All students in this class will be required to complete an END OF COURSE PROJECT. This slide presentation will provide you with a variety of project options.
Critical Thinking

Disciplined thinking that is clear, rational, open minded and based on evidence.

Teacher note: The next slides will reflect the lesson terms and definitions found in the lesson Word Wall.
Has anyone ever heard the term critical thinking? Phrase the definition in your own words. Have students give examples of when critical thinking would be necessary.
Your END OF COURSE project will be cumulative. What does that mean?
What information did you learn in this course that you would consider ESSENTIAL?
Problem Solving

Overcoming obstacles and finding a solution that best resolves an issue

When do we use problem solving skills? Why is it important to be able to find solutions or solve problems on our own?
Project Based Learning

Instructional approach built upon authentic learning activities that engage student interest and motivation
Recommended

Worthy of acceptance
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) for Introduction to Cosmetology
TEKS: Rule-Text Format

(3) The student identifies the importance of a well-written business plan. The student is expected to:

(A) categorize a business plan and the need for a well-orchestrated business plan;

(B) research business plan outlines, resources, and templates using web search engines;

(C) explain a marketing plan, including price competition, non-price competition, market analysis, competition, marketing research, market segmentation, demographics, and sales forecasting;
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) for Introduction to Cosmetology

(1) The student implements the employability characteristics of a successful worker in the workplace. The student is expected to:
(A) identify employment opportunities, including entrepreneurship, and preparation requirements in the field of cosmetology services;
(B) investigate technical knowledge and skills required to be successful in careers in the personal care services area; and
(C) interpret patterns of current information and resources on personal care services to attract new clientele and satisfy and retain present clientele.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) for Introduction to Cosmetology

(2) The student applies academic skills to the field of cosmetology. The student is expected to:
(A) identify principles of biology, tissues, and cells to provide and select safe and effective personal care products and services;
(B) relate principles of chemistry by explaining the composition, structure, and properties of substances and of chemical processes to provide a broad range of personal care services;
(C) recognize principles of human anatomy to classify areas of potential problems in order to provide needed personal care services;
(D) investigate organizational policies, procedures, and regulations to establish personal care organization priorities to accomplish the mission and provide high-quality service to a diverse set of clients;
(E) compare economic and accounting principles and practices when providing personal care services to promote business success and growth; and
(F) critique leadership skills within a community setting to maintain positive relationships that enhance personal care business opportunities.
(3) The student demonstrates knowledge of the rules and regulations established by the governing body and industry standards. The student is expected to:

(A) identify and practice emergency policies and procedures regarding health and safety to achieve a safe and healthy environment at all times; and

(B) recognize risks and potentially hazardous situations to maintain a clean safety record when providing personal care services.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) for Introduction to Cosmetology

(4) The student describes the function and application of the tools, equipment, technologies, and materials used in cosmetology. The student is expected to:

(A) identify and choose techniques and principles and safely use tools and instruments to develop efficient and safe delivery of client services that enhance client satisfaction;

(B) research client information to attract new clientele and retain present clientele; and

(C) interpret systems needed to obtain the range of personal care resources needed for business practice and to access resources at appropriate times.
The student experiments with the concepts and skills of the profession to simulated and actual work situations. The student is expected to:
(A) model ethical and legal conduct while working in the human services industry;
(B) demonstrate actions that comply with legal requirements for personal liability to guide personal conduct in the human services setting;
(C) explore administrative and clerical procedures and systems to provide client satisfaction;
(D) propose advertising principles when selecting and using media to attract and retain clientele; and
(E) apply technology to analyze data and information in order to make appropriate recommendations for personal care services.
Distribute End of Course Project Options Map. Inform students that they will be viewing several End of Course Project Options, but will only be required to complete one project before the end of the school year.
A Week in the Life of ........

- A cosmetologist
- A salon owner
- Create a scenario for a fictitious ____________
  - lifestyle: marital status, number of children, employment
- Create a 24 hour log for seven days
- Document and account for all 168 hours

Brainstorm other careers and lifestyle specifics.
Develop a Comprehensive/End of Course Test

Criteria: must equal 100 points and cover material from the entire course.

- 10 T/F questions
- 10 fill in the blank questions
- 10 multiple choice questions
- 10 short answer questions
- 1 essay question
- Include test key

Determine criteria- test must be typed, formatted and ORIGINAL questions.
Series of Video Clips/Documentary

- Select a topic - general or topic specific
  - focus on careers
  - technical skills
  - safety issues
- Video tape segments
- Create a documentary

What are some careers in this cluster?
What are some technical skills that we’ve learned?
Interview Documentary

- Select a topic
- Develop a series of interview questions
- Video tape interviews
- Create a multimedia documentary

Determine project criteria such as number of individuals to interview and length of documentary. Students can discuss script and sample interview questions.
Diary/Journal Entries

- Two week detailed Diary or Journal Entries from the viewpoint of a…
  - cosmetology student
  - cosmetology instructor
  - salon owner
  - nail technician

Have students brainstorm ideas for this project.
Develop a Web Page or Newsletter Template with examples, for this class.

Make sure to follow district/campus technology guidelines.
Database of......

- Develop a database of ...........
  - local agencies and organizations
    - potential guest speakers
    - student volunteer opportunities
  - vendors, suppliers
  - salons in the area interested in collaborating with the school cosmetology program

Have students brainstorm format and criteria for this project. Example: agency name, address, phone number, services provided and contact information.
Entrepreneurship Project/Extensive Business Plan

- Investigate business plan formats
- Develop a business plan for owning your own salon
- If you began an entrepreneurship project earlier this year, expand the existing business plan with added details
- See FCCLA Star Event
- See SkillsUSA Event
Multimedia Collection of Quotes

- Research and compile a collection of quotes and their authors
- Must relate to each student expectation for this course

Have students brainstorm technology and presentation format, number of required quotes of this project.
What would this project look like?
Where would you find quotes?
Service Learning Project

- Develop a Service Learning Project along with a Service-Learning Project Evaluation
- Emphasize our course TEKS
- For additional information on service learning see: http://www.servicelearningtexas.org

Teacher note: Student ideas may be carried out the following school year.
Course Time Capsule

- To be opened by next year’s (semester’s) new students
- Include “Artifacts” that reflect the course TEKS/contents of the course.
  - photos
  - favorite class projects
  - course syllabus
- Written log and justification for each included items

What are some other “artifacts” that can be included?
What resources can be used to create the time capsule?
What other items could be included in this memory book?
School-to-Work Project

- Determine the correlation between the course TEKS and preparing for the real world of work in this career field
- explore one career field
- explore a variety of career fields
- format can vary - storyboard, multimedia
- may include interviews or video clips

This could even include a job shadowing or internship/training experience.
Student as Researcher

- Conduct research on a topic, information or questions of personal interest related to the course TEKS
- Include a five+ page typed paper with cited resources and references.
- Check with English teacher for suggested style—APA, MLA
Career College Readiness Resource Kit

- Select a career
- Determine degree
  - degree plans
  - specialized certifications
- Investigate colleges/universities
  - Applications
  - Entrance exam fees
  - Personal goals/timelines

Project format can vary
Allow students to generate additional project options that are not on this slide presentation.
Are there any questions?
References and Resources

Websites:

- **Achieve Texas**
  - A college and career initiative designed to help students (and their parents) make wise education choices. It is based on the belief that the curricula of the 21st century should combine *rigorous* academics and *relevant* career education.
  - [http://www.achievetexas.org/in](http://www.achievetexas.org/in)

- **Texas Education Agency**
  - Texas Essential Knowledge and Skills. The mission of the Texas Education Agency is to provide leadership, guidance and resources to help schools meet the educational needs of all students.
  - [http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html](http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html)