Human Science Career Cluster
Barbering II
Course Number: 12.42000

Course Description:

This course is designed as an introductory level course for the Barbering Pathway and presents intermediate skills and knowledge related to barbering and scientific and mathematical corollaries. Clinical activities are included in this phase of study. Clinicals included in this course involve: individualized and precise designing, cutting, and shaping of the hair. Students will earn credit hours toward the completion of the 1500 credit hours required by Georgia State Board of Barbers. *According to the State Board of Barbering, each student must obtain 280 total hours of theory training before the student is allowed to render clinical services.* This course provides more in-depth competencies for the co-curricular student organization SkillsUSA and presents integral components that should be incorporated throughout instructional strategies. In addition, this course offers the possibility of meeting articulation alignment with the technical college standards. The pre-requisite for this course is Introduction to Personal Care Services.

Course Standard 1

HUM-BRII-I

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1   Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Georgia Department of Education

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4   Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5   Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6   Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism

International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:
Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

Course Standard 2

HUM-BRII-2
Maintain a safe work environment and accident prevention by using safety precautions and/or practices, including adherence to hazardous-labeling requirements and compliance with safety signs, symbols, and labels.
2.1 Analyze the role and the responsibilities of the personal care provider (student) in the classroom, laboratory, and various workplace settings in an emergency situation.
2.2 Demonstrate preparedness procedures for each emergency situation–fire, electric shock, overloading a circuit, inclement weather, blood spills, and other emergency situations that may occur in the classroom/laboratory or workplace.
2.3 Adhere to all safety procedures when working with chemicals.
2.4 Demonstrate all infection control procedures following required regulations.
2.5 Follow proper care and safety protocol when working with models/clients.

Course Standard 3

HUM-BRII-3
Identify and demonstrate the use of the principal tools and implements used in the practice of barbering, as well as the maintenance of the tools and implements.
3.1 Distinguish among the principal tools and implements used in the practice of barbering.
3.2 Identify the parts of shears, clippers, and razors.
3.3 Demonstrate the correct techniques for holding combs, shears, clippers, and razors.
3.4 Adhere to sanitation requirements for equipment, tools, and work area.
3.5 Check equipment and tools for proper operation utilizing safety regulations.

Course Standard 4

HUM-BRII-4
Apply the basic components of chemistry in Barbering.
4.1 Differentiate between organic and inorganic chemistry.
4.2 Discuss the different forms of matter—elements, compounds, and mixtures.
4.3 Explain pH and the pH scale.
4.4 Analyze the properties of atoms, molecules, solutions, and emulsions.
4.5 Describe properties of matter related to barbering.
4.6 Explain the basic principles of cosmetic chemistry applied to shampooing.
4.7 Identify emulsions and suspensions.
4.8 Explain and utilize the pH scale.
4.9 Distinguish among various types of shampoos and the related chemistry, and select the appropriate shampoo for the service.

Course Standard 5

HUM-BRII-5
Evaluate the basic histology of the hair and skin, the diseases and disorders, and the corrective treatments.
  5.1 Identify and describe the structures of the hair.
  5.2 List and describe the three layers of the hair shaft.
  5.3 Describe the structure of hair protein.
  5.4 Describe the growth process of hair.
  5.5 Demonstrate hair analysis, using density, porosity, and elasticity as scientific indicators.
  5.6 Compare the different types of hair loss.
  5.7 Differentiate among common hair and scalp disorders.
  5.8 Classify the structure and divisions of the skin.
  5.9 Explain the functions of the skin.
  5.10 Identify and classify recognizable skin disorders.

Course Standard 6

HUM-BRII-6
Differentiate between a variety of shampoos and conditioners for all hair types, using the pH scale and demonstrating the technique for shampooing and scalp and hair treatments.
  6.1 Explain the importance of pH in shampoo selection.
  6.2 Explain the role of surfactants in shampoo.
  6.3 Compare the uses and benefits of various types of shampoos and conditioners.
  6.4 Model proper scalp manipulations as part of a shampoo service.
  6.5 Demonstrate proper shampooing and conditioning procedures.
  6.6 Demonstrate a basic corrective hair and scalp treatments.
  6.7 Understand and apply all safety precautions for scalp and hair treatment and identify safety precautions to be followed in scalp and hair care.

Course Standard 7

HUM-BRII-7
Assess and demonstrate appropriate shampoo procedures and techniques. Laboratory training includes 10 hours in theory of shampooing, and 10 hours of shampooing and styling training on mannequins. (35 hours of style training on live models will be completed in a later course.)
  7.1 Demonstrate the proper steps in preparing a client for a shampoo, including checking water temperature, towel application and draping.
  7.2 Demonstrate proper shampooing and rinsing techniques.
  7.3 Utilize styling implements and tools.

Course Standard 8

HUM-BRII-8
Evaluate the fundamental theory and skills required to create various hair styles and shapes on mannequins. Laboratory training includes 10 hours of styling training on mannequins. (35 hours on live models will be completed in a later course.)
  8.1 Explore the meaning of the term envision relating to barbering.
  8.2 Demonstrate the components and the importance of a client consultation.
  8.3 Distinguish between the sections of the head as applied to haircutting.
  8.4 Discuss the principles of facial shapes.

8.5   Identify the fundamental terms of haircutting.

8.6   Demonstrate a basic haircut and outlining techniques.

Course Standard 9

HUM-BRII-9

Explore how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive events.

9.1   Research the history of SkillsUSA.

9.2   Discuss the mission, purpose, motto, colors, official dress and other distinguishing characteristics of SkillsUSA.

9.3   Explain how participation in SkillsUSA can promote lifelong responsibility for community service and professional growth and development.

9.4   Create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, state, and national level that align with the competencies, skills and knowledge of this course.