

COSMETOLOGY



PURPOSE

To evaluate each contestant's preparation for employment and to recognize outstanding students for excellence and professionalism in the field of cosmetology.

First, download and review the General Regulations at: <http://updates.skillsusa.org/>.

ELIGIBILITY

Open to active SkillsUSA members enrolled in programs with cosmetology as the occupational objective.

CLOTHING REQUIREMENT

Class F: Contest Specific — Cosmetology

- Official SkillsUSA white dress shirt
- Black dress slacks
- Black socks or black or skin-tone seamless hose
- Black leather work or dress shoes

Note: A white cosmetology smock can be worn with the white dress shirt.

These regulations refer to clothing items that are pictured and described at: www.skillsusastore.org. If you have questions about clothing or other logo items, call 800-401-1560 or 703-956-3723.

Note: Contestants must wear their official contest clothing to the contest orientation meeting.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
 - a. Shampoo bowls, mirrors and tables
 - b. Any and all pictures or literature of styles, haircuts and technicals
 - c. First aid kit
 - d. Blood spill kit
2. Supplied by the contestant:
 - a. Cutting shears

- b. Thinning shears
- c. Razor and spare blade
- d. Clipper
- e. Thermal tools (flat iron and/or curling iron)
- f. Blow dryer
- g. Styling product(s) of choice
- h. Combs
- i. Brushes
- j. Spray bottle (filled with water)
- k. Towel
- l. Hair clips
- m. Hair color bowl and brush
- n. Hair color applicator bottle
- o. Gloves
- p. Foil
- q. Protective cream
- r. Plastic wrap
- s. Shampoo and conditioner
- t. Coil cotton
- u. All competitors must create a one-page résumé and submit a hard copy to the technical committee chair at orientation. Failure to do so will result in a 10-point penalty.

Note: Your contest may also require a hard copy of your résumé as part of the actual contest. Check the Contest Guidelines and/or the updates page on the SkillsUSA website: <http://updates.skillsusa.org/>.

SCOPE OF THE CONTEST

The contest is defined by industry standards as identified by SkillsUSA technical committee, which includes Burmax Co. Inc., Fantastic Sam's, Marianna, Milady, Regis Corp./Supercuts, SportsClips and Pivot Point International.

The contest is divided into four separate skill performance tests and one written examination and an oral communications competition.

Knowledge Performance

The contest will include a written knowledge test of 50 multiple-choice questions assessing knowledge of cosmetology. Contestants will have 45 minutes to complete the exam.

Skill Performance

An oral communications test will assess contestants' verbal presentation skills. The four separate skill performance tests assess skills in haircutting, hair styling and long-hair design at multiple performance stations. Creativity is assessed in the long-hair design test, while haircutting is tested in the re-creation of one women's and one men's haircut from a photograph. The technical skills are accessed through a uniform layered haircut.

Contest Guidelines

1. The contest rules will be reviewed the day before the contest. After the review session, contestants, in their required dress code, will take the oral communications and written test. Contestants will then be escorted to the contest site to receive final instructions.
2. The long hair mannequin will be colored and judged on site.
3. All contestants must keep their working area clean and organized.
4. All contestants must follow sanitation and safety procedures throughout the contest.
5. Professional attitude and communication are expected throughout the contest.
6. Once time is called, contestants must stop working. Touching the hair of the mannequin or model after time is called will result in three penalty points.
7. Cellphones must be turned off during the contest.
8. For the parade finale, the contestant's name, school, city, state and advisor will be announced. Contestants will present their completed mannequins to the audience.
9. The technical committee will supply mannequins and holders for all areas of this contest. If this changes in any given year, contestants will be responsible for supplying their own mannequins and holders.
10. For the long-hair design station, no ornaments or hairpieces are allowed. No eyelashes will be allowed.

Standards and Competencies

CO 1.0 — Long-Hair Design: Create a long-hair design of your choice within a one-hour time period

- 1.1 Style hair to produce a range of special effects in an upswept position
- 1.2 Incorporate applicable techniques such as braiding, twisting, rolls, loops, etc.
- 1.3 Secure hair with hair pins, bobbie pins and bands as applicable
- 1.4 Create a design that is clean, smooth, showing no back combing, and back brushing under the finished style
- 1.5 Check that hair pins, bobbie pins and bands are not exposed
- 1.6 Demonstrate balance, proportion and form in the finished design
- 1.7 Show control of texture and control of hair direction in the finished design
- 1.8 Incorporate current trends

CO 2.0 — Men's or Women's Long-Hair Cut and Design: Duplicate a haircut and style that has been selected by the national technical committee within a 45-minute time period

- 2.1 Duplicate the haircut using shears, thinning shears, texturizing shears, razor and/or clippers as needed
- 2.2 Duplicate the length, design line and textured look of the selected cut
- 2.3 Duplicate the finished design using blow dryer or thermal tools such as curling iron, flat iron, etc., as needed
- 2.4 Use appropriate styling products to duplicate the selected haircut
- 2.5 Duplicate the balance of form, control of texture and the control of the hair direction

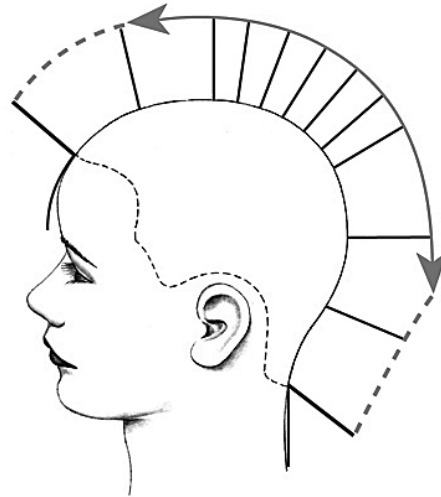
CO 3.0 — Men's or Women's Short Cut and Design: Duplicate a determined haircut and design that has been selected by the national technical committee within a 45-minute time period

- 3.1 Duplicate the haircut using shears, thinning shears, texturizing shears, razor and/or clipper, as needed
- 3.2 Duplicate the length and design line of the selected cut
- 3.3 Duplicate the finished design using blow dryer, or thermal tools such as curling iron, flat iron, etc., as needed
- 3.4 Use appropriate styling products to duplicate the selected haircut

- 3.5 Duplicate the balance of form, control of texture and the control of hair direction

CO 4.0 — Uniform Layer Haircut (90 Degree) (see drawing at end) Haircut Procedure: Create a uniform layer (90 degree) haircut and design with criteria selected by the national technical committee within a 45-minute time period, styling the hair with hair dryer and fingers only

- 4.1 Assemble tools (shears, comb and blow dryer) and prepare station
- 4.2 Part and clip hair into a four-section parting drop hairline guide
- 4.3 Drop a ½-inch hairline guide around the entire perimeter
- 4.4 Establish the design length around the back perimeter using a 90 degree elevation
- 4.5 Establish the design length around the front perimeter using a 90 degree elevation
- 4.6 Check to ensure that the front and back perimeter guides are connected
- 4.7 Establish the same length interior guide at the top of head (apex, crown)
- 4.8 Continue cutting interior guideline from hairline from an established interior guide at the top of the head
- 4.9 Continue cutting interior guideline from the established interior guide at the top of the head/apex to the back-hairline perimeter guide
- 4.10 Use vertical partings to blend top guide to design line
- 4.11 Maintain a constant 90-degree elevation throughout the procedure
- 4.12 Follow a traveling guide to maintain uniformly layered lengths
- 4.13 Perform a cross check of procedure for accuracy and finish if necessary
- 4.14 Finished cut is uniformly blended
- 4.15 Blow hair dry to frame face
- 4.16 Clean and organize station



CO 5.0 — Hair color and Highlighting: Demonstrate application procedures for hair coloring and/or highlighting on the long hair mannequin design

- 5.1 Create a color design using the color pallet selected by the technical team. You may use any combination of the color palette but must apply at least one color. You may highlight/color your mannequin as desired
- 5.2 Apply color using either bowl and brush or application
- 5.3 Color design must compliment the long-hair design
- 5.4 Identify the color pattern used by drawing on a sketch sheet
- 5.5 Explain level and tone and their role in formulating hair color

CO 6.0 — Communication Skills: Follow oral and written instructions, respond to oral questions, and demonstrate customer service skills by phone in a two-minute simulated work scenario

- 6.1 Use a pleasant voice
- 6.2 Introduce yourself to client
- 6.3 Use client's name
- 6.4 Verify client information
- 6.5 Offer salon services
- 6.6 Ask client if he or she has any questions
- 6.7 Rebook client
- 6.8 Be friendly, helpful and sincere
- 6.9 Ask client if he/she needs directions to the salon
- 6.10 Verify date and time of haircut appointment
- 6.11 Ask client if he/she has any questions

- 6.12 Thank the client for calling
- 6.13 Be friendly, helpful and sincere

Committee Identified Academic Skills

The technical committee has identified that the following academic skills are embedded in this contest.

Math Skills

- Use fractions to solve practical problems
- Use proportions and ratios to solve practical problems
- Solve practical problems involving percents
- Measure angles
- Find volume and surface area of three-dimensional objects
- Apply transformations (rotate or turn, reflect or flip, translate or slide, and dilate or scale) to geometric figures
- Construct three-dimensional models
- Make predictions using knowledge of probability
- Solve problems using proportions, formulas and functions
- Use basic math skills for purpose of marketing and bookkeeping; addition, subtraction, multiplication, division and percentages

Science Skills

- Describe and recognize elements, compounds, mixtures, acids, bases and salts
- Describe and recognize solids, liquids and gases
- Describe characteristics of types of matter based on physical and chemical properties
- Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point, color)
- Use knowledge of chemical properties (acidity, basicity, combustibility, reactivity)
- Describe and demonstrate simple compounds (formulas and the nature of bonding)
- Predict chemical changes to matter (types of reactions, reactants and products; and balanced equations)
- Use knowledge of potential and kinetic energy
- Use knowledge of mechanical, chemical and electrical energy

- Use knowledge of heat, light and sound energy
- Use knowledge of temperature scales, heat and heat transfer
- Use knowledge of the nature and technological applications of light
- Use knowledge of simple machines, compound machines, powered vehicles, rockets and restraining devices
- Use knowledge of principles of electricity and magnetism
- Use knowledge of static electricity, current electricity and circuits

Language Arts Skills

- Demonstrate use of such verbal communication skills as word choice, pitch, feeling, tone and voice
- Demonstrate use of such nonverbal communication skills as eye contact, posture, and gestures using interviewing techniques to gain information
- Demonstrate comprehension of a variety of informational texts
- Use text structures to aid comprehension
- Understand source, viewpoint and purpose of texts
- Demonstrate knowledge of appropriate reference materials
- Use print, electronic databases and online resources to access information in books and articles

Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

- Geometry
- Measurement
- Problem solving
- Communication
- Connections
- Representation

Source: NCTM Principles and Standards for School Mathematics. For more information, visit: <http://www.nctm.org>.

Science Standards

- Understands the principles of heredity and related concepts
- Understands relationships among organisms and their physical environment
- Understands the nature of scientific inquiry

Source: McREL compendium of national science standards. To view and search the compendium, visit: www2.mcrel.org/compendium/browse.asp.

Language Arts Standards

- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics)
- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information)

Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.ncte.org/standards.