# BASIC ESTHETICIAN

## PROFILE OF TRAINING MASTERY

Instructor: ___________________________ Date: ______________________

Program: _____________________________________________________________________________

School: ____________________________________________________ Grade: _____________________

Name: ________________________________________ Soc. Sec. No. ______________________

Address: ___________________________________________________ Phone: ____________________

In Case of Emergency, Contact: ________________________________

Address: ___________________________________________________ Phone: ____________________

Allergies/Disabilities that might require special accommodation for training (please specify):
_____________________________________________________________________________________

The above information can be used for school records and/or to ensure safety of students. This confidential information is not to be released to employers or the general public.

Date of Enrollment: ___________________________ Date of Withdrawal: ______________________

Date of Completion: _________________________ Total On-the-Job Training Hours: ________________

Total Class Hours: ___________________________ Total Lab Hours: ___________________________

Total Hours Tardy: ___________________________ Total Hours Absent: _________________________

## ON-THE-JOB TRAINING/WORK EXPERIENCE

<table>
<thead>
<tr>
<th>Duration of Employment</th>
<th>Job Title</th>
<th>Supervisor’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Address of Employer</td>
<td></td>
<td>Phone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration of Employment</th>
<th>Job Title</th>
<th>Supervisor’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Address of Employer</td>
<td></td>
<td>Phone</td>
</tr>
</tbody>
</table>

---

**Use of This Document**

This document can be used to record information about the student and skills mastered. This information is useful in documenting student progress during training and in providing information about the student’s qualifications to potential employers and/or for entry into advanced training programs. Instructors using these materials are authorized to reproduce this document as required for use in their training programs.
BASIC ESTHETICIAN

SPECIFIC JOB COMPETENCIES

UNIT 1 — THE MUSCLES OF THE HEAD, FACE, AND NECK
1. Recognize facts about muscles.
2. Identify the location and functions of the muscles of the head, face, and neck.
3. Identify muscles of the head, face, and neck.

UNIT 2 — THE NERVES AND MOTOR POINTS OF THE HEAD, FACE, AND NECK
1. Recognize facts about cranial nerves.
2. Select descriptions of the branches of the trigeminal and facial nerves.
3. Describe the motor points of the face.
4. Identify the motor points of the face.

UNIT 3 — THE BONES OF THE HEAD, FACE, AND NECK
1. Recognize facts about the cranial bones.
2. Describe the facial bones.
3. Recognize facts about the neck bones.
4. Identify the bones of the head, face, and neck.

UNIT 4 — THE SKIN OF THE FACE AND NECK
1. Identify skin types.
2. Analyze skin types.
3. Match skin disorders to their correct descriptions.
4. Match skin diseases to their correct descriptions.
5. Identify the steps in giving a facial to a client with normal skin.
6. Identify the steps used in treating dry skin.
7. Identify the steps used in treating oily skin.
8. Identify the steps used in treating combination skin.
9. Outline the differences in treating the four types of skin.

UNIT 5 — PREPARING FOR A FACIAL
1. Describe products, supplies, and equipment used in giving a facial.
2. Identify sections of a Material Safety Data Sheet (MSDS).
3. Interpret a Material Safety Data Sheet.
4. Describe the procedure for preparing the facial area.
5. Identify the steps in preparing a client for a facial service.
6. Prepare a client for a facial.
7. Perform facial manipulations.
8. Perform a facial.

Student ratings on specific competencies evaluated during the course are available upon student’s written request and/or by calling the instructor. Parent’s or guardian’s signature is necessary if student is under 18 years of age.
UNIT 6 — REMOVING SUPERFLUOUS HAIR
1. Identify three methods of electrolysis.
2. List methods of temporary hair removal.
3. Identify methods of hair removal.
4. Determine proper methods of hair removal.
5. Apply chemical depilatories.
6. Perform a facial wax.
7. Apply leg wax.
8. Recognize steps for determining the arch of the eyebrow.

UNIT 7 — PERFORMING RELATED FACIAL SERVICES
1. List the steps for facial hair lightening.
2. Perform facial hair lightening techniques.
3. List the steps for applying strip eyelashes.
4. Apply strip eyelashes.
5. List the steps for applying individual eyelashes.
6. Apply individual eyelashes.
7. List the steps for giving a lash and brow tint.
8. Give a lash and brow tint.

UNIT 8 — APPLYING BASIC MAKE-UP
1. Identify basic make-up products.
2. Select supplies and equipment needed for make-up application.
3. Outline the procedure for preparing the work area.
4. List the steps for preparing a client for a make-up service.
5. State the different types of foundations.
6. Apply foundation.
7. Identify types of make-up used in the eye area.
8. Apply eye make-up.
9. Select types of blush and powder.
10. Apply blush and powder.
11. Identify types of lip products.
12. Apply lip products.
UNIT 9 — APPLYING CORRECTIVE MAKE-UP

__________ 1. Identify factors for analyzing the face.
__________ 2. Analyze the face.
__________ 3. Distinguish between shadowing and highlighting techniques.
__________ 4. Outline corrective foundation techniques.
__________ 5. Apply corrective foundation.
__________ 6. Match nose shapes to corrective technique.
__________ 7. Apply make-up to correct the shape of the nose.
__________ 8. Describe corrective eye make-up techniques.
__________ 9. Apply corrective eye make-up.
__________ 10. Outline steps for applying corrective blush and powder.
__________ 11. Apply corrective blush and powder.
__________ 12. Identify corrective lip techniques.
__________ 13. Apply corrective lip techniques.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit Title</th>
<th>Basic Skills</th>
<th>Icons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Muscles of the Head, Face, and Neck</td>
<td>Science Critical Thinking Employability</td>
<td><img src="icon1.png" alt="Icons" /></td>
</tr>
<tr>
<td>2</td>
<td>The Nerves and Motor Points of the Head, Face, and Neck</td>
<td>Science Critical Thinking Employability</td>
<td><img src="icon2.png" alt="Icons" /></td>
</tr>
<tr>
<td>3</td>
<td>The Bones of the Head, Face, and Neck</td>
<td>Science Critical Thinking Employability</td>
<td><img src="icon3.png" alt="Icons" /></td>
</tr>
<tr>
<td>4</td>
<td>The Skin of the Head, Face, and Neck</td>
<td>Reading Critical Thinking Employability</td>
<td><img src="icon4.png" alt="Icons" /></td>
</tr>
<tr>
<td>5</td>
<td>Preparing for a Facial</td>
<td>Reading Oral Communications Interpersonal Critical Thinking Employability</td>
<td><img src="icon5.png" alt="Icons" /></td>
</tr>
<tr>
<td>6</td>
<td>Removing Superfluous Hair</td>
<td>Reading Oral Communications Interpersonal Critical Thinking Employability</td>
<td><img src="icon6.png" alt="Icons" /></td>
</tr>
<tr>
<td>7</td>
<td>Performing Related Facial Services</td>
<td>Oral Communications Interpersonal Employability</td>
<td><img src="icon7.png" alt="Icons" /></td>
</tr>
<tr>
<td>8</td>
<td>Applying Basic Make-Up</td>
<td>Oral Communications Interpersonal Employability</td>
<td><img src="icon8.png" alt="Icons" /></td>
</tr>
<tr>
<td>Unit</td>
<td>Unit Title</td>
<td>Basic Skills</td>
<td>Icons</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------</td>
<td>---------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>9</td>
<td>Applying Corrective Make-Up</td>
<td>Reading Oral Communications Interpersonal Critical Thinking Employability</td>
<td></td>
</tr>
</tbody>
</table>
Basic Esthetician
Instructor’s Manual

Upfront
Objective Sheet
Instructor’s Guide
Answers
Transparency Masters
Written Test
Handouts

Developed by the
Curriculum and Instructional Materials Center
for the Trade and Industrial Education Division
Oklahoma Department of Career and Technology Education
TABLE OF CONTENTS

Instructor's Manual

Upfront
  Acknowledgments ............................................................ vi
  How to Use this Publication ................................................ vii
  General Instruction ................................................................ xi
  Basic Skills in Curriculum ..................................................... vii
  Measuring Student Performance Gains ..................................... ix
  Corrections and Suggestions ................................................... xi

One set per unit of the following components:

- Objective Sheet
- Instructor's Guide
- Answers
- Transparency Masters (as appropriate)
- Written Test
- Handouts (as appropriate)
- Other required media (as appropriate)

Student Workbook

One set per unit of the following components:

- Objective Sheet
- Information Sheet
- Assignment Sheets (as appropriate)
- Job Sheets (as appropriate)
- Student Supplements (as appropriate)

UNIT 1
  The Muscles of the Head, Face, and Neck .............................. 1-1
UNIT 2
  The Nerves and Motor Points of the Head, Face, and Neck ........ 2-1
UNIT 3
  The Bones of the Head, Face, and Neck .............................. 3-1
UNIT 4
  The Skin of the Face and Neck .......................................... 4-1
UNIT 5
  Preparing for a Facial ..................................................... 5-1
UNIT 6
  Removing Superfluous Hair .............................................. 6-1
UNIT 7
  Performing Related Facial Services ........................................ 7-1
UNIT 8
  Applying Basic Make-Up ....................................................... 8-1
UNIT 9
  Applying Corrective Make-up .................................................. 8-1
ACKNOWLEDGMENTS

Project Manager: Claire Zevnik - Cline

Advisory Committee: Abbi Vincent, Francis Tuttle Technology Center
Minnie Rogers, Mission High School

Writer(s): Claire Zevnik - Cline
Abbi Vincent

Editor(s): Deneice Cunningham

Electronic Document Specialists: Melinda Hawk and Tori Hawkins

Cover Design: Melinda Hawk

Illustrators: Candy Haun

SPECIAL THANKS

The cooperation and dedication of many professionals at the Oklahoma Department of Career and Technology Education were instrumental in producing this publication. The Trade and Industrial Education Division staff provided valuable input and guidance.

This publication could not have been printed without the expertise and commitment of the Printing Plant staff, under the supervision of Danny Darrow. Deliver of the final product was accomplished through the excellence of the Curriculum Customer service staff, under the direction of Lana Austin, and the CIMC Warehouse staff, under the direction of Darrell Stiles. Ranae Abraham efficiently handled the contracts, correspondence, and committee meetings relating to this publication.
HOW TO USE THIS PUBLICATION

Introduction
Unit components are tied to measurable and observable learning outcomes. Instructors are encouraged to supplement unit components with other resources to make units as responsive to local conditions and student needs as possible.

Most units of instruction are designed for use in more than one lesson or class period. Instructors should determine the following for each unit:

- amount of material that can be covered in each class period;
- skills that must be demonstrated;
- supplies and equipment needed;
- amount of class time needed for demonstrations;
- amount of class time needed for student practice;
- supplementary materials to be ordered; and
- resource persons who must be contacted.

Keeping students motivated is a challenge. Supplement each unit with current information, personal experiences, and other information. In a group setting, prepare for each unit by determining the best way to teach each objective, and allow for student input. For individualized instruction, provide opportunities for the student to become involved in planning and being responsible for his or her own education.

Organization
Each unit of instruction is based on the performance needed for successful employment in an occupational area. A complete unit will contain instructor and student components as follows:

Instructor’s materials include the Instructor and the Student components.

Components Guide

Objective Sheet — The Objective Sheet summarizes each unit for the student and the instructor. The Objective Sheet includes the following sections:

Introduction — This section introduces students to the unit topic and its importance to them. The Introduction also relates the unit to students’ experiences and their “need to know,” it helps capture their interest and focus their attention on the specific topic.
Prerequisites — A prerequisite may be one or more units from the same book or from other books which must be completed before beginning the unit. (If no prerequisites exist for any of the units in the book, this section is omitted.)
Focus Assignments — The focus assignment is designed to focus the students’ attention on the topic of the unit. It may require the student to use a Student Supplement, textbook, unit references, magazine, newspaper, web site, or CD-ROM. It may also require the student to complete a short written activity.
**Unit Objective** — The unit objective states the overall goal of the unit. It identifies what the student will be able to do after successfully completing the unit, as well as the standards used to measure student performance.

**Specific Objectives** — The specific objectives outline the teaching sequence of the competencies required to reach the unit objective. The specific objectives on the Objective Sheet should be emphasized to all students at the start of each unit and throughout the teaching/learning process. This will help answer student questions about performance requirements for each unit. Specific objectives can also assist instructors in determining teaching strategies and instructional methods. Instructors should prepare for each unit by deciding how each objective could best be taught. Instructors should modify, delete, or add objectives to meet the needs of students and the community.

**Information Sheet** — The Information Sheet provides the “must know” content essential for meeting the cognitive objectives in the unit. Information is usually presented in print on the Information Sheet, but may also be presented in other formats, if appropriate, such as on videotape, software, CD-ROM, or other media. Many objectives on the Information Sheet begin with a “Words You Should Know” section. This boxed item identifies terms relating to the objective, and gives a definition for each. Terms in the “Words You Should Know” boxes are tested only indirectly with the objective information and not on the Written Test as a matching exercise.

The Information Sheet may include clarifying NOTES and EXAMPLES as needed. In the left column, students and instructors are reminded of the optional and/or required activities and resources available for a particular objective. Students should read the Information Sheet for each unit before it is discussed in class. Space is provided in the margins for both students and instructors to add notes that clarify and/or expand upon the information presented.

**Assignment Sheets** — The Assignment Sheets address the learning levels at or above the application level of Bloom’s taxonomy. They allow students to perform non-psychomotor activities related to occupational tasks. Assignment Sheets also provide students with an opportunity to use higher-order thinking skills, such as problem solving, synthesizing, analyzing, and evaluating. In addition, they may provide opportunities for cooperative learning and more detailed oral/written communication activities.

Assignment Sheet activities can be “paper and pencil” activities, as well as those using computer software, videotapes, models, Student Supplements, online resources, or other resources as appropriate.

**Job Sheets** — Job Sheets give students step-by-step procedures for performing manipulative or psychomotor occupational tasks or jobs. It also records the instructor’s evaluation of each student’s performance. Both the process and the end product are evaluated. Diagrams, illustrations, and photographs are included, as needed, to assist students in completing the job.
Individual Job Sheets may include various warnings written to conform to the latest specifications of the American National Standards Institute (ANSI). DANGER is used if the situation will lead to death or serious injury if not avoided; WARNING is used if the situation could lead to death or serious injury if not avoided; CAUTION is used if the situation could lead to minor or moderate injury; NOTICE is used if the situation could cause property damage only; and IMPORTANT is used to refer to operating or maintenance tips.

The instructor should demonstrate the procedure outlined in each Job Sheet. Instructors may also have to localize specific procedures.

**Student Supplements** — Student Supplements provide additional information for the students. They may provide information to assist the student with assignments or they may be “nice to know” information the committee felt the students should have available. Rather than providing this information in the form of Handouts which the instructor would need to copy and give the students, the committee determined Student Supplements should be included as a part of each Student Workbook.

**Instructor’s Guide** — The Instructor’s Guide leads instructors step by step, objective by objective through the unit. It recommends instructional strategies for the focus assignments and for each of the specific objectives. Resources, activities, and unit references are identified. These resources can be used to supplement the instructor’s knowledge of the subject area and to help students with particular interests or occupational objectives. In addition, the Instructor’s Guide provides guidelines for evaluating student performance.

Instructors should study the Instructor’s Guide before introducing the unit, allowing enough time to obtain supplemental materials, prepare audiovisual materials, and to contact outside resource persons. Specific tasks of the instructor will vary with each unit.

**Answers** — This component lists the answers to all of the Assignment Sheets and Written Test questions.

**Transparency Masters** — Transparency Masters are provided so that instructors can make transparencies to accompany specific units. Transparencies allow students to see as well as hear the information being presented, thus reinforcing the learning process. They also direct attention to the topic under discussion. Transparencies should be left on the screen only when the related topics are under discussion.

**Written Test** — The Written Test includes multiple-choice items for each of the specific objectives from the Information Sheet (Assignment Sheet and Job Sheet objectives are not evaluated by the Written Test). If instructors have added, deleted, or modified any objectives, appropriate changes should be made to the Written Test as well.

The Written Test serves as both a pretest and a posttest. In order to measure and document student competency gains as required by the latest Carl Perkins regulations, and as outlined in the Oklahoma-developed system of standards and
measures, it is essential that the same test be used as a pretest and as a posttest. If instructors choose to use tests other than the Written Test, they should make sure that the same instrument is used for each activity — pre- and posttest.

**Handouts** — Handouts perform a function similar to that of Student Supplements. However, Handouts are generally used at the instructor’s discretion, so they appear in the Instructor’s Manual only.

**Documentation**

**Profile of Training Mastery** — The Profile of Training Mastery documents student performance. Each profile lists the specific competencies covered in the book, and provides space for recording information about the student and the student’s mastery of each objective. Space is also provided for recording pre- and posttest scores, modified gains, and instructor comments. One copy of the Profile of Training Mastery is included with the instructor edition to produce individual student records.

**Crosswalk** — The curriculum and duty-task crosswalk shows the correlation between the tasks on an industry duty-task list (DTL) and the instructional components in a CIMC curriculum. When an activity involving one of these basic skills is identified, the corresponding icon appears.

**Reminder Symbols**

**Required Activities and Resources (R)**
These are fully integrated components of this CIMC curriculum. They are usually packaged in or with the curriculum and are essential in meeting the learning objectives. Reproducible Transparency Masters are included in the Instructor’s Manual. Transparency Masters should be used to make overhead transparencies for use during instruction. Non-reproducible resources are included in the student’s curriculum.

**Optional Activities and Resources (O)**
These are suggested high-interest activities to help deliver learning objectives to students or to let students achieve objectives in an applied context. Select as many as you wish to use. Some activities use extra resources for further information about unit content. You can make them available in the classroom for in-depth study or optional activities, but their use is not required for meeting CIMC unit objectives.
GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor’s Manual are available.

R Have the students complete the Assignment Sheet. Evaluate each student’s performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student’s Profile of Training Mastery.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so that they may use them for later reference if needed.

Job Sheets

R Review the introduction and evaluation criteria for the Job Sheet. Remind the students that they should not fill in the blanks in the Yes/No columns.

R Review and explain all general guidelines, safety cautions, and warnings.

R Make sure that all tools, equipment, and supplies are available.

R Demonstrate each of the procedures outlined in the Job Sheet.

R Allow the students to practice the Job Sheet skills before skills testing. Coach, correct, and supervise as necessary.

R Have the students complete the Job Sheet. Evaluate each student’s performance and provide remediation as necessary. Have the students repeat the Job Sheet until they achieve mastery.

R Complete each student’s Profile of Training Mastery.

R Return the completed Job Sheets to the students so that they may use them for later reference if needed.

O Have the students volunteer to read aloud the job guidelines, cautions, and warnings.
BASIC SKILLS IN CURRICULUM

The CIMC has always been mindful of the importance of reinforcement (and sometimes remediation) of students' academic skills as they progress through vocational training, and has always included activities in its materials to enhance and promote use of these skills.

Recent state and federal legislation mandates vigorous basic skills development in vocational education in the wake of demands by industry that workers must be academically, as well as technically, competent, given the nature of the highly complex work place. In response, the CIMC has taken the following steps to document that, indeed, the instructional materials do combine academic skills training with the vocational training. In addition, concerted efforts have been made to “beef up,” or enhance the basic skills instruction already present.

Basic Skills Icons

To assist teachers and students in identifying activities that promote basic skills development, the CIMC has implemented a marking system that uses simple graphic symbols, or icons, to identify the basic skill or skills that are called for in each Job or Assignment Sheet, and in focus assignments.

Each of the ten broad skills areas—reading, writing, mathematics, science, oral communication, interpersonal or relating, creative thinking and problem solving, employability, social studies, and Technology—is represented by the icon presented below.

When an activity involving one of these basic skills is identified, the corresponding icon is placed on the Job or Assignment Sheet.

As an example, an exercise that requires a student to conduct library research would make necessary the use of specific reading comprehension and research and reference skills. The basic skills that the exercise promotes would be depicted as follows:
MEASURING STUDENT PERFORMANCE GAINS

When you examine this book, you will notice that separate written pretests are no longer included in the units of instruction. Each CIMC unit now contains only a single Written Test. This test should be used as both pretest and posttest by giving it once before students start a unit and again when they have completed the unit.

Removing Superfluous Hair

ASSIGNMENT SHEET 2

Name: _____________________________________________ Date: ____________________

OBJECTIVE

4

Determine proper methods of hair removal.

INSTRUCTIONS

In each circumstance below, the client is asking for your professional opinion regarding the best method of hair removal for his or her situation. Write the method that you would recommend and give your reason for selecting it.

1. Mark has been cast as the bald king in a school play. He would prefer not to wear a skull cap. What would you recommend? Why?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

The reason for using a single instrument as both pretest and posttest is so that direct comparison of each student’s competencies before and after instruction can be made accurately. This comparison enables precise calculation, documentation, and evaluation of student performance gains.

Accurate performance gains analysis is an important requirement of the new Carl Perkins legislation for vocational education. Teachers can make an important contribution to the performance accountability mandated by the new federal legislation by carrying out accurate performance gains analysis for their students, and making this data available to students, parents, and administrators.
CORRECTIONS AND SUGGESTIONS

The Curriculum and Instructional Materials Center (CIMC) wants to provide career and technology education instructors and students with accurate and effective materials. Although the CIMC strives to maintain the highest standards of development and production, oversights sometimes do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. To do this, please identify the page(s) affected and write any comments to clarify the error or suggestion. Use the spaces below. Then, simply fold (bottom of page upward, top downward), secure, and mail.

This information will be used to correct the publication before the materials are reprinted. To ensure that the material is updated on a timely basis, notify the CIMC of necessary corrections as soon as possible after discovering the error.

2 Fold downward

BASIC ESTHETICIAN

Unit/ Page: Comment:
_____ _________________________________________________________________
_____ _________________________________________________________________
_____ _________________________________________________________________
_____ _________________________________________________________________
_____ _________________________________________________________________

Thank you for your comments. If we have questions, how may we contact you:
_____________________________________________________________________

1 Fold upward
CIMC
OKLAHOMA DEPARTMENT OF
CAREER AND TECHNOLOGY EDUCATION
1500 W. 7TH AVE
STILLWATER OK 74074-4364

ATTN: Corrections Department
INTRODUCTION

The skin is the largest organ of the body. To provide your clients with the best facial services possible, you need to know about the different types of skin, skin disorders, and diseases. This unit will provide that information.

FOCUS ASSIGNMENT

Read the label on one of each kind of mask — normal, dry, and oily — to determine the contents.

Prepare a chart contrasting the contents of the three masks. Write a brief paragraph stating the differences in contents and your conclusion regarding their differing effects.

UNIT OBJECTIVE

After completing this unit, you will demonstrate the following competencies by mastering the activities on the Assignment Sheet and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Identify skin types.
2. Analyze skin types. (Assignment Sheet)
3. Match skin disorders to their correct descriptions.
4. Match skin diseases to their correct descriptions.

5. Identify the steps in giving a facial to a client with normal skin.

6. Identify the steps used in treating dry skin.

7. Identify the steps used in treating oily skin.

8. Identify the steps used in treating combination skin.

9. Outline the differences in treating the four types of skin.
The Skin of the Face and Neck

INSTRUCTOR'S GUIDE

GENERAL INSTRUCTIONS

Assignment Sheets

R Review the directions and any specific guidelines.

R Make certain that any needed materials from the Instructor’s Manual are available.

R Have the students complete the Assignment Sheet. Evaluate each student’s performance and provide reteaching and retesting as necessary. Have the students repeat the Assignment Sheet until they achieve mastery.

R Complete each student’s Profile of Training Mastery.

O Have the students volunteer to read aloud the directions and any special guidelines.

O Return the completed Assignment Sheets to the students so they may use them for later reference if needed.

OBJECTIVE 1

Identify the skin.

R Discuss the Information Sheet, Objective 1.

O Show pictures that illustrate various skin types.

O Have the students collect and bring to class pictures of various skin types.
OBJECTIVE 2

Analyze skin types. (Assignment Sheet)

R See the general instructions for all Assignment Sheets.

O Have the students determine the characteristics of each other’s skin types.

OBJECTIVE 3

Match skin disorders to their correct descriptions.

R Discuss the Information Sheet, Objective 3.

O Show pictures of various skin disorders. Have the students characterize the appearance of each disorder.

O Have the students relate their experiences with skin disorders.

O Have the students conduct research about skin disorders and report five of their findings to the class.

O Have an esthetician or doctor discuss skin disorders and diseases.

OBJECTIVE 4

Match skin diseases to their correct descriptions.

R Discuss the Information Sheet, Objective 4.

R Show pictures of various skin diseases. Have the students characterize the appearance of each disease.

O Have the students relate their experiences with skin diseases.

O Have the students conduct research about skin diseases and report five of their findings to the class.
OBJECTIVE 5

**Identify the steps in giving a facial to a client with normal skin.**

- **R** Demonstrate the steps in giving a facial to a client with normal skin.
- **O** Show pictures illustrating the characteristics of normal skin.

OBJECTIVE 6

**Identify the steps used in treating dry skin.**

- **R** Demonstrate the steps in giving a facial to a client with dry skin.
- **R** Have the students practice giving facials to each other by following each step as it is demonstrated.
- **O** Have the students apply a sample of each mask — normal, dry, and oily — to their own faces so they can experience the differences.

OBJECTIVE 7

**Identify the steps used in treating oily skin.**

- **R** Demonstrate the steps in giving a facial to a client with oily skin.
- **O** Show pictures illustrating the characteristics of oily skin.
- **O** Have the students discuss differences in daily skin care for a client with dry skin and a client with oily skin.

OBJECTIVE 8

**Identify the steps used in treating combination skin.**

- **R** Demonstrate the steps in giving a facial to a client with combination skin.
- **O** Have the students mix a descrustation solution.
- **O** Have the students conduct research to learn the benefits of using baking soda on the skin and report their findings to the class.
OBJECTIVE 9

Outline the differences in treating the four types of skin.

R Discuss the Information Sheet, Objective 9.

O Have the students tell any other differences they observed during the demonstrations.

O Have the students state why different steps are needed for normal, dry, oily, and combination skin types.

O Have students complete the Unit Review in the Handout.

EVALUATION

Pretest

• Use the unit Written Test for both the pretest and posttest. Give the students the pretest before they begin the unit.

• Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

• Use an informal evaluation of the Focus Assignment as a diagnostic tool for determining if any students need extra help in reading comprehension or writing skills. Refer these students to their English instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

• Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.

• Complete each student’s Profile of Training Mastery.

Posttest

• After they have completed the unit, give students the Written Test again.

• Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.

• Complete the appropriate sections of the Profile of Training Mastery.
• Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

REQUIRED RESOURCES

Online

NOTE: Web site addresses were accurate and all content on referenced web sites was appropriate during development and production of this product. However, web sites sometimes change; the CIMC takes no responsibility for a site’s content. The inclusion of a web site does not constitute an endorsement of that site’s other pages, products, or owners. You are encouraged to verify all web sites prior to use.

• Yahoo Health
  http://health.yahoo.com/topic/beauty/overview/article/islco/skin_and_beauty_isl_beauty_skin_types

• How Stuff Works.com
  http://health.howstuffworks.com/how-to-treat-acne.htm

• The Skin Site
  www.skinsite.com/index_dermatology_diseases.htm

OPTIONAL RESOURCES

Publications


UNIT REFERENCES

Publications
