

Barbering I

Primary Career Cluster:	Human Services
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C19H09
Prerequisite(s):	None
Credit:	1
Grade Level:	9-12
Focus Elective - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Human Services courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the first course in the <i>Barbering</i> program of study.
Aligned Student Organization(s):	SkillsUSA: http://tnskillsusa.com
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	560 and 780
Required Teacher Certifications/Training:	Tennessee Master Barber License and Tennessee Barber Instructor License
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-human-services.html Best for All Central: https://bestforall.tnedu.gov

Course-at-a-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests that highlight job skill demonstrations; interviewing skills; community service activities, extemporaneous speaking, and job interview
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project

For more ideas and information, visit Tennessee SkillsUSA at <http://www.skillsusatn.org>

Using a Work-based Learning (WB) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- Students will demonstrate all work-based learning activities through their work in the school's onsite barber shop or in the barber shop lab.

Course Description

Barbering I is the foundational level of the *Barbering* program of study. This course prepares students with work-related skills for advancement into the Barbering II course. Content provides students the opportunity to acquire fundamental skills in both theory and practical applications of leadership and interpersonal skill development. Content stresses safety, environmental issues, and protection of the public and designers as integrated with principles of haircutting, skin, nails and scalp care, chemical and barbershop management. Laboratory facilities and experiences simulate those found in the barbering industry. Upon completion and acquisition of 340 hours, students are eligible to take the Tennessee Board of Cosmetology and Barbering Examination for a Tennessee Barbering Technician License.

Course Standards

1. Leadership: Students will demonstrate **leadership, citizenship, and teamwork skills** required for success in the school, community, and workplace.
 - a. Cultivate positive leadership skills. Take part in opportunities to practice and demonstrate personal leadership skills. For example, taking advantage of opportunities provided by a career and technical student organization (CTSO), such as SkillsUSA.
 - b. Assess situations, apply problem-solving techniques and decision-making skills within the school, community, and workplace.
 - c. Participate as a team member in a learning environment.
 - d. Respect the opinions, customs, and individual differences of others.
 - e. Build personal career development by identifying career interests, strengths, and opportunities.

2. Career opportunities: Students will evaluate **career opportunities and career paths** within the barbering industry.
 - a. Research the history of the barbering industry, including progression of chemical and physical practices.
 - b. Investigate the growth and development of the barbering industry, including trends and opportunities for career paths.
 - c. Evaluate personal characteristics required for working in the barbering industry.

3. Safety, sterilization, and sanitation: Students will interpret and demonstrate the **basic principles of safety, sterilization, and sanitation** as it relates to the barbering industry.
 - a. Implement the safety and sanitation procedures established by the Environmental Protection Agency (EPA) and Occupational Safety and Health Administration (OSHA).
 - b. Comply with the Department of Health rules and the Tennessee State Board of Barbering rules and regulations by developing and practicing acceptable procedures to prevent cross contamination, airborne illnesses, and blood-borne pathogens and distinguishing and employing preventive measures of ecological, chemical, and contaminates.
 - c. Identify and categorize safety hazards, prevention, and treatment in the barbering industry.

- d. Exhibit acceptable dress and personal grooming identified by the barbering industry.
 - e. Demonstrate first aid practices including administering simulated basic first aid procedures such as treating burns and cuts and administering the Heimlich maneuver.
4. Tool and implement safety: Students will choose and safely use **implements, tools, and equipment** in the barbering industry.
- a. Identify each implement, piece of equipment, and tool used in the barbering industry and use each implement appropriately to perform procedures.
 - b. Choose the correct implement, piece of equipment, and related tools for a given task.
 - c. Evaluate cleansing and sanitizing implements, tools, and equipment procedures.
5. Interpersonal and employability skills: Students will demonstrate **interpersonal and employability skills** required in the barbering industry.
- a. Examine appropriate grooming techniques and apparel for job requirements.
 - b. Analyze ways of dealing with stress and human relations.
 - c. Evaluate methods of conflict resolution.
 - d. Relate to others as team members.
 - e. Develop and demonstrate time management and work-sequencing skills.
6. Hair and scalp disorders: Students will evaluate **hair and scalp disorders**.
- a. Analyze the properties of the hair and scalp; appraises hair and scalp disorders and prescribes the proper treatments.
 - b. Incorporate professional terminology in the classroom environment, including medical terms and names for diagnosed disorders of hair and scalp and correct terminology to identify manipulations and to prescribe scalp treatments.
 - c. Appraise manipulative skills for corrective hair and scalp disorder treatments, including illustrating how to apply the correct treatments.
7. Cleaning and conditioning the hair and scalp: Students will analyze **procedures for cleansing and reconditioning the hair and the scalp**.
- a. Differentiate between draping procedures for wet, dry, and chemical services and determine proper protection for the client based on the task to be performed.
 - b. Illustrate infection control and safety procedures including scaling and brushing techniques.
 - c. Evaluate when, why, and how to brush the hair and scalp, including differentiating the brushing procedure for various services, skin type, and scalp condition.
 - d. Appraise various types of shampoos and conditioners.
 - e. Choose the proper procedure for scalp manipulations during a shampoo, including both relaxing and stimulating manipulations.

8. Basic haircutting techniques: Students will evaluate **basic haircutting techniques**.
 - a. Implement safety procedures using haircutting scissors, razors, and thinning shears.
 - b. Select proper sectioning techniques for various haircuts, including parting.
 - c. Differentiate between stationary and traveling guidelines and complete haircuts with different guidelines.
 - d. Employ geometric lines and angles in haircutting.

9. Design principles and elements: The students create harmony using **design principles and elements of design**.
 - a. Appraise elements and principles of hair design, including facial shapes, geometric lines and angles, and visible and invisible braids.
 - b. Evaluates and demonstrates styling techniques such as molding shaping and finishing techniques.
 - c. Compare thermal styling to wet styling; evaluate uses of thermal styling for various types of ethnic hair and correctly employ both techniques.

10. Hands and feet: The students will evaluate **hands and feet** for cosmetic procedures.
 - a. Analyze and diagram the structure of the nail.
 - b. Differentiate between nail disorders and nail disease.
 - c. Employ sanitary and safety procedures, such as proper decontamination and infection control, necessary to practice basic manicure and pedicure techniques.
 - d. Evaluate and demonstrate proper use of implements, cosmetics, and materials used to perform manicure and pedicure procedures.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.