

**Curriculum of Matric Tech**  
**FUNDAMENTALS OF ESTHETICS (I)**  
**GRADE IX**  
**2020**



**GOVERNMENT OF PAKISTAN**  
**Ministry of Federal Education and Professional Training ISLAMABAD**  
**In Collaboration with**  
**National Vocational and Technical Training Commission**

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## Introduction

An esthetician is a person who specializes in the beautification of the skin. Estheticians (sometimes spelled *aestheticians*) are not medical doctors; instead, they perform cosmetic skin treatments, such as facials, superficial chemical peels, body treatments, and waxing. Estheticians, also called skin care therapists, specialize in cosmetic treatments of the skin.

The high demand for esthetician course would be as skills that will help students to generate self-employment opportunities for the betterment of society. The purpose of this course is to develop youth of Pakistan through education and training. To control the increasing un-employment, promoting entrepreneurship (self-employment), alleviate poverty and provide skilled manpower for industrial/economic growth of state, the government of Pakistan has decided to introduce technical scheme at SSC level. For this a stream of technical subjects has been selected including hair and beauty services as one of the elective subjects.

This industry offers various careers for these professionals to excel and grow. It is a lucrative career option with earnings increasing with experience and reputation trained cosmetologists find well-paid jobs in beauty parlors, high-end salon, showbiz, media and main objective is self-employment/entrepreneurship. Esthetician professionals are always in demands in television and industries and also in demand in the world of fashion other options are being an image consultant, writing books, articles and academic.

## Rationale

Esthetician trainee at all levels of skill-development are encouraged to use their eyes, ears, prior knowledge, and interpersonal skills to encourage journeypersons to teach as well as to supervise them. This requires understanding the trade's dynamics, including the roles and responsibilities that order jobsite activity. Unit content outlines the trade's skill-requirements and long-term career possibilities. It includes suggestions about trade related learning styles/strategies. It also introduces the concept of skills stewardship, stressing the obligations that trainees incur in learning from journeypersons to 'pay it forward' by assisting other newcomers who will follow them into the trade. This trade is designed to provide the esthetician trainee with an overview of the esthetician trade. Each trainee should be able to identify sources of information related to various career paths and professional development opportunities. It is also designed to provide general skills and knowledge required to be current in the esthetician industry. These skills will become the foundation for further learning of new trends.

## Aims and Objectives

### Aims

- Design to train the students in practical skills, theoretical knowledge and professional attitude necessary to obtain competency entry level positions in the esthetics profession upon completion of course requirements

- Able to perform skills in the areas of skin treatment, massages, epilation, fitness and nutrition values related to esthetics.
- Able to communicate effectively with colleagues, supervisors and guests
- Able to project professionalism
- Able to perform basic analytical skills and to advise clients on total look concepts
- Able to apply academic learning, technical information and related matter to assure sound judgements, decision and procedure

### Objectives

- Develop quality training to those seeking a career as professional esthetician
- Develop the economic opportunities for the esthetics field
- Develop understanding of the basic principles, properties and application of various types of cosmetics and their effect on the human beings.
- Develop professional skills, attitude and knowledge of beauty care including facial treatment, epilation, massages and fitness.
- Produce a capable & skillful workforce as required by the prevailing market demands.
- Equip the trainees with skills, attitude and knowledge to ensure adherence to safety measures in salons.

### Grade-IX

Learning Themes and Students' Learning Outcomes Knowledge, Skills and Attitude					
Chapter 01					
Esthetics concept T = 9, P= 9, Total= 18					
Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Introduction to esthetics	The students will be able to: <ul style="list-style-type: none"> <li>• define Esthetics</li> <li>• know historical background of esthetics</li> <li>• understand the different branches</li> <li>• recognize the emerging trends</li> <li>• know about components of esthetics y(skin care, hair removal and fitness) and terminology used for esthetics</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation on role of esthetics in society</li> </ul>	Periods (T) Periods (P)	Multimedia, projector, or LED TV with good sound system	Classroom
Scope	<ul style="list-style-type: none"> <li>• describe esthetics industry</li> <li>• know about scope of esthetics industry (entrepreneur and academic opportunities)</li> <li>• familiarize with the growing demand for esthetics career options</li> <li>• recognize collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Group presentation on growing demands and career in esthetics</li> <li>• Discuss effects of esthetics on different industries</li> </ul>	Periods (T) Periods (P)	Multimedia, projector, or LED TV with good sound system	Classroom/Outdoor visit

	with different sectors (fashion industry, media channels and showbiz industry etc.)				
<b>Chapter 02</b>					
<b>Tools and Equipment for skin and massage services</b> <b>T = 9, P= 6, Total= 15</b>					
<b>Content</b>	<b>Students' Learning Outcome</b>	<b>Activities/Practical</b>	<b>Duration</b>	<b>Tools</b>	<b>Workp lace</b>
Skin tools and equipment	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• identify types of skin tools <ul style="list-style-type: none"> <li>○ black heads extractor needle</li> <li>○ facial bed/stool</li> <li>○ facial trolley</li> <li>○ face massager</li> <li>○ head massager</li> <li>○ hand sanitizer</li> <li>○ scissors</li> <li>○ tweezer</li> <li>○ wax strips</li> <li>○ epilation thread</li> <li>○ gown and towel for facial</li> <li>○ head bands</li> <li>○ spatula</li> <li>○ bowl for creams</li> <li>○ applicator brushes</li> <li>○ sponges</li> <li>○ mirror</li> <li>○ magnifying glass</li> </ul> </li> <li>• identify types of equipment for skin services <ul style="list-style-type: none"> <li>○ sterilizer</li> <li>○ steamer</li> <li>○ skin scanner</li> <li>○ wax warmer</li> </ul> </li> <li>• describe use of tools for skin services</li> <li>• describe use of equipment for skin services</li> </ul>	Demonstrate tools and equipment for skin services	Periods (T) Periods (P)	Skin tools and equipment	Classro om/Lab
Massage tools and equipment	<ul style="list-style-type: none"> <li>• identify types of massage tools <ul style="list-style-type: none"> <li>○ head massager</li> <li>○ face massager</li> <li>○ body massager</li> <li>○ bowl for oil</li> <li>○ brush for oil application</li> <li>○ towel</li> </ul> </li> <li>• identify types of equipment for massage services</li> </ul>	Demonstrate tools and equipment for massage services	Periods (T) Periods (P)	Massage tools and equipment	Classro om/Lab

	<ul style="list-style-type: none"> <li>describe use of tools for skin services</li> <li>describe use of equipment for skin services</li> </ul>				
<b>Chapter 03</b>					
<b>Health, safety and environment</b> <b>T = 22, P= 20, Total= 42</b>					
<b>Content</b>	<b>Students' Learning Outcome</b>	<b>Activities/Practical</b>	<b>Duration</b>	<b>Tools</b>	<b>Workp lace</b>
Introduction to health, safety and environment	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>define health safety &amp; environment</li> <li>know basic principles of safety</li> <li>understand standard operating procedure regarding health and safety</li> <li>observe the basic rules of health &amp; safety in workplace environment</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the standard operating procedures (SOP's) regarding basic safety (personal hygiene and vaccination, first aid treatment, allergy test, age limit policies, environmental hygiene etc.)</li> </ul>	Periods (T) Periods (P)	PPE Kits	Classro om/Lab
Basics of safety	<ul style="list-style-type: none"> <li>understand the types of hazards and preventive measures</li> <li>adopt basic certification of safety</li> <li>learn awareness on physically transmitted diseases</li> <li>learn sterilization (tools and towel) and sanitization</li> <li>know-about ventilation and illumination</li> </ul>	<ul style="list-style-type: none"> <li>Presentations on types of hazards and preventive measures</li> <li>Perform sterilization process of tools</li> <li>Maintain checklist for basic facilities and services of safety</li> </ul>	Periods (T) Periods (P)	PPE Kit Sterilization tools and equipment	Classro om/Lab
Personal safety	<ul style="list-style-type: none"> <li>know-about the importance of personal hygiene</li> <li>learn the importance of personal protective equipment (PPE).</li> <li>use personal protective equipment (PPE)</li> </ul>	<ul style="list-style-type: none"> <li>Perform the use of PPE kits (Gloves, Uniforms, Shoes, Hair net, beard net, masks etc.)</li> </ul>	Periods (T) Periods (P)	PPE Kits. sterilization oven Hair & Beard Nets Tools and equipment	Classro om/Lab
Equipment and material handling	<ul style="list-style-type: none"> <li>know the hazards/damage posed by equipment</li> <li>make safe use of tools, equipment and products</li> <li>know the use of disposable utensils</li> <li>understand about manual handling of equipment</li> <li>know about the operation of electrical equipment</li> <li>learn storage of left-over products before expiry</li> </ul>	<ul style="list-style-type: none"> <li>Identify tools and electrical appliances</li> <li>Perform correct manual handling procedures of electrical equipment</li> <li>Maintain first aid box in salon.</li> <li>Perform safe storage of products and tools</li> </ul>	Periods (T) Periods (P)	PPE Kits. Gloves. Masks. Hair & Beard Nets Tools and equipment	Classro om/Lab
Fire and hazards	<ul style="list-style-type: none"> <li>know about fire triangle</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate use of</li> </ul>	Periods (T) Periods (P)	PPE Kit Hair & Safety and Hazard Signs.	Classro om/Lab

	<ul style="list-style-type: none"> <li>identify types of fires and fire extinguishers</li> <li>learn correct evacuation procedures</li> <li>identify and report hazards to concerned</li> </ul>	<p>Fire Extinguishers and Fire Safety Equipment.</p> <ul style="list-style-type: none"> <li>Perform correct evacuation procedures.</li> <li>Demonstrate various incidents reporting through role play.</li> </ul>		<p>Dry Powder Water Based and Foam Fire Extinguishers</p> <p>Water buckets &amp; Sand</p>	
<b>Chapter 04</b>					
<b>Epilation</b> <b>T = 15,P = 30,Total= 45</b>					
Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
<b>Waxing and threading</b>	<p>The Students will be able to:</p> <ul style="list-style-type: none"> <li>define waxing and threading</li> <li>recognize types of threading and waxing</li> <li>know the usage of thread and tweezer</li> <li>identify the effects of wax w.r.t skin type</li> <li>know suitable temperature for applying wax</li> <li>know about the proper way of hair removal and wax quantity to be used</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the temperature setting of wax warmer</li> <li>Perform role play on post precaution of wax</li> </ul>	<p>Periods (T)</p> <p>Periods (P)</p>	<p>Thread, tweezer, loose power, scissor, wax strips</p> <p>wax warmer, spatula, wax strips, loose powder, after wax/threading lotion</p>	Classroom/Lab
Eyebrows shaping	<p>The Students will be able to:</p> <ul style="list-style-type: none"> <li>define eyebrows shaping</li> <li>describe face mapping for eyebrow shaping</li> <li>explain eyebrow shaping according to face structure</li> <li>Identify suitable temperature of wax for eyebrow</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate eyebrow shaping</li> <li>Perform threading of eyebrows</li> <li>Perform waxing of eyebrows</li> </ul>	<p>Periods (T)</p> <p>Periods (P)</p>	<p>Thread, tweezer, loose power, scissor, wax strips</p> <p>wax warmer, spatula, wax strips, loose powder, after wax/threading lotion</p>	Classroom/Lab
Upper lip waxing and threading	<ul style="list-style-type: none"> <li>identify suitable temperature of wax for upper lips</li> <li>know about the removing of hair according to direction</li> <li>comprehend post wax precautions</li> <li>know about the client preference for threading or waxing</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate and perform technique of waxing and threading for upper lips</li> </ul>	<p>Periods (T)</p> <p>Periods (P)</p>	<p>Thread, tweezer, loose power, scissor, wax strips</p> <p>wax warmer, spatula, wax strips, loose powder, after wax/threading lotion</p>	Classroom/Lab
Face waxing / thread	<ul style="list-style-type: none"> <li>know suitable temperature of wax for face</li> <li>know about the removing of hair according to direction</li> <li>know about the client preference for threading</li> </ul>	<ul style="list-style-type: none"> <li>Perform face waxing and threading</li> </ul>	<p>Periods (T)</p> <p>Periods (P)</p>	<p>Thread, tweezer, loose power, scissor, wax strips</p> <p>wax warmer, spatula, wax strips, loose powder, after wax/threading lotion</p>	Classroom/Lab

	or waxing				
<b>Chapter 05</b>					
<b>Introduction to skin</b> <b>T = 8, P =12, Total = 30</b>					
<b>Theme/Content</b>	<b>Students' Learning Outcome</b>	<b>Activities/Practical</b>	<b>Duration</b>	<b>Tools</b>	<b>Workplace</b>
Skin Anatomy	The Students will be able to: <ul style="list-style-type: none"> <li>learn about skin</li> <li>classify the layers of the skin involved in salon services</li> <li>learn the function of layers of skin</li> <li>identify skin tests to recognize allergies and other skin issues</li> </ul>	<ul style="list-style-type: none"> <li>Play a role model on client consultation about skin treatment</li> </ul>	Periods (T) Periods (P)	Magnifying glass, concerned products, applicator, bowl, towel, tissue, gloves, , disposable towel, wipes Face wash, cleanser, toner, wipes, wet tissues, towel, gown, facial band, Dura prep-resolution, facial bed/chair, stool steamer, exfoliating tools and products, basic facial kit, trolley, facial bed/chair	Classroom/Lab
Analyses of skin(Types of Skin)	<ul style="list-style-type: none"> <li>learn different types of skin (Oily, dry, normal, sensitive and combination)</li> <li>identify skin problems (blemishes, freckles, acne, pigmentation, black and white heads, Melia, saggy etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Recognize different types of the skin (dry, oily, sensitive, combination and ageing) of your class fellows</li> <li>Categorize issues of the skin (blemishes, freckles, acne, pigmentation, black and white heads, Melia )</li> </ul>	Periods (T) Periods (P)	Magnifying glass, concerned products, applicator, bowl, towel, tissue, gloves, , disposable towel, wipes Face wash, cleanser, toner, wipes, wet tissues, towel, gown, facial band, Dura prep-resolution, facial bed/chair, stool steamer, exfoliating tools and products, basic facial kit, trolley, facial bed/chair	Classroom/Lab
Preparation of skin	<ul style="list-style-type: none"> <li>learn about washing the face</li> <li>know about the hydration of skin</li> <li>apply cleansing, toning and moisturizing(CTM) skin as per SOP</li> </ul>	<ul style="list-style-type: none"> <li>Perform cleansing, toning and moisturizing (CTM)</li> </ul>	Periods (T) Periods (P)	Magnifying glass, concerned products, applicator, bowl, towel, tissue, gloves, , disposable towel, wipes Face wash, cleanser, toner, wipes, wet tissues, towel, gown, facial band, Dura prep-resolution, facial bed/chair, stool steamer, exfoliating tools and products, basic facial kit, trolley, facial bed/chair	Classroom/Lab



## Chapter 06

### Skin care T = 8, P= 9, Total= 17

Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Introduction to skin care	The students will be able to: <ul style="list-style-type: none"> <li>• know concept of skin care</li> <li>• learn importance of skin care</li> <li>• know about products of skin care</li> <li>• learn about tools and equipment for skin care</li> <li>• understand trolley setting for skin care</li> <li>• know about personal hygiene for skin care</li> <li>• know about client and environment preparation for skin care</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on importance of skin care</li> <li>• Perform trolley setting for skin care</li> </ul>	Periods (T) Periods (P)	Cleanser, toner, exfoliator, mask, wipes, head-bands, PPE, Face towel, moisturizer	Lab
Skin Care Routine	<ul style="list-style-type: none"> <li>• learn basic principles of:               <ul style="list-style-type: none"> <li>○ daily skin care(cleansing, serum, eye cream, sunscreen, moisturizer etc. as per skin type)</li> <li>○ weekly skin care(deep cleansing, steam, mask and massage)</li> <li>○ monthly skin care(facial)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practice skin care routine               <ul style="list-style-type: none"> <li>○ Daily skin care</li> <li>○ Weekly</li> <li>○ Monthly</li> </ul> </li> </ul>	Periods (T) Periods (P)	Cleanser, toner, exfoliator, mask, wipes, head-bands, PPE, Face towel, moisturizer	Lab

## Chapter 07

### Massage techniques T = 12, P= 9, Total= 21

Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Introduction to massage	<b>The students will be able to :</b> <ul style="list-style-type: none"> <li>• define massage</li> <li>• know about history of massage</li> <li>• learn about benefits of massage</li> <li>• know about principals of massage</li> <li>• understand types of massage</li> <li>• learn about massage process and techniques on           <ul style="list-style-type: none"> <li>○ head</li> <li>○ shoulder</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate techniques of massage</li> <li>• perform trolley setting for massage</li> </ul>	Periods (T) Periods (P)	tools and products oils (essential, carrier and herbal oil),head steamer	Lab

	<ul style="list-style-type: none"> <li>○ hand</li> <li>○ arm</li> <li>○ feet</li> <li>○ face</li> <li>○ neck</li> </ul> <ul style="list-style-type: none"> <li>● learn about tools and equipment for massage</li> <li>● know about products of massage</li> <li>● know about trolley setting for massage</li> <li>● learn about environment for massage</li> </ul>				
Massage techniques	<ul style="list-style-type: none"> <li>● Prepare client for massage</li> <li>● know about pre and post precaution measure for massage</li> <li>● know about different techniques of massage <ul style="list-style-type: none"> <li>○ oil massage</li> <li>○ deep tissues massage</li> <li>○ reflexology massage</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Perform different techniques of massage <ul style="list-style-type: none"> <li>○ Oil massage</li> <li>○ Deep tissues massage</li> <li>○ Reflexology massage</li> </ul> </li> </ul>	Periods (T) Periods (P)	tools and products oils (essential, carrier and herbal oil), head steamer	Lab

## Assessment and Evaluation

Assessment is the practice of collecting evidence of student learning. It aims at improving learning and teaching as well as recognizing the achievement of students. It determines students' progression through their learning experiences and enables them to demonstrate that they have achieved the intended learning outcomes. The assessment is aligned with curriculum aims, design and learning processes.

Evaluation is an integral part of teaching-learning process. It involves gathering information through various assessment techniques, making valuable judgment and sound decisions. Assessment provides information and teaching about students' achievement in relation to learning objectives. With this information, the teacher makes informed decisions about what should be done to enhance the learning of students or to improve teaching methods. Assessment must be:

- Mainly open-ended, allowing for discussion and revision of new understanding.
- Tolerant of divergent thinking of students and promote the notion of no "one right answer".
- Presented in alternative mode, not just paper-and-pencil responses to limiting questions.
- Designed to foster analysis, comparison, generalization, prediction, and modification according to the grade and development level.
- Capable of promoting collaboration and team effort in demonstration of competence.
- Ongoing and cumulative, showing growth over time.

### **Formative (Internal) Assessment**

Internal assessment refers to the assessment practices employed as part of the learning and teaching process. It is an ongoing process throughout the session and uses Test — Feedback — Adjust cycle repeatedly to improve students' performance and efficiency in learning and teaching. In designing internal assessment for the subject, teachers should maintain a proper balance between the formative and summative functions of assessment. It should be comprehensive to cover all the objectives as per curriculum. A diversity of assessment modes should be adopted so that students are given opportunities to develop and demonstrate the full range of learning outcomes of the curriculum, including those of knowledge, skills and values and attitudes.

### **Methods for Internal/Formative Assessment**

Following tasks can help in formative assessment;

- Demonstration
- Practical exercises
- Group discussion
- Role play
- Oral/Multimedia presentation
- Test
- Assignment

- Quiz

Feedback on students' work in all of the above tasks must be prompt, effective, and efficient. Assessment should have questions setting that specifically help in finding out knowledge, understanding and skills.

### Summative /External Assessment

Summative assessment will be managed by concerned Board of Intermediate and Secondary Education. It will be composed of two parts;

**1) Theory Assessment /Written examination:** The theory examination is suggested to consist of a wide variety of questions. Its overall weight age should be 40 %. It should be based on the curriculum rather than textbook. The assessment should be designed to examine the candidate's understanding of the whole syllabus and should test the range of abilities according to Bloom Taxonomy.

**2) Practical Assessment/Practical examination:** This is designed to test Practical skills of students. Its overall weight age should be 60%. It will comprise of written exam (10%), practical (70 %) and viva/oral exam (20%).

A standards-referenced approach will be adopted for grading and reporting student performance. The purpose of this approach is to recognize what each student can do in the subject at the end of the 2-year secondary school level education. The performance of each student will be matched against a set of performance standards, rather than comparing to the performance of other students. It makes the implicit standards explicit by providing specific indication of individual student performance. Descriptions will be provided for the set of standards.

## Guidelines for Writing a Textbook

A textbook is an important teaching and learning resource and one of the most extensively used resources in classrooms. To reflect national needs and aspirations the needs and aspirations, the textbooks should be written in accordance with this curriculum. This curriculum meets not only the general aims and objectives but also fulfills the specific requirements of the individual subject. As the textbook serves as a framework for teaching, the author/authors should consider the following features:

- A textbook must include an introduction to the textbook, explaining how to use the textbook
- The textbook must be in line with the National Curriculum, covering all SLOs of each theme or concept.
- Content and illustrations must be culturally, contextually and age appropriate.
- All text and material must be accurate, up-to-date and error-free.
- The continuity of the concepts, their integration and logical development should be ensured.
- Horizontal and vertical overlapping of the concepts should be avoided.
- The textbook should be informative and interactive with questions to be put at suitable intervals to provoke the students to think.
- The language used should be simple, clear, straight forward, unambiguous and easily comprehensible by the students of the particular level.

- Simple questions may be asked within the chapter, which requires students to recall, think, and apply what they have just learnt as well as to reinforce the learning of the concepts and principle.
- The examples and applications should be from everyday life and be supportive of our cultural values.
- Photographs and illustrations should be clear, labeled and supportive of the text. Tables, flow charts and graph may be given wherever needed.
- Key points at the end of each chapter should provide a summary of the important concepts and principles discussed in the chapter.
- End-of-the-Chapter exercises must include a variety of assessment styles based on levels of Bloom's Taxonomy. These should encourage students to think, develop skills, and use information for a variety of purposes.
- Textbooks should be free from all kinds of biases including, gender, religion, occupation, social background etc.
- To make the students self-learner use of IT based resources may be encouraged. Relevant internet links and other online resources may be included.
- Glossary of the new vocabulary must be included.

### **Guideline for planning and writing a chapter**

The textbook author may decide the titles of each chapter and can choose to cover students' learning outcomes (SLOs) from any themes in developing the content of the chapter. The textbook author must also keep in mind that a number of SLOs cannot be addressed in the text (as if this is done it would lead students to simply memorize the text and not serve the realization of the curriculum). These SLOs could be realized through questions and practical activities within and at the end of the chapter exercises.

- Learning outcomes must be given at beginning of each chapter.
- Decide on key ideas, facts, concepts, skills and values that can be developed.
- Illustrations must clearly convey the desired concept.
- Activities must demand from students to do inquiry and problem solving according to grade level.
- Ensure that the content is up to date, accurate and developmentally appropriate.
- Contents must be in line with chapter outcomes.
- Language must be consistent, culturally appropriate and grammatically correct (as if talking to a group).
- Language must engage and hold reader's attention.
- Recall previous learning, where possible.
- Structure the writing so that the sentence is simple, paragraphs deal with single ideas etc.
- Interesting information in the form of tidbits, fact file, point to ponder etc. must be given.
- Write a summary/concept map at end of each chapter, reviewing key knowledge and skills.
- End-of-chapter exercises
- Recall and integrate previous learning
- Engage students and develop their creativity
- Move from lower to higher order thinking

- Focus on multiple intelligences
- Keep the text contextually relevant in line with local teaching and learning.
- Provide website links for further research

### Guidelines for Writing Learner Workbook

Workbooks are books that contain writing activities and exercises that build upon each chapter in the textbook. Workbook exercises help students to develop conceptual understanding of the concepts dealt with in the text, to develop skills and to apply knowledge to new situations. Basic features of a workbook A workbook should have:

- Various exercises and activities for each chapter, topic, subtopic.
- Exercises and activities that will enable student to develop and practice the content knowledge, skills and higher order thinking.
- Accurate and variety of exercises.
- Clear illustrations/ examples/ explanations to show what students are supposed to do, and/or what product looks like.
- Exercises and activities with a variety of purposeful, stimulating, challenging and innovative items to encourage students to review and practice the knowledge and skills they have learnt.
- Exercises that include both constructed and restricted response items.
- Activities, which requires readily available, acceptable, and affordable materials and resources.

Basic Requirements for Lab (Tools/Equipment)		
SR#	Tools & Equipment	Quantity
1	Hydraulic Chairs	12
2	Hydraulic stools	12
3	Shampoo Unit	5
4	Magnifying Glass	5
5	Hair Irons	12
6	Hair Dryer	12
7	Crimpers	5
8	Straightening Iron	12
9	Curling Iron (Large, medium, small)	12
10	Foot spa machine	12

11	Sterilizer machine	5
12	Facial Steamer	2
13	Paraffin Heater	5
14	Hair Steamer	2
15	Timer	12
16	Computer with Internet	10
17	Double Wax heater	5
18	Working and facial Trolleys	12
19	Bleach Brushes	25
20	Spatula	100
21	Blackhead Remover	25
22	Manicure Set	12
23	Pedicure Set	12
24	Small Stools for manicure & pedicure	12
25	Facial Bed	2
26	Manicure Table	2
27	Buffer (4 sider)	25
28	Tweezers	25
29	Small Scissors	25
30	Cutting Scissors	25
31	Thinning Scissors	10
32	Frosting Cap	12
33	Foil paper	10
34	Measuring Cup sets	25
35	Razor with blade	5

36	Shampoo Bowl Set	12
37	Foot Scraper	25
38	Measuring Spoon sets	10
39	Mixing Bowles set Tinting Brush with Comb	25
40	All Propose Comb	25
41	Hair Cutting Comb	25
42	Large Tooth Comb	25
43	Tail Comb	25
44	Shower Cap	2 packs
45	Hair Sectioning Clips set	25
46	Hair Pins Boxes	25
47	Invisible Pins Boxes	25
48	Decorative Pins Boxes	25
49	Pin Curl Clips Boxes (Benders)	12 packs
50	Jumbo Rollers set	2
51	Large Size Rollers	10
52	Medium Size Rollers	10
53	Hand Mirrors	12
54	Dustbin	5
55	Mop	5
56	White Board	1
57	Markers Set	25
58	Roller Brush set 5 in 1	2
59	Gowns	25
60	Applicator Brushes	25



61	Spray Bottle	25
62	Rubber bands	12 packets
63	Candles	5 packs
64	Sponges	50
65	Plastic bowls for water	25
66	Cotton wool	15 rolls
67	Eye lash curler/turner	10
68	Hair Brush	25
69	Different Towels	25
70	Emery Boards	25
71	Hoof Stick	25
72	Makeup brushes	25 sets
73	Aprons	50
74	Black towels	50
75	White towels	50
76	Facial Gown	25
77	Antiseptic Thread for Threading	3 boxes
78	Strip Rolls (waxing)	12
79	Cutting Cape	25
80	First Aid Box	1