



## Task Sheet: Mastering the Art of Hairdressing

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### General information of task for teacher

<b>Title of the lesson plan / task sheet</b>	Mastering the Art of Hairdressing
<b>Brief description of the competences the students will learn (including, for example, which scientific theory is based on)</b>	<p>In this lesson, the students will:</p> <ul style="list-style-type: none"> <li>• Develop basic competences related to haircut styles and techniques based on principles of hair structure, face shapes, and the art of hair cutting.</li> <li>• Learn how to work with costumers</li> </ul>
<b>Specialty/target group (if applicable)</b>	All students
<b>Learning outcome(s) for the vocational profession</b>	<ul style="list-style-type: none"> <li>• Analyze and identify clients' face shapes to recommend suitable haircut styles.</li> <li>• Demonstrate proficiency in various haircut techniques, including scissor and clipper cuts.</li> <li>• Apply knowledge of hair structure to ensure precision and client satisfaction.</li> <li>• Display attention to detail and precision in haircut execution.</li> <li>• Establish good verbal and non-verbal communication with costumers</li> <li>• Learn to accept constructive criticism and assertive way of resolving conflicts</li> </ul>
<b>Tools needed for this lesson plan/ task sheet (if applicable)</b>	<ul style="list-style-type: none"> <li>• Mannequin heads or live models (if available)</li> <li>• Hair cutting tools (scissors, clippers, combs, brushes)</li> <li>• Mirror stations with chairs</li> <li>• Visual aids (images of haircut styles, face shapes)</li> <li>• Notebooks and pens</li> <li>• Hair styling products (optional)</li> <li>• Cards with scripts for role-play</li> </ul>
<b>Approximate time to complete the task</b>	<p>This lesson plan is designed for a 4-hour session divided in 4 modules:</p> <ol style="list-style-type: none"> <li>1. Presentation and rules – 30 min.</li> <li>2. Activity 1: Pairs – 1 hour</li> <li>3. Activity 2: Individual work (voluntarily) - 1 hour and 30</li> </ol>



	<p>min</p> <p>4. Discussion and evaluation – 1 hour</p>
<p><b>Suggested more comprehensive methodical guide for doing / carrying out the task (for the teacher or student)</b></p>	<ul style="list-style-type: none"> <li>• Setting a specific task, rules and goals.</li> <li>• Requesting answers from the students about the work done, about the experience and satisfaction, about the challenges they faced and the possible solutions to overcome them.</li> <li>• Ask them for the best parts of the training and what they achieved.</li> </ul>
<p>- <b>Warming up</b></p>	<ul style="list-style-type: none"> <li>• Begin by discussing the importance of understanding face shapes and the impact of haircuts on overall appearance. (self-esteem)</li> <li>• Ask them the importance of verbal and non-verbal communication related to the situation of visiting a barber or hairdresser</li> </ul>
<p>- <b>Explanation for the students at the start</b></p>	<ul style="list-style-type: none"> <li>• Provide an overview of the different face shapes and how they influence haircut recommendations.</li> <li>• Explain the basics of hair structure and the tools used for hair cutting.</li> <li>• Explain the importance of good communication with costumers.</li> </ul>
<p>- <b>Task description for the students</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate the process of analyzing a client's face shape and suggesting suitable haircut styles. Introduce scissor and clipper cutting techniques. Ensure students understand the importance of precision.</li> </ul> <p><b>For Activity 1:</b></p> <ul style="list-style-type: none"> <li>• Divide the students into pairs (the number of pairs depends on the number of students in the class).</li> <li>• Give them the cards for role-playing</li> <li>• Give time for the pair to prepare and demonstrate the scenario to the other students</li> <li>• Discus with the group the situation and ways of resolving the problem.</li> <li>• Encourage them to be critical and to put themselves in same position. How they will manage it.</li> </ul> <p><b>For Activity 2:</b></p> <ul style="list-style-type: none"> <li>• Provide the students with</li> </ul>

	<p>hairdresser equipment.</p> <ul style="list-style-type: none"> <li>• Give them time to try and do hairstyles on mannequins or improvised hair (hair extensions etc.)</li> <li>• Ask for 2 volunteers from the group. One to be hairdresser and one costumer (live models). Let them make real-based situation in a saloon.</li> <li>• Evaluate and discuss learn the process with all the students.</li> </ul>
- <b>Additional activities for the students</b>	<ul style="list-style-type: none"> <li>• If any difficult situation occurred or the instructor estimates that there is need of additional conversation about communication or problem-solving discussions.</li> </ul>
- <b>Extra resources for learners</b>	<ul style="list-style-type: none"> <li>• Share links to online tutorials and articles about hair cutting techniques face shapes, and hair structure. Provide handouts with additional information.</li> <li>• Scenarios for role-play</li> </ul>
- <b>Self-reflection for students</b>	<ul style="list-style-type: none"> <li>• At the end of the lesson, have students reflect on their understanding of haircut styles, face shapes, and the techniques they practiced. Encourage them to think about their strengths and areas for improvement.</li> <li>• Discuss, Invite, Question, Brainstorm and Share simply suggest different ways of engaging participants.</li> </ul>
- <b>Feedback on the solution (if applicable) / Possibility to check</b>	<ul style="list-style-type: none"> <li>• Offer feedback on the haircut styles suggested and the execution of haircut techniques.</li> <li>• Provide guidance for improvement.</li> </ul>
<b>License information (if we have a general one on the website, it is not necessary separately for each educational material)</b>	<i>This is not necessary for this task.</i>

### Module 1- Guiding material for presentation

#### **SOMETIMES ACTIONS SPEAK LOUDER THAN WORDS**

Facial expressions and gestures communicate as much as – or more than – words. Sometimes we don't realize how much we are expressing non-verbally, and then our actions can get us into trouble or make the other person upset, even if we don't say a word. Have you ever communicated in any of

the non-verbal ways listed below? It takes practice to express feelings using words in a manner that is constructive and respectful.

1. **Facial expressions:** The human face is very expressive and can communicate strong feelings without saying a word. Showing disgust or impatience or rolling your eyes when someone is talking is usually considered disrespectful. Have you ever said one thing when your face has shown something else?

2. **Eye contact:** Eye contact is a really important type of non-verbal communication. With your eyes alone, you can communicate anger, attentiveness, sadness, or curiosity. Good eye contact shows you are interested in continuing the conversation. Do you look at people when they are speaking to you? Do you express your feelings with your eyes?

3. **Body movements and posture:** Our ideas about people are affected by how they walk, sit, hold our head, stand, etc. The way we move communicates a lot! What do your posture and your movements say about you? Do they communicate the message you wish to send to the world?

4. **Gestures:** We often use our hands when we are arguing or excited. Some gestures are considered disrespectful, like pointing at someone or jabbing a finger when you are angry. Have you ever used gestures to express your feelings when you could have used words instead?

5. **Touch:** We communicate many messages through touch. Touch may be friendly and respectful, such as a firm handshake or a reassuring pat on the back; it can also be unwelcome, inappropriate or disrespectful, such as a sharp tap on the shoulder, a patronizing pat on the head, or a controlling grip on someone's arm. If ever someone tells you they do not appreciate being touched, you must respect their wishes.

6. **Tone of Voice:** The tone of voice we use when we are talking communicates how we feel in a very powerful way, no matter what we are saying. Sarcasm, contempt, disrespect, anger, and boredom can all be communicated with the voice and can greatly impact how the other person feels about what we are saying and how willing they are to listen and work out problems. Do you notice the tone of voice you use when you are talking with others?

7. **Space:** We can make other people uncomfortable by standing too close and invading their personal space. Be careful to never use physical space to communicate aggression or intimidate someone, and remember to always remember that people need space around them to feel respected and at ease. How do you feel when someone invades your personal space?

## **Module 2 - Activity 1, Listening skills**

**a) Brainstorming:** Why is it important to have good listening skills in the hairdresser's workplace?

What are the consequences of careless listening?

What do you think a good listener should do?

**b) Role play:**

- We divide them into pairs: one is a hairdresser; the other is a demanding customer.
- This exercise can be carried out while learning some hairdressing techniques. The task is to practice attentive listening.
- We provide a list of what a good listener should do (the list is below).

- To half the group (who will be in the role of hairdressers) and task, them to do the opposite of what they should in contact with the customer (e.g. frown, not look us in the eye, ask us, and answer phone calls, to look at the phone).
- After 5 minutes, the same participants (hairdressers) behave as recommended (according to the list).

**LIST:****1. Listen with your body language:**

- Sit up.
- Lean forward. Keep eye contact.
- Nod. Smile.

**2. React with words:**

- Say, "I understand."
- Say, "I see."
- Say, "I didn't know that."
- Say, "Really?"
- Say, "That's interesting."

**3. Rephrase what you have heard to make sure you understood:**

- Say, "Let me make sure I understand..."

**4. Ask questions:**

- Ask for more information.
- Ask for clarification.
- Ask the speaker to explain or define words you do not know.

**5. Be patient and stay engaged:**

- Don't interrupt.
- Don't tap, shuffle papers, pack up, take phone calls, text or look around.

Taken from: Using Listening Skills, cont., page 12 Unit Eight Keeping a Job:  
Handling Conflict, Communicating & Working with Others

**c) Sharing in a group: Materials for teachers and guiding questions**

- Question for a participant who was in the role of a customer:  
How did you feel in the first five minutes, and how did you feel in the second five minutes, considering the hairdresser's behavior?  
What is the difference?
- We encourage them to share desirable and undesirable ways of non-verbal and verbal communication of the hairdresser with customers.
- Which of them lead to conflict and which lead to better mutual understanding?

**Module 2, Activity 2, communication**

A) A video illustrating assertive communication is shown  
<https://www.youtube.com/watch?v=y8gd2rehXog&t=154s>

B) Scenarios are given (relating to the hairdressing trade)

They can be ready, and we can encourage them to come up with scenarios from their work experience.

A role play with two volunteer participants (or educators, if there are no volunteers) is played in front of the whole group to show that's what assertive behavior should look like in multiple steps.

C) After that, group members comment, give ideas how they would react.

D) Practicing assertiveness: we divide them into pairs; we give them several scenarios related to their workplace to practice assertiveness, while they use the model we point out to them, so that they complete the following sentences:

I feel.....

When you-----

Because-----

And I love -----

When one is finished, they switch roles.

## **Module 2, Activity 2, Role-play**

### **Scenario 1**

A customer comes in, says: I want you to do this hairstyle for me, I think it will look good on me. In doing so, he points to the hairstyle of a young person with appealing shapes and correct facial features. The hairdresser thinks that that hairstyle will not look good on her and should suggest another one or modify the one indicated.

- How are you going to solve this situation as hairdresser?

### **Scenario 2**

The customer is not satisfied with the haircut (it is also clear to the hairdresser that he made a mistake).

- How are you going to explain and solve this as hairdresser?

### **Scenario 3**

The customer was half an hour late for the scheduled appointment. The hairdresser has an appointment and no longer has time to see him. The customer insists and behaves aggressively and with underestimation towards the hairdresser.

- How are you going to solve this as hairdresser?