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Automatisch gegenereerde beschrijving**

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# Preface

In front of you lies an extensive work of an enthusiastic team of experts that has taken a lot of effort, patience and time. In these learning materials on Sustainable salons we have tried to share our knowledge, expertise and first and foremost passion for a better and greener future for the hairdressing and beauty industry. In this preface you will learn more about how this work was developed and some useful tips on how to use it.

Within the project ‘Future Skills for a Better Life in Sustainable Salons’ 4 schools from Italy, Spain, Belgium and the Netherlands have worked on the learning materials together. Subject selection and division were motivated by the expertise of each school. The co-creation by 4 different organizations might have contributed to some differences in style and approach in the texts as wel as assignments. We decided to leave it this way in order to preserve the original voice of every author and contributor to these materials. We, therefore, ask the reader’s understanding for any possible perceived lack of homogeneity and hope you can find this enriching.

We have chosen to divide the materials in **3 modules**: module 1 deals with the general concepts of sustainability and environment, module 2 considers the same aspects but within the context of a hairdresser salon or a hairdresser’s day-to-day operational practices. Module 3 is aimed at the salon manager(s) (students or apprentices) who concern themselves with the ins and outs of setting up and running a sustainable salon.

Each module consists of a Student manual which is meant for carrying out assignments provided by the teacher as well as self-study and knowledge deepening. In teacher’s manuals, lesson plans can be found and descriptions of the goals, subgoals and objectives of each lesson, the approximate learning situation, the setting and the expected outcomes. In the teacher’s toolkit manual the handouts, assignments, PowerPoints, extracurricular activities and some module tests are included. We have made the materials far more extended than originally planned in terms of hours and coverage so that any teacher or instructor draw from it as much as necessary.

The target group we had in mind while creating these materials is not only hairdresser students but also working hairdressing and beauty professionals and practically anyone who would like to deepen their knowledge of environmental issues and impact of hairdressing salons and activities on the environment. The materials are developed in such a way that they are adjustable to different schools’, organizations’ and students’ needs and learning situations: from a full-scale school subject to a minor or a project week. It is also up to the teacher to choose or create a way of testing the knowledge based on the extended materials from the current manuals (some examples are given in the teacher’s toolkit, for instance, in the ‘Energy’ section).

We truly hope you enjoy using these materials and find them helpful. We are happy to hear any questions, feedback or improvement suggestion from you!

Thank you very much in advance,

Warmly,

The Sustainable Salon Team

# Becoming a sustainable Hairdresser and Carbon Footprint

|  |
| --- |
| **General aim of the lesson**  By the end of this lesson students will be able to make sustainable business discissions and will know what impact their actions have on the carbon footprint. |
| **Learning Outcomes**  By the end of the lesson all students will be able to:  **Knowledge**   * give examples of changes to become more sustainable as a hairdresser * define what a sustainable supplier is * know what conditions a good supplier should meet * define the term “raw materials” * know the supply chain of the raw material for a chosen product * explain how salon waste should be recycled * explain the impact of a hairdresser’s carbon footprint   **Skills**   * act more sustainable as a hairdresser * choose a correct supplier * find suppliers that meet the standards of a “good” supplier * select raw materials in a sustainable way * identify which raw materials are used for what purposes in a salon * make an overview of salon waste * find a reputable waste disposal company * create a calculator for hairdressers * design a poster stating the possible impact of a hairdresser’s carbon footprint   **Attitudes**   * Group discussion to share ideas and thoughts, awareness * Evaluate outcomes * Creativity * Communication * Use of ICT * Making business decisions |
| **Activities**  Assignment p. 5: Think of some changes you can make fairly quickly in the salon to become more sustainable.  Assignment p. 6: Read the article on the Internet. Are there any more changes you didn’t think of?  Assignment p. 8: What conditions do you think a good supplier should meet?  Assignment p 8: Write down the contact details of at least 5 suppliers that meet your criteria in the grid on the assignment paper.  Assignment p. 10: Which raw materials could be used for which purposes in a salon?    Assignment p. 12: What waste do salons produce? Make an overview.  Assignment p. 12: Can you name a reputable waste disposal company where you live?  Assignment p. 13: Can you remind a few actions a hairdresser could take to lower their carbon footprint?  If you need inspiration, watch the video: <https://www.youtube.com/watch?v=cr-tJ5TqoM4&t=179s>  Assignment p. 14: Work in pairs of four. Which standards should be included in the test? How will you rate the standards? Create a simple test in Excel. Make sure it’s practical and easy to use. Let the test in Excel inspire you. Present your test to the rest of the groups. Discuss the results.  Assignment p. 15: Design a poster to be displayed stating the possible impact of a hairdresser’s carbon footprint.  The poster needs to be colourful and eye-catching whilst clearly stating what is required and why.   The winning design will be made into a poster and displayed in the appropriate area within the college. |

**Time schedule per lesson of 60 minutes: Becoming a sustainable hairdresser**

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **What** | **How** | **Media used – teachers resource kit** |
| **LESSON 1** | | | |
| 5  10  10  35 | 1. Becoming  a sustainable hairdresser  1.1. Introduction  1.2. How to act sustainable as a hairdresser? | * Reading the introduction      * Reading the text * Assignment: Think of some changes you can make in the salon * Assignment: Read the article on the Internet + YouTube | * Student’s manual * Assignment papers * Computer/laptop * YouTube |
| **LESSON 2** | | | |
| 10  15    10    25 | 1.3. How to choose the correct supplier? | * Reading the text * Assignment: What conditions do you think a good supplier should meet? * Assignment: Write down the contact details of at least 5 suppliers.  Present the top 3. | * Assignment papers * Computer/laptop * Beamer |
| **LESSON 3** | | | |
| 10  15  5  10  10 | 1.4. How to choose the raw materials  1.5. How to recycle waste? | * Reading the text * Assignment: Which raw materials could be used for which purposes in a salon? * Reading the text * Assignment: Make an overview of salon waste * Assignment: reputable waste companies | * Computer/laptop * Beamer * Assignment papers |

**Teachers Evaluation of the lesson**

- Process evaluation; how did it go?

……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

- Product evaluation; do the students master the content? Did they learn what it is about?

…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Time schedule per lesson of 60 minutes: Carbon footprint**

|  |  |  |  |
| --- | --- | --- | --- |
| **LESSON 1** | | | |
| 5  5    5  45 | 2. Carbon footprint  2.1. Carbon footprint calculator for hairdressers  2.2. Create a calculator for hairdressers | * Reading the text under 2.1.      * Assignment: Can you remind a few actions a hairdresser could take to lower their carbon footprint? + watching video * Assignment: work in pairs of four and create a simple carbon footprint test for hairdressers | * Student’s manual * Tests online * Assignment papers * Computer/laptop * YouTube * Test in Excel |
| **LESSON 2** | | | |
| 60 | 2.2. Create a calculator for hairdressers | * Presenting the tests | * Computer/laptop * Beamer * Assignment papers |
| **LESSON 3** | | | |
| 10  50 | 2.3. The impact of a hairdresser’s carbon footprint | * Reading text * Assignment: Design a poster to be displayed. | * Student’s manual * Assignment papers * Creative material (pencils, colored paper, glue, scissors, …) |

|  |
| --- |
| **Teachers Evaluation of the lesson**   * Process evaluation; how did it go?   ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………   * Product evaluation; do the students master the content? Did they learn what it is about?   …………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………… |

# Energy in the hairdressing salon I

The objectives of this topic are mainly for students to distinguish energy suppliers and learn how to select them, as well as to learn about multiple options to reduce classroom consumption and maximise the use of resources.

In addition to this manual, two other manuals are available:

* The teacher's resource kit, where you will find activities, PowerPoint presentations and other tools to use in the classroom.
* The student handbook, in which they have all the information to prepare in advance or to use during the classes.

|  |
| --- |
| **General objective of the lesson**  Select energy suppliers and reduce consumption in the salon. |
| **Knowledge**   * Identify the factors that characterize energy distributors. * To know the multiple fronts to work on in order to improve the electrical performance of the hairdressing salon. * Mastering techniques for reducing consumption in the classroom.   **Ability**   * Select a suitable energy supplier for the salon. * Recognize and evaluate methods to reduce energy consumption in the classroom. * Group discussion to share ideas and reflections, evaluating results.   **Attitude**   * Be aware of the need to choose clean energy. * Propose ways to reduce energy consumption. * Evaluate results. |
| **Additional learning outcomes**  Additional competences in terms of knowledge, skills and attitudes are captured here, as some learners have a different pace of work or level of understanding. It can also be applied to differentiate between different levels of VET learning.  By the end of the topic, higher ability learners should be able to:   * Advise on the selection of the most suitable supplier for the different hairdressing salons. * Propose new methods to reduce energy consumption in classrooms.   By the end of the topic, lower ability students should be able to:   * Understand the elements to consider when selecting a good energy supplier for the salon. * To be familiar with most of the methods proposed to reduce energy consumption in classrooms. |

**PROGRAMMING AND TIMING OF THE LESSON**

In this lesson we focus on energy suppliers and the options available to reduce the energy consumption of the hairdressing salon.

**Total hours** = 15-20h.

The programming has been carried out considering that each session is of one hour, however the material is adjusted to 50 min. to allow the initial reception of the students and the recapitulation of activities developed at the end.

**Purposes of the lesson:**

* Students should be aware of the characteristics of energy suppliers in their area.
* Students know how to select the most suitable energy supplier for the economic management of their salon and for the environment.
* Students recognize the options for reducing energy consumption in hairdressing salons.

**Planning:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Approximate scheduled time (total hours 15-20h = 15-20 sessions of 1 hour)** | | **What** | **How** | **Tools** |
| Session 1 | 15 min. | Introduction to the lesson | Teacher's presentation. | Power-point. See the teacher's resource kit.  Whiteboard and projector or digital whiteboard. |
| 15 min. | Video on energy marketers. | Video viewing 1. Refer to the teacher's resource kit. | Projector, digital whiteboard or computers. |
| 40 min. | Discussion of the video. | Student-centred. The teacher guides and asks questions about the advantages and disadvantages of using renewable energies. | Blackboard. |
| Session 2 | 20 min. | Video on green energy, drawbacks and alternatives. | Video viewing 2. See the teacher's resource kit. | Projector, digital whiteboard or computers. |
| 30 min. | Discussion of the video. | Student-centred. The teacher guides and asks questions about the advantages and disadvantages of the use of nuclear energy. | Blackboard. |
| Session 3 | 40 min. | Theory:  Criteria for selecting energy suppliers. | Teacher's presentation. | Power-point. See the teacher's resource kit.  Whiteboard and projector or digital whiteboard. |
| 10 min. | Approach to activity 1. | Reading it and providing information and instructions on how and where to look for information to select suppliers. | Blackboard. |
| **Approximate scheduled time (total hours 15-20h = 15-20 sessions of 1 hour)** | | **What** | **How** | **Tools** |
| Session 4 | 15 min. | Video on energy suppliers. | Video viewing 3. Refer to the teacher's resource kit. | Projector, digital whiteboard or computers. |
| 5 min | Reminder on activity 1. | Reading it and providing information and instructions on how and where to look for information to select suppliers. | Blackboard. |
| 30 min. | Work in activity 1 | Students work on a one-to-one basis.  The teacher interviews the students in the process, guiding them in the search. | Computers or smartphones. |
| Sessions 5 to 8 | 200 min. | Work in activity 1 | Students work on a one-to-one basis.  The teacher interviews the students in the process, guiding them in the search. | Computers or smartphones. |
| Session 9 | 50 min. | Sharing of activity 1 | Students present their findings and discuss the different energy providers and their advantages or disadvantages. | The teacher guides the discussion by proposing questions on the characteristics of the different suppliers. |
| **Approximate scheduled time (total hours 15-20h = 15-20 sessions of 1 hour)** | | **What** | **How** | **Tools** |
| Sessions 10 and 11 | 100 min. | Theory:  Reduction of consumption in the salon. | Teacher's presentation. | Power-point. See the teacher's resource kit.  Whiteboard and projector or digital whiteboard. |
| Session 12 | 50 min | Activity 2: students discuss about innovative sustainable options in the salon. | Student-centered. Students work in small groups. Teacher guides and corrects if necessary. | Blackboard. |
| Session 13 | 35 min | Discussion about activity 2. | Students debate and share their opinions on the topic. Teacher writes down the key arguments. | Computer or board. |
| 15 min. | Video about sustainability in the hairdressing salon. | Video viewing 4. Refer to the teacher's resource kit. | Projector, digital whiteboard or computers. |
| Session 14 | 10 min. | Discussion about activity 3 | Students list and discuss equipment that uses batteries. | The teacher proposes examples. |
| 40 min. | Activity 4. | Students work on a one-to-one basis. | Computer or telephone. |
| **Approximate scheduled time (total hours 15-20h = 15-20 sessions of 1 hour)** | | **What** | **How** | **Tools** |
| Session 15 | 20 min. | Discussion on activity 4: students report their findings to the group for benchmarking. | Student-centred. The teacher moderates and compiles the best options on the board. | Blackboard. |
| 5 min. | Video on efficiency in the use of air conditioning. | Video viewing 5. Refer to the teacher's resource kit. | Projector, digital whiteboard or computers. |
| 25 min. | Discussion on activity 5: students come up with other options applicable to a hairdressing salon. | Student-centred. The teacher moderates and collects the best ideas on the board. | Blackboard. |
| Sessions 16-17 | 10 min | Activity 6 | Students work on a one-to-one basis. | Computer or telephone. |
| 15 min. | Sharing of activity 6 | Students present their calculations and the variables used. | The teacher moderates the discussion. |
| 75 min | Resolution of doubts | Students raise their doubts about the didactic unit. | The teacher answers questions and clarifies concepts. |
| Session 18 | 50 min. | Theoretical test | Students respond to the questions posed. | Paper or Google Form. |

# Water

**Lesson 1: ‘Water pollution by hairdressers’**

* Water pollution by hairdressers / water pollution per work station
* What can a hairdresser do to have less impact on the water resources?

**Lesson 2: (practical class) ‘Measuring to save water at a salon’**

* Measuring the quantity of water used at a salon
* Calculate how much water you can save by using a water-saving tap – experiments

**Introduction Lesson 1**

In this lesson we focus on water pollution in the hairdressing industry

Beginning situation: this class is meant for students with basic understanding and skills about water pollution.

General goal: this chapter addresses the water use and water management within the context of a hairdressing salon and helps you look at ways to minimize the harmful effects on the environment water per work process / work station

Objectives of the lesson:

* Introducing the notion of water use / water pollution per work station at a hairdresser salon
* Looking at ways to minimize the damage and save up water at a salon

**Lesson Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Time scheduled**  **(total 1 hour = 60 minutes)** | **What** | **How** | **Media used** |
| 5 minutes | Regular student registration  Theme introduction: water pollution by hairdressers | Teacher does the registration and introduces the subject + objectives | * PowerPoint. (please refer to the teachers resource kit) * White board or digiboard * Laptop (teacher) |
| 10 minutes | Group activity for students to think about what hairdressers do to pollute the water | Students to share their ideas of how hairdressers pollute the water, verbally  Teacher asks questions to activate the learning process | Group discussion |
| 15 minutes | Focus on water pollution per work station (cutting, colouring and perm) | Student focused  Teacher present information | * PowerPoint. (please refer to the teachers resource kit) * White board or digiboard * Laptop (teacher) |
| 10 minutes | Students self-study on how to have less impact on the water pollution | Students (groups of 3) are using their device and the internet to gain knowledge how to solve the problems of water pollution by hairdressers | - Device (students) |
| 15 minutes | Students present their gained knowledge | The students present their gained knowledge  Teacher asks questions about the research |  |
| 5 minutes | Recap what we did this lesson and answering the questions | Students ask questions to gain more knowledge | * PowerPoint. (please refer to the teachers resource kit) * White board or digiboard * Laptop (teacher) |

**Introduction Lesson 2: practical class**

In this lesson we focus on water pollution in the hairdressing industry

Beginning situation: this class is meant for students with basic understanding and skills about water pollution.

General goal: this chapter addresses the water use and water management within the context of a hairdressing salon and helps you look at ways to minimize the harmful effects on the environment water per work process / work station

Objectives of the lesson:

* Becoming aware / measuring the amount of water used for different treatments
* Making the effects of using a water saving device visible

**Lesson Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Time scheduled**  **(total 1 hour = 60 minutes)** | **What** | **How** | **Media used** |
| 5 minutes | Regular student registration  Theme introduction: water pollution by hairdressers practical class | Teacher does the registration and introduces the subject + objectives | * PowerPoint. (please refer to the teachers resource kit) * White board or digiboard * Laptop (teacher) |
| 15 minutes | Experiment 1 washing hair with normal shower head | Students to work in small groups of 3.   1. Model 2. Hairdresser 3. Timer   1 group washes the hair of someone with short hair  1 group washes the hair of someone with middle length hair  1 group washes the hair of someone with long hair  The timer student times the minutes on how long the treatment is. | * PowerPoint. (please refer to the teachers resource kit) * White board or digiboard * Laptop (teacher) * Washing station * Shampoo * Conditioner * Water * Gloves * Towels * Stopwatch (phone) |
| 15 minutes | Experiment 2 washing hair with water saving shower head | Students to work in small groups of 3.   1. Model 2. Hairdresser 3. Timer   1 group washes the hair of someone with short hair  1 group washes the hair of someone with middle length hair  1 group washes the hair of someone with long hair  The timer student times the minutes on how long the treatment is. | * PowerPoint. (please refer to the teachers resource kit) * White board or digiboard * Laptop (teacher) * Washing station * Shampoo * Conditioner * Water * Gloves * Towels * Stopwatch (phone) |
| 10 minutes | Calculation + comparing | Students are calculating the use of water for both treatments and compare the differences |  |
| 10 minutes | Summary | Summary how the save water by hairdressers | * PowerPoint. (please refer to the teachers resource kit) * White board or digiboard * Laptop (teacher) |
| 5 minutes | Recap what we did this lesson and answering the questions | Students ask questions to gain more knowledge | * PowerPoint. (please refer to the teachers resource kit) * White board or digiboard * Laptop (teacher) |

# 4. Waste

**Lesson 1: ‘All that hairdresser’s waste…’**

* What waste does a hairdresser produce?
* What are the effective ways of reducing the waste a hairdresser (salon) produces?

**Lesson 2: ‘Hairdresser’s waste as a resource’**

* Smart products on the market to help a hairdresser create less waste
* Hairdresser’s waste as a resource

**Introduction Lesson 1**

In this lesson we focus on waste by hairdressers

Beginning situation: this class is meant for students with basic understanding about waste management.

General goal: analysing the waste and waste management options at a hairdresser salon and looking at ways to minimize the negative impacts of it on the environment.

Objectives of the lesson:

* Identifying the types of waste specifically produced at a hairdresser salon
* The 3 Rs (reduce-reuse-recycle) in the context of a hairdressing business

**Lesson Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Time scheduled**  **(total 1 hour = 60 minutes)** | **What** | **How** | **Media used** |
| 5 minutes | Regular student registration  Theme introduction: Waste by hairdressers | Teacher does the registration and introduces the subject + objectives | * PowerPoint. (please refer to the teachers resource kit) * White board or digiboard * Laptop (teacher) |
| 20 minutes | Knowledge activity | Students walk around a salon and make a complete list of all kinds of waste that is produces in the salon. If it’s not possible to go to a salon everything will be through the internet | * PowerPoint. (please refer to the teachers resource kit) * White board or digiboard * Laptop (teacher) * Device (student) * Salon |
| 10 minutes | Information about the 3 R’s (reduce-reuse-recyle) | Students focused  Teacher present information | * PowerPoint. (please refer to the teachers resource kit) * White board or digiboard * Laptop (teacher) |
| 15 minutes | Group discussion | Group discussion about how the recycle or reuse all the waste from the list | Group discussion |
| 10 minutes | Recap what we did this lesson and looking at next week and answering the questions | Students ask questions to gain more knowledge | * PowerPoint. (please refer to the teachers resource kit) * White board or digiboard * Laptop (teacher) |

**Introduction Lesson 2**

In this lesson we focus on waste by hairdressers

Beginning situation: this class is meant for students with basic understanding about waste management by hairdressers.

General goal: analysing the waste and waste management options at a hairdresser salon and looking at ways to minimize the negative impacts of it on the environment.

Objectives of the lesson:

* Looking at environmentally friendlier product alternatives for a hairdresser
* Learning about the (unexpected) ways of using the hairdresser waste as a resource

**Lesson Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Time scheduled**  **(total 1 hour = 60 minutes)** | **What** | **How** | **Media used** |
| 5 minutes | Regular student registration  Theme introduction: Waste by hairdressers and looking back at what we learned last lesson | Teacher does the registration and introduces the subject + objectives | * PowerPoint. (please refer to the teachers resource kit) * White board or digiboard * Laptop (teacher) |
| 10 minutes | Information about environmanetally friendlier product alternatives | Students focused  Teacher present information | * PowerPoint. (please refer to the teachers resource kit) * White board or digiboard * Laptop (teacher) |
| 5 minutes | YouTube video paper foil | Student focused | * PowerPoint. (please refer to the teachers resource kit) * White board or digiboard * Laptop (teacher) |
| 35 minutes | Practical experiment | Students in pairs make 5 paper folies (highlights with practical cream) each on different sides of the dollhead. To try out making highlights with paper. They help eachother washing and drying the hair | * PowerPoint. (please refer to the teachers resource kit) * White board or digiboard * Laptop (teacher) * Paper * Dollheads * Practical cream * Needle comb * Painting brush and tray * Towels * Washing station |
| 5 minutes | Recap what we did this lesson and answering the questions | Students ask questions to gain more knowledge | * PowerPoint. (please refer to the teachers resource kit) * White board or digiboard * Laptop (teacher) |

**Resources:**

Paperfoil video: <https://youtu.be/gA0PuW77RYs>

# 5. RAW MATERIALS

1. **Goals-Subgoals-Objectives**

The module aims to deepen the concepts introduced in module 1 starting from the analysis of the raw materials used in the production of cosmetic products and, later, those present in the furnishings and equipment used by hairdressers in their salons.

The main objective is to start to know how it is written and how you read the label of a cosmetic based on the indications in the INCI, to present the main ethical certification labels recognised at European and global level and the concept of a cosmetic data sheet. Once these concepts have been acquired, the aim is to enter into the specific knowledge of the ingredients of a cosmetic product.

In a second phase the focus is on the objective of analyzing furniture and equipment from the point of view of the products used for their realization in order to become conscious buyers and users.

1. **Starting situation and timetable**

Assuming you have learned the concepts contained in module 1, you could structure the lessons with this scheme:

**Lesson 1** (50 minutes)

* International Nomenclature of Cosmetic Ingredients (INCI) (objective 1)
* Activity 3

**Lesson 2** (50 minutes)

* Label of a cosmetic product (objective 1)
* Ingredients of a cosmetic product (objective 2)
* Activity 2 and 4

**Lesson 3** (50 minutes)

* Raw Materials in Furniture and Equipment (objective 3)
* Activity 6

1. **LESSON 1 – Lesson plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Approximate scheduled time (tot = 50 min)** | **What** | **How** | **Tools** |
| 5 min | Introduction and presentation of the main goals of the lesson | Write down a mind map on the board by teacher | Digital board  Laptop (teacher)  Students Workbook (paper or digital) |
| 15 min | General concept about INCI and its use | Teacher’s presentation | Digital board  Laptop (teacher)  Presentation built using the proposed material (refer to the Resource Kit)  Students Workbook (paper or digital) |
| 10 min | Online research of list of INCI ingredients of products preferred by students. | Use an online search engine (like the one proposed in Textbook) | Digital board  Personal electronic device or PC for the online search |
| 5 min | Discussion about results of previous step. | Brain storming | Digital board (if needed) |
| 10 min | Group work | Student Activity 3 | Digital board  Students Workbook (paper or digital) |
| 5 min | Closure of the lesson | Student Activity 1 | Digital board  Students Workbook (paper or digital) |

1. **LESSON 2 – Lesson plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Approximate scheduled time (tot = 50 min)** | **What** | **How** | **Tools** |
| 5 min | Introduction and presentation of the main goals of the lesson | Write down a mind map on the board by teacher | Digital board  Laptop (teacher)  Video (refer to the Resource Kit)  Students Workbook (paper or digital) |
| 5 min | introductory video: “How to read cosmetic labels” | Video viewing | Video (refer to the Resource Kit) |
| 15 min | General concept about how is made and how to read the label of a cosmetic product, the ingredients and certifications. | Teacher’s presentation | Digital board  Laptop (teacher)  Presentation built using the proposed material (refer to the Resource Kit)  Students Workbook (paper or digital) |
| 10 min | Thinking activation | Students brain storming starting from teacher’ suggested questions | Questions you find on Textbook or additional question (refer to the resource Kit)  Digital board (if needed) |
| 10 min | Group work | Student Activity 2 and 4 | Digital board  Students Workbook (paper or digital) |
| 5 min | Closure of the lesson | Student Activity 1 | Digital board  Students Workbook (paper or digital) |

The lesson can be extended (50min more) using the content suggested by **Activity5** you can find in Texbook.

1. **LESSON 3 – Lesson plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Approximate scheduled time (tot = 50 min)** | **What** | **How** | **Tools** |
| 5 min | Introduction and presentation of the main goals of the lesson | Write down a mind map on the board by teacher | Digital board  Laptop (teacher)  Video (refer to the Resource Kit)  Students Workbook (paper or digital) |
| 20 min | Group work focusing each one on a particular raw material: wood, glass, steel, leather, fabric, plastic | Refer to Activity6 you can find in Textbook | Digital board  Laptop (teacher)  Students Workbook (paper or digital)  Electronic device or PC for each group connected to the Internet |
| 20 min | Group presentation | Each group present the outcomes of Activity6 to other groups. | Presentation build as outcome of Activity6  Digital board  Students Workbook (paper or digital) |
| 5 min | Closure of the lesson | Student Activity 1 | Digital board  Students Workbook (paper or digital) |

# 6. MANAGEMENT

1. **Goals-Subgoals-Objectives**

The module aims to deepen the concepts introduced in module 1 starting from the analysis of what is a supplier, why is important and what are the different types of suppliers. After that we will find the definition of warehouse and the different methods used by owners to manage their products, with a focus on hairdresser salons. Finally, how to set up an order correctly by entering the necessary data.

The goal is to learn the methods of warehouse management and understand the importance of suppliers.

1. **Starting situation and timetable**

Assuming you have learned the concepts contained in module 1, you could structure the lessons with this scheme:

**Lesson 1** (45 minutes)

* What is a supplier (objective 1)
* Classification of suppliers (objective 1)

**Lesson 2** (45 minutes)

* Definition of Warehouse and warehouse management (objective 2)
* Inventory and inventory accounting management (objective 2)

**Lesson 3** (50 minutes)

* The warehouse of a hairdressers’ salon (objective 3)
* How to manage it in a salon (objective 3)

**Lesson 4** (90 minutes)

* Definition of a purchase order (objective 4)
* Element of the text letter (objective 4)
* Assignment

1. **LESSON 1 – Lesson plan**

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| **Approximate scheduled time (tot = 45**  **min)** | **What** | **How** | **Tools** |
| 5 min | Introduction and presentation of the main goals of the lesson | Write down a mind map on the board by teacher | Digital board  Laptop (teacher)  Students Workbook (paper or digital) |
| 15 min | Group work focusing each one on a particular type of supplier | Refer to the Textbook | Digital board  Laptop (teacher)  Students Workbook (paper or digital)  Electronic device or PC for each group connected to the Internet |
| 20 min | Group presentation | Each group present the outcomes to other groups. | Digital board  Students Workbook (paper or digital) |
| 5 min | Closure of the lesson | Feedback | Digital board  Students Workbook (paper or digital) |

1. **LESSON 2 – Lesson plan**

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| **Approximate scheduled time (tot = 45**  **min)** | **What** | **How** | **Tools** |
| 5 min | Introduction and presentation of the main goals of the lesson | Write down a mind map on the board by teacher | Digital board  Laptop (teacher)  Students Workbook (paper or digital) |
| 15 min | Group work focusing each one on a particular concept:  -Organization and Zones of warehouse  -Location of goods and stock accounting  -Inventory accounting management | Refer to the Textbook | Digital board  Laptop (teacher)  Students Workbook (paper or digital)  Electronic device or PC for each group connected to the Internet |
| 20 min | Group presentation | Each group present the outcomes to other groups. | Digital board  Students Workbook (paper or digital) |
| 5 min | Closure of the lesson | Feedback | Digital board  Students Workbook (paper or digital) |

1. **LESSON 3 – Lesson plan**

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| **Approximate scheduled time (tot = 50**  **min)** | **What** | **How** | **Tools** |
| 5 min | Introduction and presentation of the main goals of the lesson | Write down a mind map on the board by teacher | Digital board  Laptop (teacher)  Students Workbook (paper or digital) |
| 20 min | Group work focusing each one on a particular concept linked to the five main operations for the correct management of the hairdressers’ warehouse | Refer to the Textbook | Digital board  Laptop (teacher)  Students Workbook (paper or digital)  Electronic device or PC for each group connected to the Internet |
| 20 min | Group presentation | Each group present the outcomes to other groups. | Digital board  Students Workbook (paper or digital) |
| 5 min | Closure of the lesson | Feedback | Digital board  Students Workbook (paper or digital) |

1. **LESSON 4 – Lesson plan**

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| **Approximate scheduled time (tot = 90**  **min)** | **What** | **How** | **Tools** |
| 5 min | Introduction and presentation of the main goals of the lesson | Write down a mind map on the board by teacher | Digital board  Laptop (teacher)  Students Workbook (paper or digital) |
| 15 min | Analysis of a purchase order | Refer to the sample in the textbook | Digital board  Laptop (teacher)  Students Workbook (paper or digital) |
| 45 min | Group work  Assignment | Refer to the Textbook  (use Excel and one of the app suggested) | Digital board  Laptop (teacher)  Students Workbook (paper or digital)  Electronic device or PC for each group connected to the Internet |
| 20 min | Group presentation | Each group present the outcomes to other groups. | Digital board  Students Workbook (paper or digital) |
| 5 min | Closure of the lesson | Feedback | Digital board  Students Workbook (paper or digital) |