

Hairdressers` working environment

Storyline – item	Key-questions	Activity	Organization	Materials	Product	Special intentions.
1. "Selma`s Hairdressing"- a case about a selfemployed hairdresser`s daily life in the salon, her thoughts and her physical disabilities.	<ul style="list-style-type: none"> What does working environment mean to a hairdresser ? 	Read the case and discuss the questions.	Partners,- afterwards in plenum.	The case "Selma`s Hairdressing" including questions.	A discussion about the meaning of the subject "working environment"	Understanding of the importance of a healthy working environment and the necessity of a solid knowledge.
2a. Overview of which facts are important for a hairdressers working environment.	<ul style="list-style-type: none"> What does physical working environment mean ? What does psychological working environment mean ? 	Brainstorm in groups.	4 groups.	Plates. 4 different colours of pens.	All words mentioned during brainstorming are written on a plate,- each group with their own colour.	The students get an overview of the amount of problems in hairdressers` working environment.
2b.		The groups change plates. The groups add (with "their pen-colour") their brainstorm-words to the other group`s plates. All 4 plates must go to all 4 groups so that they`ll all eventually end up with a full plate. The plate is dis-cussed in	Same groups,- later on in plenum.		One plate per group included all words mentioned during brainstorm in the different groups.	Eleverne får forståelse for emnets størrelse.

		plenum.				
3. Spoken and non-spoken laws about hairdressers` working environment.	<ul style="list-style-type: none"> What can/must a hairdresser do to look after her physical health ? How seriously do hairdressers relate to this subject ? 	<p>The groups categorize the words on the plates and discuss/look into the different subjects relating to hairdressers` working environment.</p> <p>The groups make concrete questions to "the real life" in the salons.</p> <p>Grupperne udarbejder konkrete spørgsmål til "det virkelige liv" i frisørsalonen.</p>	Same groups.	Various books and leaflets on the subject.	A number of questions/problems which the students will find the answers to in the salons.	<p>The students seek a concrete knowledge of the subject.</p> <p>The students enter into a "contract" with each other in the group, telling what to investigate in the salons (learning responsibility towards each other)</p>
4. Hairdressers` working environment put into practice.	<ul style="list-style-type: none"> How do hairdressers follow laws of working environment ? 	The students are each spending 1 week in a salon as a trainee service.	Individually.		Notes involving questions, considerations and reflections from each student.	A concrete knowledge of how hairdressers really handle various laws about working environment.

<p>5. Hairdressers` working environment.</p>	<ul style="list-style-type: none"> · How far are laws og working environment being kept ? · What could/should be taken more seriously ? 	<p>The students share their experiences in their groups.</p> <p>The groups make a plate divided into two parts :</p> <ul style="list-style-type: none"> - What was found positive ? - What should be improved ? <p>The plates are presented in plenum.</p>	<p>Same groups,- later on in plenum.</p>	<p>Same theoretical material as in Storyline-item number 3.</p> <p>Plates.</p> <p>Pens.</p>	<p>Plates presenting the students` knowledge, experiences and reflections.</p>	<p>A broadly knowledge of the actual working environment among hairdressers, taken from several different salons.</p> <p>The students` ability to reflect, discuss, cooperate and present a piece of work is increased.</p>
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<p>6. A healthy working environment for hairdressers in the future.</p>	<ul style="list-style-type: none"> · How should good rules of a salon be ? · Could hairdressers strengthen their physical health ? 	<p>The class is divided into 4 groups.</p> <p>2 groups create and present each their role play,- one about the healthy psychological working environment,- the other about the unhealthy.</p> <p>1 group creates and instructs a short programme of exercises to strengthen the hairdresser`s back, neck and arms,- 1 group similarly but to strengthen legs and feet.</p>	<p>4 groups put together opposite than earlier.</p>	<p>2 CD – players.</p> <p>2 Cd`s containing music for exercising.</p>	<p>2 opposite role plays.</p> <p>2 exercise-programmes which put together will strengthen the hairdresser`s exposed bodyparts.</p>	<p>The students consider and relate into practice to the ways of which a hairdresser can, must and ought to look after her own health in both physical and psychological ways.</p>
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