



## **First: An Interview with Miss Lennon**

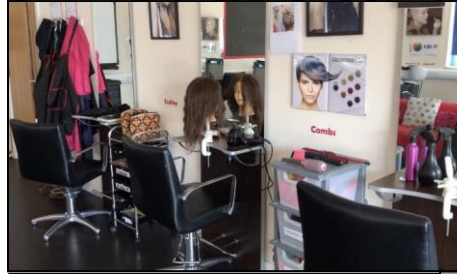
- **watch, discuss** + make notes [video]
- **read** and make notes [slides 3-11]
- **write a summary** [writing] [slide 5]

## **Then: Personal Writing including Descriptive Detail Lockdown Hair Day**

- **plan** + then **write** [slides 12- 14]
- Focus: build skills using descriptive writing techniques [link to exam work]*

## **Finally: My Skills List**

- My Skills Analysis [slide 15]
- Skills I built in lockdown [slide 16]
- + identifying skills I need to work on



## **What are we learning this week?**

Learning Focus: This week we are focusing on two different careers. This work is designed to build higher level reading and writing skills.

### **First Career: Hairdressing**

Text 1: *An Interview With ...* [listen + make notes]

Text 2: *An Interview With ...* [read + make notes]

[Range of S&L, Reading and Writing tasks]

### **Next Career: Inventor**

Text 3: Non-fiction - *Whoosh!*

[see next powerpoint for details]

### **Finally: Creative Thinking Task**

Focus: Explaining an idea in detail



**Meadow High School Salon**

Miss Lennon teaches the skills students need to help them start their career as a hairdresser OR just get really good at styling hair!



## ***Interview with a Hairdresser- Miss Lennon***

Video of the interview on *Meadow High School Hello* youtube channel and website

During lockdown the shops had to shut. This included the hairdressers. People have had to either let their hair just grow and grow or have a go at being a hairdresser themselves ... or ask someone in their family to help.

I think we have learnt that we really need hairdressers – it is a very important job!

**1. Watch the interview with Miss Lennon.**

*Focus on building your listening skills - make notes*

**2. Read a transcript of the interview with Miss Lennon**

*Focus locating and recording key information*

**3. Write a Summary** - what did you learn?

**4. My Best/Worst Lockdown Hair Day – Plan +Write**

*Focus on **adding detail to entertain your audience** include careful description of your hair triumph or disaster and your feelings about it.*

**5. My Skills Analysis**

*Focus what am I good at, what have I learnt during lockdown, what do I need to work on.*



# ***World of Work – Hairdresser - Make Notes***

## Level 1 Jobs [Junior Stylist]

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## Any other important information:

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**Watch the video interview** and **talk about** the things **Miss Lennon tells us** about the job of a being a hairdresser. Personal skills, practical skills, stages of learning the job.

**Read the script** THEN **Make notes** . **FINALLY write a summary** of key information.



Non-Fiction Text: **Transcript of the Interview with Miss Lennon :**

Focus: Identify key information and add to your notes.

[Introduction by the interviewer, Mrs Sugden]

Miss Lennon: Hey guys [Miss Lennon waves to the camera]

Mrs. Sugden: What would you say are the personal skills you need to be a good hairdresser?

Miss Lennon: To be a good hairdresser I think the main personal skill is to smile. And it doesn't cost anything, smile at the client and automatically the client feels happy.

Mrs. Sugden: So make sure that you're welcoming?

Miss Lennon: Very much so.

Mrs. Sugden: Would you say that being able to ask questions is important?

Miss Lennon: It's really important. When the client comes in if we just stand there, first of all there is a slight bit of awkwardness, so we have to be really clear with the words and language that we're using. I always teach my learners, 'How can I help you?', 'What is it that I can do for you?' – we like to use very open ended questions.

Mrs. Sugden: So you make sure they get to tell you what they want?

Miss Lennon: Absolutely because when they walk in we don't know . We know it's perhaps a beauty or a hair service but what they want is key for us as hairdressers to understand.

Mrs. Sugden: Thank you. We were talking about personal qualities but what skills do you need to learn and in what order do you learn them once you decide that you want to work in a salon?

*interview continued...*

Miss Lennon: Okay. So normally the learners start at about the age of 14-15. The toughest part of becoming a hairdresser is Level 1, the very first step of the ladder. That's what I say to my learners, we have to work our way up the ladder starting on the very first step. The very first step is you learn how to sweep the floor. Some people look and think, I really have to sweep the floor? But it's one of the most important things when they first start.

Mrs. Sugden: As you say no one really likes sweeping the floor but why is it so important in the salon?

Miss Lennon: Well one of the key words we always use in the salon is health and safety. Health and safety is key because if the floor had hair on it that the junior stylist hasn't cleaned up then the client could slip over which wouldn't go down very well with the client!

Mrs. Sugden: Would you say that's a starting level? What is the starting level in hairdressing called?

Miss Lennon: Yes. So automatically when they start, they start as a junior stylist.

Mrs. Sugden: Okay. And what other things would they need to do in that role?

Miss Lennon: The junior stylist would start working with the doll's hair and they would work alongside a stylist who has already learnt the skills as a junior stylist. We'd always start off by learning the names of our equipment and what we use it for. We'd learn about the doll's hair and actually how we brush the doll's hair is one of the first things that we would learn.

[Miss Lennon demonstrates how to brush hair. She explains that you start brushing from the ends, brushing up through the middle lengths and then up to the root so that you don't pull the client's hair.]

*interview continued...*

Miss Lennon: Start at the bottom [of the hair when you brush] and work your way up, that's the key thing.

Mrs. Sugden: And you say that when you start as a hairdresser you wouldn't be working on a client?

Miss Lennon: No, you would always start on a doll's head because if we make a mistake then it's okay because it's doll's hair, but if that was a client and we made a mistake I don't think they'd be too happy with that. It's key to start on the dolls head. Learn all the skills that you need to know and then you can start working your way through the levels of hairdressing to whatever you're going to do out in the world of work.

Mrs. Sugden: What skills can you practise using a doll's head?

Miss Lennon: When we're learning hairdressing the first thing is how to brush the doll's hair and then as we go along we've got lots of different equipment we can use. We can start by curling the hair using straighteners or straightening the hair using the equipment. But of course, this is where health and safety comes in; we need to be sure we understand health and safety before we start using equipment that can cause danger or cause harm. [Miss Lennon shows and explains other curling equipment.]

Mrs. Sugden: So one of the things you can do is practise those skills even before you start on a career as a hairdresser?

Miss Lennon: Exactly, even if you thought, I don't know if I want to be a hairdresser, to practise those skills is really good because it really helps develop your fine motor skills.

Mrs. Sugden: What is the first job you would actually do on a client?



*interview continued...*

Miss Lennon: The first thing would be to shampoo the client's hair. Once I can see a learner is quite confident and they're building their skills we then introduce shampooing the client's hair. We will always start by using a member of staff at Meadow, or their peers [other students] because there can be a little wetting on the shoulders if the client is not positioned correctly. We would actually spend quite a few lessons on learning that. We do demonstrations, I would work with one of the teacher's hair in school, I would show them exactly what we do and why and the different techniques that we use.

Mrs. Sugden: What would you say is the most important thing you need to remember if you're washing someone else's hair?

Miss Lennon: I think that the key one is checking the temperature of the water because I know that if it was me, I don't like cold water on my head so it's key that we remember to check the temperature of the water, and I hope that my learners will know exactly where this is, we would always check on the wrist. Then we would apply it to the client's scalp.

Mrs. Sugden: Thank you. So the final level is styling hair?

Miss Lennon: Yes. So once we're confident working on the doll's hair, and once we're very confident shampooing the client's hair you would then move on to actually styling the client's hair. So it would be somebody like you or I that would come in, be made to feel comfortable, given a good service so now the learner's are going to think, now I'm ready to work on the client. And that is the next step up before we would move on to cutting hair or anything like that, you've got to have stepped up the ladder: gone from stage 1, to stage 2 to working with the client styling hair.

Mrs. Sugden: Would you recommend hairdressing as a career?

*interview continued...*

Miss Lennon: Very much so. I started hairdressing at a very young age, 14. I'd finish school and be on my way home from school and I used to just sit in a hair salon. I wasn't old enough to be able to work but I used to just sit and watch the stylists because I found it really interesting and it's such a skill. It's not just being able to wash hair or cut hair, there are so many other things you get from being a hairdresser.

Mrs. Sugden: I would imagine that one of the things is you get to be part of some very important experiences for people?

Miss Lennon: Very much so. One of the key ones for me is someone getting married. It's a big activity in their life and the hairdresser's role is so nurturing to them and you are one of the first people to meet with them because they come in and they want their trial and you build such a good relationship with your clients.

Mrs. Sugden: And it's a big part of their day.

Miss Lennon: It's a massive part of their day because we all know that if your hair's not right then we don't feel right but if our hair looks good we feel good. .

Mrs. Sugden: I completely agree. Where can you be a hairdresser? It's not just in salons is it?

Miss Lennon: Definitely not. And we learn [at school] about the different career paths we can have. Some of us might not want to work in a hair salon working those long hours. You can work on a cruise ship, lots of the bigger ships have salons on them but not just hair salons, beauty salons and nail bars too. You could also work for yourself, what they call a free-lance hairdresser, so once you've learnt all those skills you can be your own boss.

*continued...*

*interview continued...*

Miss Lennon: *continued ...* Or you could work in a gym, some of these fancy gyms have got hair salons in them – there is so much you can do.

Mrs. Sugden: It sounds really interesting. One last, slightly random question. This week we're reading a book called *Even Monsters Need Haircuts* and I've asked the students to look at the monsters and think, which one would I like to do a haircut for? So I'm going to ask you the same question if that's okay.

Miss Lennon: Okay, so there's quite a few monsters in this. Actually, I think I'm going to go with this one – big and hairy! He looks a little bit scared and it's not scary, it's okay to come and have your hair cut. I could do so much with his hair.

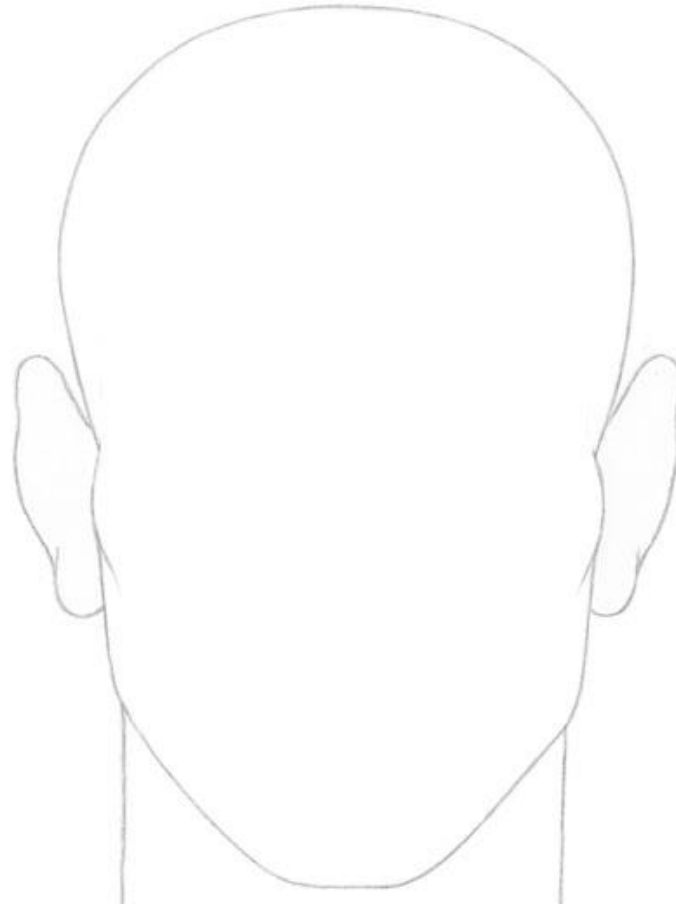
Mrs. Sugden: What would you do?

Miss Lennon: I'd give him a big fringe and lots of layers going through it - make him look pretty cool actually.

Mrs. Sugden: Wonderful! Miss Lennon, thank you so much.

Miss Lennon: You're very, very welcome.





## **Planning Sheet: My worst or best 'Lockdown Hair Day'**

*Use this page to mind-map your planning - draw /add labels to describe your hair + feelings*



## **Planning Sheet: My worst or best 'Lockdown Hair Day'**

*Use this page to mind-map your planning - draw /add labels to describe your hair + feelings*



## ***World of Work – Skills Analysis – What Am I Good At?***

I am good at

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I need to work on

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Ideas for types of skills: being kind, listening carefully, being patient, explaining clearly, asking questions, being polite, reading, following instructions, writing notes, making lists, working independently, being organised, being tidy, problem solving, being on time.

## *World of Work – Skills I Built During Lockdown*

Activity: \_\_\_\_\_

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Skills I gained

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Activity: \_\_\_\_\_

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Skills I gained

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Ideas for types of skills: problem solving, listening carefully, being patient, explaining clearly, asking questions, being polite, reading and understanding, following instructions, working independently, writing lists/making notes, being organised, being tidy.