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SKILLS-FOR-SCHOOLS TOOL-KIT FOR BEAUTY THERAPY

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An overview of the Beauty Therapy Toolkit

This tool-kit contains practical workbook along with information and tasks which act as supplementary resources for teachers who can use these with students aged 14 and above who have taken up 'Health Care and Beauty Culture' as their main vocational subject in their school.

Career Development Toolkit

The toolkit begins with an Introduction to the Beauty Therapy Industry. During the project, learners are required to complete a Reflective Logbook to chart their progress and capture evidence of skill development throughout the duration of the programme. Tasks for this part of the Toolkit require learners to click on links to research into employment related to Beauty Therapy. If IT is unavailable then this can be done through using textbooks, trade journals or by inviting guest speakers into school. There is also information on Career Options, Personal Qualities and Salaries; this can be given in handout format if IT is unavailable.

There is a PowerPoint presentation and information sheets on the Ethical requirements essential to working in the Beauty Therapy industry. This includes values, behaviours, skills and customer service requirements. This culminates in a 'game' whereby learners are quizzed on situations which may arise in a salon. This evokes discussion and debate and is followed up with solutions to the situations raised. This meets 'Communication', 'Problem Solving' and 'Working with Others' core skills.

A video is available to support Customer Service; this provides a scenario showing examples of both good and poor Customer Service. This should be used as a discussion tool and underpins employability and communication.

Following on from these activities, learners will participate in role play activities and peer evaluation. Scenarios will be provided to support this exercise and it is envisaged that it will be facilitated through teacher-led discussions.

Learners should then be directed to case studies of people who are successful in the Beauty Therapy industry in India and the UK. Learners should be asked to read the case studies provided then choose the one which inspires them the most and record why they think the person they have chosen has been so successful. This is evidenced in a small report underpinning Communication and Employability.

Learners are also asked to explore the Beauty Therapy industry and investigate where they might work, what qualifications they would require and how they go about getting these qualifications. All of the tasks listed above will be accompanied by detailed guidance notes and suggested lesson plans.

Practical Activities

A pre-skills evaluation log allows learners to chart where they believe their skills are in relation to competencies such as problem solving, adaptability, employability and attitude. This is useful in helping the teacher form an understanding of where learners feel their strengths and weaknesses lie prior to embarking on the practical element of the toolkit.

The practical workbook contains four tasks which could be completed in their entirety or as individual elements depending on the individual needs and abilities of your students.

Alongside this practical toolkit there are additional resources from which the teacher can choose to further enhance their students' knowledge, skills and understanding. These additional teaching resources are in the form of PowerPoint presentations, videos and fact sheets and support the activities that learners carry out. It is important to note that these resources could also be embedded into the mainstream curriculum. For example the information on colour and the colour wheel and the technique using Nail Art brushes could be integrated into Art and Design lessons or life skills..

Task 1 A research, based task where learners are required to work with others to choose from a selection of party themes such as Diwali, The Oscars or a VIP Sporting Event such as the Olympics or Paralympics. Learners will then be expected to research their chosen themes..

Task 2 Requires each group to finalise their choice and envisage how they would like their client to look for this occasion.

Task 3 requires learners in each group to create a mood board. This will be a time bound task and require each member of the group to undertake a specific role and responsibility towards completing the mood board. During this task, learners will be required to record any books, magazines and internet sites that they have used to gather information and complete a reference document. Videos and step-by-step guides will be available to demonstrate make-up application, filing and polishing nails and nail art design techniques

Task 4 This time bound task is to create a nail and make-up look on a peer from their class. This look could be tailored to the resources available. Whilst this is a Beauty Therapy toolkit we have included some basic hairstyling tutorials in order that learners could include this into their 'final look'

Note

We have also included some basic hygiene and grooming activities, most of which can be conducted in class.

PRIME TIME

An individual grooming activity that can either be performed in class or at home and the difference in physical appearance and non-physical changes can be recorded and discussed in class.

THOUGHT FOUNDATION

Snippets of information regarding an activity meant to initiate an interactive session.

BEAUTY DUTY

Group based activities that involve two or more learners executing the activities in the beauty toolkit.

The teacher can use a specifically designed grading sheet to evaluate and grade the 'final look'. A competition scoring sheet is also available which can be used to facilitate an inter class competition and inter schools competition for these 'final looks'. Learners should be encouraged to take before and after photographs of their models or capture evidence by making short videos which could be shared with other schools as an Inter-School competition which could then be advanced to a 'Mini World Skills' competition.

Teachers can then revisit the Activity Planning Tool to reflect on the tasks and detail what changes they would make moving forward.

Note: for some learners this tool kit could act as a springboard to provide an alternative source of income for students or support appropriate grooming and personal hygiene toolkits.

TOPIC 1	Suggested teaching & homework activities	Suggested resources	Points to note
Introduction into the Beauty Industry task	<ul style="list-style-type: none"> • Use the task to gauge the level of knowledge pupils have and build upon this: • Ask students to research the following topics in small groups:.. • Why do clients visit a beauty therapist? • Do male and female clients visit a therapist? • What services can they expect to receive? • Local business/ employment opportunities • Growth of Beauty Industry in India • Types of settings where employment is offered/ career route 	<ul style="list-style-type: none"> • Business directory • Online search • Nykaa.com provides search by region • Recruitment agencies • Guest speakers from colleges and industry • Questionnaire to recording group perspective of industry 	<ul style="list-style-type: none"> • Local business websites or price lists should be located as these will differ greatly from region to region • If possible a guest speaker from the industry would allow a first-hand relevant insight to a typical working day • The groups perspective of the industry could be noted at the beginning to allow for reflection near completion to see if perceptions have changed • The task could be embedded within current affairs, communications or business curriculum

THE LEARNER CAN	THE LEARNER WILL KNOW	CORE SKILLS MET
Access sources of information on organisations, services, occupational roles, education and training opportunities and skills gaps within beauty related industries	<ul style="list-style-type: none"> • Employment characteristics – freelance, part-time and contractual • Education and training opportunities and providers • Types of organisations – cruise ships, salons, manufacturers, health spas, hotels, industry lead bodies • Occupational roles – beauty therapist, make up artist, nail technician, salon manager, receptionist, teacher/trainer 	<ul style="list-style-type: none"> • Reading • Writing • Communication, Research • Information Technology • Equality & Diversity

Topic	Suggested teaching & homework activities	Suggested resources	Points to note
Ethical requirements of the Beauty Therapy Industry	<p>Group task to discuss values, behaviours and skills.</p> <p>Case studies to discuss and identify positive and negative behaviours.</p> <p>Learners to produce their own report under the heading of Personal attributes you need to be successful in the industry.</p> <p>Learners to discuss positive and negative customer service with each other if time allows or as homework task.</p> <p>Reflective logbook.</p>	Ethical requirements handout with tasks.	<p>Learners should be encouraged to think of the consequences of negative behaviour to the business and their own employment.</p> <p>Learners should be able to identify and discuss how a high level of ethics would link to increase of clients and personal development.</p> <p>The report will be part of the your career in the beauty industry assignment.</p> <p>This task could be embedded into communications, business or personal development aspects of the curriculum.</p>

THE LEARNER CAN	THE LEARNER WILL KNOW	CORE SKILLS MET
<p>Know the working practices associated with the beauty related industries</p> <p>Know key characteristics of a beauty therapy industry professional</p>	<ul style="list-style-type: none"> • How to identify positive and negative behaviours • The consequences of positive and negative behaviours • How positive ethics directly impact on increased business and personal/professional development • A typical day in the life of a beauty therapy professional (different settings can be used dependent on resources available) 	<ul style="list-style-type: none"> • Employability • Reading • Writing • Communication • Personal presentation • Research • Information Technology • Teamwork

Topic	Suggested teaching & homework activities	Suggested resources	Points to note
Effective team players	<p>Video showing positive and negative customer service</p> <p>Discussion on personal/family experiences</p> <p>Role play scenarios</p> <p>The importance of non-verbal communication</p>	<p>Video</p> <p>Role play scenario worksheet</p>	<p>The video could be watched first with no sound to provide points for discussion on non-verbal communication and body language.</p> <p>This task could be embedded into communication aspects of the curriculum.</p>

THE LEARNER CAN	THE LEARNER WILL KNOW	CORE SKILLS MET
Identify and link together positive and negative personal behaviours to positive and negative customer service	<ul style="list-style-type: none"> • How to identify positive/negative communication, verbal and non-verbal by use of the video demonstrations. There is a translation of the videos included at the appropriate part of the toolkit in the event that IT resources are not available, these could be adapted to further role play scenarios. • How to provide the expected level of customer care required within the beauty therapy industry 	<ul style="list-style-type: none"> • Communication (verbal & non-verbal) • Information Technology • Employability • Teamwork

Topic	Suggested teaching & homework activities	Suggested resources	Points to note
Personal choice and qualification requirements	<p>Individuals to choose a route/employment setting they feel would be best for them should they go into industry.</p> <p>Task to discover which qualifications would be required for employment in their chosen area.</p> <p>Report required giving reasons for choice of working environment.</p> <p>A report detailing where study would be possible, name of qualification and entry requirements.</p> <p>Reflective logbook.</p>		<p>The tasks could be carried out as a homework /study task and presented to rest of the group to allow fuller knowledge of all settings.</p> <p>A guest speaker from an education establishment would be beneficial.</p> <p>Report will be part of your career in the beauty therapy industry.</p> <p>This task could be embedded into the business and/or personal development aspects of the curriculum.</p>

THE LEARNER CAN	THE LEARNER WILL KNOW	CORE SKILLS MET
<p>Identify key characteristics and working practices associated with beauty therapy related industries</p> <p>Identify the type of organisations they feel would be suited to them</p>	<ul style="list-style-type: none"> • The different pathways available to them in their own country and others • Entry requirements necessary for these progressions • The types of organisations where skills gaps are apparent and employment opportunities available with these gaps 	<ul style="list-style-type: none"> • Employability • Research • Information Technology • Communications

Topic	Suggested teaching & homework activities	Suggested resources	Points to note
Inspirational case studies	<p>Learners to read available documents and choose one.</p> <p>The final stage of the report will state why they have chosen the case and explain why this has inspired them.</p>	<ul style="list-style-type: none"> • The story of Jawed Habib • The story of Shahnaz Husain <p>https://yourstory.com/2013/06/how-jawed-habib-made-hair-cutting-and-being-a-barber-an-acceptable-profession/</p>	<p>Success stories are not limited and can be learners' choice as long as it is industry relevant.</p> <p>This task could be embedded into business, languages or current affairs aspects of the curriculum.</p>
Reflective diary	<p>Look back at original perceptive and see if this has changed.</p>	<p>Groups original thoughts (questionnaire).</p>	<p>Learner's reflective logbook should be completed throughout process.</p> <p>It is advised that one teacher leads, delivers and reviews this task to provide continuity for students.</p>

THE LEARNER CAN	THE LEARNER WILL KNOW	CORE SKILLS MET
<p>Identify a success story confidently and discuss their reason for relating to this study.</p>	<ul style="list-style-type: none"> • The wide variety of different success stories from various parts of the globe within the beauty therapy related industry • The various routes/qualifications which were taken by these industry successful to reach their various destinations within the industry • How to research successfully and identify relevant information to meet the report level 	<ul style="list-style-type: none"> • Reading • Research • Employability • Information Technology

Reflective diary

Teacher guidance

The reflective log on the appendix should be printed off in booklet form for each student. This should be visited after each session, when students would be given an opportunity to record their journey of learning, noting what stage they are at with research, their progress and the types of activities within the toolkit they enjoy the most.. This will help teachers adapt the use of the toolkit to suit their learners or curriculum needs going forward and complete their feedback record for students.

This exercise will also provide an introduction to the pre-skills analysis task which starts the practical toolkit and which has student/teacher guidance provided at the beginning.



The Beauty Therapy industry

This section has been designed as a teacher led class activity but there are interactive links within, which allow the pupils to find out further information.

It will be necessary to provide pupils with some background information on the industry in order that they can feel confident to start their own research.

It has deliberately been designed simply to give only enough information to the targeted age group as there is still lots more to find out if they decide to progress to a college course or apprenticeship within the varied industry which is beauty therapy.



Your career in the Beauty Therapy industry

Information for teachers

Working in the Beauty Therapy, Nails, Hairdressing and Spa professions provide diverse opportunities that can take you virtually anywhere. You could find yourself working in some unusual locations besides a high street salon.

Beauty Therapists can operate on a self-employed, freelance basis, either in a salon or visiting clients in their own homes, or can work in spas, holiday resorts, film and TV sets or theatres.

Some airlines and airports offer in-flight Beauty Therapy treatments and luxury cruise liners will have a Hairdressing and Beauty Therapy salon on board. Hairdressers and Beauty Therapists can be employed in hospitals and care homes to work with people who may be very ill, especially those who are losing their hair through cancer treatments or need make-up to cover scars, burns and other injuries.

Many people in the Beauty Therapy and Nails Industry

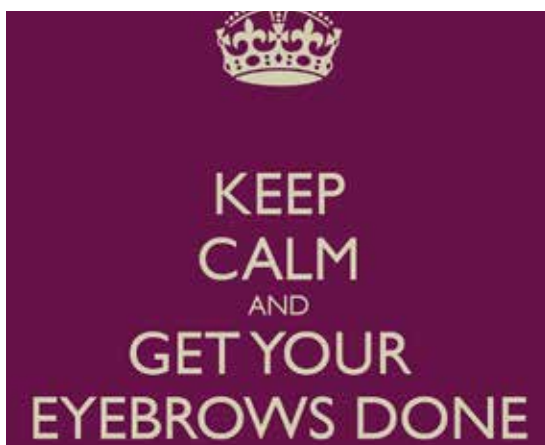
go on to work in sales, marketing, public relations and photography, whilst others choose to concentrate on the business aspects of running a salon rather than performing treatments.

Alternatively, after gaining enough experience, another option would be to become a college lecturer or a trainer and assessor, passing on knowledge and skills.

So, if you are looking for a rewarding and diverse career that can bring you not just the glamour and excitement, but the real rewards of hard work and dedication, then perhaps this is the industry for you.

Other Beauty Therapy related jobs include:

- Aroma therapist
- Beauty consultant
- Hairdresser
- Makeup artist
- Physiotherapist
- Reflexologist



Beauty therapy career options

- Beauty Therapists usually complete a course for one or two years on a full-time basis before training in specialist areas. Many students enter employment through success in competitions such as World Skills.
- In India, students interested in pursuing 'Beauty Therapy' can opt for vocational subject of 'Health Care and Beauty Culture' at the 9th grade level in their schools. After grade 12 a learner can apply to a beauty school and enroll themselves in the various courses offered, after which they are awarded a certificate that allows them to practice what was taught on real clients.
- Private institutes like VLCC, Orane beauty academy and Delhi School of beauty and makeup offer a variety of courses that are demanded by the beauty industry.

Personal Qualities and Skills

As a Beauty Therapist you will need to have plenty of stamina as you could be on your feet for most of the day. You should enjoy working with people on a one-to-one basis and have good interpersonal skills. You must be able to create a relaxing and stress-free environment. It's important to be able to put clients at their ease because they may feel nervous if you use electrical equipment or feel embarrassed if, for example, they have a lot of facial hair.

If you want to specialise, for example in electrical epilation, you will need to be very patient and able to pay attention to minute detail.

An outgoing and friendly personality helps to build up a good base of customers, who may recommend your service to their friends. A good business sense helps too. You must be willing to keep up to date with new products and techniques.

Pay and Opportunities

In India a beauty therapist charge anywhere between 250 to 1000 rupees for a simple manicure depending upon the brand and quality of materials being used and certification.

Beauty Therapists normally work a 35-hour week, which often includes working on a Saturday. Late finishes on one or two evenings a week may also be

required. Opportunities for part-time work may be available.

Beauty Therapists work in high-street salons, which may be one-person businesses or employ several people. Some work in Hairdressing establishments. Other employers are luxury hotels, spas and cruise ships.

Some become self-employed, either as a 'mobile' Beauty Therapist – visiting clients in their homes – or by renting space in a large salon, or working from a room in their own home.

THOUGHT FOUNDATION

Divide the class into small groups and ask them to research the following topics

- Why do clients visit a beauty therapist?
- Do male and female clients visit a therapist?
- What services can they expect to receive?
- What are local business/employment opportunities in this area?
- How has the Beauty Industry grown in India in recent years?
- What types of setting offer a career route in this industry?

Ethical requirements

Presentation

Double click the picture below to view the Ethical Requirements slideshow.



Role play scenarios

The Beauty Therapy industry like many others is one that requires a dedication to Continuous Professional Development.

The scenarios provided are designed to give an opportunity to reflect on the various impacts of the behaviours and values displayed by employees.

Divide your students into small groups. Ask them to work together to agree roles and act out scenarios for their peers. The groups who are watching should take notes and identify strengths and weaknesses from the actions and reactions demonstrated. Constructive feedback on the role-play scenarios will

help the whole group to strengthen their Customer Service techniques and identify positive and negative behaviours and values. Ask your students to think about things like:

- Was the customer greeted promptly and appropriately?
- Was the staff member courteous and polite at all times?
- Was there an alternative or better solution to the problem?

Please don't be shy – embrace your allocated role and play it to the best of your ability so this is a worthwhile task for everyone. Show you are a team player!

Confused client

A client arrives for a manicure appointment. After you check the book you realise that her appointment is actually for the same time next week. The client is elderly and a bit upset that she has travelled to the salon by bus and it is the wrong day. She checks her appointment card and realises it is her mistake – what can you do to help?

Complaining/angry client

A client is at reception to pay for her course of 3 anti-ageing treatments which are on a 3 for 2 discount offer. The client wishes to have 10% student discount also but this cannot be used in conjunction with any other offer. You explain this but the client claims no one explained that to her and it is not clear in the terms of the student discount information. The client is refusing to accept your initial response and pay the balance and is complaining loudly at the desk whilst other clients are waiting to be seen to. Explain how you would handle this situation professionally.

Client with different needs and expectations

A client who uses a wheelchair has been advised by her doctor that a full body massage would help her with some of the symptoms of her condition and give her relief; however she is unable to climb onto a static beauty bed to have the massage done. There are limited adjustable beds in the salon and the bookings already quite full. How would you handle this situation to ensure the client could have the treatment and that the salon will run smoothly?

Staff members who have disagreed

Two members of staff are friendly outside of work. There has been an incident out of work which has caused these two employees to have words with each other. This is now impacting on the salon as individually they are talking to other staff members about the incident and trying to have them take sides. It is also impacting on the clients as the atmosphere is unpleasant and the two employees are not behaving in a professional manner whilst they are working near each other. A client has now complained to the receptionist about their behaviour during her treatment.



Case studies and task

Teacher guidance and support notes

It is recommended that pupils are set this task as a self-study or homework task after the introduction task is completed within the class environment.

However this could be adapted to form a submission for a Languages or Current affairs activity should that suit the curriculum better. The writing of the report should be ideally electronic, so feedback can be given on the template provided. This template can be used to record the level of guidance needed by teachers to complete the task successfully.

Teachers should ensure learners have had access to the other learning materials within the career element in order to successfully complete

The task is designed to bring together all the career elements and ensure learners have a realistic and pursuable career option once complete.

Learners should design a front cover and contents page and also a reference page. This ensures that within the task core skills are further being developed.

Now that your students have learned about the underpinning ethics of the industry and the types of employment available, ask them to write a personal report outlining what their next steps would be if they chose to pursue a vocational career in Beauty Therapy.

Their report should have a front cover, contents and reference page. It should be completed electronically, if possible, and include pictures, graphs or diagrams to demonstrate their points. They could use the information about the varied successes of people in the Beauty Therapy industry worldwide by accessing

the links at the bottom of the page to start their research and read the attached case study about a student who studied in Scotland. Are there any more local success stories that they could research?

Ask your students to include information:

- The underpinning personal attributes you need to be successful in the industry
- The different environments where you would find work within the industry e.g. spa's, cruise ships, high street salons or hospitals and care homes.
- Where would you study, what is the course name and what are the entry requirements you would need?
- What is your personal choice of working environment and why?
- Choose one of the inspirational case studies contained in the links below and explain why they in particular have inspired you to work towards a career in Beauty Therapy.

Useful Links

<http://www.thehindu.com/features/magazine/the-business-of-looking-good/article4698602.ece>

<http://www.franchiseindia.com/magazine/2016/January/Success-stories-of-the-unsung-salon-franchisees.1412>

<https://yourstory.com/2015/09/belita/>

<https://yourstory.com/2014/09/naturals-salon/>

<http://www.worldskillssaopaulo2015.com/en/competition/teams/united-kingdom/competitor/22041/>

<http://www.dailyrecord.co.uk/news/local-news/beauty-win-for-students-2726109>

<https://www.raconteur.net/lifestyle/top-female-entrepreneurs-in-beauty-industry>

Case Studies

Mickey Contractor

Director of Makeup Artistry – India

He's a makeup artist who turns heads when he walks down a Bombay street, a talent who literally changed the face of Bollywood and he's M·A·C Director of Artistry, India. He's Mickey Contractor whose career started in an extraordinary way – by meeting a muse.



As a young lad what came first were the movies. Watching films from age 10, he became transfixed by an actress whose onscreen persona was both cabaret dancer and vamp. At age 10 he may not have known the culture behind the looks, but he knew what fascination felt like. With eyes that flashed, hair that piled high above her head, feathers that rose cockade-like above her head, she was “awe-inspiring.” Her name was Helen Richardson Khan, Bollywood's legendary ‘Helen’.

Unlike traditional Bollywood queens, she was trendy. Of exotic mixed heritage, she found her inspiration in English glossies, and took to mimicking the trends of the '60s and '70s. The sexy eye liner flicks, the loose bouffant, the sense of sex and liberation.

Young Mickey was drawn in. Something about the hairdo and the feather must have stuck, for upon leaving school Mickey went to work in a hairdressing salon. Amid the perms and updos of Bombay's stylish, there was one customer in particular who he was thrilled to work on, Helen. One day, shampooing her hair, she asked him what he wanted to do with his life and suggested that he learn makeup.

Giving him some insider advice, she told him to go and assist a Bollywood makeup artist.

Mickey was hardly going to ignore his beloved muse. With no formal schools in makeup art in Bombay, apprenticing was the way to go. Unlike Western culture, makeup artistry in India was at that time a family profession and techniques were passed down

father to son like family secrets. Because of this laissez-faire, no trends were created. Mickey, on the other hand, had no family connections and was an outsider. Finding a makeup artist willing to take him on, he was taught the basics in foundation.

Assisting for eight months, he began to create his own tricks; after all, he had no family secrets to be the keeper of, he was free to ad lib – and he did. His techniques became savvy and he started to develop a reputation. Stepping out, he initially worked the provincial film studios, working on C-list movies – learning but financially barely scraping by.

His kit was a mishmash of local brands of makeup and a few brushes he had bought from an art store. He was also inadvertently networking. The faces he made up in the provinces were also cast in Bollywood.

Eventually he was asked to be the makeup artist for a trio of actresses. This was getting closer to his mission, but he was learning something about Bollywood, too – makeup artists weren't esteemed. The combination of low pay and shabby treatment made Mickey react.

A rebel with a cause, he quit and went to work in commercial advertising. There he earned more, and was allowed a different kind of creativity, one that was more receptive to trends. Finally, he had the freedom to create and develop his look. Dipping into six-month-old fashion magazines, he would look, see and reinterpret in his own style.

As his reputation grew, Bollywood's interest in him returned. Wooed by director Rahul Rawail, Mickey dug his heels in and made unheard of contractual demands. Despite himself, he got the job. But there was no shrinking back to the status quo.

When the director screamed, he screamed back. He began to get a reputation. But if his screaming was loud, his work spoke louder. Juggling Bollywood and commercial work, he attained an unheard of celebrity status in Bollywood and around Bombay: he became a makeup superstar.

Movies meant location work and one year he found himself in Canada shooting a Bollywood film in the Rockies. On the way home he popped into a makeup store in a shopping mall in Vancouver – M·A·C! Struck by the colours, he picked up something he never thought he could find; perfect nude lipsticks – M·A·C favourites Malt, Twig, and to this spontaneously added a deep burgundy Diva. Back home he experimented and got hooked. This was just the start.

As his reputation grew and his fees increased, he built his M·A·C collection. With no source in India, he would pick it up here and there. In London he would buy a Cork Lip Pencil...Then next port of call he would dip into the browns, rusts, and coppers he would find in the eye shadow collection. He built his collection on one inspiration: the colour spectrum of the Indian complexion.

As his status rose, he began to influence a whole new generation of Bollywood makeup artists – and his fame outside the country was growing, too. Scouted by M·A·C for their first store in Bombay, Mickey had no hesitation. He still does Bollywood and commercial work, but his work with M·A·C is a passion. Between M·A·C Master Classes round the world, in-store appearances, new store openings (after Bombay, there was Bangalore), Bollywood and its Award Ceremonies, and Delhi Fashion Week, he has little time for much else. His inspiration comes from the West... from the backstages of London, Paris, Milan, New York, and from the glossies, and where he needs to, he tempers them for the Indian taste and skin. As he says, “In India – unlike Paris – you don’t do looks that are so nude you look like you just got out of bed.” He may not realize it, but when he takes a trend, and modifies it, ever so slightly for the Indian market, he’s echoing his muse, Helen who in the ’70s looked at a photo in Vogue and copied it in her own way... And as for those art brushes, with which he learned the art of the liner, yes, he still has them – but only as keepsakes.

Source: <http://www.theshadesofu.com/2010/12/mac-mickey-contractor-colour-story-and.html>

Namrata Soni

Even until a few years ago, being a female make-up artist in Bollywood was tough. First, there was the sexism—an archaic law banned women from working in Bollywood (and was only lifted just last year). Then there’s the favouritism—every A-lister has a ‘chosen one’, and breaking into the industry can mean *years* of trying. So to be B-wood’s most successful beauty guru—which is what Namrata Soni is—*means* something!



Namrata has been wielding brushes and sponges for 13 years now, and was fined several times when she tried to fight against the discriminatory law. “I was 21, it was a male-dominated industry, and I had to work doubly hard. I did free magazine shoots for a year before I started getting assignments.” Today, Namrata’s list of clients includes Deepika Padukone, Sonakshi Sinha, and Shruti Haasan. She is on Sonam Kapoor’s speed-dial and Insta-feed (and was the girl behind her amazing Cannes looks), and is the L’Oréal Paris Beauty Expert.

Then there are the big-budget films: Namrata’s movie work includes like *Main Hoon Na*, *Om Shanti Om*, *Kabhi Alvida Na Kehna*, and *Aisha*. For her ‘creative fix’, she turns to fashion. Her innumerable campaigns, editorials, and covers for leading fashion magazines are proof!

Madhumita Saikia

Ms Madhumita Saikia is a beauty-educationist, rejuvenation & Ayurveda Specialist and a writer. She was born at in the North-East India at Tinsukia, Assam.



She did her schooling from Tinsukia, Digboi, Shillong, Guwahati and New Delhi, and graduation from Guwahati Commerce College, Guwahati University. She is presently a Research Scholar [Ph.D.] in Masscom in Guwahati University, Department of Communication & Journalism.

She started her career by working in Sister' Beauty Clinic, Guwahati as Assistant from 1984 to 1986. She also worked in Doordarshan Kendra, Guwahati, as Assistant Makeup Artist from 1986 to 1988 and as Makeup artist and hairstylist in 14 stage dramas, 5 tele serials, 4 feature films and many stage shows. She was as an Instructor in Industrial Training Institute for Women, Guwahati for 11 years.

Around 1998, she felt that she wanted to use the knowledge that she had gained over the course of her career to start her own entrepreneurial venture. This she did by setting up her own training centre and taking up the role of Principal of Signature Training Centre & Ayurveda Institute, Guwahati. She is presently posted as Director Principal of Signature Training Centre & Ayurveda Institute, Guwahati.

She formed AAAA- All Assam Aesthetician Association, to bring all Beauticians, Makeup artists, Hairstylists, therapists and people related to beauty & hair business under one umbrella and upgrade their status in the society in 1996 , being the 1st general secretary for 6 years , presently serving as President of the association .

The Society for Health and Beauty Culture [SHBC] was formed later in 2003 , to include people from beauty ,holistic health and alternative medicine ,Ayurveda & natural medicine Practitioners, to put forward all problems and issues faced by these professionals and work in unity. She is presently serving as their President.

Ms. Madhumita Saikia is also a Governing Council member of Beauty & Wellness Sector Skill Council (B&WSSC).

She formed Signature Awards committee in 1998 to organize Make up & Hairstyle shows, seminars, beauty & health camps, programs etc. with seven key members from Media, Art, Film, Culture and Beauty. Serving as Liaison & coordinating member of the committee. This committee selects the recipients of 'Signature Sarva Gunah Sampannah Nari Award 'every year, where a woman serving the society in spite of great hurdles is awarded with trophy and Cash prize, on her personal initiative.

Her achievements ...

- Over 10,000+ students trained, educated and placed successfully
- Completed 6000+ skin and hair analysis with accurate treatment and positive results
- 567 episodes in NE TV , #220 regular episodes in AIR ,# 617 talks in Radio Gupshup , #52x5 live phone discussions in Dy365 TV channel, many more in other channels, #120 episodes live phone in Radio luit #2000+ write-ups in magazines, newspapers, journals, periodicals. Penned six Assamese, four English technical books and 11 Assamese fictions.

Karishma Gupta

Karishma Gupta is from India, born and brought up in Pune. She has completed her 12th from Mira's college; her interest in beauty field inspired her to do this course (SGP) from LTA School of Beauty, which includes skin,



hair, makeup, nail art, and spa. This is her passion something she wanted to do for the rest of her life. She wants to push herself to be one of the top makeover artists in this industry. She loves the cosmetology field and nothing would make her happier than to become a cosmetologist and help people to feel beautiful. She believes that beauty therapy is all about creativity and ideas.

Karishma Gupta, an aspiring Beauty Therapy student

aged 19 from LTA school of beauty Pune, Maharashtra, has come out with flying colours having won a gold medal at the national level competition in Beauty and Wellness held as a part of WorldSkills India 2016. Karishma is now preparing to contend and represent India in the prestigious WorldSkills Abu Dhabi 2017 where representatives from 76 countries will come together to compete in close to 50 skills (Beauty Therapy being one of them) and thereby win laurels for their country.

Karishma was one of the 6 Indian students whose participation at the UK Skills Show 2015 was facilitated and sponsored by the British Council. The Skills Show is the UK's largest skills and careers advice event (www.worldskillsuk.org/the-skills-show). The experience gained at the Skills Show provided an opportunity for Karishma to benchmark her skills by competing alongside UK competitors, while also enhancing her confidence levels for her future participation in International Skill Competitions.

Karishma is reeling in the glory of her recent success of having achieved a Gold Medal at the national level competition in India in the Beauty Therapy skill sector and is excited to be representing India at WorldSkills

Abu Dhabi 2017. Karishma had been working hard to achieve this feat and she attributes her success to the able mentorship of her trainer Vaishali; the rigorous training sessions she has undergone; as well as to the enriching training opportunities that she has been exposed to.

The Skills Show Experience

Karishma proudly remembers her participation at the Skills Show UK in 2015 where she, not ever having competed at an international platform before, on the first day of the competition was tremendously nervous. The unaccustomed weather condition and a huge number of moving audience at the competition venue were very unnerving for her.

Eventually, during the 3 days of the competition, she overcame all her anxieties and returned home with a treasure of knowledge and learning. She was also greatly encouraged by the promising feedback from the Skills Show judges who were highly appreciative of the skills demonstrated by her.

Karishma says that her confidence, time-management skills, organisational skills, and therapy techniques have all been greatly refined on account of the

Karishma being felicitated for winning the National finals 2016



exposure provided at the Skills Show. The platform also enabled her to interact, share and gain knowledge from UK experts and embrace best practices.

As Vaishali reiterates, “I had noticed a visible difference in the way Karishma has performed before and after participating at the Skills Show. While I have noticed Karishma to be a bit mechanical while attending to clients, after the Skills Show experience she has become more spontaneous, confident and clear in her style of working. Two rigorous years of training and having got the opportunity to compete at an international platform has provided her the confidence to undertake challenges.”

The Inspiration

At the Skills Show in 2015, beauty therapy students had got first-hand information on what it takes to be a winner, as they got the opportunity to meet and interact with Rianne Chester- the UK Gold Medallist in Beauty Therapy and the winner of Albert Vidal award for best overall score in the World Skills São Paulo 2015 (Rianne is the first person from the UK to pick up the Albert Vidal medal which recognises the ‘best of the best’.)

Karishma states that one of the major inspirations that she gained while interacting with Rianne Chester was to “always keep alive your drive to achieve regardless of failures.” Karishma says, “I was really amazed to hear Rianne talk about how she had not been able to qualify to represent Team UK for WorldSkills Leipzig 2013. But when she was invited back to try out for WorldSkills São Paulo 2015, she gave it her best shot, and we now see how she has brought laurels for herself and her country.”

While Karishma too could not win in the regional rounds held in New Delhi despite her hard work, she did not give up. As Vaishali says, “I could still see the motivation in her which kept her spirits high. Karishma persevered, learnt from her failures and that is how she got her gold medal.”

In July 2016, as a part of a return study-visit of the WorldSkills UK representatives to India organised by the British Council², Sue Simpson (Key expert from UK in beauty and wellness) and Naomi Radbourne (Skills champion for UK in beauty & wellness) had provided deep insights on winning skill competitions.

Both Karishma and Vaishali reminisced about their interaction with the WorldSkills UK delegations in India and said that one of the very important tips they shared, and which was instrumental during the practice sessions for Karishma, was that Beauty Therapy students should video-record their own practice session even in the absence of a trainer. Vaishali adds, “While in India we do video-record practice sessions, these are mostly done on a formal level and majorly in the presence of a trainer. The new technique suggested by the UK representatives has helped Karishma observe, reflect and learn from her own mistakes and improvise her techniques.”

Winning the skill competition has opened doors for Karishma to pursue career opportunities as a Beauty Therapy trainer. She too wants to inspire, mentor and motivate other aspiring students to take up skills training and participate and win at different skill competitions.

Lesson plans

Topic	Suggested teaching & homework activities	Suggested resources	Points to note
Practical task element. <ul style="list-style-type: none"> Pre skills analysis 	Within the class environment pupils are encouraged to think about their current skill level in comparison to what they have learned about the underpinning attributes of a Beauty Therapist and their general perception of their own strengths and development areas in relation to schoolwork in general. They may be set a homework task to discuss their own perception with friends and family who know them well to see if they agree.	Writing tools or I.T. if an electronic format is to be kept. Activity planning tool may be used by class teachers to identify specific aims or learning outcomes desired.	It is suggested that this element is not introduced until learners have completed the introduction stages of the career task and started to research the industry. As with the reflective log – one teacher should deliver this task and conclude it at the end of the practical aspect. It is advised this be the same teacher who took students through the reflective log for continuity and effectiveness of the task

THE LEARNER CAN	THE LEARNER WILL KNOW	CORE SKILLS MET
Identify their own strengths and development points in relation to both schoolwork and approach to the tasks contained within the career development section of toolkit with a focus on development of core skills	How to put personal learning plans in place to develop themselves in relation to the various core skill aspects with the help of their tutor. These skills are transferable into all aspects of life, school, work, further study, competition, work and home life	<ul style="list-style-type: none"> Information Technology Research and communications Reflection Employability

Topic	Suggested teaching & homework activities	Suggested resources	Points to note
Practical Workbook <ul style="list-style-type: none"> Task 1 	Class should be divided into either groups of even numbers or pairs.	I.T. to research the types of parties or newspaper articles and reference books.	Although this can be a standalone task, if the intention is to complete entire book to task 4 pupils should be aware that whatever theme they choose will require further research and development. This lesson could be embedded within a current affairs curriculum.

THE LEARNER CAN	THE LEARNER WILL KNOW	CORE SKILLS MET
Work in teams or pairs to complete a task Undertake a role and fulfill the responsibilities of that role Research and identify relevant information needed to meet a design brief	<ul style="list-style-type: none"> How to plan prepare and research a design brief How to adapt the design brief for both genders to a suitable finish Mindfulness and respect for other peoples opinions and ideas Current industry fashion trends 	<ul style="list-style-type: none"> Working with others Respect for Equality & Diversity Research Information Technology Communication

Topic	Suggested teaching & homework activities	Suggested resources	Points to note
<ul style="list-style-type: none"> Task 2 	<p>This should be a fun, interactive activity. Groups or pairs should work together to plan the different aspects of their party look, making notes of their decisions on the template provided</p>	<p>It will be useful to show the short demonstration videos on nail painting/ art, make-up and hair styling at this point to give inspiration for their decision-making.</p> <p>Other resources could include fashion magazines.</p>	<p>Whilst imagination should be encouraged, remind pupils that they should make decisions which are realistic to the time and resources available when creating the finished look at task 4.</p> <p>This lesson could be embedded within current affairs or art & design.</p>

THE LEARNER CAN	THE LEARNER WILL KNOW	CORE SKILLS MET
<p>Research and extract relevant information to create a finished look</p> <p>Exchange ideas effectively to come to a monthly decision</p>	<p>How to teamwork and troubleshoot effectively to make realistic decisions as a group</p> <p>How to complete a basic nail art/ make-up or hair style although practical practice time will need to be built in to allow competency</p>	<ul style="list-style-type: none"> Teamwork Equality & Diversity Communication Information Technology Research

Topic	Suggested teaching & homework activities	Suggested resources	Points to note
Planning and preparing a mood board • Task 3	<ul style="list-style-type: none"> • This should be issued as a timed task after guidance has been given on different ways to produce a mood board. • Firstly learners should decide who is responsible for each aspect, then each will be given a set time to research and decide on their part of the look. Images will be gathered or saved to create the mood board. • A further period of time should then be allocated to each set of learners to create the mood board. 	<ul style="list-style-type: none"> • I.T. should be available for research purposes. • Additional resources could include trade journals/magazines • Examples of mood boards could be shown. • Various websites such as Pinterest could be used to play around with ideas. • Mood boards or hard cardboard cut to standard sizes. • Pens/paper/glue etc. • Colour in the nail and beauty industry illustrations. 	<p>The task could be carried out by allocation as homework /study task and presented to rest of the group once resources have been gathered.</p> <p>This lesson would be best placed within an art & design curriculum.</p>

THE LEARNER CAN	THE LEARNER WILL KNOW	CORE SKILLS MET
Successfully work as part of a team (building towards competition work) to plan, research and complete a design brief accounting for all factors. Produce a mood board demonstrating their own ideas and those of others	How to successfully research and extract suitable ideas for a design brief taking account of factors such as time and resources available as well as practical skills which are achievable. How to produce material which is SMART for the purposes Develop their ideas in a suitable way developing their creativity and individuality whilst doing so	Problem solving Numeracy Equality & Diversity Communication Teamwork

Topic	Suggested teaching & homework activities	Suggested resources	Points to note
<ul style="list-style-type: none"> Task 4 	<p>Prior to embarking on creating their finished looks, pupils should be given time to practice their skills in filing, polishing and make-up, working in pairs to do so. Short lessons of 45 mins or 1 hour are suggested for this.</p> <p>A practice run through of the completed look is advised prior to grading. The run through should be timed. Each pupil should be allocated 1 hour.</p>	<p>Videos provided should be made readily available for group or individual use during these sessions.</p> <p>Introduction to nail art PP should be shown and a further research task could be designed and embedded into a history curriculum to work in tandem with this.</p> <p>Nail art brushes and tools PP should be shown and could be embedded within an art & design lesson.</p> <p>Practical guidance handouts on nail filing, painting and art should be issued.</p> <p>Camera and printer to provide a before and after photograph.</p>	<p>This task can be limited to just carrying out one of the practical aspects e.g. nail painting and art if wished.</p> <p>Grading sheet can be used to provide incentive and feedback to pupils.</p> <p>Scoring sheet can be used if wished to progress this task to a competition either within the class group or inter-class/inter-school.</p>
Pre-skills analysis	Look back at original perception and see if this has changed	Individual's original analysis.	

THE LEARNER CAN	THE LEARNER WILL KNOW	CORE SKILLS MET
Produce a finished look in a team, individually or as a pair to meet a design brief taking account of resources and time available	<ul style="list-style-type: none"> How to produce a basic nail art, make up and hairstyle How to match these aspects to suit clothing, event and skin tone Have a basic understanding of colour theory How to carry out and evaluate a completed look How to prepare for a competition 	<ul style="list-style-type: none"> Communication Collaboration Problem solving Employability Time Keeping

Activity Planning Tool (Example)

how will you give learners choice and involve them in planning	signposting learners' literacy skills	signposting learners' numeracy skills	signposting care skills
Allow learners to choose the theme Allow learners to choose who to work with	Research and development of projects, tasks, mood boards, report writing, presenting mood boards to peers	Research on salaries for Beauty Therapy jobs Timing of practical skills	Video of good and poor customer care Role play
CAREER DEVELOPMENT	TOPIC: BEAUTY THERAPY TOOLKIT		SIGNPOSTING DIVERSITY AND INCLUSION
Carry out research on qualifications in India Competition for complete look Practical toolkit grading sheet	Resources: workbooks/computers/mood boards/practical activity evaluations/cameras/case studies/demonstration videos/hand-outs Activities: mood board research/nail treatments training/make-up techniques/peer learning/complete look presentations Signposting learners' employability and enterprise skills Case studies/reports on case studies		Discussion and researching into themes and images to include different cultures
How will you develop learners awareness of health & wellbeing?			
Health and Safety Respect for others			
SIGNPOSTING LEARNERS' COMMUNICATION SKILLS	SIGNPOSTING INDEPENDENT AND REFLECTIVE LEARNING SKILLS	SIGNPOSTING LEARNERS' THINKING AND PROBLEM SOLVING SKILLS	SIGNPOSTING LEARNERS' SKILLS IN WORKING WITH OTHERS
Role play Presentation of completed look	Independent research for media images and mood board projects Reflective logbook Pre-skills evaluation	Group work for mood board/ research tasks Industry research Using initiative with limited resources	Group work for mood boards/ research tasks

Grading Sheet for Toolkit Workbook

Grade A	Grade B	Grade C
The candidate has met the criteria and:	The candidate has met the criteria and:	The candidate needs to have met the following:
Demonstrated full understanding and needed minimal guidance.	Has a good understanding of tasks shown and clear, relevant evidence provided	Demonstrated understanding but required considerable guidance.
Used a wide range of sources/ resources which are clearly referenced	Accessed a range of relevant sources/resources	Provided minimum evidence/effort
Presented the task to a high level	Presented the tasks well and in an organised and logical manner	Little evidence of original thought/ research
Progressed the idea in an original way		

Competition Score Sheet for Complete Look

Description	Maximum marks
Awareness of Health and Safety. Ensuring the work area is kept clean and tidy and waste is disposed of appropriately. Candidate is working in a safe and hygienic manner.	10
Make-up. Choice of colour is suitable and make-up is applied in the correct sequence, using the correct brushes and applicators. Choice of Make-up is appropriate to the Theme chosen.	30
Nail Art. Choice of colour is suitable. Nail Polish is applied correctly and neatly. Choice of Nail Art is appropriate to the Theme chosen	30
Completed look is finished within the given timescale	10
Personal skills. Ensuring client comfort throughout the treatments. Good communication skills, including verbal and body language.	20
Total	100

Background information

PowerPoint presentations

Using Colour in the Nail and Beauty Industry

Double click the picture below to view the Using Colour in the Nail & Beauty Industry slideshow.



Introduction to Nail Art

Double click the picture below to view the Introduction to Nail Art slideshow.



Nail Art – Brushes and Tools

Double click the picture below to view the Nail Art – Brushes and Tools slideshow.

NAIL ART BRUSHES & TOOLS

www.britishcouncil.org

THOUGHT FOUNDATION

Importance of trimming one's nails

Appropriate hand hygiene includes diligently cleaning and trimming fingernails, which may harbor dirt and germs and can contribute to the spread of some infections, such as pinworms. Fingernails should be kept short, and the undersides should be cleaned frequently with soap and water. Because of their length, longer fingernails can harbor more dirt and bacteria than short nails, thus potentially contributing to the spread of infection.

Before clipping or grooming nails, all equipment (for example, nail clippers and files) should be properly cleaned. Sterilizing equipment before use is especially important when nail tools are shared among a number of people, as is common in commercial nail salons.

Infections of the fingernails or toenails are often characterized by swelling of the surrounding skin, pain in the surrounding area, or thickening of the nail. In some cases, these infections may be serious and need to be treated by a physician.

To help prevent the spread of germs and nail infections:

- Keep nails short and trim them often.
- Scrub the underside of nails with soap and water (or a nail brush) every time you wash your hands.
- Clean any nail grooming tools before use.
- Avoid biting or chewing nails.
- Avoid cutting cuticles, as they act as barriers to prevent infection.
- Never rip or bite a hangnail. Instead, clip it with a clean, sanitized nail trimmer.

THOUGHT FOUNDATION

Importance of manicures

Increase blood circulation

During any manicure or pedicure, you receive a relaxing massage of the hands and feet. This helps to improve blood circulation and improves mobility for the joints.

Improve the health of your nails

With regular manicures and pedicures, the chances of your nails developing fungi and other infections are reduced. Our hands, especially, are exposed to a lot of elements and products on a daily basis. It's a good idea to have a deep cleaning so the dead skin cells on your hands can be removed. That encourages new cell growth, leaving your nails stronger and healthier.

De-stress

We all know that body massages are a great way to relax and rejuvenate your nerves, but sometimes all it takes to relax is a hand and foot massage. Manicures and pedicures are a great way to relax while improving the look and feel of your hands and feet. If you're feeling stressed, some of us tend to pick at our cuticles, leaving them dry, cracked and bleeding. Plus, having great looking nails can always help to put a smile on your face, making stress levels decrease.

Keeps hands and feet smooth and soft. Regular manicures and pedicures can help to keep your skin and nails smooth and soft despite exposure to the harsh elements. If you don't take care of your hands and feet, you can experience dry, cracked skin that leaves painful sores and potential scars.

Make Up Brushes

Double click ON the picture below to view the Make-up Brushes slideshow.



THOUGHT FOUNDATION

Importance of keeping your hair clean

- You take your hair and scalp to the same places you take your face, and it gets just as dirty. Clean hair reflects light better and so has a glossier and shinier finish.
- A clean scalp encourages your hair to grow at its optimum rate.
- Build-up of oils, dirt and sweat on your scalp can lead to dandruff and clogged follicles – both conditions can affect your rate of hair growth and also your hair's general appearance.
- If you are already prone to dandruff and a flaky/itchy scalp, daily shampooing helps to remove the excess skin and clear up visible flakes. This is especially true if you use a shampoo specifically formulated to clear dandruff.
- Shampooing hydrates your hair. It is in fact moisture (water), not oil, content that keeps your hair supple and elastic. 'Natural oils' on your scalp simply sit on top of your hair, but do not penetrate the cuticle or cortex.
- Daily shampooing encourages the use of a daily conditioner, which will help keep your hair shiny and tangle free. Conditioning also smoothens your hairs' cuticles, which helps to protect your cortex from damage and dryness.
- Frequent shampooing removes unpleasant hair/scalp odor. If grease and sweat are left on your scalp for too long, bacteria starts to break them down and creates the equivalent of body odor on your scalp.

THOUGHT FOUNDATION

Importance of taking a bath daily

A simple warm bath can help you to reduce the number of trips to a physiotherapist. Bathing reduces tension on overstretched muscles. It helps to heal sore muscles by relaxing them and improves flexibility or elasticity of muscles, especially when you bathe after exercising. Not just warm water bath but a cold shower can also benefit you. A study showed that taking a cold shower regularly can stimulate the vascular and lymph system to produce more number of immune cells that fight infections.

THOUGHT FOUNDATION

Importance of facial care

Good skin care requires cleansing and moisturizing. Cleansing is essential to remove dirt and dead skin cells. It helps to prevent pimples or acne. Cleansing, however, can dry out the skin. Cleansing removes the oil on the skin, which retains moisture. As a result moisturizers are needed to restore water to the skin and protect the skin. Special liquid cleaners are recommended over using traditional bar soap. Liquid cleansers can be made with moisturizer to combat the drying agents in the cleansers. The type of cleaner chosen depends on the skin type of the person using it. Vitamin E is often included in good skin care products as it helps moisturize the skin. It also maintains elasticity. The type of moisturizer used is important as well. A heavier moisturizer should be used at night while a thinner, lighter moisturizer is recommended for daytime use.

Video demonstrations

**BEAUTY
DUTY**

Straightening the Hair

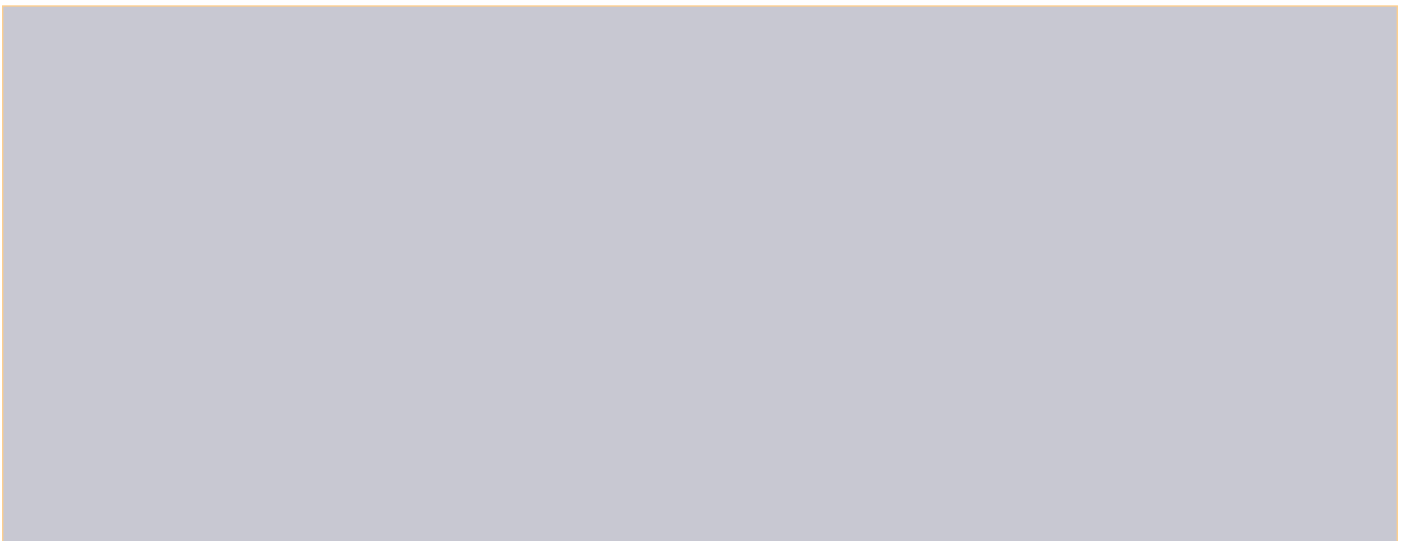
Double click the picture below to view the Straightening the hair demonstration.



**BEAUTY
DUTY**

Curling the hair with Straightening Irons

Double click the picture below to view the Curling the hair with straightening irons demonstration.



**BEAUTY
DUTY**

Curling the hair with a Curling Wand

Double click the picture below to view the Curling the hair with a Curling Wand demonstration.



PRIME TIME

How to keep your hair clean

Things required: Shampoo, conditioner

1. Rinse with Warm Water

Your hair should be completely wet before adding shampoo. Hot water opens up the cuticle and gets rid of the dirt and hair product that gets stuck. Warm water is also going to be important when you rinse because it'll help your conditioner really sink into your cuticle.

2. Lather Up

Even if you have longer hair, you should really only be massaging your scalp. The hair closest to the root is the youngest and will have the most oil and buildup. Massage the shampoo into your scalp to increase the blood flow.

Avoid using circular motions, which can tangle your hair. Instead, use vertical strokes with medium pressure. Remember that your tips are fragile, so don't get too rough with them. Smoothing the lather over the tips of your hair is fine.

Be conservative with your shampoo — a quarter-sized amount is enough. Too much shampoo not only is a waste, but it could actually clog your hair follicles if you don't wash it out completely. If your hair is thicker, use more shampoo as needed.

3. Add conditioner from the mid-lengths to the tips

Rinse shampoo out with warm water. Squeeze some of the water out of hair, leaving a good amount of moisture in your hair. Evenly apply your conditioner (again, not too much), and clip up your hair to let it absorb. Finish with a cold water rinse to tighten the cuticle.

Rinsing shampoo with cold water is the last step of washing, but there are a few more steps if you want to keep it protected. Use protective hairstyles and light, organic styling products. Avoid constant brushing throughout the day and try to stay out of direct sunlight. Remember, shampooing too often can work against you. Keep hair conditioned, and you won't need to wash it more than a couple times a week.

**BEAUTY
DUTY**

Applying Nail Art

Double click the picture below to view the Applying Nail Art demonstration.



PRIME TIME

How to give yourself a manicure at home

Items required: Water, soap, nail filer, toothpick, cream, nail cutter

Steps

Wash your hands thoroughly with water and soap.

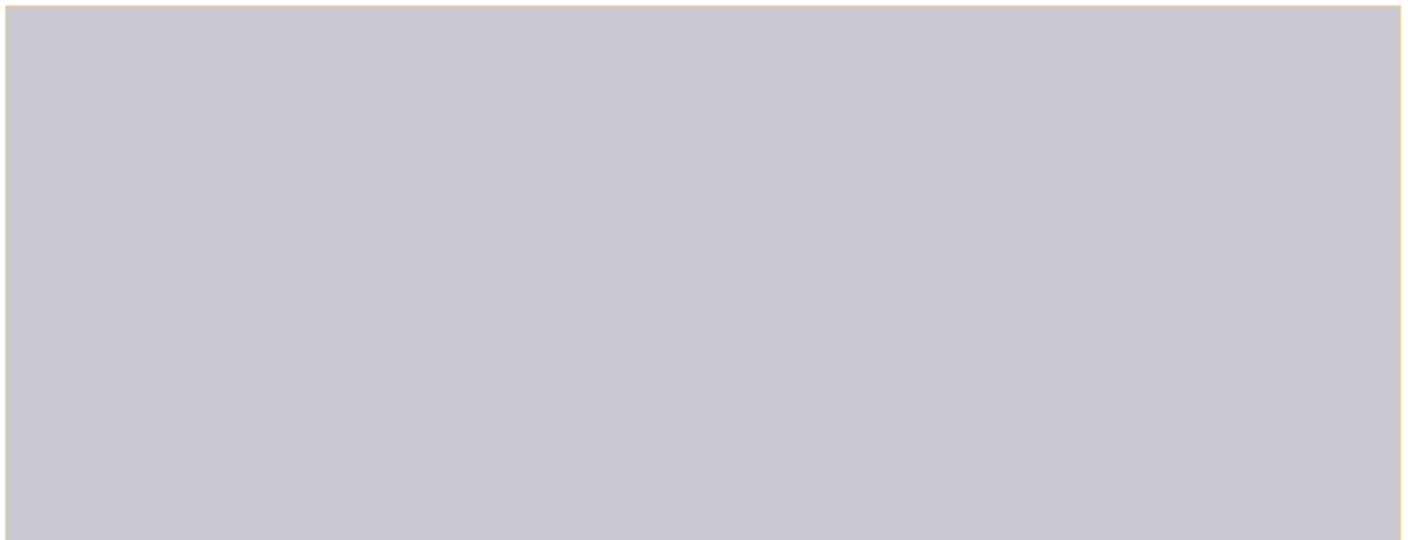
- Soak your hands in soap water solution for about 8-10 minutes
- Clean out the underneath of your nails with the toothpick, be careful so as to not hurt yourself.
- Trim your nails; leave a little white strip at the end of each nail.
- Use the nail file to smooth the edge of each nail.

- Be sure to file in the same direction (and not back and forth). This will give your nails a rounded and neat look.
- The final step in giving yourself an at-home manicure is also the most important – i.e. applying a daily hand cream all over your hands and wrists. This will restore the vital nutrients your hands need in order to look healthy and good. If you have come this far, you might as well seal the deal. Apply a large amount of cream before going to bed to let the cream soak overnight.

BEAUTY DUTY

French Polish

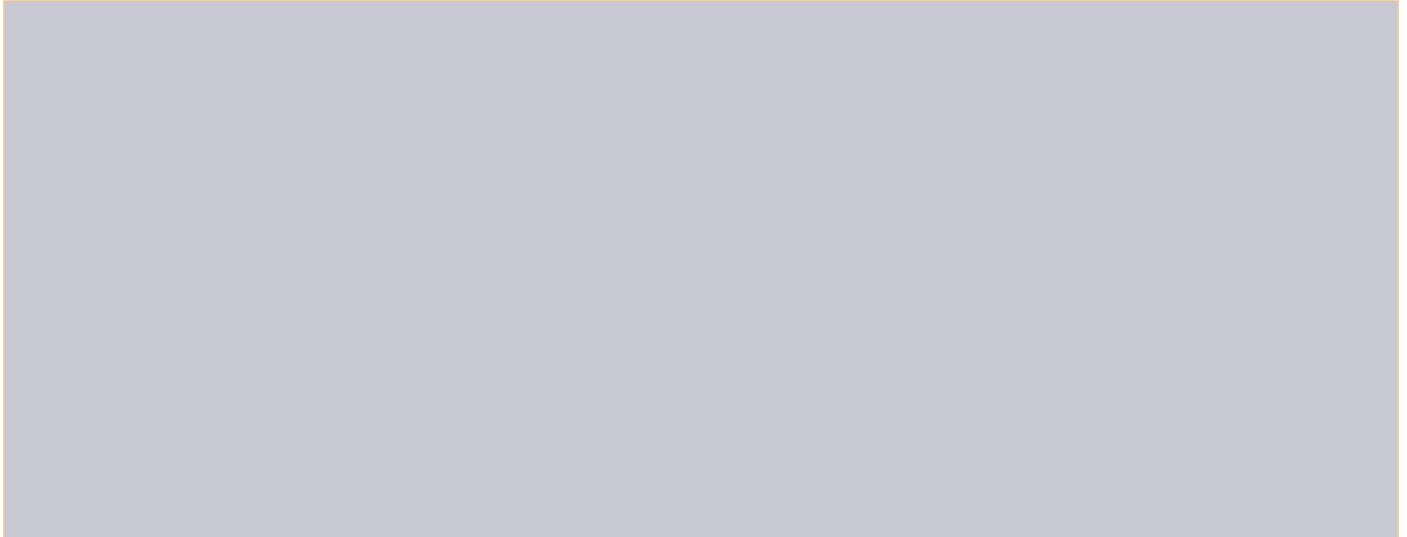
Double click the picture below to view the French polish demonstration.



**BEAUTY
DUTY**

Basic Polish Application

Double click the picture below to view the Basic Polish Application demonstration.



PRIME TIME

Bathing

Wrong way of Bathing:

Using showers to bathe has become a trend now! 8 out of 10 first put water on their head, then on their body. This way can be inefficient and result in some body parts being left unclean.

Correct way of Bathing:

The best way of bathing is starting from the feet. First, put water on your feet, then on your thighs and the rest of the body. Lastly, you should put water on your head. This saves a lot of time. You could also use a bucket, rather than a shower to prevent wasting water.

**BEAUTY
DUTY**

Ask the students to compile a list of bathroom accessories they think are necessary for complete cleansing

**BEAUTY
DUTY**

Smokey Eye Colour with Glitter

Double click the picture below to view the Smokey Eye Colour with Glitter demonstration.



**BEAUTY
DUTY**

Make Up Tutorial 1

Double click the picture below to view the Make Up Tutorial demonstration.



WWW.KAUSHALBEAUTY.COM

Prime Time: How to properly wash your face

- Clean skin starts with a foaming facial Cleanser.
- Ensure your hands were clean.
- Use those clean hands to splash water on your face.
- Squeeze a small amount of cleanser onto wet palms
- Work into a rich lather. Place the now foamy cleanser onto your face and use your fingertips to gently swirl it around...circles, figure eights...that type of thing.
- Avoid your eyeballs, but feel free to clean your neck.
- Rinse thoroughly then pat dry with a towel.

BEAUTY DUTY

Make Up Tutorial 2

Double click the picture below to view the Make Up Tutorial demonstration.



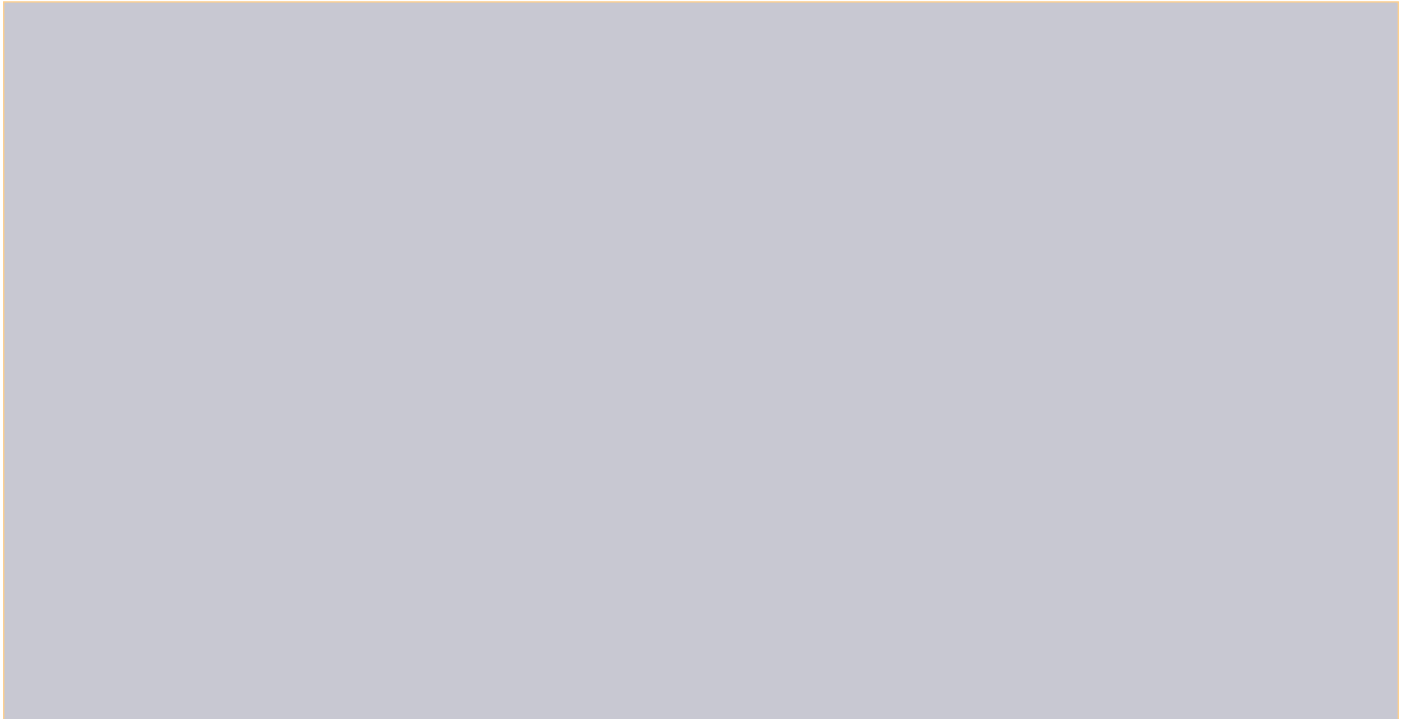
**BEAUTY
DUTY**

Make Up Tutorial 3

Double click the picture below to view the Make Up Tutorial demonstration.

Excellent Customer Service Skills

Double click the picture below to view the Excellent Customer Service Skills Scenario.



Poor Customer Services Skills

Double click the picture below to view the Poor Customer Service Skills Scenario.



Make-up products and application techniques

Cosmetics should not be chosen purely on the basis of colour. You should consider the texture of the products and also their contents as some are more suitable than others. The colours used should enhance your natural colouring.

Foundation

Provides a back drop to your make-up and also provides a barrier between the skin and the external environment. It helps to protect the skin from weather conditions and pollution and some foundations contain a sunscreen.

Benefits of foundation are:

- Enhances or improves the natural skin colour
- Provides a smooth, even finish
- Conceals minor blemishes
- Protects the skin

skin type	foundation
Balanced / Normal	Cream, liquid (oil based), compact
Dry / Mature	Cream, liquid (oil based), compact (cream based)
Oily	Medicated-liquid (water based), compact (powder based)
Combination	Compact, liquid (water based)
Sensitive	Hypo-allergenic

Powder

Most cream-based products, which have been applied to the skin, are set with powder. This can be with either loose powder (used for all professional make-up applications) or pressed / compact powder (supplied for retail purchase).

Benefits of applying powder:

- 'Fixes' the foundation
- Reduces shine (especially good for oily / combination skins)
- Absorbs grease
- Gives a smooth, matte finish

- Protects the skin
- Helps conceal minor blemishes

Concealers

Concealers are mainly used to cover minor imperfection on the skin, but can also be used to correct natural skin tone. The concealer should be applied on small areas either before or after application of foundation. The colour used should be slightly lighter than the natural skin colour.

type of concealer	uses
Natural	To cover minor imperfections in the skin
Green / Olive	To counteract high colour (red)
Lilac / Pink	Brightens a sallow skin, and covers dark circles
Peach	Conceals blue veins and pigmentation

Blushers

Consist of powders, gels and creams containing pigments that are used to add warmth to the make-up and help define facial contour. They are produced in a wide range of colours. The paler colours soften the features and the brighter ones accentuate them.

Eye Cosmetics

Eyeshadows

Eyeshadows are used to emphasize the eyes and to co-ordinate the colour of the make-up. They are available in powder, creams, gels and soft pencil forms. Different eye shadow colours achieve different effects. Dark colours are used to define the eye contours, while lighter, pastel colours are used to highlight the eye area.

When applying eyeshadow take the following into consideration:

- Use clean applicators and brushes to avoid infection
- Support the skin to avoid excess stretching

- Apply lighter colour all over the eye lid to act as a base
- Apply the dark colour sparingly allowing you to build colour rather than apply too much
- Avoid applying pearlescent / shimmer shadows to more mature skins as this will accentuate any lines and wrinkles
- A continuation of the darker colour can be used under the eye instead of liner for a softer 'smokey' look

Eyeliners

Eyeliner is used for shaping the eye, framing the eyelid and defining the lash line. Eyeliners can be found in pencil, brush, liquid and compact forms. Though as fashion changes, make-up applications change it is still advisable that eyeliner products are kept to the outer portion of the lash line rather than inside the lash line as this avoids irritation and infection in the eyes.

Mascara

Mascara is used to define the eyes by darkening and thickening the lashes. Mascaras are produced in many colours and have varying effects: Thickening, lengthening, curling, smudge resistant and water resistant. They are also available as liquid and block forms. The mascara should be the darkest of all the other make-up colours applied to the eyes and for a natural effect it should tone with the hair colour:

hair colour	mascara colour
White	Grey / Charcoal
Grey	Grey / Charcoal
Blonde	Dark Brown / Charcoal
Auburn	Dark Brown, Brown/Black
Brown	Brown / Black
Black	Black

When applying mascara the following should be taken into consideration:

- Avoid applying too much at once.
- Blot wand with a tissue and build up mascara to avoid 'clumping' the lashes
- Separate lashes afterwards using eyelash comb
- Avoid application if there is any sign of infection or irritation



- For a more dramatic look apply a colour one or two shades darker than that recommended for hair colour

Lip Cosmetics

Lip Liners

Lip liners are used to outline the lips. They can also be used to correct lip shapes and avoid the lipstick 'bleeding' into the fine lines around the mouth. It is almost impossible to apply lip liner in one movement and should be done in stages starting with the 'cupids bow' at the top of the mouth. The colour chosen should be the same or a shade darker than the lipstick or gloss chosen.

Lipsticks

Lipsticks come in stick, compact and brush forms and can be matt or pearlescent. They have high wax content and a creamy texture and act as softeners and protectors of the lips. For the best results they should be applied using a brush. For a longer lasting effect the lipstick can be layered using a tissue to blot after every application and a translucent powder to set.

Lip Glosses

Lip glosses usually have high grease content and can be clear or pigmented, but will not last long. They can be used to give a more natural look to the lips or as a gloss finish to your lipstick.

Modes in make-up

THOUGHT FOUNDATION

Thought Foundation: A brief history of cosmetics

The makeup of the past is often a mystery to us. What sort of makeup was fashionable during what periods? When did makeup become totally acceptable? Well, a whole book could be written on this topic (and several have!). But here's a quick—and, we hope—fun run-down of makeup through the ages.

They Wouldn't be Caught Dead Without it

Most experts agree that makeup originated in the Middle East; cosmetics are mentioned frequently in the Old Testament and other ancient documents from a wide variety of cultures.

A great deal of evidence about the use of makeup may be found in the pyramids of ancient Egypt—primarily because of their burial rituals, which included entombing people with both the necessities and luxuries of life. Because ancient Egyptian tombs are often well-sealed, archaeologists have had an unprecedented look at ancient makeup.



A "kiss proof" lipstick ad from the 1920s.

Both Egyptian men and women applied makeup; rouge and lip ointments were considered essentials, as was henna for giving a red tinge to the nails. Eye shadow was important to both sexes; it was usually green and applied to both the top and the bottom lids. Eyelash and brow enhancers consisting of carbon, black oxide, and other (often toxic) substances were also applied to give wearers that dark, painted-on look so associated with the culture.

Eyebrows of an Ox and a little imagination

Some of the earliest evidence of modern beauty equipment has been found in Babylon ruins. Tools such as tweezers, brow brushes, and toothpicks were

common. Both the men and women of Babylon also curled their hair and made up their eyes with eye shadow, eyeliner, and eyelash and brow enhancers. They frequently painted their faces with white lead and used henna to colour their nails.

In ancient Greece, a more "natural" effect was usually preferred, but in the 4th century B.C., Grecian women painted their faces with white lead and used crushed mulberries for rouge. The application of fake eyebrows, often made of oxen hair, was also fashionable.

In the Roman Empire, women applied pastes of narcissus, lentils, honey, wheat, and eggs to achieve pale complexions. For evening wear, chalk and white lead were applied to the skin, along with rouge. The old Egyptian trick of using blue paint to enhance prominent veins was also popular.

The Great Cover Up

In the 17th century, men and women used makeup to limited degree; ceruse was used as a base, and a cheek and lip reddeners were sometimes applied. From the late 1600s forward, makeup began to get heavier. First, white paint was applied, and then white powder, then a brownish rouge, and red lip colour.

For those special occasions, apply toxins

Makeup was heavier during the 18th century. Likewise, a rise in medical complications occurred—tooth decay, adverse skin conditions, and poisonings were often caused by the use of dangerous makeup. Lead and sulphur (for enhancing the cleavage), mercury (for covering blemishes), and white lead (for whitening the complexion) were frequent hindrances of the medical world.

Men, women, and even children wore makeup to some extent in order to achieve the fashionable white face with flaming red cheeks and lips. Eyebrows were

accentuated with pencils, or concealed beneath false eyebrows made of mouse fur.

You are what you eat

In the late 18th to mid-19th century, the ultra-pale look persisted. Some historians even speculate that consumption was so common; it became fashionable to look as though you were suffering from TB. Indeed, the white skin, flushed cheek, and luminous eye of the illness was frequently imitated with white lead and rouge. To make the eyes bright, some women ate small amounts of arsenic or washed their eyes with orange and lemon juice—or, worse yet, rinsed them with belladonna, the juice of the poisonous nightshade.

In the 19th century, “natural” makeup became fashionable. Victorian propriety denounced excessive makeup as the mark of “loose” women. Naively, most men believed their ladies wore no makeup, but cosmetic vendors abounded and beauty books of the era recount how carefully Victorian women used their concoctions. Above all, lip and cheek rouge were considered scandalous; instead of their use, beauty books of the era suggested women bite their lips and pinch their cheeks vigorously before entering a room.

Some commercial makeup, mostly manufactured in France, was also becoming available; these included powders, bases, and waxes containing light, “natural” colour. To help scrape off all this makeup, fashion magazines proclaimed cold cream a must for every woman’s beauty regime. Also heavily advertised were anti-aging creams and wrinkle cures. (One suggestion aging women should sleep with their face bound in strips of raw beef.)

Despite growing medical knowledge, dangerous cosmetics continued to be used. Whiteners, still quite popular, contained substances such as zinc oxide, mercury, lead, nitrate of silver, and acids; some women even ate chalk or drank iodine to achieve whiteness.

Freedom to Choose and Safer To Use

The 20th century finally brought about the use of safer cosmetics; doctors began working with cosmetic companies to ensure safer standards, and “safety” became a popular selling point in advertisements.

The turn of the century also brought about a new freedom of choice to wear “excessive” or “natural” makeup, as the wearer desired. Both were generally considered acceptable—although flappers were condemned by some for wearing heavy eyeliners and bright lip and cheek colours.

The 1920s and 30s also saw the lipsticks (including the “kiss proof” kind), the first liquid nail polish, several forms of modern base, powdery blushes, and the powder compact. Cosmetics were now a booming business, and few modern women would be without.

The 1920s also brought about another revolution: the Tan. No longer did women strive for the pale look en masse. Why the sudden shift? While the wealthy prided themselves on not working, and therefore staying indoors (resulting in a pale complexion), the wealthy of the 1920s prided themselves on not working—and going outside to play. The rich now lazed about in the sun, making their skin golden. Suddenly, everyone longed for that “healthy” bronzed look.

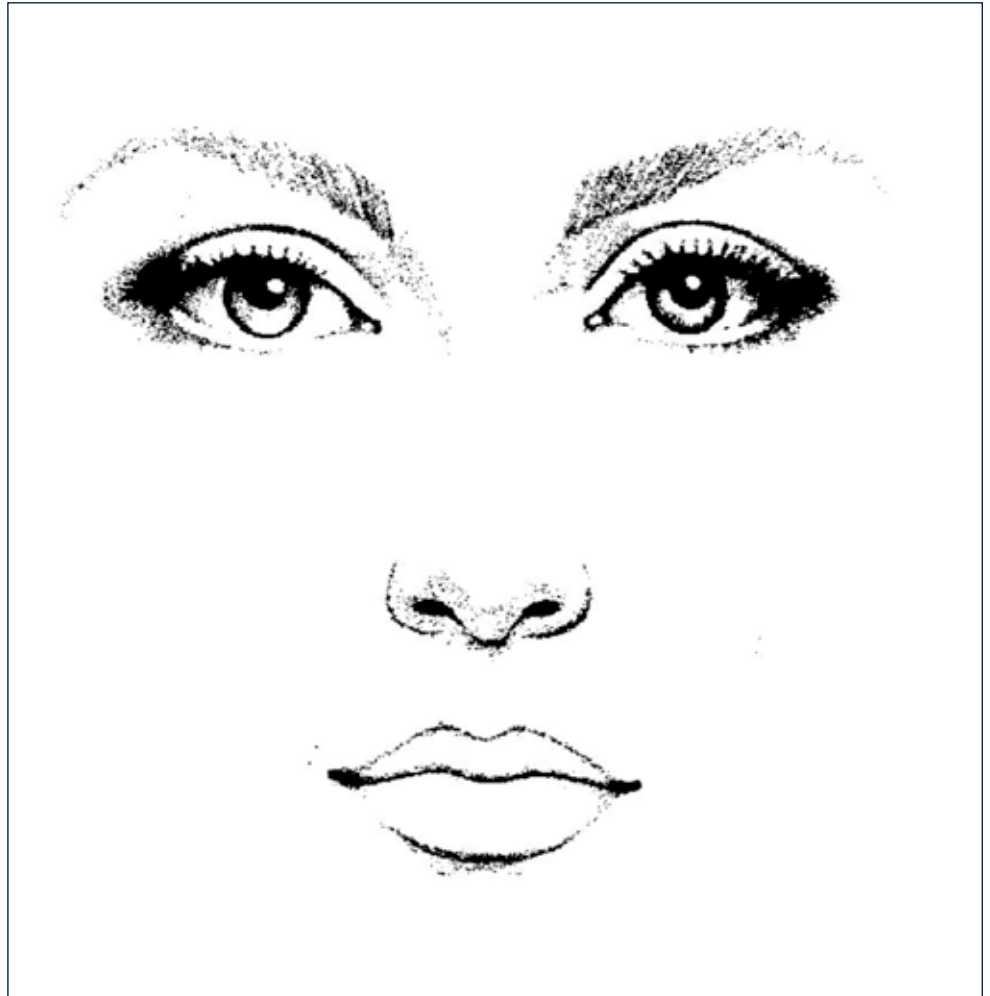
THOUGHT FOUNDATION

What are the latest trends in make-up? Are they healthy?

Make-up treatment plan

Products

- Primers
- Tinted moisturisers
- Foundations
- Powders
- Facial bronzing product
- Concealers
- Eyebrow products
- Eye products
- Eyeliners
- Mascara
- Cheek products
- Lip products



Pre-skills evaluation

Complete this exercise prior to undertaking the Beauty Therapy themed project and then try it again after the completion of the project to see if you feel more confident in areas you identified needed to be worked on.

How confident do you feel in dealing with situations that may affect your chances of employment? The exercise below will give you an opportunity to think about the skills you use daily, whether these are in a home, work or educational environment.

Once you have completed this exercise, speak to your tutor about the skills you want to work on. During

this project you will have the opportunity to gain knowledge, understanding and experience in skills required for your future career.

When completing this analysis, think about how confident you feel at them. If very confident, mark it as a 4, if not confident at all, you can mark it as a 1. The notes and examples space can be used to record evidence of how you can prove the skills you already have.

Once completed, your Tutor will advise you on how you can set yourself goals to work on enhancing your skills.

PERSONAL RESPONSIBILITIES	1	2	3	4
Your attendance, timekeeping & reliability skills				
Being able to work unsupervised				
Presenting yourself appropriately for different situations				
Following instructions & completing tasks				
Planning, organising and managing your time effectively				
Understanding and following important Health and Safety Policies				
Understanding your rights & responsibilities				
Notes and examples				

PEOPLE SKILLS	1	2	3	4
Knowing how to interact appropriately & politely with people of different ages, backgrounds, opinions etc.				
Following Equality & Diversity guidelines				
Speaking confidently and clearly face-to-face				
Communicating effectively by telephone or by email				
Resolving conflict in a positive manner				
Accepting feedback in a positive way				
Working as part of a team				
Demonstrating leadership skills				
Taking ownership of a task in a group setting				
Being assertive				
Notes and examples				

Problem solving	1	2	3	4
Creativity				
Finding solutions to problems				
Showing initiative				
Analysing a situation				
Asking questions confidently				
Notes and examples				

FLEXIBILITY / ADAPTABILITY	1	2	3	4
Being able to look at a situation from different perspectives				
Embracing change				
Willing to train/re-train				
Seeing another person's point of view				
Your ability to ask for and take advice				
Being self-motivated to do your work				
Your ability to make decisions				
Notes and examples				

Beauty Therapy: Practical Toolkit

Divide your class into small groups. Ask them to create a Beauty Therapy complete look based on any one of the following themes:

- Office Party (launch of a product or success of a project)
- Red Carpet look
- Fashion Ramp Walk Look
- Wedding Party (you are a guest)

Explain that over the next few sessions they will be gathering inspiration for their ideas and receive help and guidance to create their idea on each other.

Their research and inspiration will include hairstyle, make-up or face painting and nails; you will be able to use pictures or items of clothing, accessories, footwear and anything else you feel is relevant to help you describe the theme!

Let's get started.



Task one

Think of ideas where the event will be and fill in your ideas into the table below:

Some ideas	Your ideas
Diwali	
Wedding	
Beach Party	
Fancy dress party	
VIP Sports Event	
Oscars	

Task two

Now choose one of your ideas and discuss the following to help set the scene for your image

THE PARTY THEME IS

THE PARTY WILL BE HELD AT

MALE OR FEMALE?

I THINK THEY MIGHT WEAR SOMETHING LIKE

I THINK THE HAIRSTYLE MIGHT BE SOMETHING LIKE

I THINK THE MAKE-UP / FACE-PAINTING WILL BE

THEIR NAILS WILL BE DECORATED WITH

You must plan your image before you create it, this will mean looking at lots of different images for inspiration. Your discussion will have helped give you a starting point for this step.

You may have created a mood board like the one on the front cover before; one of the ways to compile images is to create a mood mannequin like this one and this is how you will make our ideas into something visual. You may wish to also look at producing a ticket or a poster to advertise the event.

Task three

As the task is time bound each of your group members will be responsible for gathering images and you will need to co-operate with each other and have respect for each other's ideas.

Remember this is for inspiration only and you will not be expected to create the look exactly,



Task	Who will gather image
Hairstyles	
Facial features	
Clothing	
Accessories	
Footwear	
Jewellery	
Nail look	
Make-up	

You may access the internet and/or use the magazines to gather all the images required and then piece together your mood mannequin or mood board.

The pictures you choose are unlikely to be to scale but don't worry this part should be a fun way to help get some inspiration and a tool to use to help you put ideas over to others.

You may either use computers for this task or fill out the workbook

To save waste you should open a word document and copy and paste your selected images to the word document if using a computer.

If you wish to create your mannequin or mood board on paper or card then cut all your images out first and try them on the paper before you stick them down to get the best results.

If you worked in a group remember to include everyone's names on the completed mannequin or board and each group member should take a photograph if possible to build a portfolio of work.

You should also keep a note of any books, magazines and internet sites you use to gather your information and complete the reference page provided.

You will now have two hours each to create your make up and nail look on someone in your group. If you have worked on your own please find someone else who did this too and create your complete look on them. Take a photograph before you begin and lots of photographs after you have finished. If you wish to, and have time in advance you may also want to put together a basic costume which goes with your theme, just for fun. Please paste a photograph of your finished look below or if you have completed the booklet electronically then upload from your camera.

Final Workshop

As a culmination of the Beauty Therapy Toolkit activities, the teacher could organise Make-up and Beauty Therapy Competitions amongst the teams. This could be showcased as a 'Finale' for all others to watch

Material required for the following activities:
Paints, brushes, thick drawing paper, soft pastels, tissue papers.

PRIME TIME

Contouring the 'Face' given in the worksheet

The Kit: Your existing foundation plus two stick foundations (on the model). (Or soft crayon/pastel sticks to be used on the worksheet)

Step 1: Map the face

With the darker of the two pastel stick foundations, apply the stick on the sides of the forehead, underneath the cheekbones, some thin lines on the nose, on the chin and on the jawlines.

Step 2: Blend it

"Take a damp beauty-blender (An egg shaped sponge for cosmetic use) and tap over the area of the contour colour, merging it into your base foundation. Tap in small circular motions using the bigger, rounded end of the beauty-blender because it has more space. But for details like the sides of the nose, I flatten it and squeeze it into my hands."

Step 3: Lighten the tone

Concentrate the lighter foundation stick underneath your eyes.

Step 4: Dust it

With a fluffy brush, dust the entire face with loose powder. (If doing it in the worksheet, use a stippling brush or tissue to blend to give the dusty effect on the contouring done).

Source: <http://www.elle.com/beauty/news/a28308/how-to-contour-pro/>

PRIME TIME

How to create eyeshadow makeup on the 'Face' worksheet

(Replicate this activity on paper first, as a worksheet using soft pastel sticks).

Then recreate the same on a model in the following steps:

Step 1

Always start with an eye primer.

Eye primer helps create a smooth surface for the eye makeup. Once the primer has dried, you can apply an eyeshadow base that helps make the eyeshadow stick to the skin better. If you don't have an eyeshadow base, a concealer or foundation will do.

Step 2

Start with 4 basic shades.

For beginners, you want to start with 4 basic shades to pull off an everyday natural look. You need a highlighter that is a shade lighter than your skin tone, a matte mid-tone shade, a contour shade that is 2-3 shades darker than the skin and a matte black shade. If you have a facial highlighter, you can use that too.

Step 3

Grab the essential eye makeup brushes.

You will need a small flat eyeshadow brush for application, a small and medium-sized blending brush and a smudger (optional).

Step 4

Glide your flat brush on the lightest shade and apply this on the inner corner of the eyes. This is where most of the product should be and then you can easily blend outwards after.

Make sure to tap your brush before applying to remove excess product.

Step 5

Now on to the mid-tone shade. Use a blending brush to apply the eyeshadow above the crease, blending from the outer corner inwards.

Step 6

Contour the eyes. Using the contour shade, apply from the outer corner while blending into the crease on the outer half of the eye. Please make sure that you don't blend too high because the mid-tone shade should always be higher than the contour shade.

Step 7

Your eyelid makeup is done so you can now proceed to the bottom part of the eye. Mix the mid-tone colour and the contour shade and apply on the bottom lash line starting from the outer corner until it meets the highlighter.

Step 8

To complete the look, apply the matte black eyeshadow on the outer corner of the eyes and close to the bottom lash line. This will make the eyes a little more dramatic.

Activity: How to apply contour on lips – Practice on the 'face' diagram on the worksheet

(Replicate this activity on paper first, as a worksheet using soft pastel sticks).

Then recreate the same on a model in the following steps:

Step 1: Mark your area

Begin by applying a light concealer around the corners of the mouth to keep the look natural, says

Hughes. Then use a lip liner to outline the outer ridge of your lips. Using your lip liner, draw an X in the center of the top lip and draw a heavy vertical line in the center of your bottom lip.

Step 2: Move inward

Next, starting from the outermost edges of your lips, draw little lines going toward the center in a feather-like motion. Grab your darker lipstick and shade in the outer edges, being careful to avoid the center. Use your second lipstick, which should be a lighter colour, to fill in the center of your lips.

Step 3: Blend again

Lastly, use a short, fluffy brush or even the edge of a beauty-blender to blend the center into the darker colour to create a natural effect. To add an extra touch of fullness, press a cream highlighter into the middle of your bottom lip to create added lusciousness.

PRIME TIME

Apply blush make up (using soft pastels on paper) on the 'Face' diagram in the given worksheet

1. Put on your base makeup before your blush.
2. Sweep your brush though the powder and apply it to your cheeks.
3. Use your finger to dot your cheeks with liquid blush.
4. Blend your blush well with a separate brush.
5. Use a tissue to soften your applied blush.
6. Apply your blush in areas that complement your face shape.
7. Pick a blush color that complements your complexion.
8. Use a powder blush for oily skin and a cream blush for dry skin.

Feedback record

Candidate name in full	Date of submission of first attempt
Tutor name in full	

Task

Task number	Feedback on work submitted	Action plan for completion

Reflective logbook

Reflective Logbook	
Day 1	
Date	Comments
	Personal feelings and reactions
	Observations
	Describe the tasks you did today and how these are helping you to achieve your personal development targets
	Describe the tasks you did today and how these are helping you to achieve your project targets

Reflective Logbook

Day 2

Date	Comments
	Personal feelings and reactions
	Observations
	Describe the tasks you did today and how these are helping you to achieve your personal development targets
	Describe the tasks you did today and how these are helping you to achieve your project targets

Reflective Logbook

Day 3

Date	Comments
	Personal feelings and reactions
	Observations
	Describe the tasks you did today and how these are helping you to achieve your personal development targets
	Describe the tasks you did today and how these are helping you to achieve your project targets

Reflective Logbook	
Day 4	
Date	Comments
	Personal feelings and reactions
	Observations
	Describe the tasks you did today and how these are helping you to achieve your personal development targets
	Describe the tasks you did today and how these are helping you to achieve your project targets

Reflective Logbook

Day 5

Date	Comments
	Personal feelings and reactions
	Observations
	Describe the tasks you did today and how these are helping you to achieve your personal development targets
	Describe the tasks you did today and how these are helping you to achieve your project targets

Reflective Logbook

Day 6

Date	Comments
	Personal feelings and reactions
	Observations
	Describe the tasks you did today and how these are helping you to achieve your personal development targets
	Describe the tasks you did today and how these are helping you to achieve your project targets

Reflective Logbook

Day 7

Date	Comments
	Personal feelings and reactions
	Observations
	Describe the tasks you did today and how these are helping you to achieve your personal development targets
	Describe the tasks you did today and how these are helping you to achieve your project targets

Reflective Logbook	
Day 8	
Date	Comments
	Personal feelings and reactions
	Observations
	Describe the tasks you did today and how these are helping you to achieve your personal development targets
	Describe the tasks you did today and how these are helping you to achieve your project targets

Reflective Logbook

Day 9

Date	Comments
	Personal feelings and reactions
	Observations
	Describe the tasks you did today and how these are helping you to achieve your personal development targets
	Describe the tasks you did today and how these are helping you to achieve your project targets

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