



# 5 Working in a Barbers or Hairdressers

City of Dublin ETB  
and Down Syndrome Ireland

**This workbook belongs to:**

**Start date:**

## **About your student workbook**

This workbook has been designed to support you through your 'Working in a Barbers or a Hairdressers Module'. It contains all the information you need to take part in the module. The workbook is divided into units 1 – 7, which cover all of the core skills you will need to prepare for work. Each unit has a different colour to highlight what subject is covered in it. At the end of each unit there is a summary sheet to remind you of what was covered. This will be helpful if you want to go over this information at any time when you are working. Make sure to put your name on the cover of the workbook and the date you started the module.

**Make sure to keep your workbook safe**

## Acknowledgements

The City of Dublin ETB and Down Syndrome Ireland appreciates and wishes to acknowledge the considerable work undertaken by the project team, Orna Fynes, Adult Literacy Organiser and Judy Halford, Work Ready Project Coordinator, of the City of Dublin ETB Finglas and Aisling Brown, Adult Education Officer, DSI.

We would like to thank the students, Julie Dalton, Sean Hickey, Billy Kane, Andrew Murphy, Claire McManus, Aoife Geoghegan, Morgan Whelan, Eric Nolan and Niamh Nolan, for their invaluable contribution to the development of the Work Ready Modules. We would also like to acknowledge our business partners and their representatives, Orla McAndrew of the Conrad Hotel, Hugh McAlister of Grafton Barbers, Madeline Regan of the Together Academy, Brendan and The Supervalu team in Ashbourne and Deirdre Corby of the Ability Programme from DCU, organisations who are leading the way in workplace inclusion. We also appreciate the contributions and good will of our dedicated parents group and other services we spoke with and who shared valuable information and feedback.

We would like to acknowledge also the 'All' project funding initiative which has enabled the commencement of the Work Ready programme.

## Introduction

You have chosen to take part in the Work Ready Programme to complete 'The Working in a Barbers or a Hairdressers Module'. The purpose of this module is to prepare you for working in a Barber or a Hairdressers. Taking part in this training will help build your confidence and knowledge of the work you will be doing. Together with this training you will take part in some 'On the Job Training'. This will ensure that you are work ready when you take on your new role! We wish you every success on the training and in getting to work!

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skills for work

unit **7** Working in a Barbers  
or a Hairdressers

# unit 1

## Customer Service

**On completion of the Customer Service Unit you will be able to:**

- Understand and demonstrate good Customer Service Skills in the workplace.
- Initiate a conversation with a customer or staff member.
- Assist the customer with their shopping experience.



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# unit 1 Customer Service

## What is Customer Service?

Customer Service is the support you offer your customers.

## When I experience good Customer Service the person is:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## When I experience bad Customer Service the person is:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

1

## The key steps in delivering good Customer Service



Be approachable



Well presented



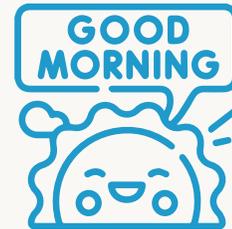
Make eye contact



Greet the customer in a friendly way



Use appropriate words



Hello, good morning, good afternoon, good evening



Smile



Listen to the customer



Good tone of voice



Be polite: please, thank you...



Show concern if the customer is not happy

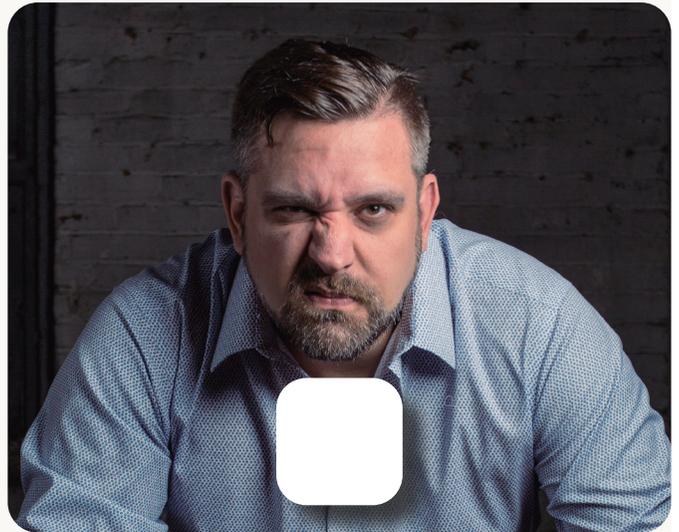
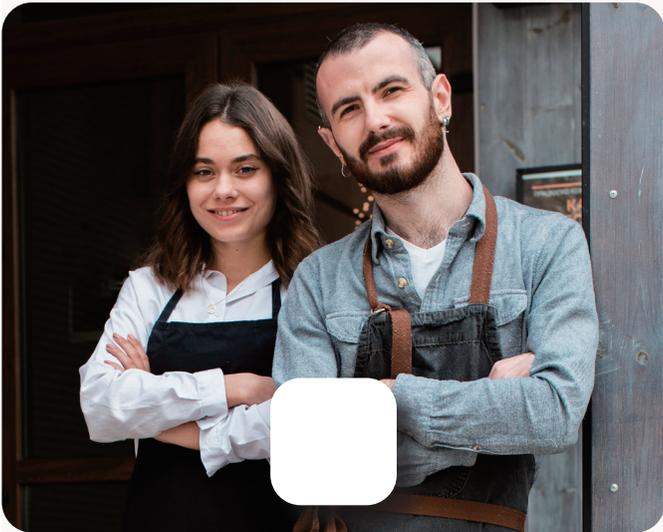


Have a good attitude

1

## Session Recap

Please tick the pictures that show good Customer Service



1



# List the key steps in delivering good Customer Service



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

1

### ROLE-PLAY: PRACTICE 1

**Mary or Joe** work as a shop assistant in a local supermarket. Her or his job is to keep the area around the entrance to the store clear and to meet and greet customers as they come into the store.

**Tom or Tina** is a regular customer who comes into the store twice a week. He or she is a busy person and are often in a hurry. Today he or she is looking for a cake to bring to their neighbours house for tea but it seems the store have moved the cake section!

### ROLE-PLAY: PRACTICE 2

**Trish or Tim** work as an assistant in the local hairdresser or barber. Her or his job is to look after customers and help keep the area clean.

**Steve or Stephanie** is a new customer and has arrived early for their appointment to get their hair cut.

### ROLE-PLAY: PRACTICE 3

**Julie or Josh** work as a member of the front of house team at the 'King's Hotel'. His or her role is to welcome guests or customers and show them to the check in area.

**Orla or Owen** has arrived at the hotel for the first time. She or he has had a long journey to get here and is not sure where to go to check in.

### ROLE-PLAY: PRACTICE 4

**Michael or Maria** work as an office assistant. He or she has many duties but the most important one is meeting people who arrive to the office.

**Patricia or Peter** have arrived to the office for a meeting with Mr. Ryan, the manager.

### ROLE-PLAY: PRACTICE 5

**Nora or Noel** work in 'The Central Café'. Her or his role is Waitress or Waiter, taking the customers' orders for food and beverages and then bringing the food to the table.

**Zoe or Zak** is a Costumer of 'The Central Café'. She or he has arrived to meet with a friend for coffee and cake.

### Notes

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**Tick the box if the role-play includes one of the key steps in delivering good Customer Service**

<b>Delivering good Customer Service</b>					
	<b>RP1</b>	<b>RP2</b>	<b>RP3</b>	<b>RP4</b>	<b>RP5</b>
<b>Being approachable</b>					
<b>Being well presented</b>					
<b>Greeting the customer in a friendly way</b>					
<b>Using appropriate words (Hello, Good Morning, Afternoon, Evening)</b>					
<b>Smiling</b>					
<b>Good tone of voice</b>					
<b>Being polite (Please, Thank you)</b>					
<b>Showing concern if the customer is not happy</b>					

**1**

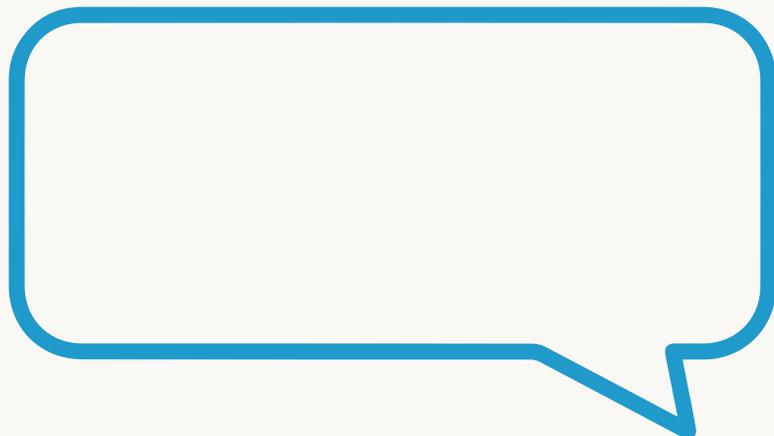
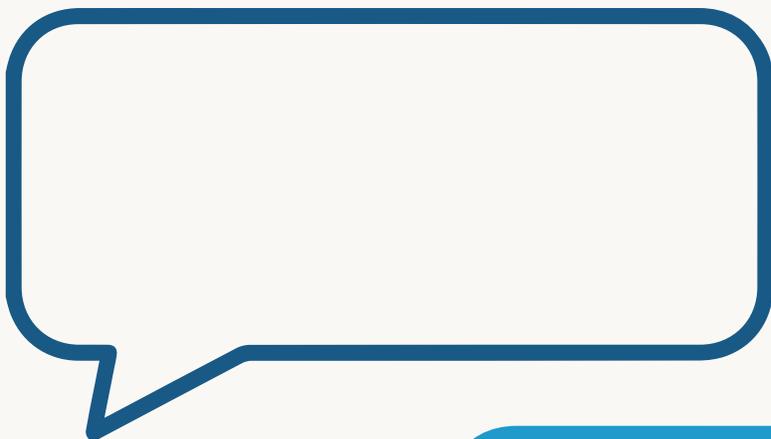
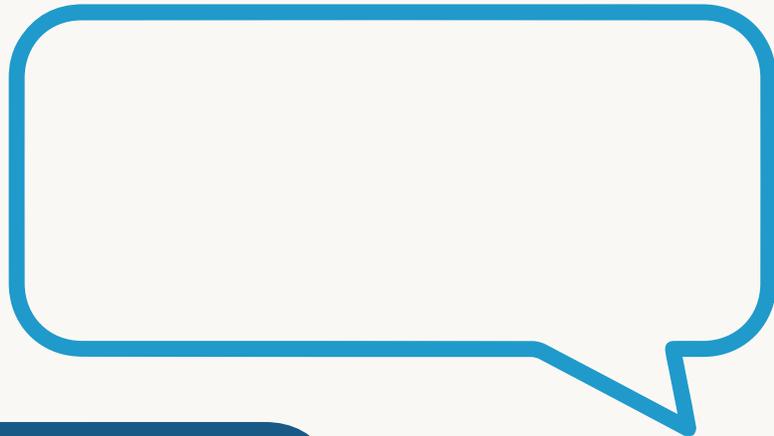
List some things you might notice if a customer needs help



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### How would you approach a Customer you thought might need some help? What might you say?

Use the speech balloons below to put in your suggestions.

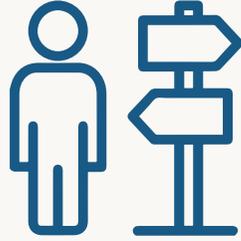


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### Signs the Customer might need help:



Worried or confused look



Looking for Information



Looking around for help



Staying in the same area for a long time

### When you offer help:



Be Friendly



Be Polite



Ask the Customer

Do you need any help?

How can I help you?

Let me give you a hand

Are you looking for something in particular?

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# Field Trip focus



- Examples of good Customer Service
- Examples of helpful service
- Examples of where the Customer Service could be improved

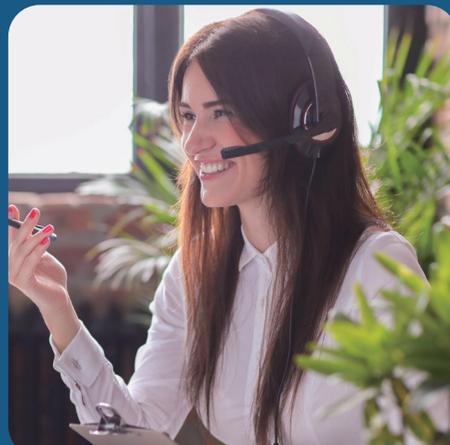
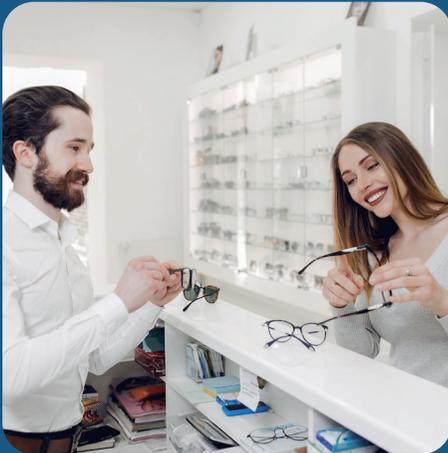
## Field Trip checklist:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



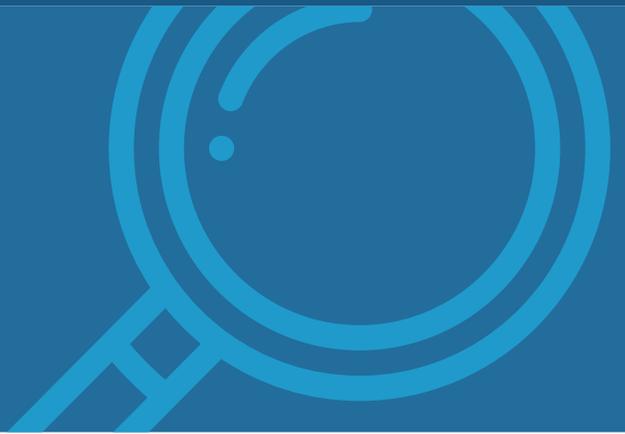
Session 4

# Field Trip: Let's see Customer Service in action. What are we looking for?





# Field Trip: Customer Service Focus



**Date**

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**Day**

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**Location**

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**Notes and Things to remember:**

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### Examples of good Customer Service

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



### Examples of helpful service

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



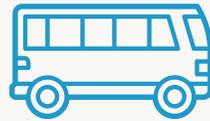
### Examples of where the Customer Service could be improved

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

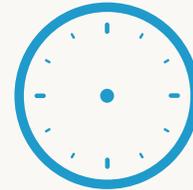


# Field Trip picture quiz

1. How did we travel to the store?



2. What time did we leave?



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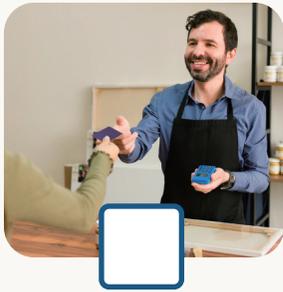
3. What type of retail store did we visit?



4. Tick the box if this is an example of good service that you received.



5. Tick the box if this is an example of helpful service that you received



6. Where did we have our tea break?

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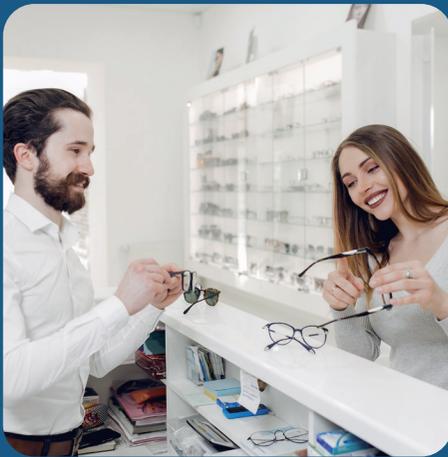
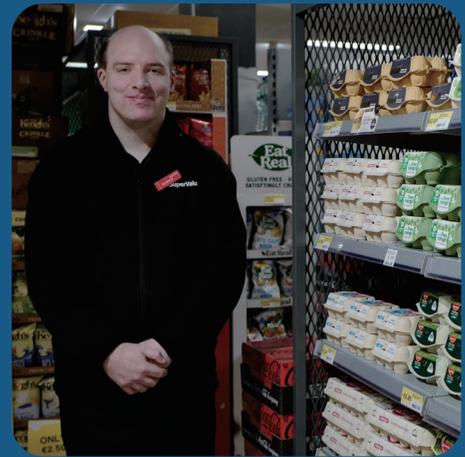
7. How would you rate the Customer Service?  
Was it amazing, good, okay or poor?



8. What time did we return to the centre?



# Unit Summary





1

**How did you feel about the Customer Service Unit?**



**What did you like about this Unit?**



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**What did you not like about this Unit?**



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**1**

**Can you think of a question to ask about this Unit?**



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**What would you like to remember about this Unit?**



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# unit 2

## Communication Skills

**On completion of the Communication Skills unit you will be able to:**

- Identify the importance of appropriate verbal and non-verbal Communication.
- Follow oral instructions for tasks.
- Use appropriate questions to establish a clear understanding of instructions.
- Approach a staff member if they need support or guidance.



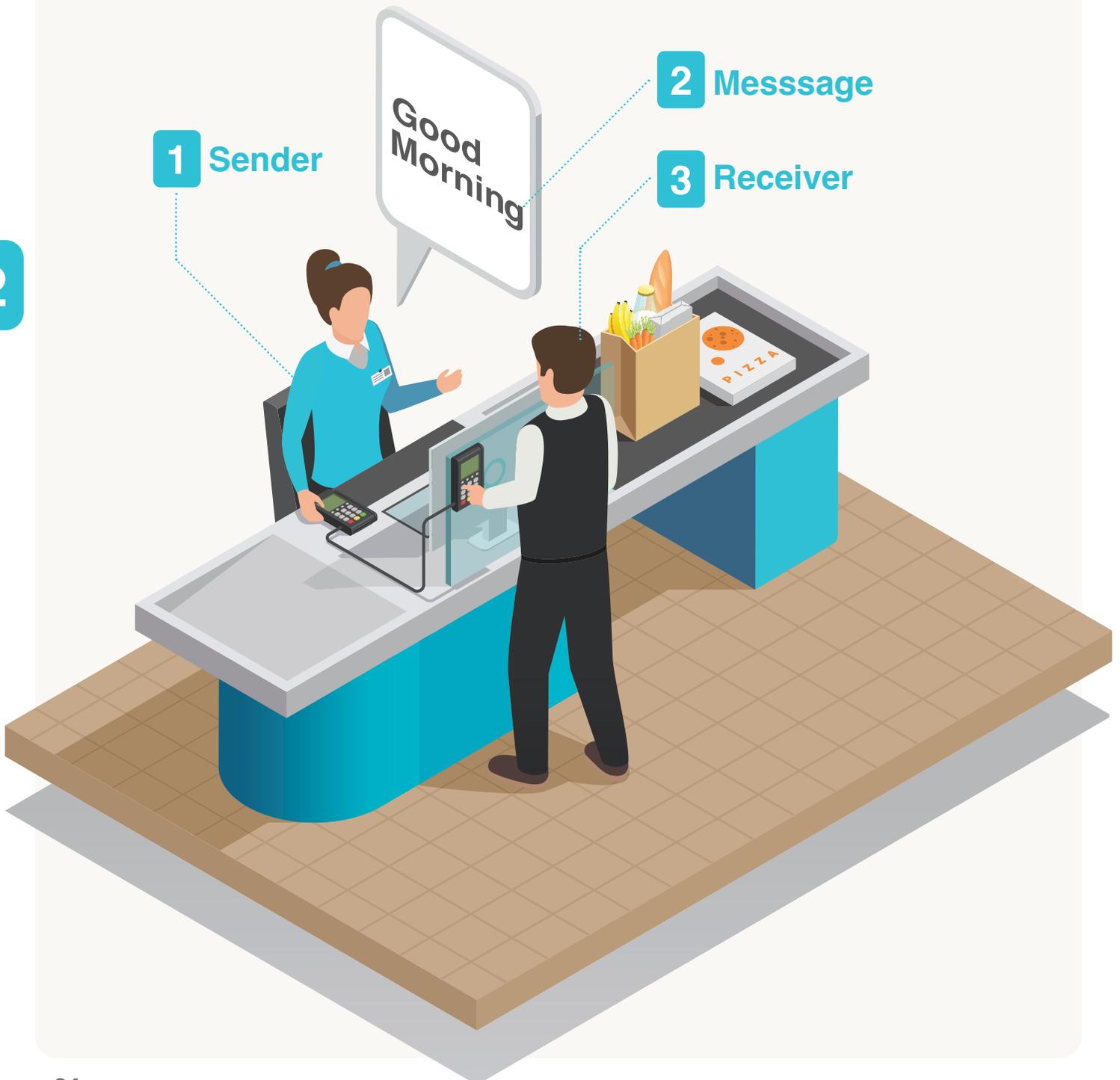
# unit 2

## Communication Skills

### What is Communication?

Communication is giving, receiving and sharing information.

2



## We use Verbal and Non Verbal Communication Skills everyday

### What is Non Verbal Communication?

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### List some examples of Non Verbal Communication

- ---
- ---
- ---
- ---

### What is Verbal Communication?

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### Give an example of Verbal Communication

- ---
- ---

# Let's watch someone we all know share some examples of Non Verbal Communication.



Write down three of the Non Verbal Communication messages, you saw in the video:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## How do we Communicate, give, receive and share information?

Please Write into the space what communication each picture shows.



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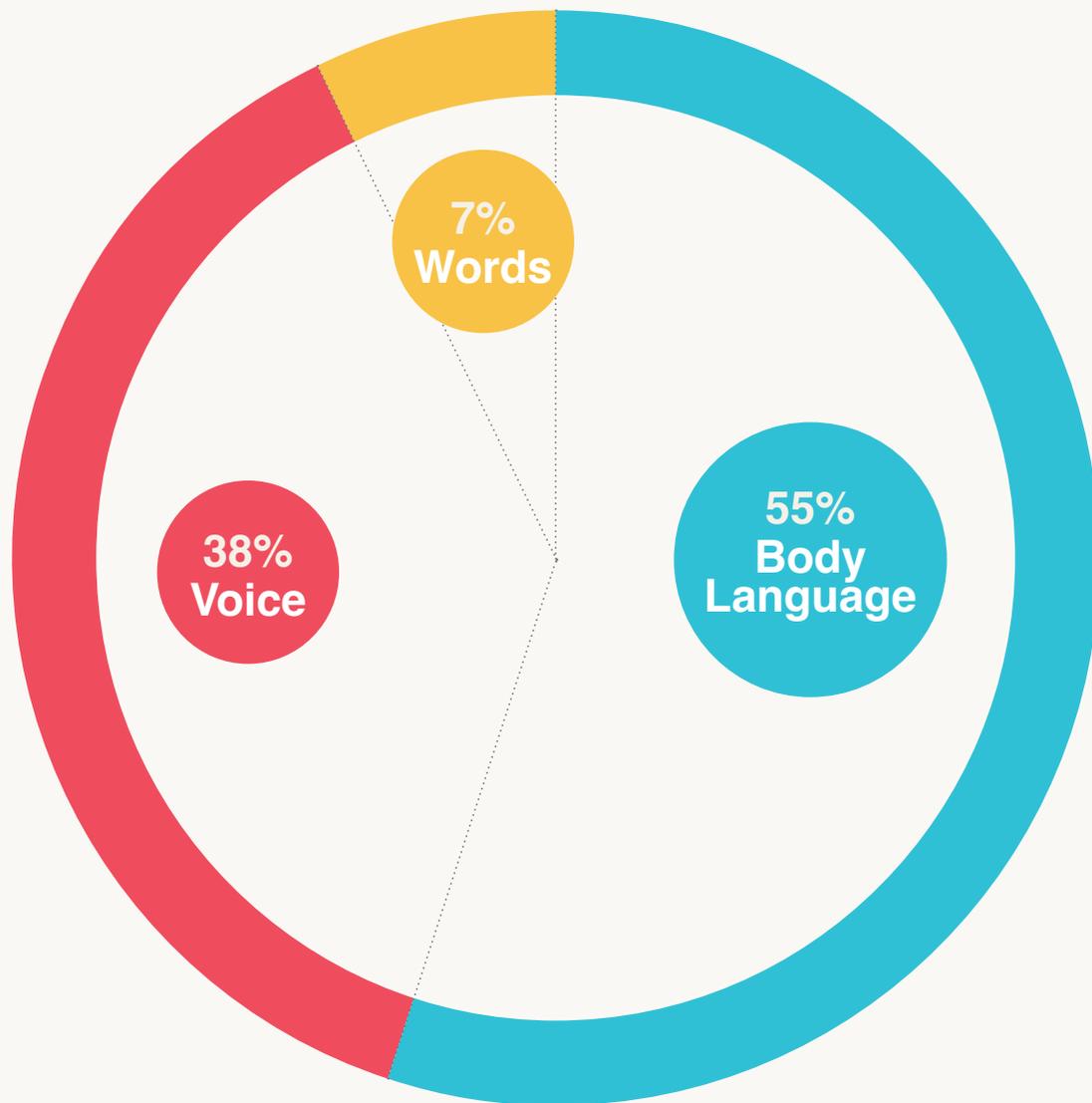


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## The Facts About Our Communication



2

Being mindful of our Body Language when we are communicating is essential to making sure we deliver the right message!

## What is important to remember when we are speaking to someone?

- ---
- ---
- ---
- ---
- ---
- ---

2



Please write the correct answer beside each picture, if the picture shows Verbal or Non Verbal Communication



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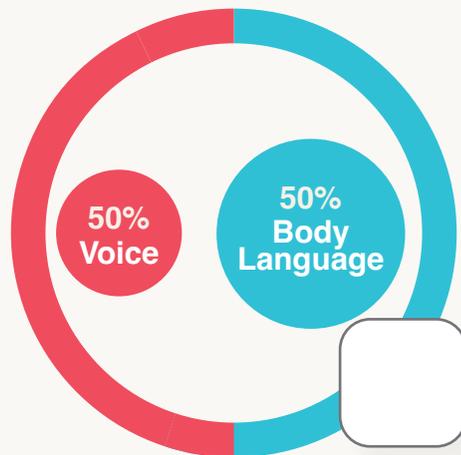
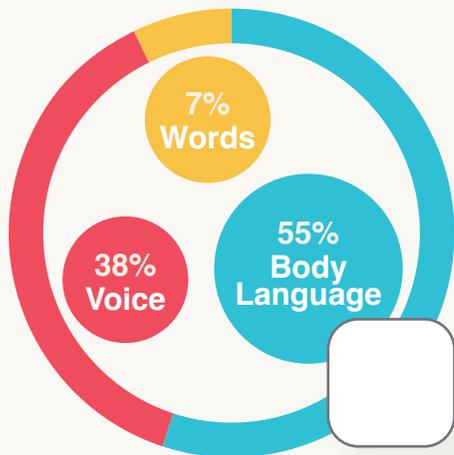
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2

Please Tick the Diagram you think is right!



### At Work Our Communication Must Be

**A**

**Accurate**

information we share must be the correct

**B**

**Brief**

we must keep the information short

**C**

**Clear**

the information must be clear and easy to understand

What is important to remember when we are speaking to someone?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

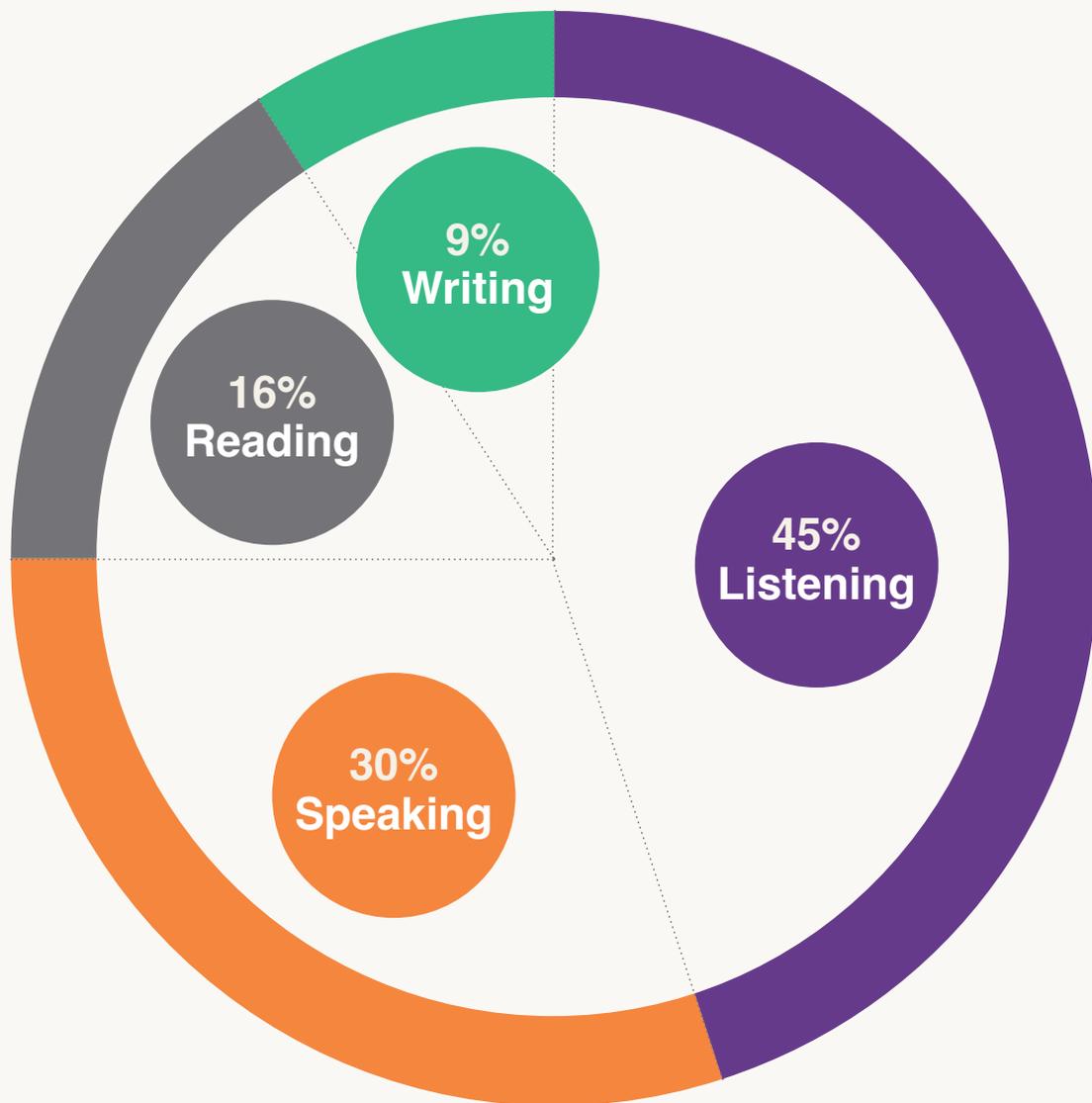
2

Let's practice the ABC of good Communication



## The Facts About Our Communication

We are given two Ears and only one Mouth for a good reason – so that we can listen twice as much as we speak!



Listening is an essential part of Communication

**List the reasons you think Good Listening Skills are important:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**A Good Listener will:**

Have good eye contact with the person speaking.	Let the person speaking make their point and finish what they have to say.	Show they are listening.
Concentrate on key words.	Might take some notes.	Ask questions to be clear about what has been said or what they are asked to do.

## Working in pairs we will now practice Good Listening Skills

Your Tutor will guide you. One of you will be giving an instruction about a task to be done and the other person will be listening. You will have time to practice before you demonstrate for your group.

We will use the checklist below to rate the Communication and Listening Skills in each Role-play.

### The Person Speaking

	1	2	3	4
Used good eye contact				
Used a clear tone of voice				
Spoke so they can be heard				
Used good facial expressions				
Had the correct information				
Kept it brief				
Used clear information				

2

We will use the checklist below to rate the Communication and Listening Skills in each Role-play.

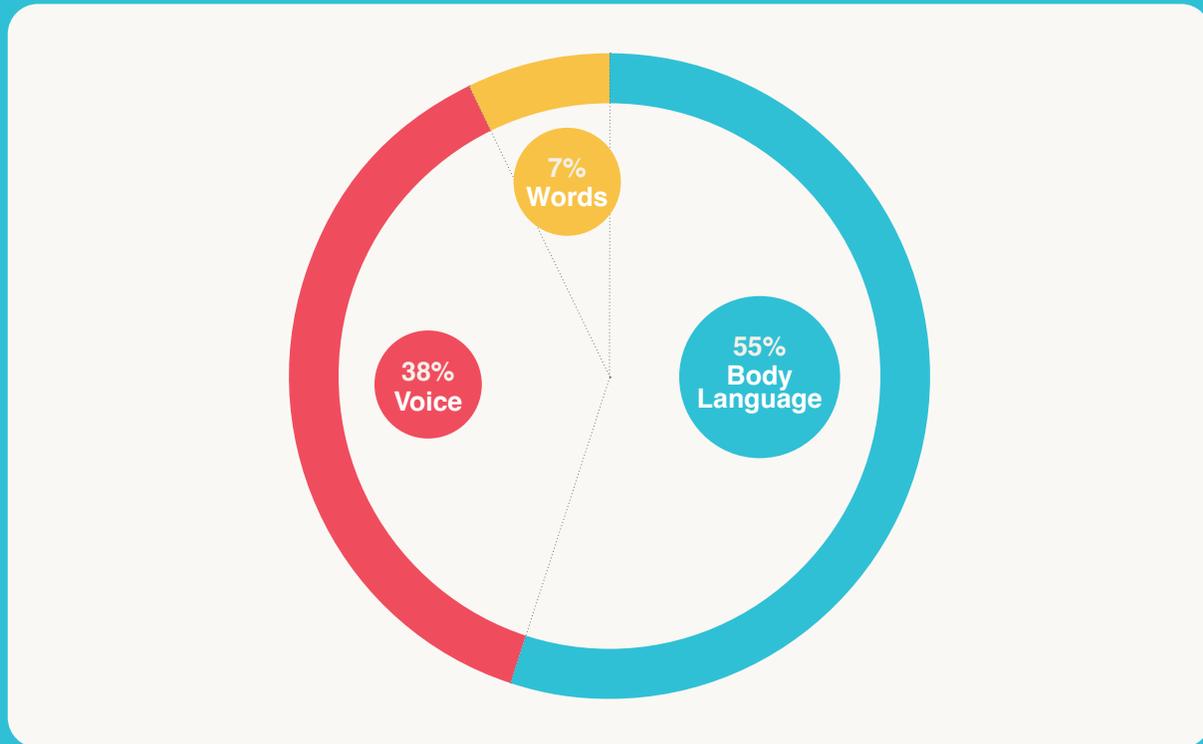
The Person Listening				
	1	2	3	4
Good eye contact				
Didn't interrupt				
Showed they were listening				
Concentrated on key words				
Took notes (If needed)				
Asked questions, to be clear				

2



# Unit Summary

## How We Communicate: Give, Receive and Share Information



## Verbal Communication – Speaking

Prepare, Speak Clearly, Make Sure Your Voice Can Be Heard, Use the Correct Words and Sentences and the Right Tone of Voice.

When Speaking always think of your:

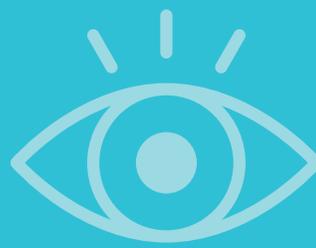
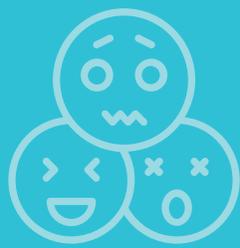
1. **Tone of voice**
2. **Correct Breathing**
3. **Clarity of your Words**
4. **Speed of your speech**
5. **Taking appropriate breaks**



# Unit Summary

## Non Verbal Communication

Writing, Listening, Behaving, Eye Contact, Facial Expressions, Gestures, Stance and Posture and Positive Body Language.

**A****Accurate**

information we share must be the correct

**B****Brief**

we must keep the information short

**C****Clear**

the information must be clear and easy to understand

## If You Are Not Clear About The Instructions You Are Given

Always ask questions to make sure you are clear about the task or job you have been asked to do.



2

How did you feel about the Communication Skills Unit?



**What did you like about this Unit?**



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**What did you not like about this Unit?**



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**2**

**Can you think of a question to ask about this Unit?**



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**What would you like to remember about this Unit?**



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# unit 3

## Health and Safety at Work

**On completion of the Health and Safety at Work unit you will be able to:**

- Identify and demonstrate an understanding of good Health and Safety practices at Work.
- Demonstrate good back care techniques.
- Identify risks and hazards in your workplace.



# unit 3

## Health and Safety at Work

Why is Health and Safety at Work important?

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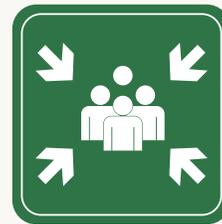
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3



## Work Place Health and Safety Law

We all have Responsibilities for Health and Safety at Work



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### 1 Employee

People who work in a company

- You must not do anything to put yourself or others at risk at work
- Follow Health and Safety Procedures
- Use safety equipment and protective clothing
- Take part in Health and Safety Training. (Manual Handling, fire safety etc.)

### 2 Employer

People who own and manage the company

- Communicate with employees
- Follow the Health and Safety laws
- Protect employees from risks to their health
- Have a Safety Statement
- Have a Safety Officer
- Provide Health and Safety training

**If an Employer breaks Health and Safety Law, they face Penalties**

**Make a list of things you can do to keep safe at work and keep others safe too.**



- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_
- 4. \_\_\_\_\_  
\_\_\_\_\_
- 5. \_\_\_\_\_  
\_\_\_\_\_
- 6. \_\_\_\_\_  
\_\_\_\_\_

## Group Discussion

### What is an Accident?

An Accident is an unplanned event that can cause harm or injury to a person or damage property.

### Did you or someone you know ever have an accident at work?

Tell us a little about what happened

- How did it happen?
- Could the accident have been prevented?
- Have any changes been made since the accident to stop it happening again?



List some of the hazards that might cause an accident when you are working in Barbers or Hairdressers.



For Example

- 1. A staff member leaving stock or goods on the floor, where another staff member or customer might fall over them.
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

### Group Activity:

**Working in pairs:** See if you can identify what each sign means. Write your answer in the space beside each one.



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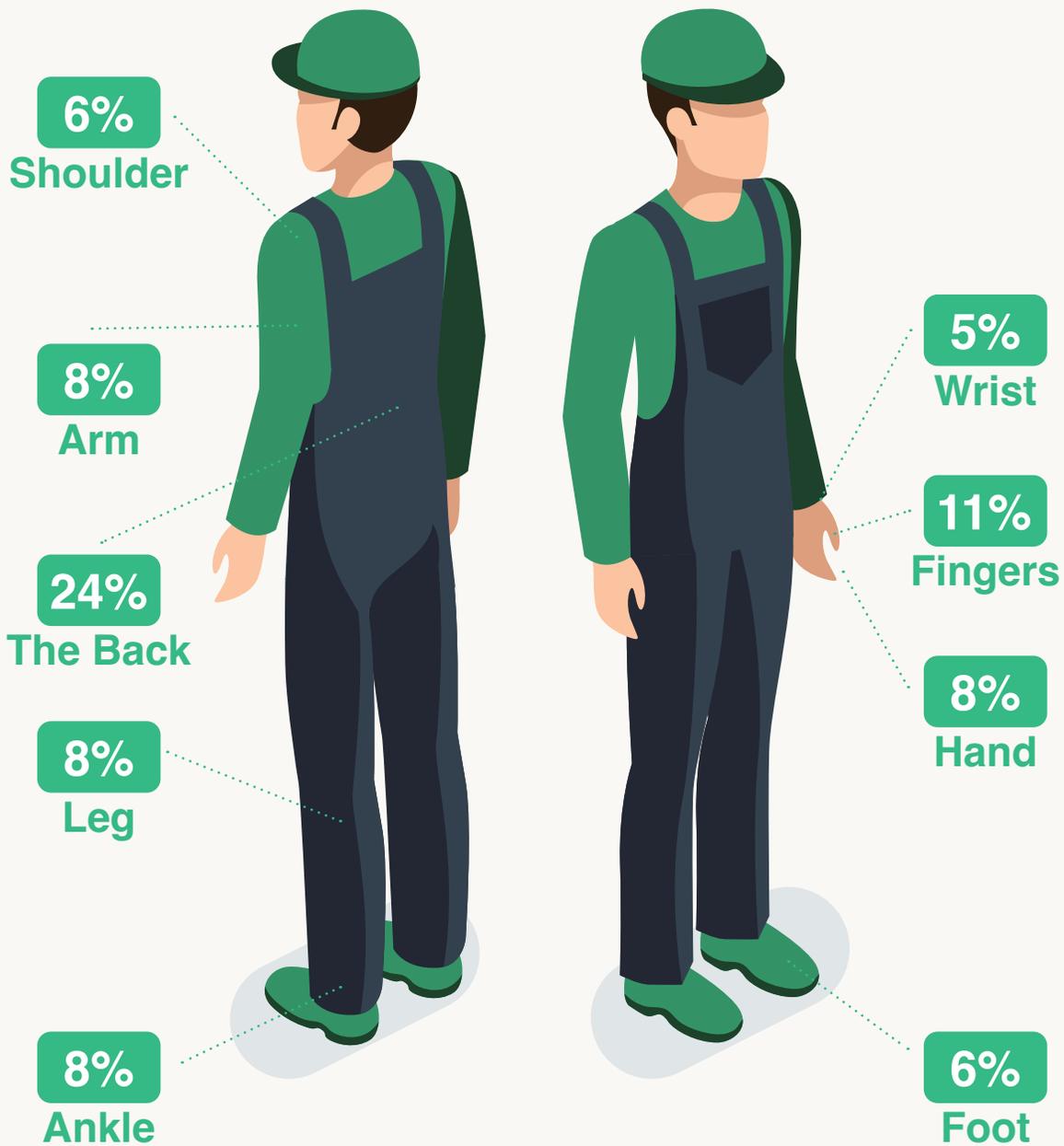
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## What are the effects of accidents at work?

Most Work place injuries are from:

1. Accidents in Manual Handling
2. Trips, slips and falls

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Other areas of the body were less at a total of **16%**

## Design a Health and Safety Poster for the area you work in or would like to work in.

### Some Examples



### You choose how you would like to work:

- On your own
- With another student
- In a small group

### Some Tips

- Use a search engine like 'Google' to gather some ideas
- Do a tour of the building you are in to see the Health and Safety signs that are there already
- You can print or use different colour paper to produce your poster
- Use 'Canva', to create and personalise your Health and Safety Poster
- Ask the Tutor for some support if you need it

### Some important words used in Health and Safety in the workplace.

- 1. **A Hazard** is something that can cause harm.
- 2. **A Risk** is a potential danger.
- 3. **Control** is when we put steps in place to remove or lower the risk.
- 4. **Identify** is when we see or recognise a hazard or risk.
- 5. **Assess** is when we examine carefully, what in the workplace could cause harm or damage.

Write a sentence using one of the following words:

**Accident | Hazard | Risk | Identify**

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**Complete the following sentences by putting the right word in the right place!**

**Accident | Hazard | Risk | Safety Officer**

1. An \_\_\_\_\_ is an unplanned event that can cause harm or injury to a person or damage property.
2. Lifting something heavy is a \_\_\_\_\_ because you could hurt your back.
3. Unattended spillages are a \_\_\_\_\_ as people can slip, fall or trip.
4. A \_\_\_\_\_ \_\_\_\_\_ is someone who is responsible for ensuring and promoting a safe working environment in an organisation.

## What can I do to protect myself from Injury at work?

### Take care of your back and use Manual Handling guidelines.

Before you lift you should think about and plan how you are going to lift:



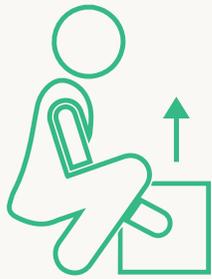
Lift only what you are able to lift safely.



Get help if you need it.



Use available equipment if needed.



Bend your hips and knees so that your legs, not your back, do the work.



Keep a firm grip on the load.



Keep the load close to your body.



When turning, move your feet instead of twisting your body.

### Let's practice

3

## When you are starting in your workplace you will attend Manual Handling Training.

### What is Manual Handling?

Transporting or moving a load by hand.

### The 5 P's of Manual Handling



3

Let's Practice good manual handling skills and look after our backs!



**Fire Safety at work**



**When you hear the alarm ringing**



**Go to the closest exit**



**Go to the fire assembly point**

**Write the steps  
of your fire  
Safety Plan.**



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

## Fire Safety

Putting the steps to work – Live Fire Drill.

Please make a list of the steps you took once you heard the fire alarm sound:

a) \_\_\_\_\_  
\_\_\_\_\_

b) \_\_\_\_\_  
\_\_\_\_\_

c) \_\_\_\_\_  
\_\_\_\_\_

Is there anything you would do differently the next time the fire alarm rings?

a) \_\_\_\_\_  
\_\_\_\_\_

b) \_\_\_\_\_  
\_\_\_\_\_

c) \_\_\_\_\_  
\_\_\_\_\_

## Work Place Health and Safety

Q. How can you make a difference to the Health and Safety of your workplace?

### Know what to do

Be confident about your responsibilities and if you are not sure ask a staff member or the Safety Officer.

### Know how to do it

Attend Health and Safety Training and if you need more training ask for it.

### Look out for yourself

1. Wear your personal protective equipment (PPE) and clothing if your job needs it.
2. Use safety equipment properly and as shown
3. Know the guidelines for back care and the rules for Manual Handling.

### Look out for others

Do not take any chances, report something if it doesn't seem right to you.

Make sure to bring hazards or accidents to another staff member's attention.

Work with health and safety in mind.

**3**

## Health and Safety Unit Recap and Quiz



**Session 1:** Employer and Employee responsibilities in the Workplace.



**Session 2:** Accidents.



**Session 3:** Health and Safety Signs.



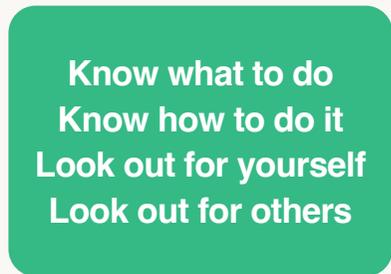
**Session 4:** Health and Safety Terms and Words.



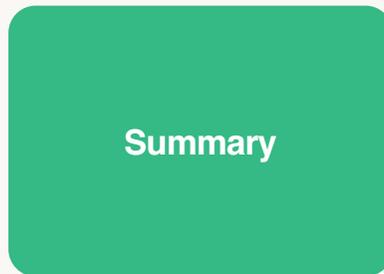
**Session 5:** Back care and Introduction to Manual Handling.



**Session 6:** Fire Safety.



**Session 7:** Making a Difference in Health and Safety in the Workplace.



**Session 8:** Health and Safety Unit Recap and Quiz.

3

# Health and Safety Unit Quiz



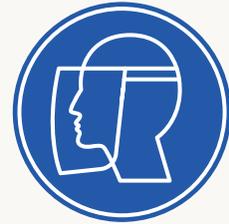
## 1. Why is Health and Safety at Work important?

- So the company can make more money
- So the Safety Officer keeps their job
- To protect everyone in the workplace

## 2. One of the main causes of accidents at work is:

- A fall
- A Slip
- Falling into the freezer

## 3. Which of the following signs means no smoking?



## 4. How would you describe what a Hazard is?

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**5. What are the 5 P’s of Manual Handling?**

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

**6. What is the first thing you should do when the Fire Alarm rings?**

- Run
- Get your coat and your belongings together
- Leave the building through the nearest exit

**7. What area of the body had the highest percentage of injuries, in workplace accidents?**

- The Hand
- The Back
- The Neck

**8. Fill in the missing words with a word from the box.**

**Accident | Hazards | Officer | Everyone**

Health and Safety at work is the responsibility of \_\_\_\_\_ in the workplace. Every company should have a person responsible for communications called a Health and Safety \_\_\_\_\_.

It is important that we all play our part by being aware of any \_\_\_\_\_ and risks that we may notice in the workplace.



3

How did you feel about the Health and Safety at Work Unit?



**What did you like about this Unit?**



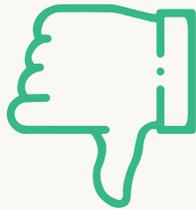
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**What did you not like about this Unit?**



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**3**

**Can you think of a question to ask about this Unit?**



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**What would you like to remember about this Unit?**



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# unit 4

## Hygiene Standards

**On completion of the Hygiene Standards unit you will be able to:**

- Identify and practice good personal hygiene and presentation.
- Complete a cleaning checklist for the Barber or Hairdressers workplace.
- Complete a list of cleaning equipment and agents needed for each task.
- Demonstrate your ability to complete each of the tasks on the checklist.
- Understand and apply good Food Safety practice.







### 1. Wash your Hands

Wet hands with clean water and apply soap.  
 Rub your hands together, spreading soap to all areas.  
 Scrub your hands for 20 seconds  
 Rinse your hands with clean water  
 Dry your hands with a paper towel or air dry



### 2. Shower

Clean your body of dirt and germs.



### 3. Hair Washing

Clean your hair as needed.



### 4. Clean your Teeth



### 5. Nail Care

Clean and trim your nails  
Don't wear nail varnish at work if you are working with food  
Make sure nail varnish is not chipped, if worn in non-food area  
Don't bite your nails  
Cleanliness



### 6. Clean Uniform and clothes

Wash your clothes  
Make sure to iron your clothes or uniform  
Always be well presented



### 7. Sneezing or Coughing

Cover your mouth when you cough or sneeze  
This will stop you spreading germs to people around you



### 8. Sleep is important

Restful sleep is good for your well being  
Try to get between 7 and 9 hours sleep a night

**Have a personal Hygiene Routine!**

## Design your own Personal Hygiene Checklist!



**Q: What does basic Workplace Hygiene look like?**

A: Workplace environments should be kept clean, safe and sanitised.

**What are the key steps in cleaning?**

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_
- 4. \_\_\_\_\_  
\_\_\_\_\_
- 5. \_\_\_\_\_  
\_\_\_\_\_
- 6. \_\_\_\_\_  
\_\_\_\_\_

## Let's see the cleaning steps in Practice – Demonstration



### Group Activity:

Working in Pairs and using 6 steps of cleaning the checklist, let's practice.

### List the 6 steps of the Cleaning Checkout

Step 1 \_\_\_\_\_

Step 2 \_\_\_\_\_

Step 3 \_\_\_\_\_

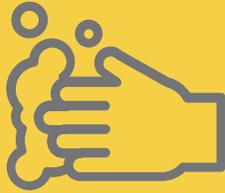
Step 4 \_\_\_\_\_

Step 5 \_\_\_\_\_

Step 6 \_\_\_\_\_

## 5 key Food Hygiene standards

### 1 - Good Personal Hygiene



- Do not handle food when feeling unwell
- Wash hands thoroughly after using the toilet, before preparing food and after coughing or sneezing
- Wear gloves or use utensils to handle cooked food or ready to eat food
- Wear the appropriate uniform or protective clothing for example: Hairnet, hat, apron, using oven glove, safety shoes etc.

### 2 - Safe Food



- Get food supplies from approved sources
- Make sure food used are in date
- Store foods correctly and at the right temperature

### 3 - Safe Food Handling



- Store food in clean and covered food grade containers
- Store cooked or ready to eat food above raw food
- Use separate chopping boards and utensils to handle raw and cooked or ready to eat food

## 5 key food hygiene standards

### 4 - Correct Temperature



- Defrost food safely in a fridge or chiller
- Cook food thoroughly
- Keep hot food hot (above 60 degrees) and cold food cold (below 5 degrees)

### 5 - Clean Premises



- Keep food preparation surfaces and equipment clean
- Practise proper housekeeping and follow a cleaning checklist
- Carry out pest prevention measures

4



## Group Activity: Pop Up Sandwich Shop

What's our Plan?

- 1- Work in pairs
- 2- Select your Sandwich Menu 1, 2, 3, or 4.

**First:** List the ingredients and where we should find them

**Next:** Prepare the work area and utensils needed

**Then:** Check the 5 Hygiene Standards checklist

**Finally:** Let's make our Sandwiches!

### Notes and Things to remember:

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4



## Information on Food Hygiene Standards in Ireland

### Q: What is the role of the Food Safety Authority of Ireland?

- To protect customers and to keep high standards of safe food
- To support employers and employees with training.

**4**

### Q: What is HACCP?

- It is a food safety management system; we use this system in Ireland.
- It helps us identify what could go wrong in a food system and plan how to prevent or stop it.



**Hazard** = Danger

**Analysis** = Evaluation/inspection

**Critical** = Very important

**Control** = Standard

**Points** = Cooking, cooling, reheating or holding food

## Design your own Workplace Cleaning Checklist!

## Field Trip

Let's see Food Hygiene and HACCP in action.

What are we looking for?



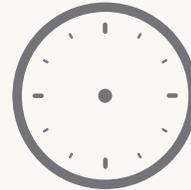


## Field trip picture quiz

1. How did we travel to the store?



2. What time did we leave?



4

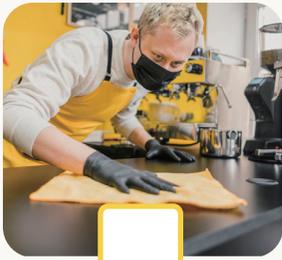
3. What type of Food Business did we visit?



4. Tick the box if this is an example of good Personal Hygiene that you saw or observed.



5. Tick the box if this is an example of good General Hygiene practises that you saw or observed



6. Where did we have our tea break?

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7. How would you rate the Hygiene Standards in this location, was it Good, Okay or Poor?



What time did we return to the Training Centre?



# Unit Summary



## The 6 Key Steps of Cleaning

1. **Pre clean** – taking away any dirt from the area.
2. **Main clean** – cleaning the area with hot water with detergent.
3. **Rinse** – using water to rinse the area.
4. **Disinfection and Sanitise** – using a sanitiser to kill germs.
5. **Final Rinse** – using water to rinse the area.
6. **Drying**- the area thoroughly.

## The 5 Key Food Hygiene Standards

1. **Good Personal Hygiene**
2. **Safe Food**
3. **Safe Handling**
4. **Correct Temperature**
5. **Clean Premises**



4



How did you feel about the Hygiene Standards Unit?



**What did you like about this Unit?**



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**What did you not like about this Unit?**



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**Can you think of a question to ask about this Unit?**



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**What would you like to remember about this Unit?**



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# unit 5

## Teamwork

**On completion of the Teamwork unit you will be able to:**

- Identify what makes a good team.
- Demonstrate good communication skills and a positive attitude, in teamwork.
- Understand and practice appropriate work place relationships.

5



**Q: What is Teamwork?**

A: Working in a group of two and more people to achieve a common goal.

**List some examples of Teams you know:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**What makes a good team?**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Tips for Good Teamwork

**Treat everyone with respect**

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**Good communication**

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**Take feedback and give constructive feedback**

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**Treat everyone the way you would like to be treated**

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5



**Celebrate each other's achievements**

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**If something goes wrong talk about it and avoid conflict**

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**Good time management**

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**Acknowledge everyone's work**

---

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**5**

# Group activity: Treasure Hunt



## Preparation:

1. Who are the other people in my team?
2. What will we need to complete the Treasure Hunt?
3. What tasks need to be done?
4. Who will lead the team?
5. What steps will we take to get the Treasure Hunt done?
6. What will I need to do for the team?
7. Do we understand all of the instructions?
8. Do we have any questions?

**Team Members:**

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**Start Time:**

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**Returned at:**

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**Ready Steady Go! You have 30 minutes.**



### Treasure Hunt Tasks

1. Take a photo of your team in front of a room in the centre with a name starting with the letter C.
2. Find a staff member and interview them and find out:
  - a) The staff members name: \_\_\_\_\_
  - b) What area do they work in? \_\_\_\_\_
  - c) What is their job? \_\_\_\_\_
  - d) Where is their favourite place to go on holiday?  
\_\_\_\_\_
  - e) What is their favourite part of their job?  
\_\_\_\_\_
3. Bring back a piece of fruit starting with the letter B.
4. Take a photo of one of your team beside a machine that makes copies!
5. Pick a song, practice, so your team can sing 4 lines of it for the whole group, at the end of the treasure hunt!
6. Take a photo of your team with something green that grows!
7. Count how many rooms are in the building.
8. Take a photo of your team making their funniest faces!



### Group Exercise: Treasure Hunt Review

1. Did we enjoy working together?



2. Was the Group Activity fun?

Yes

No

Why?

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3. The best part for me was:

---

4. The part I least liked was:

---

5. What was the best thing about working as a team?

---

6. Were there any challenges to working as a team?

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7. Things I learned and want to remember:

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## The Do's and Don'ts of Teamwork

### Do

Be willing to work together



Know when to step up and when to back down



Make sure to treat everyone on the team as an equal



### Don't

Take things personally



Underestimate a team member



Gossip, about the team members or the work of the team



5

### Group Activity: **Let's Plan a Team Project**

1. What activity would we like to do as a team?

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2. What is our goal?

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3. List the things we need to do to achieve the team goal?

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### Group Activity: Team Project



### Team Project To Do List:

First: \_\_\_\_\_

Next: \_\_\_\_\_

Next: \_\_\_\_\_

Then: \_\_\_\_\_

Finally: \_\_\_\_\_

**At Work we need to make sure we treat the people who work with us well and with respect.**

Do we treat the people we work with in the same way as we treat our friends and family members?

5

**What is different?**

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**What is the same?**

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How would you meet and greet a person you work with?



What words would you use?

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What would you do if a a person you work with was upset?

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5

## In the workplace we need to be aware of the Appropriate Behaviour

### Is this the Right Place?

- Is my question private?
- Should I tell my story in front of lots of people?
- Do I want everyone to hear what I am saying?
- Should I speak with my boss privately?

### Is this the Right Time?

- Is the other person busy?
- Is there a customer waiting for me?
- Is there a more important job I should be doing?
- Should I wait until my break time to tell this story?

### Is this the Right Way?

- Who am I speaking to?
- Should I joke?
- Can I be loud?
- Do I need to be careful with my manners?

# Unit Summary

## Tips for Good Teamwork

- Treat everyone with respect.
- Good communications.
- Take feedback and give constructive feedback.
- Treat everyone the way you would like to be treated.
- Celebrate each other's achievements If something goes wrong talk about it and avoid conflict.
- Good time management.
- Acknowledge everyone's work.

### My Favourite Thing about Teamwork

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**Appropriate Behaviour in the Workplace – three key things to think about:**

**Is this the Right Place? Is this the Right Time? Is this the Right Way?**





5



How did you feel about the Teamwork Unit?



**What did you like about this Unit?**



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**What did you not like about this Unit?**



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**Can you think of a question to ask about this Unit?**



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**What would you like to remember about this Unit?**



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# unit 6

## Planning and Organisation Skills

### On completion of the Planning and Organisation Skills unit you will be able to:

- Complete a checklist for daily tasks.
- Demonstrate effective communication in relation to each work task.
- Demonstrate appropriate time management skills.

**6**

### Why are planning and organisation skills important?

**A:** Good planning and organisation skills are important because they:

- Help you to get things done in a more structured way.
- Help you to manage your time.
- Help you to manage your resources.
- Help you to reach your goal and get the job done.



**Q:** Do you know someone who is good at Planning and Organising?

**Q:** How do they show good Planning and Organising skills?

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

### Key Words in good Planning & Organising:

Tidy, Punctual, Attention to Detail, keep things simple, follow a routine, use a 'To Do List' or Checklist.

**Think about your plan for coming to training today.  
What did you have to organise?**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_

**Did you plan your work?**

**Yes**

**No**

**What would you change in your planning an organising  
for the next day?**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Learner Activity

My Training Plan

*Stick a small picture of yourself here (3x4)*

#### My Course Name



*Where I learn*



*Telephone number for my Training Centre*

#### My Training Days

Mon

Tue

Wed

Thu

Fri

Sat

Sun

#### My Training Hours

**Start Time:**

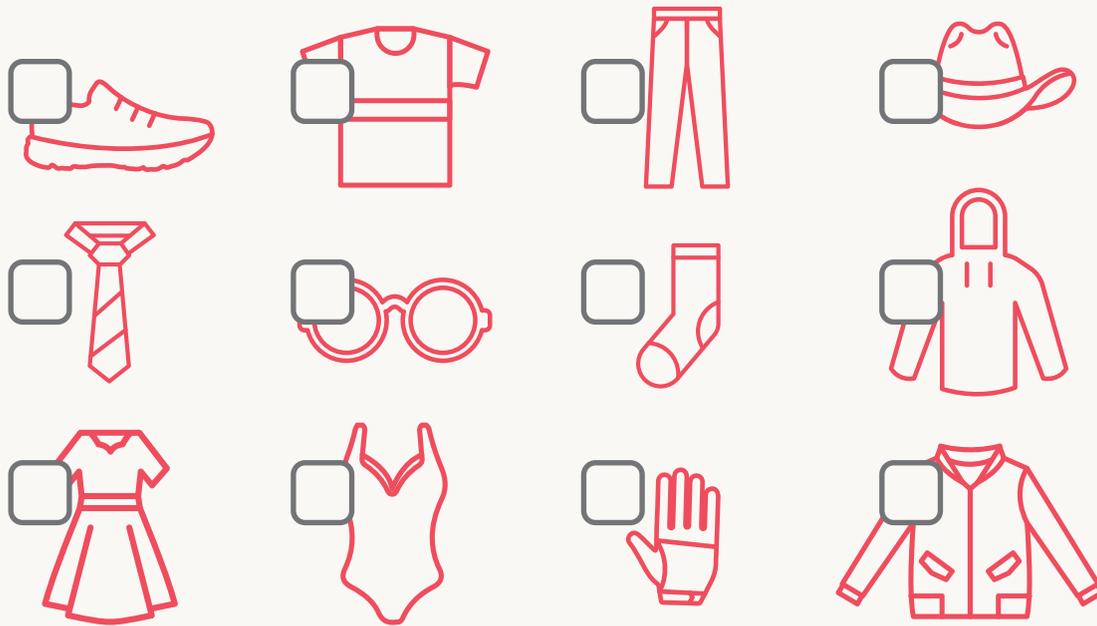
**End Time:**

6

### Learner Activity

My Training Plan

#### What I need to wear for going to my class



6

#### Things I need to bring to the Training Centre with me



## Learner Activity

### My Training Plan

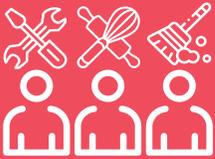


My Tutor is called



The names of some people that are in my group

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



The names of other people in the centre

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Learner Activity

My Plan for getting to the Training Centre

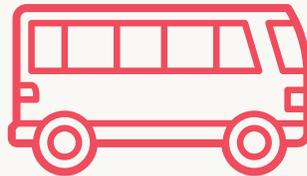
#### Getting to the Training Centre on time is important



Yes

No

#### How do I get to the Training Centre?



#### If I am delayed or late



Call the training centre

Call the tutor

Just arrive when I get there

6

### Learner Activity

Q What will I do if problems arise?

 What do I do if I have a problem at the Training Centre?  
\_\_\_\_\_  
\_\_\_\_\_

 I wake up and I am not feeling well  
\_\_\_\_\_  
\_\_\_\_\_

 I think I might be late for my class  
\_\_\_\_\_  
\_\_\_\_\_

 I forgot to bring my mobile phone to the Training Centre  
\_\_\_\_\_  
\_\_\_\_\_

 I forgot to bring my money to the Training Centre  
\_\_\_\_\_  
\_\_\_\_\_

 I am unsure or don't understand something or some information  
\_\_\_\_\_  
\_\_\_\_\_

6

**Group Activity:**  
**Planning and Organising a Field Trip**

- Ideas about where you would like to go?

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- How would we get there?

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- What would we need for the trip?

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- How much money would we need to bring?

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- Where would we go for tea break or lunch on the day?

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- How would we get back to the centre?

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- What time would we return?

---

- How you would get home after coming back to the centre?

---

**Working in pairs, each pair will be asked to share their ideas and the group will take a vote to choose the Field trip location. Two members of the group will be selected to do the planning and organising and to communicate with the group.**

Your choice of field trip location \_\_\_\_\_

Your choice of 2 members of the team \_\_\_\_\_

**You can use a diary to help with your Planning and Organising for life and work.**

**Q** How would you use a diary?

---



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**Q** What information might you write into it?

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**Learner Activity: Let's practice using your own diary.**

**1•** What date is it today? \_\_\_\_\_

**2•** What day is it today? \_\_\_\_\_

**3•** What time did I get up at? \_\_\_\_\_

**4•** What time did I leave the house at? \_\_\_\_\_

**5•** What time did I arrive to my class? \_\_\_\_\_

**6•** Was I on time for my class? \_\_\_\_\_

**7•** What did I do in class today? \_\_\_\_\_

**8•** What did I enjoy most? \_\_\_\_\_

**9•** What did I not enjoy? \_\_\_\_\_

**10•** Think of a question I need to ask about something I didn't really understand

---

## Time Management is a big part of Planning and Organising.

**Q** To save time in the mornings what could you prepare the night before?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Q** To be on time for class, what do I need to think about?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Q** What could I use to help me manage my time?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



6

**Group Activity:**

Let's create a **Plan** for our Field Trip

Steps

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_

**Group Activity:**

Let's create a **Checklist** for our Field Trip

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Group Activity:**

Let's record the plan and the checklist for our Field Trip in our Diaries

### Group Activity 1: Field Trip Plan Presentation



Notes:

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### Group Activity 2: Field Trip Checklist Presentation



Notes:

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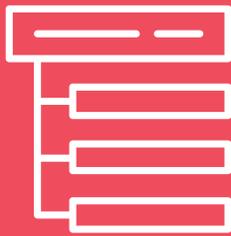
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# Unit Summary

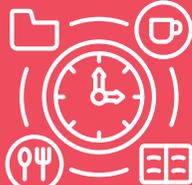
Good Planning and Organisation skills are important because they:

- Help you to get things done in a more structured way.
- Help you to manage your time.
- Help you to manage your resources.
- Help you to reach your goal, get the job done.



A person who is good at Planning and Organising is someone who:

- Is Tidy
- Is Punctual
- Shows attention to detail
- Keeps things simple
- Follows a routine
- Uses a to do List or a checklist



Using a diary can help with our organising and planning for Work and Everyday Life.

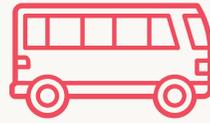
## Group Activity: **Field Trip**



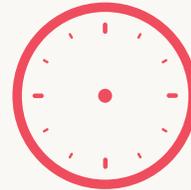
6

# Field trip picture quiz

1. What transport did we use on our Field Trip?



2. What time did we leave?



6

3. What was our first place to visit?



4. Tick the box that shows how you liked this visit.



5. What was the name of the place we had lunch in?

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6. Where did we go after lunch?



7. What was your favourite part of the day?

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8. Do you think the Plan and the Checklist were helpful?

Yes

No

A Little

Could have been better

# Field Trip picture quiz

**9. What would you change in the plan or the checklist for the next time?**

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**10. My favourite part of the Field Trip was...**

**6**

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How did you feel about the Planning and Organisation Skills Unit?



**What did you like about this Unit?**



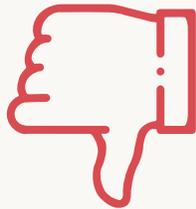
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**What did you not like about this Unit?**



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**6**

**Can you think of a question to ask about this Unit?**



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**What would you like to remember about this Unit?**



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# unit 7

## Working in a Barbers or Hairdressers

### On Completion of the 'Working in a Barbers or Hairdressers' Unit you will be able to:

- Map the Client journey in the Barbers or Hairdressers.
- Complete a cleaning check list for the Barbers or Hairdressers.
- Identify the products used for Haircare in the Barbers or Hairdressers.
- Identify the equipment used for Hair styling in the Barbers or Hairdressers.



- A **Barber** cuts, styles, colours, cleans and shapes beards and other facial hair, like eyebrows and also Client's hair.
- A **Hairdresser** shampoos, cuts, blow dry's, colours and styles Clients hair.



- A person working with a Barber or Hairdresser is called a **Hair Stylist Assistant** or a **Salon Assistant**.
- In a Barbers or Hairdressers, a customer is often called a **Client**.



- The main role of the **Assistant** is to support the Barber or Hairdresser in serving the Clients and keeping the work area clean.
- Both Barbers and Hairdressers spend a lot of their time interacting with people so their **Communication skills** are very important.

There are many different tasks to do when you work in a **Barbers or Hairdressers**.

**Learner Activity:**

Make a list of tasks you might do, if you worked in a Barbers or Hairdressers:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## Mapping the Clients Journey in the Barbers or Hairdressers



## The Client Journey: Step 1 - Meet and Greet.



As the Client enters the Barbers or Hairdressers the Assistant is there to Meet and Greet the Client.

The **Assistant** welcomes the Client.

The **Assistant** asks if:

- The person has an appointment.
- Or
- If they would like to make an appointment.
- Or
- If they would like to buy one of the products from the Barbers or Hairdressers.

If the Client wants to make an appointment the **Assistant** can check the Appointment Book or with the Barber or Hairdresser, to confirm.

If the Client would like to buy a product the **Assistant** can show them what is available or get another staff member to help the Client.

The Client may also contact by phone to book an appointment.

## The Client Journey: Step 2 – The Waiting Area



The **Assistant** asks the Client to take a seat in the waiting area if they have an appointment. Then the Assistant will inform the Barber or the Hairdresser that their Client has arrived.

The **Assistant** will ask the Client if they would like the **Assistant** to take their coat or jacket to the cloakroom. The **Assistant** will return the coat or jacket to the Client, when their visit to the Barbers or Hairdressers is completed.

The **Assistant** will ask the Client if they would like a Tea or Coffee or Water. The **Assistant** will then prepare the beverage for the Client and bring it to them while they wait.

## The Client Journey: Step 3 – Hair washing Area



The Barber or Hairdresser may ask the Assistant to bring the Client to the Hair washing Area.

## The Client Journey: Step 4 – Hair Styling Area



The Barber or Hairdresser may ask the **Assistant** to support them as they look after the Client.

They may ask the **Assistant** to get them a particular product or piece of equipment.

## The Client Journey: Step 5 – The Payment Process



The **Assistant** may take the payment from the Client when they are finished their visit.

The Client may ask the **Assistant** to make another appointment for their next visit.

The **Assistant** should always:

- Thank the Client.
- Offer a friendly farewell. For example: Look forward to seeing you the next time!

## Group Activity: Role-play - Guest Meet and Greet

Work in Pairs, one person as the **Assistant** in the Barbers or Hairdressers and one person as the Client. When you have completed the Role-play below Swap roles, from being the **Assistant** in the Barbers or Hairdressers to being the Client and repeat the Role-play.



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### Role play 1: The Assistant in the Barbers or Hairdressers.

You are at the Front of House Area when a Client arrives.

#### You should

**First:** Meet and greet the Client.

**Next:** Ask the Client do they have an appointment and who the appointment is with.

**Then:** Ask the Client to take a seat in the waiting area, while you let the Barber or Hairdresser know that they have arrived.

**Finally:** Let the Barber or Hairdresser know that their Client has arrived.

### Role play 2: The Client

You arrive to the Barbers or Hairdressers and go to the Front of House Area Desk.

#### You should

**First:** Introduce yourself

**Next:** Explain who you have the appointment with. 'Mary, the Hairdresser'.

**Finally:** Take a seat while the **Assistant** lets Mary know you have arrived.

## The Assistant: Telephone Skills

Good Telephone Skills are an important part of your role as an **Assistant** in a Barbers or Hairdressers. A Client may call to make an appointment.

### Group Activity: Key steps in Answering the Telephone

Working in pairs put the following steps, in the correct order from 1 – 7.

- Listen** carefully to the caller
- Greet** your caller in a friendly manner
- Use a **friendly tone of voice**
- Speak **clearly**
- Answer the phone **promptly**
- Explain to the caller** what you are going to do
- Make sure there is **no background noise**

### Learner Activity: Key steps in Answering the Telephone

#### Good Telephone Skills



- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_

## Group Activity: Role-play - Dealing with the Client by Phone

Work in Pairs, one person as the **Assistant** in the Barbers or Hairdressers and one person as the **Client**, who is calling. When you have completed the Role-play below Swap roles, from being the **Assistant** to being the **Client** who is calling and repeat the Role-play.



### 7

#### Role play 1: The Assistant in the Barbers or Hairdressers.

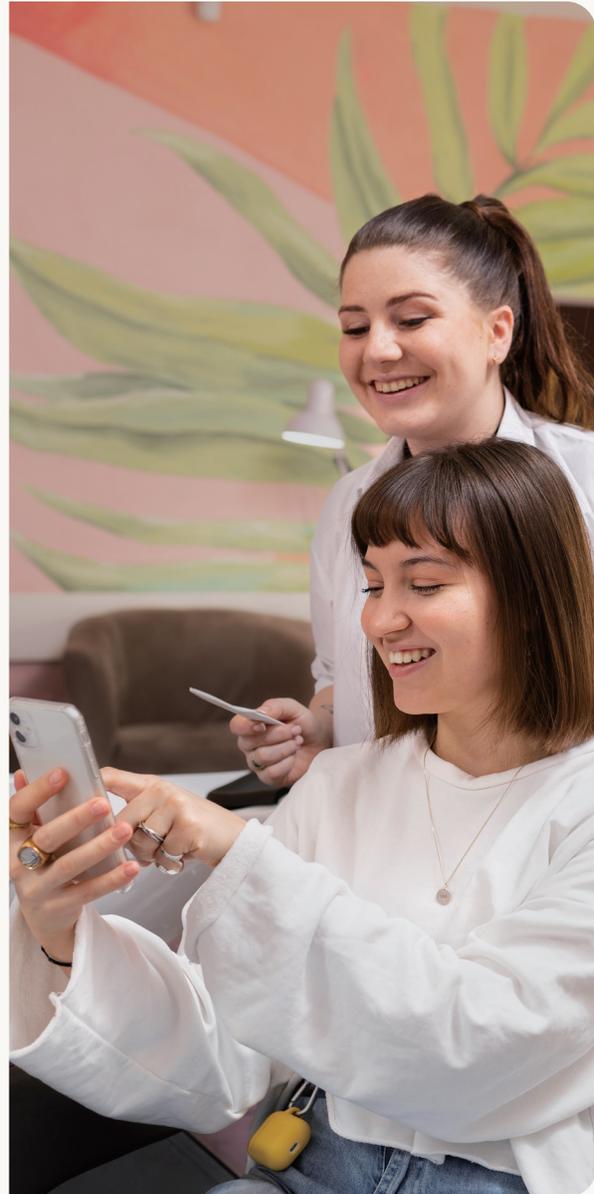
You are at the Front of House area in the Barbers or Hairdressers when a Client calls.

##### You should

1. Make sure there is no background noise.
2. Answer the phone promptly, after three rings.
3. Greet your caller in a friendly manner – Good Morning, The Good Food Café, Eric speaking. (use your name).
4. Use a friendly tone of voice.
5. Listen carefully to the caller. They will ask you to speak to someone by name.
6. Speak clearly.
7. Explain to the caller what you are going to do.  
You can tell the caller:
  - a) You will put them on hold, before you transfer them to the person they are looking for.Or
  - b) Make the booking that the Client requests.

## Group Activity: Role-play - The Caller

You are making a call to the Barbers or Hairdressers to book an appointment for Friday morning.



7

### You should

1. Greet the person answering the call.
2. Explain that you are looking to book an appointment with, Mary the Hairdresser for Friday morning.
3. Confirm the time.
4. Thank the staff member.

## Looking after the Clients of the Barbers or Hairdressers

You may offer the Client a refreshment while they wait for their appointment time or for the Barber or Hairdresser to be ready.



### Making a cup of Coffee

- Put water in the kettle and boil.
- Place a spoon of coffee in the cup
- Add milk and sugar (if the Client requests both)
- Don't overfill the cup
- Carefully deliver to the Client



### Making a cup of Tea

- Put water in the kettle and boil.
- Place a teabag in the cup
- Stir until appropriate strength
- Remove teabag
- Add milk and sugar (if the Client requests both)
- Don't overfill the cup
- Carefully deliver to the Client



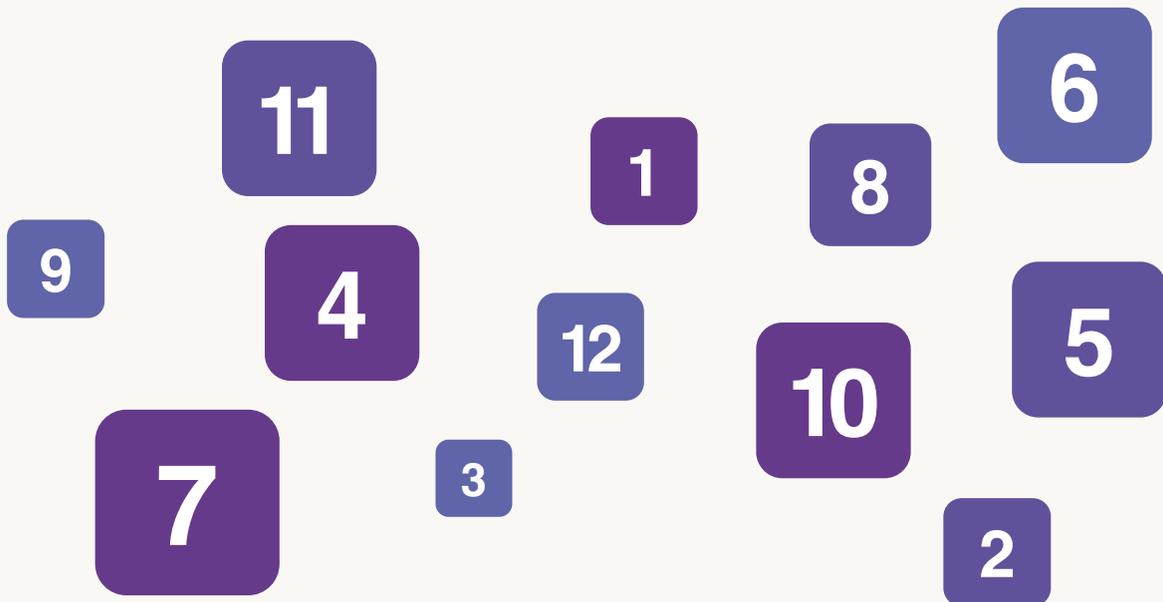
### Glass of Water

- Select a clean glass
- Pour in water from bottle
- Don't overfill the glass
- Carefully deliver to the Client

### Numeracy Skills for Work

Understanding numbers and counting are important skills to have as an **Assistant** in a Barbers or Hairdressers.

For example, you may have to count hair products or process payments for Clients.



### Learner Activity

Write the word for each number in the box:



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### Learner Activity:

Match the number to the correct set of products.

5 ○

2 ○

6 ○

4 ○

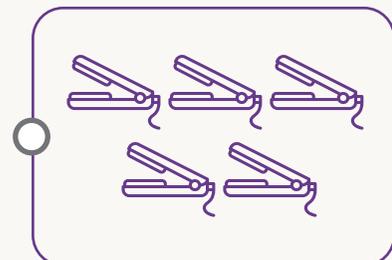
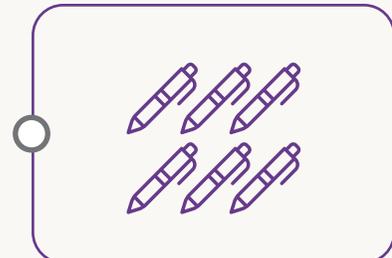
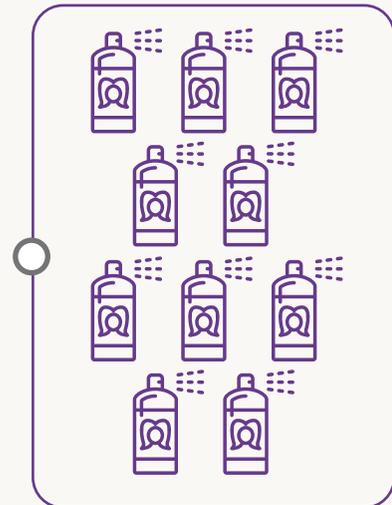
12 ○

1 ○

7 ○

10 ○

3 ○



## Group Activity: Role-play

Work in Pairs, one person as the **Assistant** in the Barbers or Hairdressers and one person as the **Barber or Hairdresser**. When you have completed all the Role-plays below Swap roles, from being the **Assistant** in the Barbers or Hairdressers to being the **Barber or Hairdresser** and repeat the Role-plays.

### Role-play 1:



The **Barber or Hairdresser** asks the **Assistant** for **6 pens**.  
The **Assistant** selects 6 Pens and gives them to the **Barber or Hairdresser**.

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### Role-play 2:



The **Barber or Hairdresser** asks the **Assistant** for **2 Handtowels**.  
The **Assistant** selects the 2 Handtowels and gives them to the **Barber or Hairdresser**.

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### Role-play 3:



The **Barber or Hairdresser** asks the **Assistant** for **4 hairbrushes**.  
The **Assistant** selects the 4 hairbrushes and gives them to the **Barber or Hairdresser**.

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### Role-play 4:



The **Barber or Hairdresser** asks the **Assistant** for **5 bottles of hair spray**.  
The **Assistant** selects 5 bottles of hair spray and gives them to the **Barber or Hairdresser**.

## Money Skills for Work

There are six Euro notes used in Ireland.

€5



€10



€20



€50



€100



€500



There are eight Euro coins used in Ireland.



## Group Activity: Role-play

Work in Pairs, one person as the **Assistant** and one person as the **Client**. When you have completed all the Role-plays below Swap roles, from being the **Assistant** to being the **Client** and repeat the Role plays.

### Role-play 1:



The **Client's** bill for this appointment comes to €49 and 95 cents, they give the **Assistant** €50 to pay.

The **Assistant** counts back the change to the **Client**. (The difference between €50 and €49 and 95 cent). What notes and coins are needed?

### Role-play 2:



The Client buys a hairdryer from the Hairdressers. The hairdryer costs €77. The Client gives the Assistant a €100 note.

The Assistant counts back the change to the Client. (The difference between €100 and €77). What notes and coins are needed?

### Role-play 3:



The **Client** buys a special treatment for his hair. The cost of the product is €12. The **Client** gives the **Assistant** €20.

The **Assistant** counts back the change to the **Client**. (The difference between €12 and €20). What notes and coins are needed?

## Working in a Barbers or Hairdressers: Products

### Group Activity

Working in Pairs, think about the products you might find in a Barbers or Hairdressers.

Then make of list of all of the products. Each pair will be asked to share their list with the rest of the group.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Working in a Barbers or Hairdressers: Products - Tutor Demonstration.



## Working in a Barbers or Hairdressers: Equipment

### Group Activity

Working in pairs, think about the equipment you might find in a Barbers or Hairdressers.

Then make of list of all of the equipment. Each pair will be asked to share their list with the rest of the group.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Working in a Barbers or Hairdressers: Equipment - Tutor Demonstration.**



**Group discussion**

## Working in a Barbers or Hairdressers: Hygiene Standards

What are the key steps in cleaning?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Ensure there is a fresh clean towel for each Client. After washing and drying, fold towels carefully and place in appropriate storage area.

### Tutor Demonstration: Towel Folding

List key steps:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Working in a Barbers or Hairdressers: Hygiene Standards

**Make your own End of Day, Cleaning Checklist for a Barbers or Hairdressers!**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

## Working in a Barbers or Hairdressers: Health and Safety Standards

**Make a list of things you can do to keep safe and keep others safe too when working in a Barbers or Hairdressers.**

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_
- 4. \_\_\_\_\_  
\_\_\_\_\_
- 5. \_\_\_\_\_  
\_\_\_\_\_

### Group Activity: Planning a Visit to a Barbers or Hairdressers.

#### Field trip focus



- Tour of the layout of the Barbers or Hairdressers.
- Demonstration of Use of Equipment
- Presentation of Products used
- Cleaning checklist in action

#### Field Trip Checklist:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Learner Activity: Tasks Checklist

Tasks	Completed	Date
1. Meet and Greet Role-play		
2. Telephone skills Role-play		
3. Numeracy and counting Role-play		
4. Barbers or Hairdressers Product List		
5. Barbers or Hairdressers Equipment List		
6. The Client Journey, Steps 1 - 5		

### Notes

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## Field Trip

Date

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Location

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Time

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Duration

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## My experience

What I liked:

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What I learned:

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Something I want to share:

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## Field Trip picture quiz

1. What transport did we use on our Field Trip?



2. When you entered the Barbers or Hairdressers did you receive a good welcome?

Yes

No

7

3. What was the name of the Barbers or Hairdressers we visited?

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4. Tick the pictures of three pieces of equipment you saw today on our tour.



5. What was the name of the person who met us on the tour?

Jim    Cormac    Stacey    \_\_\_\_\_

6. Tick the Health and Safety signs you saw on the tour today.



7. Give an example of Good Client Service you saw on the tour today.

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8. Write down the name of a product you saw on display in the Barbers or Hairdressers today.

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9. What time did we return to the Training Centre?

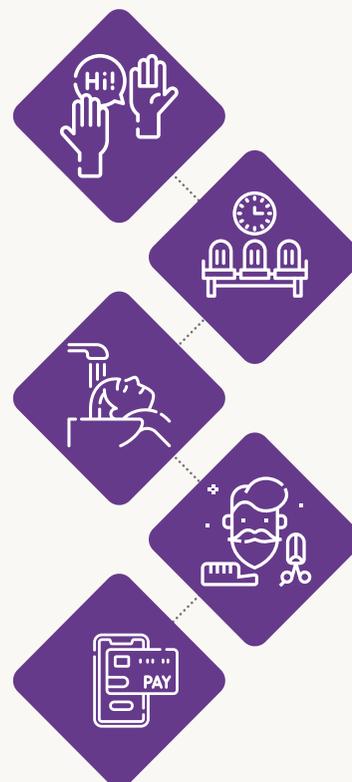


## Working in a Barbers or Hairdressers: Unit Summary

- \_\_\_\_\_  
cuts, styles, colours, cleans and shapes beards and other facial hair, like eyebrows and also Client's hair.
- \_\_\_\_\_  
shampoos, cuts, blow dry's, colours and styles Clients hair.
- The main role of the \_\_\_\_\_  
in a Barbers or Hairdressers is to support the Barber or Hairdresser, in serving the Clients and keeping the work area clean.
- In a Barbers or Hairdressers, a customer is often called a  
\_\_\_\_\_

### Mapping the Clients Journey in the Barbers or Hairdressers.

- Step 1:** Meet and Greet.
- Step 2:** The Waiting
- Step 3:** Hair Washing Area
- Step 4:** Hair Styling Area
- Step 5:** The Payment Process



# The Hair Quiz



## Group Activity

Working in pairs complete the 'Hair Quiz' together. When your team is finished we will review the answers and announce the winners!

### 1. What product would you use to wash your hair?

- Washing up liquid    Paint    Shampoo    Olive Oil

### 2. What piece of equipment would you use to dry your hair?

- Iron    Hoover    Hair Straightener    Hairdryer

### 3. What is very important when you are answering the phone?

- Tone of Voice    No background noise    Your hair is perfect  
 That you listen to the caller

### 4. What is the name given to customers of a Barbers or Hairdressers?

- Clients    Dancers

### 5. What would you count if you were doing stock taking in a Barbers or Hairdressers?

- All of products    All of the equipment    All of the staff

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How did you feel about the Working in a Barbers or Hairdressers Unit?



**What did you like about this Unit?**



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**What did you not like about this Unit?**



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**Can you think of a question to ask about this Unit?**



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**What would you like to remember about this Unit?**



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## Group Activity

We are going to practice all of the new skills we have learned in this Module, Working in a Barbers or Hairdressers.

Each Role-play will include examples of:

**Unit 1: Customer Service**

**Unit 2: Communication Skills for Work**

**Unit 3: Health and Safety at Work**

**Unit 4: Hygiene Standards**

**Unit 5: Teamwork**

**Unit 6: Planning and Organisation Skills for Work**

**Unit 7: Working in a Barbers or Hairdressers**

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**Role play 1**

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**Role play 2**

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**Role play 3**

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**Role play 4**

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**Role play 5**

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# Guest Speaker



## Working in a Barbers or Hairdressers, sharing the experience

### Group discussion:

1. What do we want to know about working in a Barbers or Hairdressers?
2. Prepare and suggest questions for our Guest Speaker.
3. Agree a list of questions with the group.
4. Agree who will ask each question.

### Note

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**Guest Speaker's Name:**

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**Job Title:**

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**Location of their Store:**

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**My Questions:**

1• 

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2• 

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3• 

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**What I liked**

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**What I learned**

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# Your questions answered



**Q. 1. If I am unsure about something in work, what should I do?**

**A.** Always ask another member of staff or your supervisor if you are unsure about something or need some advice on a work matter.

**Q. 2. There is a lot to do with this job. How will I know how to do everything?**

**A.** When you start work you will do some 'On The Job Training'. This will help you get to know more about the tasks you have to do. You will also be able to ask as many questions as you need to!

**Q. 3. If I am finding it difficult to settle in, who should I speak to?**

**A.** When you start a new job it takes some time to settle in, this is something that everyone experiences. You can always speak with your Supervisor or someone at home if you would prefer about any concerns or worries you have. It is important to give yourself and your new job some time but there will always be someone to speak to, who can help and support you.

**Q. 4. Who should I speak to if I would like to do more training for my job?**

**A.** If you would like to do more training, for a particular part of your job, for example, in Telephone Techniques, speak with your supervisor or job support person and they will be able to organise some additional training for you.

### Group Activity: Unit Summaries'

Unit Summaries' discussion and viewing of recorded Role plays.



## Job seeking guidance: Guest speaker

### What I liked

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### What I learned

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### Job Seeking Action Plan:

- ---
- ---
- ---
- ---
- ---
- ---

## Module Review

### Unit 1: Customer Service



### Unit 2: Communication Skills for Work



### Unit 3: Health and Safety at Work



### Unit 4: Hygiene Standards



### Unit 5: Teamwork



### Unit 6: Planning and Organisation Skills for Work



### Unit 7: Working in a Barbers or Hairdressers



## Group Activity

Working in small groups or pairs, prepare a small presentation or poster on the content of one of the 'Working in a Barbers or Hairdressers' Units. Each small group or pair will share their experience with the group.

7

**Module Completion Date:**

**Tutor Signature:**



An Roinn Breisoideachais agus Ardoideachais,  
Taighde, Nuálaíochta agus Eolaíochta  
Department of Further and Higher Education,  
Research, Innovation and Science



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