What are the four basic haircuts?
- Where are the "danger zones" in a haircut?
- Why does a cosmetologist have to be aware of the "danger zones"?
- What is the difference between razor cuts and shear cuts?

Task Number 65

Check overall haircut.

Definition

Check should include analyzing overall haircut for blending, outline, and balance.

Process/Skill Questions

- When is blending used?
- What are some cross-checking techniques?
- What are some texturizing techniques?

Task Number 66
Trim beard, mustache, sideburns, eyebrows, and ear hair.

Definition

Trim should include

- consulting with client prior to procedure
- using proper implements for each.

Process/Skill Questions

- What cutting implement should be used to shape a beard? Mustache? Sideburns?
- What cutting implement should be used to remove ear hair?
- What cutting implement should be used to trim eyebrows?

Styling Hair

Task Number 67

Consult with client prior to styling hair.

Definition

Consultation should include

- expectations of client
- products and tools needed
- lifestyle of client
- procedure to be used
- visual aids.

Process/Skill Questions

- How are visual aids effective?
- Why is lifestyle an important aspect?
- What is considered the "ideal" face shape? How does this affect the type of hairstyle?

Task Number 68

Identify design style principles.
Definition

Identification should include

- proportion
- balance
- harmony
- emphasis
- rhythm.

Process/Skill Questions

- Why should the body type be considered when deciding on a hair style?
- Why are all elements needed for the design process?

Task Number 69

Demonstrate use of blow dryer and brushes.

Definition

Demonstration should include

- appropriate selection of the setting and airflow control in blow-dry styling
- appropriate selection of the brush(es) to achieve the desired style.

Process/Skill Questions

- In what direction should the blow dryer be aimed?
- How close should the blow dryer be placed to the hair when drying?
- How many revolutions should be made with a round brush?
- What determines the selection of brush(es) to be used?

Task Number 70

Set hair, using pin curls.

Definition

Setting should include
- selecting the proper setting lotion for pin curling
- selecting the proper stem direction and size for desired results
- placing clips in relation to the pin curl shape.

**Process/Skill Questions**

- What is the stem/base/circle of a pin curl?
- What determines the stem direction?
- What is curl mobility?
- What is the importance of molding a pin curl?
- What determines the size of the base?
- Where is a pin curl anchored?

---

**Task Number 71**

**Set dry hair on hot rollers.**

**Definition**

Setting should include

- handling hot rollers in a safe manner
- sectioning hair for hot roller placement
- placing clips in relation to the roller.

**Process/Skill Questions**

- What determines the roller placement?
- What are the advantages of using hot rollers?
- What determines the size of the base?
- Where is a roller anchored?

---

**Task Number 72**

**Set hair, using curling iron.**

**Definition**

Setting should include
testing the temperature of the curling iron
- subsectioning the hair in relation to the size of the curling iron
- establishing a base
- distributing hair evenly around the curling iron
- protecting the scalp from the iron with the comb.

Process/Skill Questions

- What determines the iron temperature?
- What type of comb should be used with a curling iron?
- Where should the comb be placed?
- How is the curling iron safely tested?

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Task Number 73

Set hair, using rollers.

Definition

Setting should include

- selecting the proper setting lotion for roller setting
- establishing a base
- using proper tension and smoothing
- selecting proper roller placement
- securing rollers properly to the head.

Process/Skill Questions

- What determines the roller placement?
- What advantages do rollers have over pin curls?
- What are the three parts of a roller curl? Why is this important for the cosmetologist to know?
- What determines the size of the base?
- Where is a roller anchored?

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Task Number 74

Demonstrate hair wrapping and sculpting techniques.
**Definition**

Demonstration should include

- using both wet and dry wrapping
- selecting correct product
- knowing desired style.

**Process/Skill Questions**

- What is the difference between croquignole and spiral wrapping techniques?
- Why is dry cutting hair a good technique for sculpting hair?

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**Task Number 75**

**Perform finger waves.**

**Definition**

Performing should include

- creating various sized finger waves
- using fingers and comb
- using correct waving lotion.

**Process/Skill Questions**

- What type of comb should be used for finger waving?
- What texture and length of hair is best suited for finger waves?
- What is the difference between vertical finger waves and horizontal finger waves?

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**Task Number 76**

**Straighten hair, using thermal tools.**

**Definition**

Straightening should be performed with a pressing comb and/or a flat iron.
Process/Skill Questions

- What technique is used for testing the pressing comb?
- How wide should the subsections of hair be when straightening the hair?
- What part of the pressing comb straightens the hair?
- What type of comb is used in conjunction with the pressing comb?
- What safety precautions must be followed when straightening hair?

Task Number 77

Style hair by basic braiding.

Definition

Styling should include basic overhand and underhand techniques.

Process/Skill Questions

- What is the difference between a visible braiding style and an invisible braiding style?
- What is meant by *single braids*? What type of subsections can be used for single braids?

Task Number 78

Demonstrate comb-out techniques.

Definition

Demonstration should reflect knowledge of

- back combing/back brushing
- products used
- balancing and blending a finished hairstyle.

Process/Skill Questions

- What safety precautions should be followed during a comb out?
- What is the correct draping for a comb-out service?
- What tools may be used in a comb out?
- What does the stylist look for to determine if the comb out is balanced and blended?
Performing a Permanent Wave

Task Number 79

Consult with client regarding a permanent wave.

Definition

Consultation should include

- client's personal information
- description of hair's length, texture, type, and porosity
- condition of hair
- type of permanent wave
- result of permanent wave.

Process/Skill Questions

- What is meant by reflective listening?
- Why is it so important to keep accurate records when performing a chemical service?

Task Number 80

Analyze hair and scalp condition.

Definition

Analysis should include the physical properties (e.g., elasticity, porosity, texture, density, growth pattern) of the client's hair and the condition of the scalp.

Process/Skill Questions

- What scalp conditions would prevent the permanent wave service?
- How should the cosmetologist determine the type of permanent wave to be used?

Task Number 81

Perform predisposition test.
Definition

Performance should include a patch test on skin to determine sensitivity to chemicals.

Process/Skill Questions

- How should a patch test be performed?
- What product should be used for the test?
- When can the patch test results be examined?
- Where should patch test results be recorded?

Task Number 82

Perform a preliminary strand test for a permanent wave.

Definition

Performance should include

- wrapping one rod in each area of the head (i.e., top, side, nape)
- applying cotton
- processing according to manufacturer's directions
- performing a test curl.

Process/Skill Questions

- What is the purpose of a strand test?
- What product should be used to perform the test?
- What information can be obtained from performing a strand test?

Task Number 83

Select rod type for permanent waving.

Definition

Selection should be based on desired curl outcome.

Process/Skill Questions
• What information is needed to select rod size?
• How does rod size affect curl results?

Task Number 84

Perform wrap method.

Definition
Performance should include proper sectioning and wrapping method (e.g., spiral, croquignole) based on desired permanent results.

Process/Skill Questions
• How would sectioning affect the wrapping method chosen?
• What could result from inappropriate tension during wrapping?

Task Number 85

Apply protective cream and cotton for client protection.

Definition
Application should include

• using protective cream around the client's hairline, including nape area
• using cotton around the entire hairline.

Process/Skill Questions
• Why is the protective cream used before applying the perm lotion?
• What would be the result be of putting the protective cream on to the hair?

Task Number 86

Demonstrate application of chemicals.
Definition

Demonstration should include

- wearing gloves to apply solution
- applying chemicals according to manufacturer's directions
- replacing cotton or towels if saturated with solution.

Process/Skill Questions

- How is permanent wave solution applied to the perm rods?
- Why is it necessary to wear gloves when working with chemicals?
- What could result from applying chemicals without gloves?

Task Number 87

Apply permanent wave according to manufacturer's directions.

Definition

Application should include

- using the correct permanent wave according to manufacturer's directions
- checking frequently for curl development.

Process/Skill Questions

- Why is it important to read manufacturer's directions?
- What could result from improper application of the product?

Task Number 88

Demonstrate test curl.

Definition

Demonstration should include
• unwrapping the rod one and half turns
• pushing the hair up and toward the scalp, allowing it to relax into an "S" shape movement
• looking for an "S" pattern the size of the rod.

Process/Skill Questions

• Why is it important to take test curls on different areas of the head?
• What should be done after the "S" pattern is formed?

Performing Chemical Relaxing

Task Number 89

Identify straightening techniques and chemical straightening products.

Definition

Identification could include various types of straightening services

• Keratin straightening/smoothing treatments
• Japanese thermal straightening.

Process/Skill Questions

• What are the advantages and disadvantages of using current straighteners?
• Can these products be used with other straightening services? Why, or why not?

Task Number 90

Analyze hair prior to straightening it.

Definition

Analysis should include

• testing for porosity
• testing for texture
• determining density
• testing for elasticity
• defining growth pattern.

Process/Skill Questions

• What procedure is used to test for porosity?
• What procedure is used to find the growth pattern of a client's hair?
• Why is testing for elasticity important before performing a chemical service?

Task Number 91

Examine scalp.

Definition

Examination should include checking for

• scalp abrasions
• scalp irritations
• scalp disorders
• scalp diseases.

Process/Skill Questions

• What should be done if scalp abrasions are found in the examination?
• What is meant by a normal, tight, or flexible scalp condition? How will the scalp analysis change for each condition?

Task Number 92

Consult with client about prior chemical relaxers used.

Definition

Consultation should gather information about the client's past chemical history and desired results.

Process/Skill Questions

• Why is it necessary to know the client's past chemical history?
• What kinds of communication skills are needed for a successful client consultation?
Task Number 93

Select correct chemical.

Definition

Selection should include knowledge of

- hydroxide relaxer
- ammonium thioglycolate relaxer.

Process/Skill Questions

- What is the difference between a virgin relaxer and a retouch relaxer?
- What are normalizing solutions? Why are they used?

Task Number 94

Select appropriate strength of relaxer.

Definition

Selection should include determining what strength (e.g., mild, regular, super) of relaxer is necessary for desired results.

Process/Skill Questions

- What determines the strength of relaxer needed?
- Why is a strand test important for choosing the correct strength of relaxer?

Task Number 95

Demonstrate sectioning and subsectioning.

Definition

Demonstration should include
• how to section the hair for a chemical relaxer service
• how to subsection the hair for a chemical relaxer service.

Process/Skill Questions

• What procedure is used to section for a first-time chemical relaxer?
• What procedure is used to section for a chemical relaxer retouch?
• What procedure is used to section for a soft curl perm?
• What procedure is used to subsection for a first-time chemical relaxer?
• What procedure is used to subsection for a chemical relaxer retouch?
• What procedure is used to subsection for a soft curl perm?

Task Number 96
Apply protective cream.

Definition

Application should include a protective cream around the hairline and between each subsection before a chemical relaxer treatment, and following manufacturer's directions.

Process/Skill Questions

• How is protective cream applied?
• When is protective cream applied?
• What safety procedures should be followed when applying protective cream?

Task Number 97
Apply relaxer.

Definition

Application should be performed according to manufacturer's directions and should include the following guidelines:

• Read and follow manufacturer's directions for the application of a chemical relaxer.
• Apply relaxer to hair shaft.
• Perform periodic strand test.
• Rinse relaxer from hair with cool water with a steady flow of water away from the scalp.
- Shampoo hair with a neutralizing shampoo as directed by the manufacturer's directions.
- Recondition the hair.
- Towel dry the hair.
- Re-examine the scalp.
- Style as desired by client.

**Process/Skill Questions**

- Why is it important to read and follow the manufacturer’s directions for the application of a chemical relaxer?
- How is relaxer applied to the hair?
- Why should the scalp be re-examined?

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**Task Number 98**

**Demonstrate smoothing.**

**Definition**

Demonstration should include smoothing the relaxer into the subsections in the direction of hair growth and cuticle with moderate tension.

**Process/Skill Questions**

- What tool should be used for smoothing?
- What is the purpose of smoothing?
- What safety procedures should be taken when smoothing relaxer?

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**Task Number 99**

**Complete client record card for chemical services.**

**Definition**

Completion should include

- consultation information
- difficulties encountered
- analysis notes
- strand test information
• results
• timing
• suggestions for future services.

Process/Skill Questions

• What is a client release form? Why is it important?
• What are the different types of strand tests? What does each test analyze?

Lightening and Coloring Hair

Task Number 100

Consult with client regarding previous chemical use.

Definition

Consultation should include

• information about the client's past chemical use
• desired results from this service
• visual aids.

Process/Skill Questions

• How can visual aids be used effectively during the consultation?
• What kind of communication skills are needed for a successful client consultation?

Task Number 101

Define temporary, semipermanent, demipermanent, and permanent color.

Definition

Definition should include the characteristics of each category of color. It should also include the following information:

• Temporary hair color makes only a physical change, not a chemical one, in the hair shaft.
• Semipermanent hair color requires a patch test and does not require maintenance of new growth.
• Demipermanent hair color makes the natural hair color darker.
• Permanent hair color remains in the hair shaft until the new growth of hair occurs.

Process/Skill Questions

• How is it determined which of the four categories of color the client will receive?
• Why would a temporary hair color be used?
• How long does semipermanent hair color last?
• How long does demipermanent hair color last?
• How long does permanent hair color last?

Task Number 102

Formulate desired color for client.

Definition

Formulation should include knowing the

• natural hair color
• target haircolor
• level and tone
• contributing pigment
• type of haircolor product.

Process/Skill Questions

• What techniques could be of assistance in selecting the client's desired haircolor?
• What is the difference between hair color and haircolor?
• Why is the contributing pigment important?

Task Number 103

Select appropriate strength of developer for desired results.

Definition

Selection should include
• use of cream or liquid developer
• appropriate strength of developer for desired results.

Process/Skill Questions

• When is a liquid developer used?
• When is a cream developer used?
• How is the strength of developer determined?

Task Number 104

Perform patch/predisposition test to determine sensitivity to color.

Definition

Performance should include

• identifying two areas where the patch/predisposition test can be done
• doing patch/predisposition test 24 to 48 hours before service to determine sensitivity to color
• identifying allergic reaction.

Process/Skill Questions

• Which hair coloring categories require a patch/predisposition test?
• What are the signs of an allergic reaction?

Task Number 105

Perform a preliminary strand test for color.

Definition

Performance should include

• the results of a preliminary strand test
• the correct formula and processing time
• the reaction of the hair and the procedures to be used.
Process/Skill Questions

- How is a strand test performed?
- What determines the formula and processing time?
- Why is a strand test important?

Task Number 106

Demonstrate appropriate sectioning and subsectioning.

Definition

Demonstration should include

- how to section the hair for haircolor services
- how to subsection the hair for haircolor services.

Process/Skill Questions

- What procedure is used to section for permanent hair color?
- What procedure is used to section for temporary hair color?
- What procedure is used to section for semipermanent hair color?
- What procedure is used to section for demipermanent hair color?
- What procedure is used to section for hair lightening?
- What procedure is used to subsection for permanent hair color?
- What procedure is used to subsection for temporary hair color?
- What procedure is used to subsection for semipermanent hair color?
- What procedure is used to subsection for demipermanent hair color?
- What procedure is used to subsection for hair lightening?

Task Number 107

Apply first-time (virgin) lightener.

Definition

Application should include the following steps:

- Clean and sanitize implements and work area.
- Read manufacturer's directions.
• Apply lightener to 1/2 inch from scalp, up to but not including the last inch.
• Apply near the scalp ends with fresh lightener.
• Test for lightening action.
• Rinse lightener from hair with cool water.
• Shampoo hair with acid-balanced shampoo.
• Recondition hair.
• Towel dry hair.
• Reexamine the scalp and hair.
• Apply toner if necessary.

Process/Skill Questions

• Why is it important to read manufacturer's directions?
• How is desired lightening tested?
• What is an acid-balanced shampoo, and why is it used?
• Why is reconditioning needed?
• What is the purpose of towel drying the hair?
• What is being looked for when reexamining the hair?
• What is toner, and when is it necessary to use it?
• How are implements cleaned and sanitized?

Task Number 108

Apply lightening retouch.

Definition

Application should include the following steps:

• Clean and sanitize implements and work area.
• Read manufacturer's directions.
• Apply lightener to new growth of hair shaft.
• Test for lightening results to match previously lightened hair.
• Rinse lightener from hair with cool water.
• Shampoo hair with acid-balanced shampoo.
• Recondition hair.
• Towel dry hair.
• Reexamine the scalp and hair.
• Apply toner, if necessary.

Process/Skill Questions

• What is the line of demarcation?
- Why is it important to lighten the new growth first?
- Why are cream lighteners generally used?

Task Number 109

Demonstrate highlighting techniques.

Definition

Demonstration should include

- demonstrating the cap technique
- demonstrating the foil technique.

Process/Skill Questions

- What is the procedure for sanitizing hands and implements?
- How is the product distributed evenly through the hair?
- What types of foil patterns can be used for highlighting?

Task Number 110

Apply temporary color and/or semipermanent color to hair.

Definition

Application should include

- following manufacturer's directions
- checking results of patch test
- sanitizing hands and implements
- pre-shampooing client's hair, if required
- towel blotting hair and removing tangles
- applying color
- combing hair color through and adding more, if needed
- doing strand test for desired results
- rinsing hair and/or shampooing as directed by manufacturer
- removing stains from skin
- reconditioning hair.
Process/Skill Questions

- What is the importance of reading manufacturer's directions?
- Why is pre-shampooing important before a temporary color service?
- How is color applied with the applicator bottle?

Task Number 111

Apply demipermanent color to hair.

Definition

Application should include the following steps:

- Follow manufacturer's directions.
- Check results of patch test.
- Sanitize hands and implements.
- Pre-shampoo client's hair, if required.
- Determine required strength of developer.
- Towel blot hair and remove tangles.
- Apply color.
- Strand test for desired results.
- Rinse hair, and/or shampoo as directed by manufacturer.
- Remove stains from skin.
- Recondition hair.

Process/Skill Questions

- How is the results of a patch test checked?
- How is color applied with the applicator bottle?
- What determines the rinsing or shampooing of the hair?
- What type of conditioner should be used?

Task Number 112

Apply first time (virgin) permanent tint to hair.

Definition

Application should include the following steps:
- Follow manufacturer's directions.
- Apply tint to 1/2 inch from scalp, but not including the last inch.
- Apply on the scalp and ends with fresh tint.
- Strand test for desired results.
- Rinse color from hair with cool water.
- Shampoo hair with acid-balanced shampoo.
- Recondition hair.
- Remove stains from skin.
- Towel dry hair.
- Re-examine the scalp and hair.
- Clean and sanitize implements and work area.

Process/Skill Questions

- What volume of peroxide should be used? Why?
- What is meant by single-process haircoloring?

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Task Number 113

Apply permanent tint retouch.

Definition

Application should include the following steps:

- Follow manufacturer's directions.
- Apply permanent tint to regrowth.
- Perform a strand test for desired results.
- Rinse color from hair with cool water.
- Shampoo hair with acid-balanced shampoo.
- Recondition hair.
- Remove stains from skin.
- Towel dry hair.
- Re-examine the scalp and hair.
- Clean and sanitize implements and work area.

Process/Skill Questions

- Why is it important to only apply the tint on the new growth? What can happen if the tint is applied to previously tinted hair?
- What can be done to refresh faded ends?
Task Number 114

Remove hair color from skin.

Definition

Removal should include applying product to skin that is designed to diffuse pigment from skin.

Process/Skill Questions

- What product can be used to remove artificial color from skin?
- What safety precautions should to be used when removing hair color from the skin?

Task Number 115

Complete client record card for color services.

Definition

Card should include

- consultation information and any difficulties encountered
- analysis notes
- strand test information
- results
- timing
- suggestions for further services.

Process/Skill Questions

- Why is it important to write down anything that went wrong during the color service?
- Is it important to include products that were used on the client? Why, or why not?

Caring for Skin, Hands, and Feet

Task Number 116

Remove unwanted hair.

Definition
Removal should include

- permanent
  - electrolysis
  - photo-epilation
  - laser
- temporary
  - shaving
  - tweezing
  - depilatories
  - waxing.

Process/Skill Questions

- When should electrolysis be used on a client?
- What is the procedure for tweezing hair?
- What safety precautions should be use when working with hot wax? Electrolysis?

Task Number 117

Perform basic manicure.

Definition

Performance should include

- examining client's skin and hands for abrasions, disorders, and diseases
- suggesting medical treatment, if necessary
- removing polish, if necessary
- shaping nails
- softening cuticles in finger bowl
- drying fingers with towel
- applying cuticle remover
- loosening cuticle with orangewood stick covered with cotton
- cleaning under free edge with orangewood stick
- removing excess dead skin, if necessary
- applying nail whitener under free edge, if necessary
- applying cuticle oil or cream and massage into cuticles
- removing excess oil from nail bed
- applying base coat to nails
- applying nail color to nails
- removing excess polish from around the cuticle area
- applying topcoat to nails
• applying hand lotion to hands, using massage techniques
• sanitizing and disinfecting implements and work area.

Process/Skill Questions

• Why is it necessary to analyze the hands and nails?
• What are the five nail shapes?
• What are the differences between a basic manicure and a specialty service manicure?
• What is the purpose of massaging the hands?

Task Number 118

Perform basic pedicure.

Definition

Performance should include

• examining the client's skin and feet for abrasions, disorders, and diseases
• suggesting medical treatment, if necessary
• arranging required equipment, implements, and materials
• placing client's feet on clean paper towel on footrest
• filling footbath with warm water to cover ankles
• adding antiseptic or antibacterial soap to footbath and placing both feet in bath for 3-5 minutes
• removing feet from footbath, rinsing feet, and wiping them dry
• removing polish, if necessary
• filing toenails straight across and even with the ends of the toes with emery board; taking care to avoid filing into corners of the nails
• using a cotton-tipped orangewood stick, apply cuticle solvent to cuticle and under free edge of each toenail
• massaging each toe with cuticle cream or oil
• scrubbing feet in warm, soapy water; rinsing, and drying thoroughly
• applying lotion or cream over the foot to just above the ankle
• massaging both feet, using massage techniques
• removing traces of lotion from the nails
• applying base coat, polish, and top coat on each toenail
• sanitizing and disinfecting implements and footbath.

Process/Skill Questions

• What is the importance of analyzing client's feet before giving a pedicure?
• What is the danger of massaging the shin area?
• What are the differences between a basic pedicure and a specialty service pedicure?
• What is the purpose of massaging the feet?
• What safety precautions should be used when performing a pedicure?

Task Number 119

Perform a basic facial.

Definition

Procedure should include the following steps:

• Complete client consultation.
• Cleanse the face.
• Steam the face (optional).
• Apply massage cream.
• Perform facial massage, using massage techniques.
• Remove massage cream.
• Apply astringent or mild freshening lotion.
• Apply treatment mask or pack formulated for client's skin condition.
• Remove mask or pack.
• Apply astringent or mild freshening lotion.
• Apply moisturizer or protective lotion.
• Discard all disposable supplies and materials.
• Sanitize and disinfect implements and work area.

Process/Skill Questions

• What are the four basic skin types?
• What position should the headrest be in for a facial?
• How do you apply massage cream?
• What are the facial massage movements?
• What is the difference between a mask and a pack?

Managing the Shop

Task Number 120

Identify local, state, and federal regulations for operating a business.
Definition
Identification should include the varying regulations within the local, state, and federal regulations for operating a business.

Process/Skill Questions

• What jurisdiction does the locality have over the regulation for operating a business?
• What jurisdiction does the state have over the regulation for operating a business?
• What jurisdiction does the federal government have over the regulation for operating a business?
• What role does the IRS play in business operations?
• What is OSHA, and what role does it play in operating a business? Who regulates OSHA?
• What is workers' compensation? Who regulates workers' compensation?

Task Number 121

Explain the types of insurance coverage needed by barber shops.

Definition
Explanation should include

• liability
• fire
• health
• disability.

Process/Skill Questions

• What are other types of insurance coverage?
• Is an employer required to provide health benefits? Why, or why not?
• What is malpractice insurance? Should salon owners have this? Why, or why not?
• Who is responsible for the employee's liability insurance?

Task Number 122
Evaluate various barbering business types.

Definition

Evaluation may include the pros and cons of

- booth rental
- individual ownership
- partnership
- corporation
- franchise.

Process/Skill Questions

- What are the advantages and disadvantages of booth rental versus working for an employer?
- What are the advantages and disadvantages of individual ownership versus partnership?
- What is meant by a corporation?
- What is a franchise?

Task Number 123

Define inventory control.

Definition

Definition may include

- purchasing supplies and equipment for a barber shop
- maintaining inventory of retail products or consumption supplies.

Process/Skill Questions

- What are the advantages of renting equipment instead of buying equipment?
- How often should shelves be restocked?
- What are the differences between consumption supplies and retail products?
- Why is keeping track of inventory important?
- What role does an accurate inventory have in preparing a budget for the shop?

Task Number 124
Demonstrate knowledge of employee-management skills.

Definition
Demonstration should include

- practicing employability skills
- resolving client and employee complaints.

Process/Skill Questions

- Why is dependability so important in the workforce?
- What role does morality play in the workforce?
- What role does integrity play in the workforce?
- What role does courtesy play in the workforce?
- What is teamwork? What does it mean to be a team player?
- What is the advantage of a positive attitude in the workplace?
- What are the attributes of a good employee?
- What kinds of communication should be used to resolve complaints?

Task Number 125

Keep daily shop records.

Definition
Keeping daily shop records should include accurate record keeping (e.g., electronic database, customer cards) with regards to local, state, and federal regulations.

Process/Skill Questions

- What is the importance of keeping accurate records?
- Where should records be kept?
- How long should an appointment book be kept?
- How long should daily sales slips be kept?
- How long should deposit slips be kept?
- How long should bank records be kept?

SOL Correlation by Task
<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>39</td>
<td>Sanitize hands before and after every service.</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Demonstrate standard treatment of an injury to a client and to oneself.</td>
<td></td>
</tr>
</tbody>
</table>
| 41 | Follow OSHA guidelines for sanitizing and disinfecting implements after exposure to blood. | English: 11.5, 12.5  
History and Social Science: GOVT.15 |
| 42 | Identify the components of a Safety Data Sheet (SDS). | History and Social Science: GOVT.15 |
| 43 | Demonstrate prescribed procedures for attending to a contaminated (i.e., by blood spill, disease) work area. | History and Social Science: GOVT.15 |
| 44 | Demonstrate knowledge of blood-borne pathogens, including blood poisoning, hepatitis C, and AIDS. | English: 11.5, 12.5  
Science: BIO.4d |
<p>| 45 | Demonstrate safety practices when working with all chemicals. | Science: CH.1b |
| 46 | Sanitize and disinfect combs, brushes, shears, and other implements. |   |
| 47 | Sanitize and disinfect electrical equipment. |   |
| 48 | Maintain shop equipment. |   |
| 49 | Sanitize rollers, clips, perm rods, and perm trays. |   |
| 50 | Launder towels, capes, and smocks. |   |
| 51 | Sanitize and disinfect work areas. |   |
| 52 | Demonstrate a professional image. |   |
| 53 | Demonstrate correct posture and physical poise. |   |
| 54 | Follow practices and procedures related to workplace ethics. | History and Social Science: GOVT.16 |
| 55 | List client's personal information and factors that could affect the service. | History and Social Science: GOVT.16 |
| 56 | Record client's medical history to ensure client's health and safety. |   |
| 57 | Inform client of any irregular scalp conditions. |   |
| 58 | Consult with client before haircut. |   |
| 59 | Apply towel and drape to client. |   |
| 60 | Analyze client's hair, prior to a haircut. |   |
| 61 | Demonstrate various haircutting elevations. |   |
| 62 | Demonstrate hand positions for cutting. |   |
| 63 | Demonstrate safe and effective handling of haircutting implements. |   |</p>
<table>
<thead>
<tr>
<th></th>
<th>Task Description</th>
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</thead>
<tbody>
<tr>
<td>64</td>
<td>Cut hair at all elevations.</td>
</tr>
<tr>
<td>65</td>
<td>Check overall haircut.</td>
</tr>
<tr>
<td>66</td>
<td>Trim beard, mustache, sideburns, eyebrows, and ear hair.</td>
</tr>
<tr>
<td>67</td>
<td>Consult with client prior to styling hair.</td>
</tr>
<tr>
<td>68</td>
<td>Identify design style principles.</td>
</tr>
<tr>
<td>69</td>
<td>Demonstrate use of blow dryer and brushes.</td>
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<td>70</td>
<td>Set hair, using pin curls.</td>
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<tr>
<td>71</td>
<td>Set dry hair on hot rollers.</td>
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<tr>
<td>72</td>
<td>Set hair, using curling iron.</td>
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<tr>
<td>73</td>
<td>Set hair, using rollers.</td>
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<tr>
<td>74</td>
<td>Demonstrate hair wrapping and sculpting techniques.</td>
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<td>75</td>
<td>Perform finger waves.</td>
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<tr>
<td>76</td>
<td>Straighten hair, using thermal tools.</td>
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<td>77</td>
<td>Style hair by basic braiding.</td>
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<tr>
<td>78</td>
<td>Demonstrate comb-out techniques.</td>
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<td>79</td>
<td>Consult with client regarding a permanent wave.</td>
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<tr>
<td>80</td>
<td>Analyze hair and scalp condition.</td>
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<tr>
<td>81</td>
<td>Perform predisposition test.</td>
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<tr>
<td>82</td>
<td>Perform a preliminary strand test for a permanent wave.</td>
</tr>
<tr>
<td>83</td>
<td>Select rod type for permanent waving.</td>
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<tr>
<td>84</td>
<td>Perform wrap method.</td>
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<tr>
<td>85</td>
<td>Apply protective cream and cotton for client protection.</td>
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<tr>
<td>86</td>
<td>Demonstrate application of chemicals.</td>
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<tr>
<td>87</td>
<td>Apply permanent wave according to manufacturer's directions.</td>
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<td>88</td>
<td>Demonstrate test curl.</td>
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<tr>
<td>89</td>
<td>Identify straightening techniques and chemical straightening products.</td>
</tr>
<tr>
<td>90</td>
<td>Analyze hair prior to straightening it.</td>
</tr>
<tr>
<td>91</td>
<td>Examine scalp.</td>
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<tr>
<td>92</td>
<td>Consult with client about prior chemical relaxers used.</td>
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<tr>
<td>93</td>
<td>Select correct chemical.</td>
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<tr>
<td>94</td>
<td>Select appropriate strength of relaxer.</td>
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<td>95</td>
<td>Demonstrate sectioning and subsectioning.</td>
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<tr>
<td>96</td>
<td>Apply protective cream.</td>
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<td></td>
<td>Apply relaxer.</td>
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<td></td>
<td>Demonstrate smoothing.</td>
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<td></td>
<td>Complete client record card for chemical services.</td>
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<td></td>
<td>Consult with client regarding previous chemical use.</td>
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<tr>
<td></td>
<td>Define temporary, semipermanent, demipermanent, and permanent color.</td>
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<tr>
<td></td>
<td>Formulate desired color for client.</td>
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<td></td>
<td>Select appropriate strength of developer for desired results.</td>
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<td></td>
<td>Perform patch/predisposition test to determine sensitivity to color.</td>
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<tr>
<td></td>
<td>Perform a preliminary strand test for color.</td>
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<tr>
<td></td>
<td>Demonstrate appropriate sectioning and subsectioning.</td>
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<td></td>
<td>Apply first-time (virgin) lightener.</td>
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<td></td>
<td>Apply lightening retouch.</td>
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<td></td>
<td>Demonstrate highlighting techniques.</td>
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<td></td>
<td>Apply temporary color and/or semipermanent color to hair.</td>
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<tr>
<td></td>
<td>Apply demipermanent color to hair.</td>
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<tr>
<td></td>
<td>Apply first time (virgin) permanent tint to hair.</td>
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<td></td>
<td>Apply permanent tint retouch.</td>
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<td>Remove hair color from skin.</td>
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<td></td>
<td>Complete client record card for color services.</td>
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<td>Remove unwanted hair.</td>
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<td>Perform basic manicure.</td>
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<td>Identify local, state, and federal regulations for operating a business.</td>
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<td></td>
<td>Evaluate various barbering business types.</td>
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<td></td>
<td>Define inventory control.</td>
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Demonstrate knowledge of employee-management skills.

Keep daily shop records.

Customer Service Infusion Units

Customer Service Infusion Units (CSIU) were designed to be infused with designated CTE courses to help students in those programs achieve additional, focused, validated tasks/competencies in customer service. These units are not mandatory, and, as such, the tasks/competencies are marked as "optional," to be taught at the instructor's discretion. Teachers can find the infusion/unit in the course listing.

Entrepreneurship Infusion Units

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked “optional.” Teachers can find the infusion/unit in the course listing.
Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- College and Work Readiness Assessment (CWRA+)
- Customer Service Examination
- Customer Service Specialist (CSS) Examination
- National Career Readiness Certificate Assessment
- Professional Communications Certification Examination
- Workplace Readiness Skills for the Commonwealth Examination

Concentration sequences: A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.

- Master Barber I (8740/36 weeks, 280 hours)
- Master Barber III (8742/36 weeks, 280 hours)

Career Cluster: Human Services

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
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<tbody>
<tr>
<td>Personal Care Services</td>
<td>Barber Cosmetologist</td>
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</table>