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Automatisch gegenereerde beschrijvingAfbeelding met tekst

Automatisch gegenereerde beschrijving Afbeelding met tekst, illustratie

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

# 1. Setting up a sustainable Business

|  |
| --- |
| **General aim of the lesson**  Students will be able to define what is meant by setting up a sustainable business. They will also understand that an environmental system will help them to establish a sustainable business. They will have knowledge of the different laws and legislations used in Europe and more specific in the partner countries of this project. By the end of this lesson students will be able to have a pitch discussion in front of investors and/or experts, concerning the production of a sustainable product. |
| **Learning Outcomes**  By the end of the lesson all students will be able to:  **Knowledge**   * define how to set up a sustainable business * define criteria for a sustainable business * define the use of an environmental system * define the different phases of an environmental system * know that there are European laws and legislation on sustainability * know that there are national laws and legislations on sustainability   **Skills**   * read through information * find information on laws and legislations by using the given links * to prepare a presentation of a sustainable business plan, using given criteria * to prepare a pitch discussion of a sustainable business plan * to give a pitch discussion to expert and/or investors   **Attitudes**   * Evaluate outcomes * Creativity * Communication * Use of ICT * Making business decisions |
| **Activities**  Class discussion after reading the informative text on “Setting up a sustainable business” p.4-7.  Class discussion after reading the informative text on “Environmental system” p.7-10.  Class discussion after reading the informative text on “Laws and legislation” p.11-16.  Assignment p. 16: Make a presentation of your sustainable business plan. Present your presentation to a jury of experts/investors. Convince them in a pitch discussion of your sustainable product.  Sub-assignment p. 16: Brainstorm about a sustainable product: name, concept and philosophy, raw materials, providers, manufacturing, packaging, means of transportation, marketing strategies, growth rates, ways to recycle, financials.  Sub-assignment p. 17: Preparing the presentation for the experts/investors.  Sub-assignment p. 19: Create visually appealing presentations as much as possible. The goal is for your visuals to give power and create engagement that adds to your message or speech. Also work conscientiously on your messaging. |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **What** | **How** | **Media used – teachers resource kit** |
| **LESSON 1** | | | |
| 10  20    30 | 1. Setting up a sustainable business  1.1. Introduction    1.2. Environmental system | * Reading the introduction * Give students the opportunity to ask questions about what they read on the text in a class discussion * Reading the text on the environmental system and looking at the scans | * Student’s manual * Computer/laptop * Beamer |
| **LESSON 2** | | | |
| 20    15  25 | 1.2. Environmental system    2. Laws and legislation  2.1 European laws and legislation  2.2. National laws and legislation | * Give students the opportunity to ask questions about what they read on the text in a class discussion * Reading the text on laws and legislation * Give students the opportunity to ask questions about what they read on the text in a class discussion | * Assignment papers * Computer/laptop * Beamer |
| **LESSON 3** | | | |
| 5    55 | 2.3. Producing a sustainable product    2.4. Preparing the presentation  2.4.1. Brainstorm and defining the concept | * Reading the general assignment: Make a presentation of your sustainable business plan.  Present your presentation to a jury of experts/investors. Convince them in a pitch discussion of your sustainable product.   Sub-assignment: Brainstorm about a sustainable product: name, concept and philosophy, raw materials, providers, manufacturing, packaging, means of transportation, marketing strategies, growth rates, ways to recycle, financials. | * Computer/laptop * Beamer * Assignment papers |
| **LESSON 4** | | | |
| 60 | 2.4.1. Brainstorm and defining the concept | * Sub-assignment: Brainstorm about a sustainable product: name, concept and philosophy, raw materials, providers, manufacturing, packaging, means of transportation, marketing strategies, growth rates, ways to recycle, financials. | * Computer/laptop * Assignment papers |
| **LESSON 5** | | | |
| 60 | 2.4.2. Preparing the presentation for the experts/investors | * Sub-assignment: Brainstorm about a sustainable product: name, concept and philosophy, raw materials, providers, manufacturing, packaging, means of transportation, marketing strategies, growth rates, ways to recycle, financials. | * Computer/laptop * Assignment papers |
| **LESSON 6** | | | |
| 60 | 2.4.2. Preparing the presentation for the experts/investors | * Sub-assignment: Brainstorm about a sustainable product: name, concept and philosophy, raw materials, providers, manufacturing, packaging, means of transportation, marketing strategies, growth rates, ways to recycle, financials. | * Computer/laptop * Assignment papers |
| **LESSON 7** | | | |
| 60 | 2.4.2. Preparing the presentation for the experts/investors | * Sub-assignment: Brainstorm about a sustainable product: name, concept and philosophy, raw materials, providers, manufacturing, packaging, means of transportation, marketing strategies, growth rates, ways to recycle, financials. | * Computer/laptop * Assignment papers |
| **LESSON 8** | | | |
| 60 | 2.4.2. preparing the presentation for the experts/investors | * Sub-assignment: Brainstorm about a sustainable product: name, concept and philosophy, raw materials, providers, manufacturing, packaging, means of transportation, marketing strategies, growth rates, ways to recycle, financials. | * Computer/laptop * Assignment papers |

|  |  |  |  |
| --- | --- | --- | --- |
| **LESSON 9** | | | |
| 60 | 2.4.3. Preparing the pitch discussion | * Sub-assignment: Create visually appealing presentations as much as possible. The goal is for your visuals to give power and create engagement that adds to your message or speech. Also work conscientiously on your messaging. | * Computer/laptop * Assignment papers |
| **LESSON 10** | | | |
| 60 | 2.4.3. Preparing the pitch discussion | * Sub-assignment: Create visually appealing presentations as much as possible. The goal is for your visuals to give power and create engagement that adds to your message or speech. Also work conscientiously on your messaging. | * Computer/laptop * Assignment papers |
| **LESSON 10** | | | |
| depending on the amount of students (max. 20 minutes per student) | The pitch discussion with experts/investors | * Organizing the pitch discussion of every student in front of a jury of experts/investors | * Computer/laptop * Visuals |

**Teachers Evaluation of the lesson**

- Process evaluation; how did it go?

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

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

# 2. Energy in the hairdressing salon II

The objectives of this topic are mainly that students know how to look for legislation concerning the energy installation required by the hairdressing salon and relate it to sustainability, that they learn how to calculate the energy consumption of the salon relating it to the working tools and that they know advanced measures to achieve a better use of energy and, consequently, the reduction of consumption. Finally, but also fundamentally, they learn to identify the cost of investments, sources of financing and access to European subsidies for sustainability.

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 theme**  Identifying legislation, calculating consumption, learning about innovations and researching financing for energy installations. |
| **Knowledge**   * Identify legislation on energy installations. * To understand the relationship between home automation and energy saving. * To learn about innovations in the field of energy saving.   **Ability**   * Calculate the energy consumption of the room according to its variables. * Assess the feasibility of installing other advanced techniques to reduce consumption. * Search and find grants and subsidies from different areas for energy efficiency in the salon. * Group discussion to share ideas and reflections, evaluating results.   **Attitude**   * Be critical of legislation on energy installations. * Propose advanced 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:   * Calculate in detail the consumption of the room and propose measures for its reduction based on these calculations. * Propose new advanced methods to reduce energy consumption in classrooms.   By the end of the topic, lower ability students should be able to:   * Calculate the energy consumption of the different equipment and tools used in a hairdressing salon and make comparisons. * To be familiar with most of the methods proposed to reduce energy consumption in classrooms. |

**PROGRAMMING AND TIMING OF THE THEME**

In this topic we focus on energy legislation, energy costing, advanced methods of reducing consumption and financing investments in energy installations.

**Total hours** = 20-25h.

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

**Purpose of the theme:**

* 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 recognise options for reducing energy consumption in hairdressing salons.

**Planning:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Approximate scheduled time (total hours 20-25h = 20-25 sessions of 1 hour)** | | **What** | **How** | **Tools** |
| Session 1 | 5 min | Introduction on the importance of legislation to tackle climate change. | Brief explanation by the teacher. |  |
| 15 min. | Video on China's energy future plans. | Video viewing 1. Refer to 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 past, present and future of energy facilities in China. | Blackboard. |
| Sessions 2 and 3 | 70 min. | Video on energy policies. | 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 students' opinions on the proposed measures. | Blackboard. |
| **Approximate scheduled time (total hours 20-25h = 20-25 sessions of 1 hour)** | | **What** | **How** | **Tools** |
| Sessions 4-6 | 20 min. | Theory:  Introduction to the subject and legislation. | Teacher's presentation. | Power-point. See the teacher's resource kit.  Whiteboard and projector or digital whiteboard. |
| 80 min. | Work in activity 1 | Students work individually.  The teacher interviews the students in the process, guiding them in the search. | Computers or smartphones. |
| 50 min. | Discussion on activity 1. | Student-centred. The teacher guides and asks questions about the students' views on energy transition legislation and encourages comparison between locations. | Blackboard. |
| **Approximate scheduled time (total hours 20-25h = 20-25 sessions of 1 hour)** | | **What** | **How** | **Tools** |
| Session 7 | 50 min. | Theory:  Calculate energy consumption. | Teacher's presentation. | Power-point. See the teacher's resource kit.  Whiteboard and projector or digital whiteboard. |
| Session 8 | 15 min. | Reminder on the calculation of energy consumption. | Reading of the same and information and instructions on how to carry them out. | Blackboard. |
| 20 min | Work on activity 2 | Students work on a one-to-one basis.  The teacher questions the students in the process and guides them if he/she observes errors. | Activity sheet |
| 10 min | Sharing of activity 2, correction of results. | The teacher asks students to come to the board and show their calculations. | Blackboard. |
| 5 min | Presentation of activity 3. | Reading it and putting forward opposing points of view to generate debate. | Blackboard. |
| Sessions 9-11 | 20 min | Activity 3: students discuss cost-effectiveness and the problem of waste. | Student-centred. Teacher guides and corrects if necessary or asks questions to activate dialogue. | Blackboard. |
| 80 min | Work on activity 4 | Students work on a one-to-one basis.  The teacher interviews the students in the process, guiding them in the search. | Computers or smartphones. |
| 40 min | Sharing of activity 4. | Students present their findings and a ranking is created with the information provided, discussing, in addition to power, which tools are the best in terms of quality/price/efficiency. | Computer or digital whiteboard |
| 10 min | Work in activity 4 | Comparative calculation of annual profitability and savings. | Computers or smartphones. |
| Session 12 | 20 min | Work on activity 5 | Comparative calculation of annual profitability and savings. | Computers or smartphones. |
| 30 minutes | Discussion on activity 5. | Student-centred. Teacher moderates and collects key ideas on the board. | Blackboard. |
| Session 13 | 50 min | Theory and practice:  Explanation and demonstration of the use of the consumption calculator. | Presentation and demonstration by the teacher with the participation of the students. | Excel. See the teacher's resource kit.  Whiteboard and projector or digital whiteboard. |
| **Approximate scheduled time (total hours 20-25h = 20-25 sessions of 1 hour)** | | **What** | **How** | **Tools** |
| Session 14 | 45 min | Video on home automation. | Video viewing 4. Refer to the teacher's resource kit. | Projector, digital whiteboard or computers. |
| 5 min | Approach to activity 6. | Reading it and providing information and instructions on how and where to look for information. | Blackboard. |
| Sessions 15-17 | 150 min. | Work in activity 6 | Students work on a one-to-one basis.  The teacher interviews the students in the process, guiding them in the search and proposing solutions. | Computers or smartphones. |
| Sessions 18 and 19 | 100 min. | Exhibition of the presentations. | Student-centred. Teacher asks questions if necessary. | Projector or digital whiteboard. |
| Sessions 20 and 21 | 70 min. | Theory:  Innovation and efficiency to reduce consumption. | Teacher's presentation. | Power-point. See the teacher's resource kit.  Whiteboard and projector or digital whiteboard. |
| 30 min. | Activity 7: debate.  Advantages and disadvantages of relocation. | Student-centred. The teacher moderates and collects the best ideas on the board. | Blackboard. |
| Session 22 | 40 min. | Theory:  Cost of investments. Financing and subsidies. | Teacher's presentation. | Power-point. See the teacher's resource kit.  Whiteboard and projector or digital whiteboard. |
| 10 min | Approach to activity 8. | Reading it and providing information and instructions on how and where to look for information. | Projector and/or digital whiteboard. |
| Sessions 23 and 24 | 70 min. | Work in activity 8 | Students work on a one-to-one basis.  The teacher observes the students in the process, guiding them in the search and suggesting further searches if necessary. | Computers or smartphones. |
| 30 min | Sharing of activity 8. | Students present their findings. The teacher prepares a compilation summary table during the process. | Computer and/or digital whiteboard. |
| Session 25 | 50 min. | Theoretical test. |  |  |

# 3. Water

Water

**Lesson 1: Legislation around water and setting up a water-efficient salon**

* What are the rules and laws (legislation) about water pollution in your country?
* Setting up a water-efficient (dream) salon

**Lesson 2: Corporate Social Responsibility and water**

* Companies that make products helping reduce / reuse / recycle / purify water
* Corporate Social Responsibility in relation to water
* CRS as a marketing tool

Legislation around water and setting up a water-efficient salon

**Introduction Lesson 1**

In this lesson we focus on legislation around water in your country and collecting / working out

ideas about setting up and running a water-efficient salon

* Total contact hours = 1 (optionally 2 or a home assignment)

Beginning situation: this class is meant for (salon) management level students or experienced professionals with already quite some basic understanding and skills about water management and water saving in and around a beauty salon

General goal of the lesson 1 for students to search for and gather knowledge on legislation about water in their own country / region and brainstorming of how this can translate into planning and running a water-efficient hairdresser salon

Objectives of the lesson

* For students to be able to look for and understand the content as well as importance of legislation regarding the water management in their locality (country or region)
* Translating the knowledge about water management and water legalisation into the step-by-step (business) plan of an (own) water-efficient beauty salon

Learning outcomes:

At the end of the lesson students will have greater knowledge and understanding of legislation about water in their own country / region. They are able to translate this knowledge into a step-by-step plan of setting up and running a (n own) water-efficient beauty salon

**Knowledge**:

* Basic knowledge of where to find the water-related legislation of the country or region
* Identifying the key points of the contents of the laws and rules
* Identifying of which points are important for a salon manager / owner in the beauty industry

**Skills**:

* Being able to differentiate between the general key points of the water-related legislation and the ones relevant to the hairdresser industry
* Being able to translate the general knowledge about water legislation into the concrete steps necessary for setting up and running a water-efficient salon
* Being able to translate own knowledge on water management into the concrete steps necessary for setting up and running a water-efficient salon

**Attitudes**:

* The idea and attitude of respect towards legislation as well as understanding the necessity of a solid water management plan at a salon
* Understanding the necessity of a well thought out water management plan with respect to the protection of the environment

Additional Learning outcomes:

Possible extra competences and gains in terms of knowledge, skills and attitude for VET students who might have a different tempo or level of comprehension. Can be applied to make a difference between different levels of training.

By the end of the lesson some students will be able to:

* Understand the connection between legislation and business practices in relation to environmental protection
* Understand the importance or necessity of an ‘umbrella’ legislation (such as the one for the whole EU)

By the end of the lesson some students might be able to:

* Signal the gaps between the existing and still necessary legislation and daily practices of a hairdresser salon

**Lesson Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Time scheduled**  **(total 50 minutes)** | **What** | **How** | **Media used** |
| Register class 5mins  Explaining the subject and objectives of the lesson  5mins | Regular student registration  Water legislation and working out a water-efficiency plan for a hairdresser salon | Teacher does the registration and s introduces the subject + objectives | * PowerPoint (please refer to the teachers resource kit) * White board or digiboard * Laptop (teacher), laptops or smartphones/tablets students |
| 15 minutes | Doing short research on legislation concerning water (pollution) in the country:  Is there a special law dealing with the issue? If not, maybe there are institutions that deal with water policies and rules?  How do those law(s) / rules apply to hairdressers?  Please study the water protecting law(s) – if applicable – and find out the main points of it. What does it say about water pollution? Are there any other measures concerning water usage or waste water utilization the entrepreneurs need to be concerned about? | Students work in pairs or small groups  Putting down ideas on A4 paper or notes in order to shortly present to the rest of the class. | Smartphones or laptops (at least one for a group / pair), |
| 10 minutes | Students present their findings to the entire class, other small groups / pairs ask at least 1 question | Student present  If needed teacher adds some input or helps resolve problems (e.g. students didn’t find anything) | White board/digiboard |
| 10-12 minutes | Same or switched smalls groups or pairs write down at least 3 steps a salon owner / manager needs to implement in his/her salon in relation to save water / minimize the water pollution (taking into account the legislation and trying to minimize the costs) | Students work out the steps and look for arguments to support their choices. If not finished in class, this will be given as homework to finish | Discussion, note taking, looking for arguments (if necessary by searching the web) |
| 3-5mins | Homework explained  Recap and answering the questions | As homework or self-study / part of a bigger project assignment | Please refer to **giving water-saving advice & water saving as part of the business plan for your Dream Salon** from the Students’ Manual. Optionally, these 2 tasks can be turned into a portfolio or project assignment, can be added to a bigger assignment like a salon business plan |

**Lesson 1: Legislation around water and setting up a water-efficient salon**

In most (European) countries the distribution and purification of water is regulated by law.

In the Netherlands, for example, there is a Water Law (Waterwet) since 2009, a part of which is the ‘Surface waters pollution law’ (WVE or ‘Wet verontreiniging oppervlaktewateren’) which is dealing with the water pollution of the ground / surface waters.

In other countries, especially where water not as generously available as in the Netherlands, the government is forced to exercise even more control about the state and protection of this vital for all humans, animals and crops resource. The climate change seems to especially threaten more Southern parts of Europe, meaning for instance that the South of Spain is going to be called the new Oman in the future.

There might also be organs or institutions that are meant for water regulation in a country or region. If we keep the example of the Netherlands – a very famously water-rich country – the so-called water boards are public bodies established on the basis of the Water Boards Act that is charged with the regulation of water management in a specific region in the Netherlands. In other countries you might find other ways to deal with water management. Please carry out the following assignment and do little web research in how the water management rules and regulations are arranged in your country or region. In Spain, on the other hand, the increasing drought force the policy makers to re-evaluate the current laws and regulations what a new Water Framework Directive is supposed to improve.

TASK:

* Search the web for the information on the legislation concerning water pollution in your country. Is there a special law dealing with the issue? If not, maybe there are institutions that deal with water policies and rules? How do those law(s) / rules apply to the hairdressers?
* Please study the water protecting law(s) – if applicable – and find out the main points of it. What does it say about water pollution? Are there any other measures concerning water usage or waste water utilization the entrepreneurs need to be concerned about?

Setting up a water-efficient (dream) salon



Giving water-saving advice

Based on your results from the ‘Fill the water measuring bag’ task in module 2, what advice can you give to an owner of a hairdresser salon in order to save water? Write down 3 to 5 tips how to make sure the water is not wasted unnecessarily. Think of all the hairdressing processes (shampooing, cutting, colouring, perming) and other processes at a salon (e.g. washing the towels, washing the dishes, mopping the floors etc.).

My water saving tips to a hairdresser salon owner are:

1.

2.

3.

4.

5.



water saving as part of the business plan for your Dream Salon

Imagine you are writing a business plan intending to get a financing from the bank for opening a salon of your own. Since in the South of Europe (imagine you are located there even if you are not!) the expectation is that access to water will become less and less abundant in the near future, a decent water saving plan is an important condition for getting this financing.

What steps and procedures would you describe in your business plan to convince the bank you have thought about water saving steps in your future salon? What about minimizing water pollution?

**Additional tasks / challenges**

Please refer to ‘**The Netherlands as waterland: water – friend and foe’** additional information / handout at the Teacher’s Resource kit. Feel free to make an extra assignment, portfolio or a challenge out of it (in this items you will find some inspiration for work forms, questions and tasks)

**Resources:**

<https://www.idaea.csic.es/meliaproject/sites/default/files/517612-MELIA-Water-policy-in-Spain.pdf>

<https://www.waterschappen.nl/>

https://wetten.overheid.nl/BWBR0025458/2021-07-01

**Lesson plan**

**Corporate Social Responsibility and water**

**Lesson 2**

In this lesson we focus on the Corporate Social Responsibility in relation to water and look at actions and measures to help a salon manager / owner participate in it

Total contact hours = 1 (optionally 2 or a home/portfolio assignment)

Beginning situation: this class is meant for (salon) management level students or experienced professionals with already quite some basic understanding and skills about water management and water saving in and around a beauty salon

General goal of the lesson 2 for students to create greater understanding of Corporate Social Responsibility in relation to water and with what kind of actions or measures it can be achieved within the context of a beauty salon

Objectives of the lesson

* Learn about how Corporate Social Responsibility can be translated into water management of a beauty salon
* Look for steps and measures on how to apply the water-related CRS at a hairdresser salon and (optionally) finding companies that make products helping reduce / reuse / recycle / purify water
* Looking at using the CRS as a marketing tool

Learning outcomes:

At the end of the lesson students will have greater knowledge and understanding of Corporate Social Responsibility in relation to water and be able to name a few steps on how a salon manager / owner can apply it in his/her day-to-day salon practice

**Knowledge**:

* Basic knowledge of CRS is in general
* Basic knowledge of CRS is in relation to water and water management at a beauty salon
* Knowledge of providers of various companies that might assist in water-saving or minimizing water pollution

**Skills:**

* Being able to name and carry out a few steps to save water or minimize water pollution at a beauty salon

**Attitudes**:

* Developing an attitude that taking care of environmental water supplies is everyone’s responsibility, but especially the one of a salon’s owner / manager
* Attitude of caring about water (pollution and use) as part of caring about the environment in general as a person as well as professional

Additional Learning outcomes:

Possible extra competences and gains in terms of knowledge, skills and attitude for VET students who might have a different tempo or level of comprehension. Can be applied to make a difference between different levels of training.

By the end of the lesson some students will be able to:

* Be aware of how the CRS practices can be valuable and deployable as a powerful marketing instrument, especially targeting those environmentally minded (potential) customers

By the end of the lesson some students might be able to:

* Advocate the simple steps that can be used at a salon (by themselves or personnel) to help save water supplies or minimize water pollution

**Lesson Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Time scheduled**  **(total 50 minutes)** | **What** | **How** | **Media used** |
| Register class 5mins  Explaining the subject and objectives of the lesson  5mins | Regular student registration  CRS in relation to water and how it can be used within the context of a hairdresser salon | Teacher does the registration and s introduces the subject + objectives | * PowerPoint (please refer to the teachers resource kit) * White board or digiboard * Laptop (teacher), laptops or smartphones/tablets students |
| 10 min | Introduction to the CRS in general and in relation to the water in particular | Classical explanation by the teacher | Digiboard / white board + PowerPoint |
| 15 min | ‘Join-the-Pipe’ – great example of water-related CSR project: Study the website of Join the Pipe. What can you tell about the mission of the project? Can a hairdresser salon owner work together with the organisation? What are the collaboration opportunities for (small) businesses you can find about on their website? | Work in pairs / smalls groups of max 4, after doing short research and having a discussion, presenting the findings to the rest of the class | White board / digiboard, smartphones or laptops (minimal one per pair / group), group work + short presentation |
| 10 min | In the same or switched groups: Looking for companies assisting a business owner in more efficient water-management. E.g. [Hydraloop](https://www.hydraloop.nl/) a company that provides systems for collecting, treating and re-using the water from showers, baths, washers and dryers, heat pumps and air conditioning units), companies producing water-saving faucets, showerheads etc. Find at least 2 to 3 companies | Work in pairs / smalls groups of max 4, after doing short research and having a discussion, presenting the findings to the rest of the class | Group discussion, smartphones or laptops (minimal one per pair / group) |
| 10 min (optional, by a longer class) | In the same groups / pairs, write down examples of how you can use the CRS in relation to water (imagine, you use rain water to flush the toilets or do the laundry) in your marketing communication (website, socials, flyers, employment policies), write down at least 4 examples of the actions | Work in pairs / smalls groups of max 4, after doing short research and having a discussion, presenting the findings to the rest of the class | Group discussion, smartphones or laptops (minimal one per pair / group) |
| 3-5mins | Recap |  |  |

**Lesson 2: Corporate Social Responsibility and water**

Corporate Social Responsibility in relation to water

Unfortunately more and more people nowadays experience water stress and in the near future the situation will only get worse. This has to do with both geographic and temporal mismatch between freshwater demand and availability. It means that a lot of places (the North of Africa and lots of regions in Asia) have trouble getting access to fresh water. This can be due to physical or economic reasons. Physical water scarcity means there’s just not enough water available in the region to satisfy all the needs of the ecosystem. Economical water scarcity means that there is no sufficient infrastructure to make water available there where it is needed. All beings, humans as well as animals, depend on water for survival.

Our planet renews it freshwater supplies through rainfall, but its amount is much less than what people get out from earth – this means that deforestation, industrial activities, intensive farming and urbanisation have resulted in ground water levels dropping dangerously fast.

That is why we need to act now! This is also the reason why more and more companies apply the so-called corporate social responsibility practices in their operations and processes.

**Corporate social responsibility (CSR).** Inverstopedia.com defines the Corporate social responsibility as a self-regulating business model that helps a company be socially accountable to itself, its stakeholders and the public. By practicing CSR, also called corporate citizenship, companies become aware of the ways they impact various aspects of society (among other things, economy and environment), either intentionally or not. A by-product of this awareness is that a company can then choose to operate in ways that benefit the society instead of harming it. CRS practices can not only enhance some aspects of the society, but also promote a more positive image of the brand or company – a win-win situation!

CRS as a marketing tool

It is important for an (aspiring) salon manager or owner to bear in mind how powerful it can be to use the CRS practices of their business in their marketing and communication messages. The customers nowadays, becoming more and more environmentally conscious, will be selecting businesses they want to buy goods of services from based on whether or not they are involved into some kind of CSR. It is especially smart to promote these kind of practices if you are already engaged in them. Think of hanging around some posters, adding a disclaimer on your website or socials that you are saving water / sorting waste / using green hair and scalp products, are awarded a quality mark or certification etc.



Think of any actions a hairdresser salon can take to promote the CSR in relation to water?

Next to the salon itself, think of other companies engaged in the operations of the salon, like hair cosmetics manufacturers, appointments software supplier etc. What kind of water-friendly CSR actions can these organisations take?

**Interesting fact: example of CSR in relation to water**

ID&T (a Dutch entertainment and medium enterprise founded in the early 1990s and operating many of the largest electronic dance music events in the world) has introduced Join the Pipe project. The project is committed to a world with less plastic waste, in which everyone, everywhere in the world, has access to safe drinking water. By promoting drinking tap water from reusable bottles and refill stations the organisation aims to reduce the use of plastic. With the proceeds of their products they set up drinking water and clean-up projects in developing countries. Drinking water points are for example available in several schools across the Netherlands as well as at ROCvA, one of the participants of the Sustainable Salon projects.

TASK: study the website of Join the Pipe (scan the QR code to go there). What can you tell about the mission of the project? Can a hairdresser salon owner work together with the organisation? What are the collaboration opportunities for (small) businesses you can find about on their website?

Companies that make products helping reduce / reuse / recycle / purify water

There are companies out there which an entrepreneur (an owner of a hairdressing salon) can work with for reducing, reusing or purifying the water. E.g. [Hydraloop](https://www.hydraloop.nl/) (a company that provides systems for collecting, treating and re-using the water from showers, baths, washers and dryers, heat pumps and air conditioning units), companies producing water-saving faucets, showerheads etc.



Please look up 2 or 3 of these companies on the internet. What kind of principle(s) is their water-saving or water-purifying solution based on?

Do you know any salons or other companies that use an independent water-recycling system? If not, try to find them online!

Resources:

<https://www.hydraloop.com/why-recycle>

<https://www.investopedia.com/terms/c/corp-social-responsibility.asp>

<https://join-the-pipe.org/>

# 4. Waste

**Lesson 11: Legislation around waste and setting up a low-waste salon**

* What are the rules and laws (legislation) about waste in your country?
* How do you set up a low-waste salon

**Lesson 12: Corporate Social Responsibility and efficient waste management**

* Saving costs with smart waste management
* Corporate Social Responsibility in relation to waste

**Lesson plan**

**Legislation around waste and setting up a low-waste salon**

**Lesson 11**

**Introduction Lesson 1**

In this lesson we focus on legislation around waste in your country and collecting / working out

ideas about setting up and running a low-waste salon

* Total contact hours = 1 (optionally 2 or a home assignment)

Beginning situation: this class is meant for (salon) management level students or experienced professionals with already quite some basic understanding and skills about waste management in and around a beauty salon

General goal of the lesson 1 for students to search for and gather knowledge on legislation about waste in their own country / region and brainstorming of how this can translate into planning and running a low waste hairdresser salon

Objectives of the lesson

* For students to be able to look for and understand the content as well as importance of legislation regarding the waste management in their locality (country or region)
* Translating the knowledge about waste management and legalisation into the step-by-step (business) plan of an (own) low-waste beauty salon

Learning outcomes:

At the end of the lesson students will have greater knowledge and understanding of legislation about waste in their own country / region. They are able to translate this knowledge into a step-by-step plan of setting up and running a (n own) low-waste beauty salon

**Knowledge**:

* Basic knowledge of where to find the waste-related legislation of the country or region
* Identifying the key points of the contents of the laws and rules regarding waste
* Identifying of which points are important for a salon manager / owner in the beauty industry

**Skills**:

* Being able to differentiate between the general key points of the waste-related legislation and the ones relevant to the hairdresser industry
* Being able to translate the general knowledge about waste legislation into the concrete steps necessary for setting up and running a low-waste salon
* Being able to translate own knowledge on waste management into the concrete steps necessary for setting up and running a low-waste salon

**Attitudes**:

* The idea and attitude of respect towards legislation as well as understanding the necessity of a solid waste management plan at a salon
* Idea of approaching the hairdresser waste as a resource (e.g. human hair)
* Understanding the necessity of a well thought out waste management plan with respect to the protection of the environment

Additional Learning outcomes:

Possible extra competences and gains in terms of knowledge, skills and attitude for VET students who might have a different tempo or level of comprehension. Can be applied to make a difference between different levels of training.

By the end of the lesson some students will be able to:

* Understand the connection between legislation and business practices in relation to environmental protection
* Understand the importance or necessity of an ‘umbrella’ legislation (such as the one for the whole EU)

By the end of the lesson some students might be able to:

* Signal the gaps between the existing and still necessary legislation and daily practices of a hairdresser salon in relation to waste

**Lesson Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Time scheduled**  **(total 50 minutes)** | **What** | **How** | **Media used** |
| Register class  5 min  Explaining the subject and objectives of the lesson  5 min | Regular student registration  Waste legislation and working out a low-waste plan for a hairdresser salon | Teacher does the registration and s introduces the subject + objectives | * PowerPoint (please refer to the teachers resource kit) * White board or digiboard * Laptop (teacher), laptops or smartphones/tablets students |
| 20 min | Doing short **research on legislation** concerning waste in the country:  TASK: What are the rules and laws (legislation) about waste in your country? Where can you find the information? Study the websites of the (local) government / authorities on this subject. Is it clear what rules do hairdressers / salon owners have to follow? Is there a professional association that can help professionals or entrepreneurs with this kind of issues?  What is the name of this association in your country? Where else can you go for advice? | Students work in pairs or small groups of max 4  Putting down ideas on A4 paper or notes in order to shortly present to the rest of the class.  If nothing is found or students experience problems, teacher helps with providing some tips, websites | Smartphones or laptops (at least one for a group / pair), |
| 15 min | In pairs / small groups, carrying out the task:  Imagine you have to write a business plan for setting up and opening your dream salon.  How can you take care of the environment and make use of sustainable business practices? Imagine that only the most sustainable business plan will be granted a financing / loan and you really need the money for your dream enterprise. | Same or switched pairs / small groups, discussion | Pen, paper or smartphone / laptop (at least 1 per group / pair) |
| 10 min (optional of by a longer class) | Optional: write down 3 to 5 tips of advice for a starting hairdresser entrepreneur concerning the efficient waste-management | Work individually, at the end the teacher randomly asks 2-3 students to read their points out loud | Pen, paper or smartphone / laptop |
| 3-5 min | Homework / assignment explained  Recap and answering the questions | The steps to implement in the low-waste plan need to be finished and submitted to the teacher within a week’s time | Please refer to the **How do you set up a low-waste salon** from the Students’ Manual. Optionally, this task can be turned into a portfolio or project assignment, can be added to a bigger assignment like a salon business plan |

**Lesson 1: Legislation around waste and setting up a low-waste salon**

Waste legislation in your country

In different countries the legislation and rules around waste management are arranged in different ways. Sometimes there are laws dealing with this issues, sometimes there are (semi) governmental organisations and institutions that regulate and manage it.

TASK: What are the rules and laws (legislation) about waste in your country? Where can you find the information? Study the websites of the (local) government / authorities on this subject. Is it clear what rules do hairdressers / salon owners have to follow? Is there a professional association that can help professionals or entrepreneurs with this kind of issues? What is the name of this association in your country? Where else can you go for advice? Work the answers out to a short manual for young professionals / starting entrepreneurs.

How do you set up a low-waste salon?



Imagine you have to write a business plan for setting up and opening of your dream salon (this might even be the task in the course of your training!).

How can you take the care of the environment and make use of sustainable business practices? Imagine that only the most sustainable business plan will be granted a financing / loan and you really need the money for your dream enterprise.

Write down all the aspects you can think of to win the competition! Think of:

* What product supplier you will go for: do the products have green(er) ingredients in them?
* Whether your energy supplier provides green energy
* Ventilation in the salon
* Water-saving measures
* A more sustainable option for the foils
* Coffee cups (paper or ceramic / glass and why) and coffee / tea / sugar supplier (Fairtrade / eco-friendly)
* What kind of furniture you are going to use
* Sorting the waste
* What detergents you are going to use for washing up, laundry, mopping etc.
* Paperless administration (online communication / marketing / scheduling / finances)
* Flushing the toilet and operating a washing machine with collected rain water
* Any other green and environmentally friendly / friendlier measures?
* …

**Resources:**

<https://www.overheid.nl/>

**Lesson Plan**

**Corporate Social Responsibility and waste**

**Lesson 2**

In this lesson we focus on the Corporate Social Responsibility in relation to waste and look at actions and measures to help a salon manager / owner participate in it

Total contact hours = 1 (optionally 2 or a home/portfolio assignment)

Beginning situation: this class is meant for (salon) management level students or experienced professionals with already quite some basic understanding and skills about waste management and in and around a beauty salon

General goal of the lesson 2 for students to create greater understanding of Corporate Social Responsibility in relation to waste and with what kind of actions or measures it can be achieved within the context of a beauty salon

Objectives of the lesson

* Learn about how Corporate Social Responsibility can be translated into waste management of a beauty salon
* Look for steps and measures on how to apply the waste-related CRS at a hairdresser salon and (optionally) finding companies that make alternative low-waste products helping a hairdresser reduce / reuse / recycle
* Looking at using the CRS as a marketing tool

Learning outcomes:

At the end of the lesson students will have greater knowledge and understanding of Corporate Social Responsibility in relation to waste and be able to name a few steps on how a salon manager / owner can apply it in his/her day-to-day salon practices

**Knowledge**:

* Basic knowledge of CRS is in general
* Basic knowledge of CRS is in relation to waste management at a beauty salon
* Knowledge of companies providing or manufacturing various services or goods helping a hairdresser reduce / reuse / recycle withing the context of a hairdressing salon

**Skills:**

* Being able to name and carry out a few steps to bring down the amount of waste at a beauty salon or sort out / recycle in an efficient way
* Being able to use the human hair as a resource

**Attitudes**:

* Developing an attitude that taking care of environmental and reducing waste is everyone’s responsibility, but especially the one of a salon’s owner / manager / employer
* Developing an attitude of caring about reducing waste as part of caring about the environment in general as a person as well as professional

Additional Learning outcomes:

Possible extra competences and gains in terms of knowledge, skills and attitude for VET students who might have a different tempo or level of comprehension. Can be applied to make a difference between different levels of training.

By the end of the lesson some students will be able to:

* Be aware of how the CRS practices can be valuable and deployable as a powerful marketing instrument, especially targeting those environmentally minded (potential) customers

By the end of the lesson some students might be able to:

* Advocate the simple steps that can be used at a salon (by themselves or personnel) to help minimize waste or use smart recyclable hairdresser products

**Lesson Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Time scheduled**  **(total 50 minutes)** | **What** | **How** | **Media used** |
| Register class 5mins  Explaining the subject and objectives of the lesson  5mins | Regular student registration  CRS in relation to waste and how it can be used within the context of a hairdresser salon | Teacher does the registration and s introduces the subject + objectives | * PowerPoint (please refer to the Teacher’s resource kit) * White board or digiboard * Laptop (teacher), laptops or smartphones/tablets students |
| 10 min | Introduction to the CRS in general (if not introduced before) and in relation to the waste in particular | Classical explanation by the teacher | Digiboard / white board + PowerPoint |
| 15 min | Research on waste-efficient practices at a salon:  Do a little research on the best waste-reducing practices and environmentally friendly hairdresser product alternatives on the web (or Module 1-2 chapters of Students’ Manual)  Think of 2-3 incentives of how you are going to motivate your employees to use the practices / products | Work in pairs / smalls groups of max 4, after doing short research and having a discussion, presenting the findings to the rest of the class | White board / digiboard, smartphones or laptops (minimal one per pair / group), group work + short presentation (random 2-3 groups / pairs) |
| 10-15 min | In the same or rotated groups / pairs, write down examples of how you can use the CRS in relation to waste (sorting out garbage, collecting human hair separately, using Paper Not Foil for your highlight treatments) in your marketing communication (website, socials, flyers, employment policies), write down at least 4 examples of the actions | Work in pairs / smalls groups of max 4, after doing short research and having a discussion, presenting the findings to the rest of the class | Group discussion, smartphones or laptops (minimal one per pair / group) |
| 3-5mins | Recap |  |  |

**Lesson 2: Corporate Social Responsibility and waste**

**Corporate social responsibility (CSR)** is concept we have talked about before. According to Investopedia.com, it refers to a business model that helps a company be socially accountable to itself, its stakeholders and the public. By practicing CSR, also called corporate citizenship, companies become aware of the ways they impact various aspects of society (among other things, economy and environment), either intentionally or not. A by-product of this awareness is that a company can then choose to operate in ways that benefit the society instead of harming it. CRS practices can not only enhance some aspects of the society, but also promote a more positive image of the brand or company – a win-win situation!

If you think of the environmental aspect of CSR at a hairdressing salon and in relation to waste, what kind of practices can a salon owner / manager apply in order to minimize the impact of his/her business? Think of sorting the waste, using green(er) products, reusing or recycling the packaging etc. Write down all of your ideas for a more waste-efficient salon. Also here do not forget that your CSR practices can be used as a marketing tool for attracting and appealing to the (potential) environmentally-minded customers.

**Refer to the earlier chapters (Module 1 and 2) of the Students’ Manual about waste at a hairdresser salon.** There you will find an overview of companies helping hairdresser salons to sort out and collect the waste in a most efficient manner or environmentally friendlier products for hairdressers (e.g. Paper Not Foil). Please help your students think of the following:

* How they are going to motivate their personnel to apply those simple practices and steps for proper waste management
* Sorting our garbage
* Using less products
* Using the eco-friendlier product alternatives
* Bringing in and sharing the recycling ideas

They can think of a bonus system, extra vacation days that can be ‘won’, a price or reward etc. Maybe setting a target as a team and celebrating accomplishing it.

# 5. MANAGEMENT

1. **Goals-Subgoals-Objectives**

The module aims to deepen the concepts introduced in module 2 starting from the analysis of the criterias to select suppliers. Secondly, the concept of sustainable supplier and what are the main characteristics.

Finally the definition and the structure of a quote: what is it, how to write it, how to refuse and ask for a discount.

The goal is to learn the methods to select sustainable suppliers.

1. **Starting situation and timetable**

Assuming you have learned the concepts contained in module 2, you could structure the lessons with this scheme:

**Lesson 1** (45 minutes)

* How to select a supplier/criterias  (objective 1)

**Lesson 2** (90 minutes)

* Definition of sustainable supplier(objective 2)
* Social, economic and environmental point of view (objective 2)
* Assignment 1 and 2

**Lesson 3** (60 minutes)

* Definition of a quote and structure (objective 3)
* Refuse, ask for a discount(objective 3)
* Assignment 3

1. **LESSON 1 – Lesson plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 criteria | 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 presents 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**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 | The characteristics of a sustainable supplier | Refer to the textbook  use an app (Kahoot or Nearpod) | Digital board  Laptop (teacher)  Students Workbook (paper or digital)  Electronic device or PC for each group connected to the Internet |
| 45 min | Group work focusing on Assignment 1 and 2 | 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 presents 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**

|  |  |  |  |
| --- | --- | --- | --- |
| **Approximate scheduled time (tot = 60**  **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) |
| 10 min | Analyze the structure of a quote and the main parts (with examples) | 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 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 presents 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) |