

Hairstyling & Aesthetics

Since making financial decisions has become an increasingly complex task in the modern world, people need to have knowledge in various areas and a wide range of skills in order to make informed decisions about financial matters. They need to be aware of risks that accompany various financial choices. They also need not only to develop an understanding of world economic forces, but also to become aware of ways in which they themselves can respond to those influences and make informed choices. It is therefore essential that financial literacy be considered an important attribute of a well-educated population so that Ontarians may continue to prosper in the future.

Financial literacy may be defined as “having the knowledge and skills needed to make responsible economic and financial decisions with competence and confidence”.¹ In addition to acquiring knowledge in such specific areas as saving, spending, borrowing, and investing, students need to develop skills in problem solving, inquiry, decision making, critical thinking, and critical literacy related to financial issues. The goal is to help students acquire the knowledge and skills that will enable them to understand and respond to complex issues regarding their own personal finances and the finances of their families, as well as to develop an understanding of local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices as consumers.

This lesson plan along with other BBT lesson plans were developed by members of the Ontario Council for Technology Education (OCTE) in conjunction with the Ministry of Education. The lessons will be posted on the Ontario Education Resource Bank (OERB) <https://resources.elearningontario.ca/>

| Contact Information | |
|---------------------|--------------|
| Development Date | July 2011 |
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| Position | |
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| Course Name | Hairstyling and Aesthetics |
| Course code | TXJ4E |
| Name of lesson plan | Financial Literacy – It’s Up To You |
| Brief description of lesson plan | Cosmetology students have a variety of employment options available to them to pursue. Students will explore topics directly related to understanding the relationship between business, industry and financial independence. By completing two separate activities related to the Budgeting, Saving, Borrowing and Earning respectively. These assignments are practical assignments that are relevant to workplace and give students a realistic view of costs associated work, business and financial responsibility. Students will create a financial spread sheet for a small hairstyling or aesthetics business. Students will be asked to investigate a loan payment using a financial institutions online resource and calculate commission and hourly rates of pay. Students will present a financial graph to indicate where their money is focused. Prior to creating their financial spread sheet for their salon, students will be required to determine the amount of commission and hourly rates paid to employees. |
| Duration | 8– 10 hours |

| | |
|--|---|
| <p>Overall expectations</p> | <p>Strand: . B3. Meeting the Needs of a Client</p> |
| <p>Specific expectations</p> | <p>B3.5 use money-management and recordkeeping skills (<i>e.g., for tracking commissions, tips, taxes, retail transactions, appointments, inventory</i>) to ensure that hairstyling and aesthetics services are provided in a businesslike manner</p> |
| <p>Other</p> | <ul style="list-style-type: none"> • gain an understanding of money habits • identify and describe costs associated with running a small salon / spa • calculate commissions and hourly rates of pay • gain and interpret knowledge of personal and business financial responsibility |
| <p>Essential Skills and work habits</p> <p style="text-align: right;">X</p> <p style="text-align: right;">X</p> | <p>Essential Skills <u>Numeracy</u></p> <p><input type="checkbox"/> Money Math:</p> <p><input type="checkbox"/> Scheduling or Budgeting and Accounting:</p> |

Instructional/Assessment Strategies

Teacher's notes

ACTIVITY A: Brain Sprouting

- Prior to starting this activity, the teacher will need to gather lists of inventories, consumables and financial obligations associated with starting a salon or spa. Using websites such as <http://www.behindthechair.com> or <http://www.schwarzkopf.com> may also be good sources for this information.
- Students should have had experienced sufficient modeling, guided practice, and feedback with calculations from salon days involving inventory control, costs, balances and client needs prior to beginning this activity.
- This activity has been designed for students to work in pairs; however, it can be adapted effectively for individual students.
- A guest speaker who is working in the retail industry would be a worthwhile addition to this activity. This might even be a salon or spa owner, stylists, aesthetician or makeup artists.
- Access to computers will be provided as an option for students to complete their final copy of a start up inventory for their salon or spa.
- Some students may benefit from assistance from resource teachers to help make appropriate priority choices for their assignment.

ACTIVITY B: Money Spending Habits

- Prior to this activity students will have the opportunity to visit "Get Smarter About Money" website.
- Teacher will facilitate class discussion on spending and saving.
- Students will answer questions provided by "Investor Education Fund" and will be encouraged to share with the class during discussion.
- Students will hand in their spending habits worksheet with their assignment.

ACTIVITY C: Calculations, Commission and Hourly Rate

- Prior to starting this activity, the teacher will need to prepare samples of commission

- percentages and hourly rates of pay calculations.
- Students must have experienced guided practice and feedback with calculations involving percents prior to beginning this activity.
- Teacher will use draw examples from customer service days throughout the semester for class discussion.
- This activity has been designed for students to work in pairs; however, it can be adapted effectively for individual students.
- Access to computers provided as an option for students to complete their spreadsheets.
- Modify attached student handouts, etc. if needed
- Students must have access to computers and the internet for this activity so that students can complete their investigation through the exploration of various financial institution websites.
- Students will be guided through examples how to calculate commission and hourly rates of pay.

ACTIVITY D: Financial Budget

- Teacher will facilitate class discussion on the importance of good money management habits that are essential for students to develop so that they can meet their financial obligations and goals in their future.
- Access to computers and the internet is recommended for this activity so that students can create their financial budget spread sheet.
- Teacher will encourage students to make financial spread sheet as realistic as possible. Teacher will review checklist with students to ensure all expectations of the spread sheet is included.

Context

All courses in the technological education curriculum are concerned with the connections between technology and society, including the economy. It is important students understand the financial challenges associated with Cosmetology Career opportunities.

Financial literacy maybe defined as “having the knowledge and skills needed to make responsible economic and financial decisions with competence and confidence”. In addition to acquiring knowledge in such specific areas as saving, spending, borrowing, and investing, students need to develop skills in problem solving, inquiry, decision making, critical thinking, and critical literacy related to financial issues. The goal is to help students acquire the knowledge and skills that will enable them to understand and respond to complex issues regarding their own personal finances and the finances of their families, as well as to develop an understanding of local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices as consumers.” - **(Financial Literacy Scope and Sequence of Expectations – Ministry of Education** - www.ontario.ca/edu

Strategies

ACTIVITY A: Brain Sprouting (approximately 1 class period)

Part One

- *Minds On:* Teacher will have students pair up. (Think – Pair – Share)
- Teacher will ask the class to brain storm/spout, with a partner to create an inventory list of costs associated with starting a small salon or spa business. (*Appendix A*)
- Teacher will encourage students to look around the cosmo lab for reminders of items needed to run a salon/spa business.
- Teacher will remind students to be sure to include financial considerations; start up cost, supplies, etc. ., (*wages taxes, inventory*)
- Teacher will circulate to monitor students’ work. Teacher will prompt discussion on considerations of inventory.
- Students will brainstorm inventory lists to be shared with the class
- Teacher will create an inventory list on chart paper from student feedback of brain sprouting session with their partner.
- Teacher will collate students brainstorming ideas and create a master list for student to use as a guide to build their financial budget spread sheet.
- Class can generate inventory list using teacher notes.
- Each group will include their rough draft of their inventory list with their final assignment.

Part Two - Minds On: Students will “Examine their spending habits” (*approximately 2 class periods*)

- Teacher will facilitate short discussion with class where students share ideas and thoughts based on their spending habits.
- Students will work with the same partner for this assignment.
- Students will be given a handout of - **Investor Education Fund’s -Inspiring Financial Learning) Pairs Activity** to determine their spending habits. (*Appendix B*)
- Teacher will read through the handout with students to clarify activity expectations as needed and to determine any additional needs of the group and/or individual students.
- Students will work in pairs to complete the activity while teacher monitors for understanding and time on task and provides support as needed.
- Students will share their observations on their spending habits and how that may have an effect on their future financial planning - share with the class.
- Students will present their original work to their peers while teacher assesses for understanding

ACTIVITY B: “Spending Habits (*approximately 2-3 class periods*)

Part One

- Teacher will distribute a copy of the KWL Chart to each student. (*Appendix C*)
- KWL Chart – in the “I Know” column of the chart, have students record what they already know about banking and saving; in the “I Wonder” column, have student’s record questions about banking and saving that they would like to have answered. Students will leave the “I Learned” column blank.
- Teacher will facilitate class discussion where students share items from the “I Know” and “I Wonder” columns of their charts and, if appropriate, share information to answer some of the “I Wonder” items. Depending on the prior experiences/knowledge of students in the class, it may be necessary for the teacher to share additional ideas for the “I Know” and, especially, the “I Wonder” columns.
- Using 2-4 questions from **Investor Education Fund’s** activity, teacher will model looking for specific information regarding services offered by a financial institution.
- Students will record the questions and information gathered in their notes.
- Students will submit their KWL charts to the teacher as an exit card; the teacher will use the information from these charts to adjust instruction as needed for next day

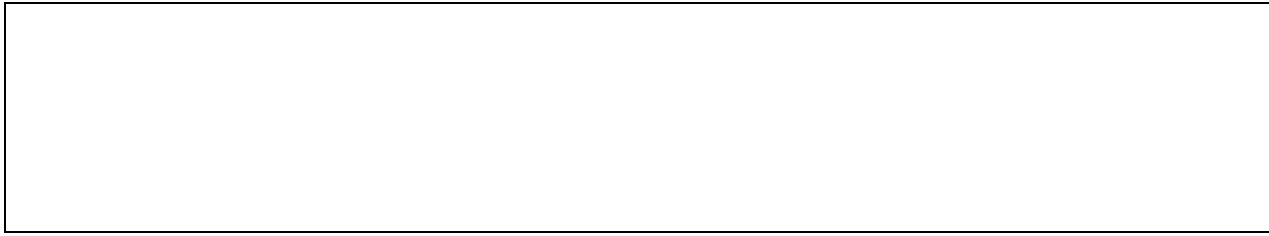
ACTIVITY C: *Calculations (approximately 2 -3 class periods)*

- Teacher will explain how to calculate commission and hourly rates of pay
- Students will calculate commissions and hourly rates of pay from examples provided by the teacher and will include these calculations in their assignment. (*Appendix D*)
- Teacher will facilitate class discussion on pay cheque deductions, considerations.

ACTIVITY D – Financial Spread Sheet (approximately 2 -3 class periods)

- Students will create and submit a business financial spread sheet indicating their expenses, profit and savings for the month.
- Teacher will provide examples of financial spread sheets as guides for students. (*Appendix E*)
- Students will include a graph indicating how they spend their money each month.
- Students will have access to the computer lab to complete their business financial spread sheet.

Frequent progress updates will be completed by the teacher with each group.



Additional Notes/Comments/Explanations

Teacher will to help students prioritize spending and saving, making connections to the cosmetology sector. Students will create a budget using activities to guide their spending choices in groups of two or three. Some Independent work will need to be completed outside of the classroom. If more time is required, then teachers should provide additional time for the students.

Assessment and Evaluation of Student Achievement

| Strategies/Tasks | Purpose |
|--|--|
| 1. Minds On for Activity A – Brainsprout | Assessment for Learning (diagnostic) |
| 2. Money Habits - Activity – Check list | Assessment for OR of Learning (summative or formative at teacher's discretion) |
| 3. KWL Chart – Exit Card | Assessment for Learning (diagnostic and formative) |
| 4. Calculations – Commissions, hourly Rate and Bank Loan | Assessment for Learning (formative) |
| 5. <i>Financial Budget Spread Sheet</i> | Assessment for Learning (formative) |
| 6. <i>Rubric</i> | |
| Assessment tools <ul style="list-style-type: none"> • Brain Sprouting - Activity Assessment Rubric (Appendix A) • Money Habits - Self-Assessment (Appendix B) • Exit Card – KWL Chart (Appendix C) • Calculations – Commission/ hourly rate (Appendix D) • Check List – (Appendix E) • Financial Budget - (Appendix F) • Rubric – (Appendix G) | |

Resources

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|--|
| Authentic workplace materials Rough draft, financial statements, graphs, etc |
| Human resources |
| Print |
| Video |
| Software |
| Website www.ontario.ca/edu http://www.behindthechair.com http://www.schwarzkopf.com http://www.apprenticesearch.com www.tdcanadatrust.ca Ontario Job Futures http://www.ontariojobfutures.ca/profile7232.html Skills Canada http://www.skillsontario.com/ Get Smart About Money: http://www.getsmarteraboutmoney.ca/education-programs/for-teachers/multimedia-resources/Documents/pennySaver/index.html |
| Other |

Accommodations

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|---|
| Instructional Accommodations Provide students with written instructions Provide students with an example and description of a spreadsheet Allow students to switch groups if necessary |
| Environmental Accommodations Allow students to move around during the room activities Provide access to computer lab Coordinate with resources teacher if student requires extra assistance |
| Assessment Accommodations Allow students extra time to complete activities |

List of Attachments

- Appendix A – Brain Sprout
- Appendix B – Money Spending Habits Handout
- Appendix C – KWL Chart
- Appendix D– Financial Calculations
- Appendix E –Check List
- Appendix F – Financial Spread Sheet
- Appendix G – Assessment Rubric

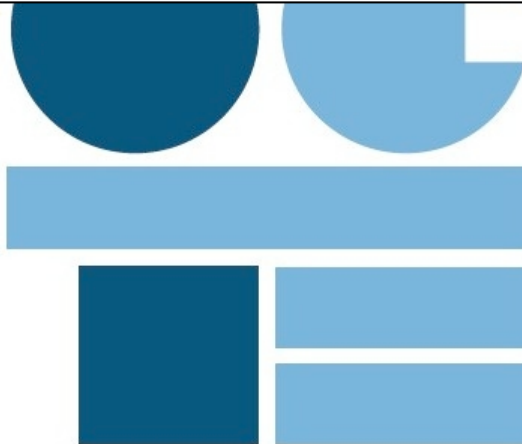
TXJ4E – Hairstyling and Aesthetics

Appendix A: Brain Sprout

Students Name:

Scenario: You are going to start your own salon or spa. You need to know how much of your savings you will need to spend on inventory and staff. With a partner create an inventory list for your salon or spa. Assign a name to your business and include the number of employees that will work with you.

TIP: Look around the cosmetology lab for inventory ideas!



Appendix B – Your Spending Habits

Discussion:

Using IEF (Investor Education Fund's -Inspiring Financial Learning)

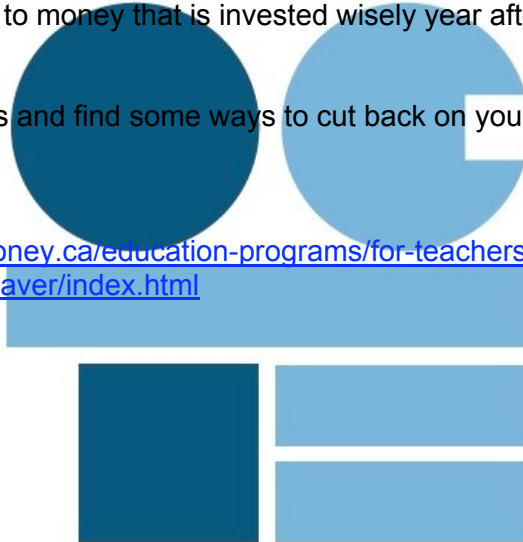
Pairs Activity: (Think Pair Share) - Discuss your ideas with a partner!

- 1. a.** Think about how much money you spend (on average) per week. What do you spend your money on, what do you buy? **b.** What are some ways you could be more conservative with your spending? **c.** How can you spend less money per week? What would you have available to save?
- 2.** Now that you are budgeting and saving money each week, what are some of the choices available to make your savings grow?
- 3.** What do you think happens to money that is invested wisely year after year after year?

Internet Investigation:

Examine your spending habits and find some ways to cut back on your spending, review Penny Saver:

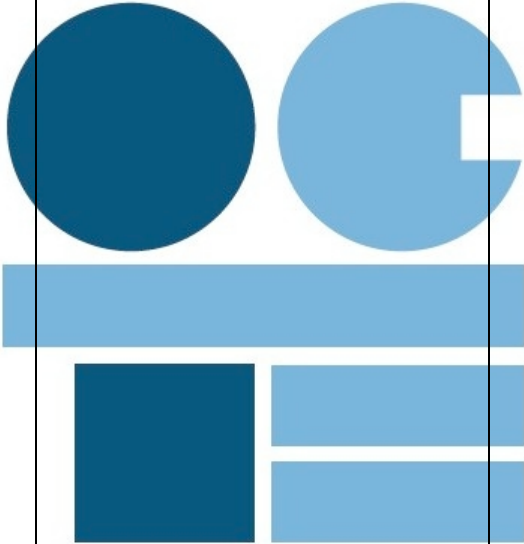
<http://www.getsmarteraboutmoney.ca/education-programs/for-teachers/multimedia-resources/Documents/pennySaver/index.html>



Appendix C – KWL Chart

Student Name: _____

KWL Chart (I Know, I Wonder, I Learned)

| K "I KNOW" | W "I WONDER" | L "I LEARNED" |
|----------------------|---|-------------------------|
| |  | |

Appendix D – Financial Calculations

Commission

To calculate commission multiply the rate of commission (the percent you are to receive) by the price of the service performed.

Hourly

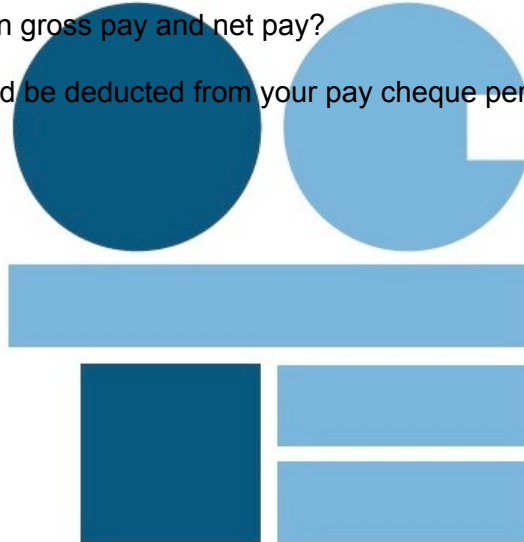
Employee A - **A** received 35% commission on all services she performs and is paid an hourly rate of 13.00 per hour. This past week she completed \$895.00 worth of services. Find her **gross pay**.

Employee B – **B** worked 40 hours and earns 16.00 per hour as a junior stylist. What is her gross pay for the week and for the month?

Pay Deductions

What is the difference between gross pay and net pay?

List three deductions that could be deducted from your pay cheque per pay period?



Appendix E – Check List

Task Completion Checklist (check each step off as it is completed – be sure to ask questions if anything is unclear!):

- Working with a partner, select a name for your business.
- Create an inventory list for a salon or spa.
- Brainstorm the type of services you will offer to your clients, this may help you with your inventory list.
- Be prepared to share your salon name with the class and explain why you choose the name.
- Save a copy of your inventory list for your financial budget and one to be included in your assignment.
- Visit Investment Fund website. Answer questions provided. Include answers with your assignment.
- Complete KWL Chart with your assignment.
- Calculate commissions, hourly rates. Include calculations with your assignment.
- Create your monthly financial budget. Include in your assignment.
- Create a graph to indicate where your money is spent monthly. Include in your assignment.

Appendix F - Financial Budget

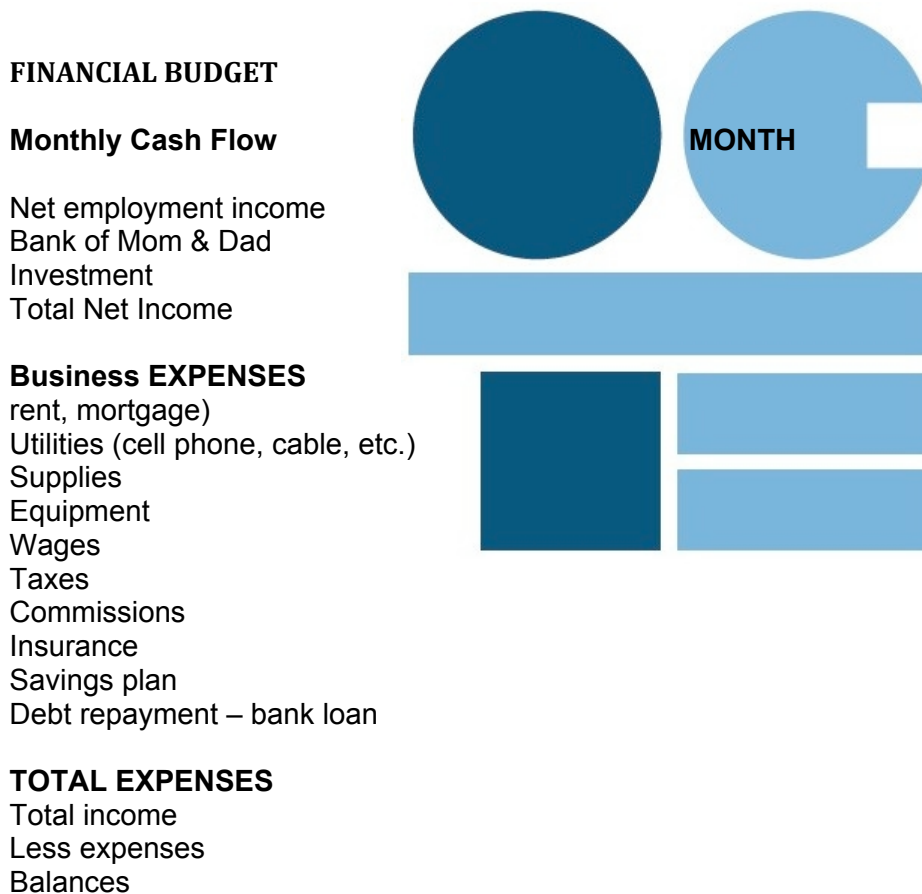
Create a spread sheet for your small business. Determine the amount of wages, commissions, supplies, bank loan, hydro, rent, you are expected to pay monthly. Your spread sheet should detail your expenses, profit and savings for a month. Include your bank loan payment.

TIP : Consult with your hairstylist, aesthetician, teacher before you create your final spread sheet

Monthly Budget:

Options: a. Use the following as your guide to complete your spread sheet. b. Create your own budget planner with teacher’s approval. c. Use the “Know Your Cash Flow” template from Funny Money Tool Kit, page 8 as a guide, found at the following website:

www.getsmarteraboutmoney.ca



Appendix G- Assessment Rubric

Students Name: _____

Date: _____

| Categories | Level 1 (50 - 59%) | Level 2 (60 - 69%) | Level 3 (70 - 79%) | Level 4 (80 - 100%) |
|---|--|--|--|--|
| Knowledge and Understanding <ul style="list-style-type: none"> knowledge of content understanding of content | - limited accuracy with commission, hourly rate, inventory and budget - demonstrates limited understanding of financial planning | - some accuracy with commission, hourly rate, inventory and budget - demonstrates some understanding of financial planning | - considerable accuracy with commissions, hourly rate, inventory and budget - demonstrates considerable understanding of financial planning | - thoroughly accurate with commissions, hourly rate, inventory and budget - demonstrates a thorough understanding of financial planning |
| Thinking <ul style="list-style-type: none"> use of critical/ creative thinking processes | - demonstrates limited critical/ creative thinking about the situation | - demonstrates some critical/ creative thinking about the situation | - demonstrates considerable critical/ creative thinking about the situation | - demonstrates highly effective critical/ creative thinking about the situation |
| Communication <ul style="list-style-type: none"> expression and organization of mathematical thinking communication for different audiences and purposes | - mathematical explanation is clear in parts and organized to a limited extent - communicates for audience and purpose with limited effectiveness | - mathematical explanation is clear in parts and organized to some extent - communicates for audience and purpose with some effectiveness | - mathematical explanation is clear in parts and organized to a considerable extent - communicates for audience and purpose with considerable effectiveness | - mathematical explanation is clear in parts and organized to a high degree - communicates for audience and purpose with a high degree of effectiveness |
| Application <ul style="list-style-type: none"> transfer of knowledge and skills making connections between mathematics and the real world | - transfers knowledge with limited effectiveness - makes connections with limited effectiveness | - transfers knowledge with some effectiveness - makes connections with some effectiveness | - transfers knowledge with considerable effectiveness - makes connections with considerable effectiveness | - transfers knowledge with a high degree of effectiveness - makes connections with a high degree of effectiveness |
| <p>Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.</p> | | | | |