

Cosmetology Lesson Plans

Electricity Chapter

Day 1

10 mins.

KWL Introduction as Springboard into the Lesson

- Teacher writes, "What do we KNOW (K)" on the whiteboard.
- Ask students to think about and say aloud everything they already know about electricity. Write comments as bullets on the whiteboard.
- Listen and write student responses.
- Then create a 2nd column for the (W) and ask them, "As a cosmetologist who might own their own shop someday, WHAT would you like to know about electricity?"
- Again, write their questions as bullets on the whiteboard next to the KNOW comments.

3 mins.

- Have students look to page 264 in the MiLady text for the textbook definition of electricity.
- Give students a whiteboard and challenge them to write the definition in their own words.

3 mins.

- Students will share their definitions and discuss which is clearest to write in their notes

10 mins: Instruction

- Teacher holds a battery and asks students to consider DC versus AC (direct current, alternating current). Take different student responses
- Teacher directs student to draw the flow of electricity as they understand it. Students will draw and use symbols in their notes for converter and rectifier.
- Discuss the diagrams and emphasize the mobile charger versus home outlet phone charger
- (Teacher will bring these props in to help students see the difference.)

8 mins.

- Prompt for students: "What makes this battery (in a remote control, etc) work?" Allow students time to write their response on the individual dry erase boards. Listen as students explain their responses.
- Now, plug in cell phone charge and ask, "What makes this work? " Again, give students time to write their response on their individual dry erase boards.

Remaining 10-15 mins of class time:

- Give students copy of “Electricity for Cosmetologists” to complete using the textbook as research text. (see attached).
- Show students a picture like this one of a bad microderm abrasion and ask them how they think it relates to electricity and power.



Electricity for the Cosmetologist!

List the 6 different Measures of Electricity	What does this actually measure	<i>So What????</i> Why do we need to know this measurement?
1.		
2.		
3.		
4.		
5.		
6.		

Day 2: Electricity

8 mins.

- Begin class with the “KWL” chart from yesterday. Add to it by asking class, “Now, what else do we know, that we can add to your Know list?”

2 mins.

- Teacher holds up 2-prong and 3-prong electrical units. To talk about why we have different cords and how it applies to our understanding of electricity.

5 mins.

- Teacher holds up a hairdryer and asks students, “So, using electricity in your response, why does the hair dryer have a red button?”
- Have students write their response and then direct them to compare their response to an “elbow partner” student.

5 mins.

- Now hold up a power strip. Q: “Why are we limited with Christmas lights strands?” Again, take responses and have full discussions.

10 mins.

- Direct students to go to page 268 in their text and provide a rationalization for each of the 6 guidelines given in their notes.
- Once students finish this, have a full-class share-out to compare the different rationalizations.

Remaining 10-15 mins of class time:

Have students copy this chart into their notes, as you write it on large chart paper. Or you can print the chart and have them do this on the paper.

Direct the class to use pages 268-272 to complete the chart below.

After students finish the chart, by pulling information out of their text, compare their different answers.

If time remains, finish class with one of the EXIT CARDS from your packet.

**Cosmetology Work Environments for
Different Electrical & Lighting Needs**

****For each of the 3 types of cosmetology work places below, write in which services would fall in each place and a brief “why” explanation.**

For ELECTROTHERAPY:

HAIR SALON	SPA	NAIL SALON

FOR LIGHTING:		
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DAY 3: ELECTRICITY

8 mins.

- Begin class with the “KWL” chart from yesterday. Add to it by asking class, “Now, what else do we know, that we can add to your Know list?”

10 mins.

- Pass back the chart from yesterday and discuss and clarify any misunderstandings.

15 mins.

- Direct students to their stack of notecards and have them write out study cards (which will also be saved until their review for state boards) to write a card for each of the terms.

Remaining Class time

- Rearrange the room so that students can play “Connected Cards Activity”
- Note: students will stand in rows facing each other with whiteboards in the center to write their notecard “connections”. Game play continues through the stack of cards until end of class.

DAY 4: ELECTRICITY

8 mins.

- Begin class with the “KWL” chart from yesterday. Add to it by asking class, “Now, what else do we know, that we can add to your Know list?”

15 mins.

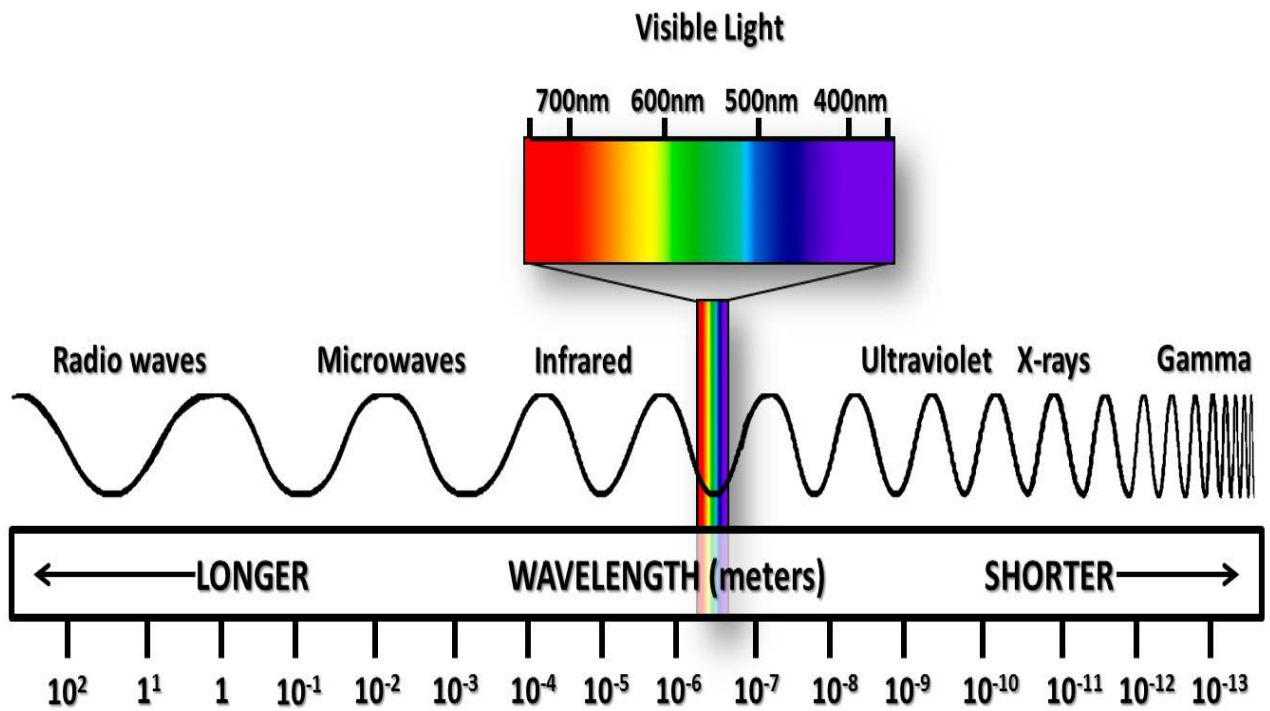
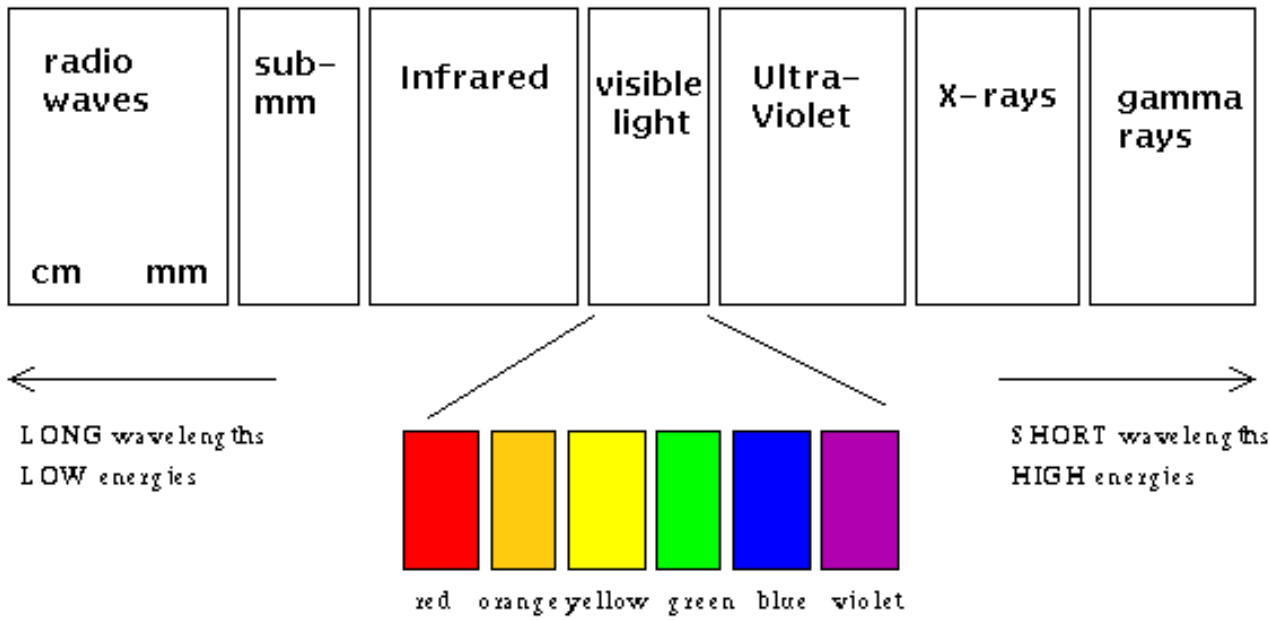
- Pass out the visual tools for Electromagnetic spectrum and Visible light below. Lead students in a thorough discussion of the diagrams.
- Have students “face off” to another student and write down a “Color Analysis of their make-up, hues, skin tone, etc.” When students finish, walk the class outdoors and redo the “Color Analysis.”
- Emphasize to students the difference in fluorescent lights and natural lights and how it affects the visible colors and hues we see.
- Back inside the classroom, refer again to the visuals and continue the discussion about the importance of lighting.

15 mins.

- Teacher will provide a demonstration with LED Light and take questions from students on this.
- Teacher will direct students to pages 274-277 in the text to consider how all of this can affect cosmetologists and the services they provide. For instance, what happens when a client loves her look in the salon, walks into natural light, and comes back in to complain?

Remaining Class time.

* Teacher will go back through the entire KW parts of the KWL chart and look at all of the L—learned information—and review for the test.



Cosmetology Lesson Plans

ANATOMY & PHYSIOLOGY Chapter

DAY 1: A & P

10-12 min.

- Teacher opens with 3 Reasons why Cosmetologists need A, P & H—Probes students to give her 3 solid reasons to write under each letter—related specifically to the profession of Cosmetology.
- Anatomy, Physiology, and Histology

5 min.

- Challenge: Cell drawing without looking, attempting to label as many parts as they can remember...Compare to page 113
- Emphasis key parts needed

8 min

- See page 113 again, for terms: Mitosis and Centrioles
- Following the think-pair-share method, ask students to individually come up with mnemonic devices for the 2 terms, then to meet with a partner student and compare. Share out as a whole class.
- You could also use the dry erase boards for this activity.

5 min

- Repeat this procedure with Metabolism
- Repeat again for Anabolism and Catabolism

15 mins.

- Direct student attention to the Tissue Diagram
- Challenge students, working with a partner, to write 3 different scenarios involving tissue damage that other student partner teams will have to analyze to see if they can correctly identify which of the 4 types of tissue is being described.
- Allow students time to work on their challenging scenarios and then swap cards to see how they do at identifying the tissue type.

End class with prediction: “So, we actually have 9 major body organs. Let’s see how you do on your EXIT CARD at naming as many of the 9 as you possibly can. GO!” ☺

DAY 2: A & P

5 min

- Start with the 9 Organ Lists from the Exit Cards
- Discuss with students how well they did (or didn't do) on recalling the 9 organs of the body

6 min

- Challenge students to think about & answer on their own—with a rationalization—the following 2 prompts:
- 1. If you could only keep 5 organs, which ones would you keep & why?
- 2. If you had to lose 2 organs—which 2 would you give up?
- Take a few minutes to have a discussion—just to get these organ names being used by students to push it more into their working memory.

15 mins

- Segway through the 11 visuals of the 11 Systems in the body.
- Have students—as a whole class—then identify what the “critical attributes” of a system are. List their responses on the whiteboard so you can deepen the discussion of a “system.”

Remaining Class time

- Using balloon and marker, label the facial bones. Use a partner to take turns identifying the bones on the balloon, using text as guide if necessary.

Have students stop with 5 minutes remaining, to conduct the Give one-Get one EXIT CARD.

DAYS 3 & 4: A & P

20 mins

Muscular System

- Objectives: What it is exactly?
- Blank diagrams attached.
- Have students write in their notes the 3 parts of a muscle and specifically how many scalp muscles there are.

20mins

- Challenge students to work with a partner and large chart paper with colored markers to create their own diagram or symbols of “where muscles are and what they control.”

10 mins.

- Have students share out their diagrams, symbols, and responses.

Partner Challenge:

Facial Massage Challenge—one person class out muscles and says as they touch part of face. One student will follow in the book to be sure students are doing the facila correctly based on the muscle they are given to identify.

Repeat this process as students role-reverse

Have students view the Front and Side Views of Facial Muscles

Prompt students: Separate the nice to know from need to know.

Face Diagram Activity:

Using pages 121—123, student partner teams will prepare to answer the question: “Prove you know which 2 stimulation techniques are best for each of the muscle regions.”

- Student teams will need time to prepare their responses and some may want to have chart paper to track their responses.
- Listen carefully as students reply to see how much they understand and how they connect the information.

DAY 5 & 6: A & P

The Nervous System

10-12 Min

“Entrance Prompt: What do you consider most important parts of the nervous system to know as a cosmetologist?”

- Run this as a Think-Pair-Share activity.
- Give students time to think about how they would respond. Then have them turn to an elbow partner to quickly discuss what each other wrote.
- Then conduct a whole class discussion and then direct students turn to page 126-127 and compare what students have written to what book says about the Nervous System.

**Pass out diagram for blank facial nerves to label.

15 min

Decide if you want students to work individually or with an elbow partner on the following activity:

- Have students each select a salon/spa service (other than a hair cut) and write the name of the service on the top of large butcher/chart paper.
- Challenge them to list the specific nerves that are used or need to be considered for that service and draw a diagram with labels and short explanations.

20 min.

Cause & Effect Challenges

- Divide the class into two halves and ask them to physically separate across the room. Ask students to look at the text, beginning on page 129.
- First Step: Each group will need to write some hypothetical “causes” on the Cause & Effect chart attached. The teacher will model how they should focus on Cranial, Arm, Foot, Hand, and Leg Nerves & Muscles. You could say an example of a “CAUSE:” “I was doing yoga the other day and twisted my neck wrong. Ever since this, I have a pain that travels from my left ear to the middle of my shoulder blades.”

**Describe for students that the task tomorrow will be to switch papers with another student and put the “EFFECTS” on, based on your understanding.

Day 6---A & P

30 min.

- Switch papers and spend 30 minutes writing your responses for “Effects.”
- You will want to facilitate around the room to be sure students understand the effects need to be written by referencing specific muscles and nerves.
- Again, following the think-pair-share mode, discuss the different responses and help students make connections.

**Students should definitely have their labeled muscle and nerve diagrams out and make connections to the actual locations of the nerves as they Cause-Effect Scenarios are being discussed.

20 min.

- Notecard opportunity. Have students go through all of the vocabulary words we have covered so far, including the last sections on the Circulatory System too.
- Instruct students to write the term on one side of the card and then a working definition or scenario on the backside.

**We will need the stack of notecards on the next day of class (Day 7) to play the Notecard Connections Game.

DAY 7: A & P

15 min

Start with Circulatory System Diagram attached.

- Page 132, Have students diagram in their notes, from the textbook samples, the circulation of blood.
- Have each student pull out the C-E sheet from day before, choose one c-e scenario and then connect it directly to the circulatory system.
- For fun and to connect for the musical-rhythmic learners, you could Youtube.com search the Happy Days episode where Pottsie sings the “Pump, pump, pump” your blood. Many students will want to listen to it a few times and follow along with the diagram to build some connections/understanding.

15 min.

- Identify different blood vessels and functions. Give each student a blank dry erase board, read through different functions and different artery definitions, and challenge students to write the answer on their dry erase boards.
- Flip around and compare responses to build a conversation.

15 mins.

* Engage students with a round of “Give-one, Get-one.”

DAY 8: A & P

20 mins.

Carousel Activity

Objective: Students actively recall content and try to organize it according to the prompts, while brainstorming about the 4th (new topic)—through the 4 different prompts.

The 4 prompts to post with each large chart paper are attached.

Carousel Activity Directions:

- Have the 4 white papers hung around the room, so that students can move in a circular motion (like a carousel).
- Divide the students into 4 teams, and name them each a color as you pass off one colored marker to one person of each group, 1-4.
- Then tape the “question/statement” beside each large sheet of paper to give students the direction of what they will write at each board---but don’t talk about them as a large group—just hang them up.
- Say to class, “When I say go, I want the blue team to go to the first board, then the red team, green team, and black team each go to another board. You will keep your marker with you the whole time.”
- “The objective of this game is to get as many intelligent comments written on each sheet of paper in YOUR marker color.”
- “When I say, “go” your team will have 2 minutes at the board to read the question or statement and then write your ideas. Use 1-inch letters so that we can all read it, but you aren’t taking up too much space.”
- Have the teams “go” ...when it is time to call 2 minutes, say “time.” And now say “Everyone rotate counter clockwise to the next board.” “When you get to the next paper, BEFORE YOU WRITE anything-read what the other team(s) have/has written. Don’t duplicate anything they have written. If you DISAGREE with anything that is already written, just take your marker and draw one line through it, so we can see you think they are wrong. “

Ok. “Go” ...then just call “time” every 2 minutes until each group has spent time at each board.

20 mins.

- Problem-Solving Instructional Frame
- Give each student pair a copy of the “What’s your Problem?” frame.
- Have students write the following in the Problem box: How do you convince a cosmetology student that they need to have a good working knowledge of Anatomy, Physiology, and Histology to be successful?”

- Then give them time to collaborate, using their notes &/or text to fill in the 3 reasons/solutions with 2 pieces of specific evidence for each section. See the attachment for better understanding.

DAY 9: A & P

Objective: Full review of the 2 weeks of content

20 mins

- Have students work in teams of three to complete the SWOT Analysis sheet, or give them large chart paper to work with, depending on your teaching area. Students should be instructed to start with the textbook and their notes open to page one, and go through all of the key points—putting them in one of the boxes, S, W, O, or T.

Directions to read aloud/explain to students:

*** The purpose of a SWOT Analysis is to really think about how you are interacting with the knowledge, skills, and understandings of the material being studied. Think about each of the 4 categories:

Strengths with the material (what comes easily to you now),

Weaknesses (what parts are you still struggling with and need to study),

Opportunities (what parts of the content will really help you grow as a Cosmetologist), and

Threats (which parts of the content do still feel clueless on---seem too difficult to connect). **See Attachment.

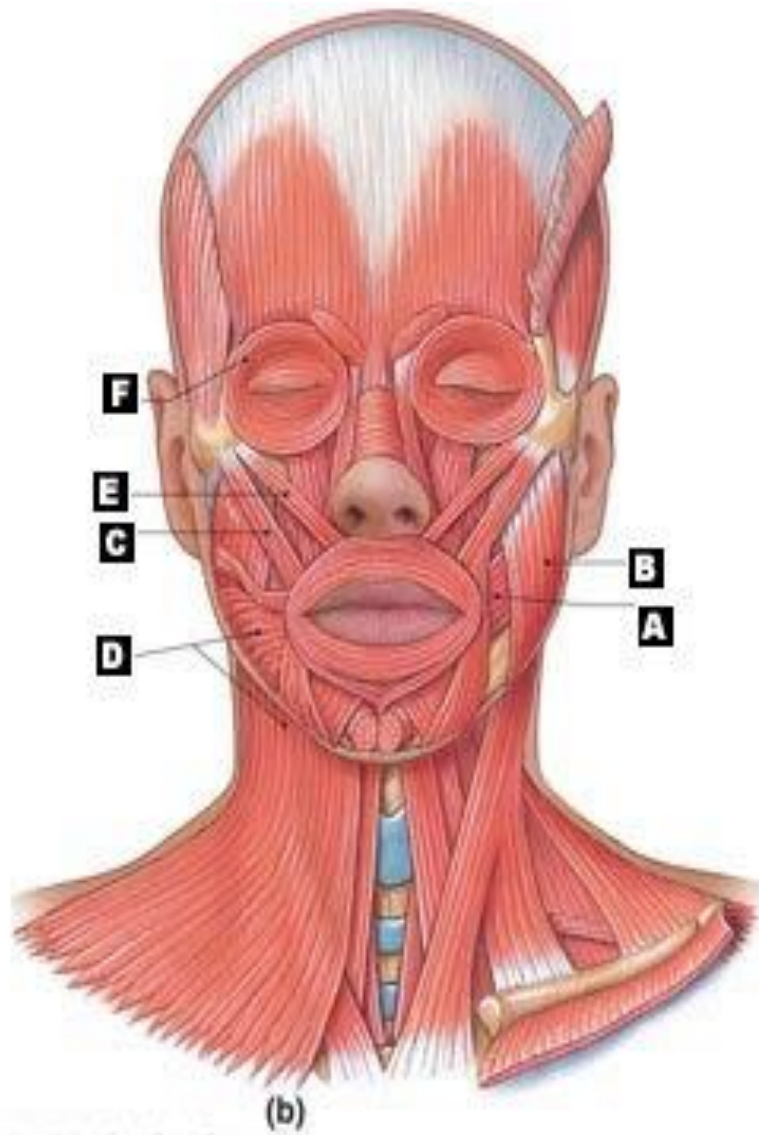
SWOT Analysis

Strengths

Weaknesses

<u>Opportunities</u>	<u>Threats</u>

Label the Facial Muscles onto this Diagram

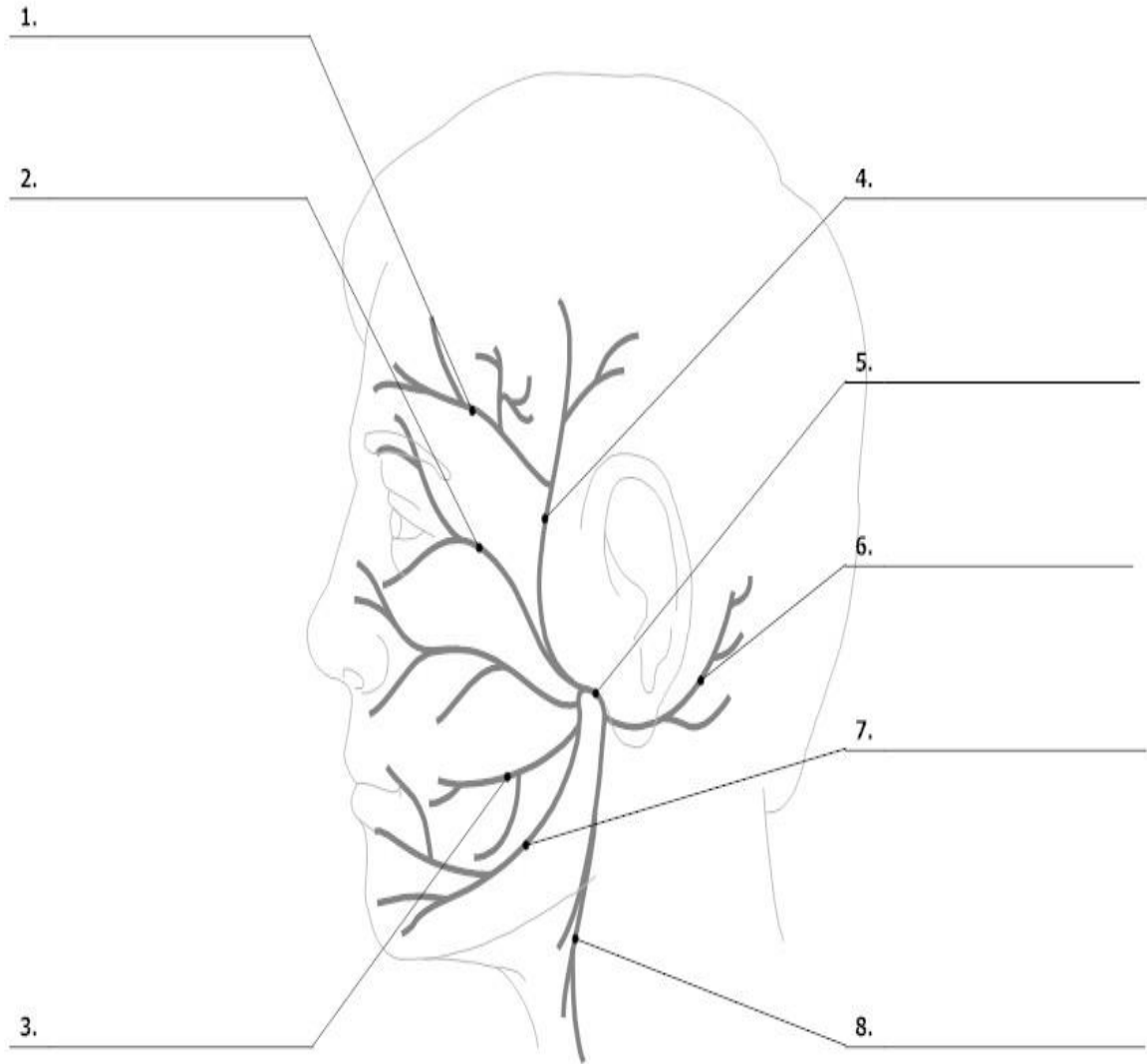


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What are tips/tricks we can use to memorize the location & names of these muscles?

Now try the same for the nerves:

Nerves of the Head and Neck



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Carousel Prompt #1

Describe as much as you can the different types of nerves found in the body and how they react.

Carousel Prompt #2

**Describe as much
as you can the
different types of
blood vessels
found in the body.**

Carousel Prompt #3

**Name and discuss
as many of the
types of glands
found in the human
body and what
they do.**

**Name the 11 main
body systems and
as many functions
as you can.**