overview

The art and science of texture and curl—Permanent Waves

Chemical processes that change the formation of the hair to add curl or straighten unwanted curl have been in use for centuries. Knowledge of how chemical formulations affect hair structure and a variety of application techniques make an infinite variety of possible choices and outcomes.

The following lessons will provide the educator with a structured learning experience. This program is flexible enough to adapt to groups size, state requirements and Educator skill level. The lessons were designed in a manner which will allow the Educator to expand or redesign as needed.

Lessons for Permanent Waving:
1. Introduction to Permanent Waving and Chemistry
2. Guest Consultation
3. Setup and Preparation & All About Rods
4. Fundamentals of Basic Permanent Wave Techniques
5. The Wraps
to do list

Lesson #1: Introduction to Permanent Waving
Facilitator:
Prior to class, set up display table at the front of the room with the following:
- Acid permanent wave
- Alkaline permanent wave
- Exothermic permanent wave
- Litmus paper
- 1 Box perm to use for activity in Extend

Student:
Note: If you have desks instead of tables, arrange them in a way to create a work space.
In the center of each table, provide the following:
- Paper
- Markers, crayons or colored pencils
- Two Hair Extensions per table
- Two same size perm rods - per table
- One water bottle per table
- One towel per table
- One blow dryer per table
- Personal care products from home

Lesson #2: Client Consultation & Precautions
Facilitator, prior to class:
- Rubber bands, 1 per student (snipped so they become strips)
- Sheet of tissue, 1 per student
- Small bowl or glass of water, 1 per group
- Scissors, from student kit (one pair only)
- Notecards and markers

Student:
You may choose to hand out supplies when needed.

Lesson #3: Station Setup and All About Rods
- Flip chart & markers
- A variety of perm rods (straight, concave, spiral, hoop & foam)
- Pipe cleaners
- Station set up for a permanent wave (set up prior to class)
- Spray bottle
Lesson #4: Basic Permanent Wave Procedure

- DVD
- TV/DVD player
- End papers
- Perm rods
- Spray bottle
- Plastic tail comb
- Mannequin
- Diffuser
- Blow dryer
- Styling products

The following worksheets are found in the “Art and Science of Color and Texture” – educator reference guide (educator support CD)

- Curl assessment of acquired knowledge
- Guest consultation of acquired knowledge
- Texture and curl techniques assessment checklist

Lesson #5: Restructuring Hair—The Wraps

- DVD
- TV/DVD player
- Mannequin
- End papers
- Spray bottle
- Plastic tail comb
- Perm rods
- Example of a portfolio

Supplies needed to create a portfolio:

- Scissors (for cutting paper)
- Glue sticks
- Magazines
- The binding for the portfolio
- Anything else you can think of!
Wellness

Mindful Movements

Mindfulness has the power to sustain and heal you in every aspect of your life. The following exercises combine simple stretching and graceful gesture to refresh your body and quiet your mind.

Each one of these movements should be repeated a minimum of 4 times, up to as many as you feel the need for. It is also very important to breathe diaphragmatically throughout this series of movements.

Movement 1

Stand with feet shoulder width apart, arms at your sides. As you inhale, bring your arms out in front of you to shoulder height. On the exhale, lower your arms back down to your sides.

Movement 2

Stand with your feet shoulder width apart, arms at your sides. As you inhale bring your arms up and over your head, stretching up as high as you can. On the exhale, lower arms back down to your sides.

Movement 3

Stand with you feet shoulder width apart, arms extended out to your sides at shoulder height. As you inhale, bring your hands to your shoulders. On the exhale, stretch arms back out to the sides, shoulder height.

Movement 4

Stand with feet together, bend over at the waist and let your arms hang down. Inhale, stand up and stretch your arms up over your head. Exhale and lower yourself back down to the bent over position.

Movement 5

Stand with your feet together and hands on your hips. Inhale and lift your right knee, on the exhale, extend your leg out in front of you. Inhale and bring the knee close to your body, exhale and step down. Switch legs and repeat.
Restructuring Hair—Permanent Waves Lesson #1: Introduction to Permanent Waving

overview

The learner will be able to make the distinction between a physical vs. a chemical change.

concept: change: physical vs. chemical

The One Thing In Life That is Constant, Is Change

Physical vs. Chemical Change

Think About How Physical and Chemical Change Affects You Each Day

Overview of Permanent Waving

History and Chemistry of Permanent Waves, pH Level

Observe Physical vs. Chemical Change

Timeline of Change

perform

connect

refine

extend

practice

inform

attend

image

4

1

3

2
Lesson #1: Restructuring Hair—Introduction to Permanent Waving

connect | the one thing in life that is constant, is change

We don’t even have to think about it, change is present throughout our everyday life. Have you ever really thought about how often changes occur on a daily basis? Better yet, have you ever thought about the type of change that is happening all around us...like the difference between physical and chemical change?

On a flip chart, write out the definitions prior to the class (physical change vs. chemical change).

A **physical change** is a change in state only. The original component remains the same before and after the change. This change can be undone.

A **chemical change** is a reaction occurring. A new component is formed. The substances present at the beginning of the change are not present at the end; new substances are formed. This change cannot be undone.

**EXAMINE:**

- Have students read the definitions to themselves.
**WRITTEN TASK:**

Decide if the following is a physical or chemical change:

**FACILITATOR NOTES:**

Have the five points below written out on a flip chart prior to class.

Answers listed below.

1. **Frying an Egg**  physical/chemical  
   **ANSWER:** When an egg is cooked, a chemical change occurs.

2. **Boiling Water**  physical/chemical  
   **ANSWER:** This is a state change from liquid to steam (the change is physical).

3. **Breaking Glass**  physical/chemical  
   **ANSWER:** Physical - Broken glass is just smaller pieces of glass. No reaction has occurred.

4. **Souring Milk**  physical/chemical  
   **ANSWER:** Chemical - Sour Milk has undergone chemical reactions producing a foul odor.

5. **Compression of a spring**  physical /chemical  
   **ANSWER:** Physical - It is still a spring.

Take time to get responses before moving on to the next topic. Facilitate discussion.

**WRITTEN TASK:**

Draw a picture of physical and chemical change that you experience each day. If students do not feel comfortable drawing, have magazines handy so they can cut out pictures.
inform | overview of permanent waving

• The history of permanent waving
• The chemistry of permanent waving

Overview
Permanent waving is the process of:
1. Chemical breaking bonds.
2. Making choices to determine the size of the curl.
3. Reforming hair in its new shape, creating a chemical change.

The popularity of permanent waving changes year to year. However, as a stylist, you may be asked to perform this task. In order to accomplish this goal, you will need to understand how to create the best results depending on hair type, history and what your guest desires as an end result.

History
Ancient Cultures
Ancient cultures had a semi-permanent way of curling hair that involved baking hair with sticks and mud in the sun. In the 1700’s in Europe and the U.S., wigs were permanently curled using methods similar to modern techniques.

Permanent waves were brought to us by the textile industry. A solution was first used to straighten wool fibers so they could be easily spun. Someone came up with the idea of putting a cylinder shaped roller on human hair, then applying the solution and reversing the straightening process. A machine was used to heat the rollers.

The First Permanent Wave: 1905
Charles Nessler invented the first successful permanent wave in 1905.

This was a permanent wave machine. The hair was processed using heat clamps or tubular heaters which applied intense heat to the hair. The scalp was protected with felt or asbestos pads. Strong alkalis were used to process the hair, then acids were applied to neutralize the pH levels created by the processing solution. The hair was wrapped in a spiral from scalp to ends in order to accommodate the long hair at that time period.
Early Advances: the 1920's and 1930's

With the shorter, bobbed hair of the 1920's, the croquignole method of wrapping came into use. In the croquignole method, hair is wrapped from ends to scalp. Throughout the early 1930's advancements and experimentation continued. Successful wireless heat clamp methods came into vogue as well as a permanent wave in which the heat was created chemically by using chemically treated end papers. Cold wave experiments were performed using men's shaving lather leading to an advancement patented in 1938 by Raymond Reed in which a permanent wave could be processed at room temperature. By 1940 the first home permanent waves were introduced.

Current Varieties of Permanent Waves

Currently, three varieties of permanent waves are used in salons
• Alkaline Waves
• Acid Waves
• Exothermic Waves

Alkaline Perms

Introduced in 1938. Alkaline permanent waves are sometimes referred to as a “cold wave” because they are processed at room temperature. Cold waves produce a firm curl and is very good for difficult to perm hair. These perms are called alkaline waves because the pH of the solution is between 8.0 and 9.5, which allows it to penetrate the hair shaft quickly. They are formulated with thioglycolic acid and ammonia in a compound called ammonium thioglycolate (thio). The hair’s cuticle is opened by the alkaline properties of the ammonia. Ammonium hydroxide provides an alkaline medium that sets up an electromagnetic reaction that opens the cuticle and swells the hair shaft.

Acid Perms

Introduced in 1970. They are heat-processed and introduced the idea that damage within the hair shaft can be controlled. This kind of permanent wave uses glyceryl monothioglycolate as its active ingredient instead of ammonia. Its pH level is 6.0 to 8.0 which is closer to the pH of hair. Less swelling of the hair occurs and the result is softer curl. This type of perm processes a bit slower than an alkaline wave. It usually requires a plastic cap and time under a warm dryer to process.

Exothermic Perms

This type of permanent wave is a more recent development. It generates its own heat by a chemical reaction created by mixing two ingredients together.
The pH of an exothermic wave is lower than that of standard alkaline wave. Exothermic perms produce a firm curl, similar to an alkaline wave and is appropriate for difficult to curl hair.

GROUP ACTIVITY

- Provide each group with either an Alkaline, Acid or Exothermic Permanent Wave.
- Read the information in your workbook as well as the directions on the product you have been given.
- Prepare a presentation about your permanent wave for the rest of the class.

Give them 20 minutes to prepare. Follow with presentations.

The Chemistry of Permanent Waving
Polypeptide Helix Chain and Cross Bonds

A polypeptide helix chain is a spring-like keratin protein structure in the hair’s cortex that gives support and strength to the hair. These bonds must be broken down in order to restructure the hair.

The polypeptide helix chains are linked together by three types of cross bonds.
- Sulfur (Cystine disulfide) bonds are chemically linked. Sulfur bonds are affected during permanent restructuring.
- Hydrogen bonds are physically linked. Hydrogen bonds are affected by heat, water and even moisture in the air (as in thermal and wet setting).
- Salt bonds: We do not directly work with these.

pH Level

The measure of relative acidity or alkalinity. The interior of the hair is slightly alkaline (7.1 - 7.4). However, the exterior of the hair is acidic because it is covered by the acid mantel, which contains a mixture of sebum and perspi-
ration. Alkalis are negatively charged while acids are positively charged. Like charges repel each other while opposites attract (like opposite poles of magnets attract one another). When an alkali enters the hair shaft, the alkaline interior repels it, swelling the shaft and opening the cuticle imbrications. To chemically enter the shaft, we need heat of alkalinity to create permanent waves or relaxers.

**practice | pH level**

The measure of relative acidity or alkalinity.

GROUP ACTIVITY:

- Have students bring in a product from home (bathroom cleansers, non-Aveda shampoos and styling products etc.).
- Provide Litmus paper for each group.
- Have the students test their products using the litmus paper and record their results in order to share with the rest of the class.
- Ask the class which products fall within the same pH of a permanent wave.
- How do you feel about using that particular product?
- Has your opinion of the product changed?

**SWING BACK TO INFORM**

**Ammonium Thoiglycolate (thio)**

Ammonium Thoiglycolate, commonly known as thio, softens the disulfide crossbonds in the hair, allowing them to be broken for processing permanent waves, thio relaxers and reformations curls. Thio raises cuticle layers through electromagnetic attraction. Thio then penetrates into the cortex, softening the disulfide bonds linking the polypeptide chains. This allows the disulfide bonds to break and the polypeptide chains to shift to its new form (straight if relaxing, curly if wrapped around a rod).

Alkaline perms should be wrapped with moderate tension to allow for swelling of the hair while processing. Wrapping with excessive tension will result in improper processing or breakage. Wrapping with too little tension may result in a weak curl.
Rinsing and Blotting

Rinsing waving lotion from the hair after processing is critical. This is especially true when rinsing an acid balanced permanent wave where the cuticle is not sufficiently raised to allow flushing out of the thio. Rinsing brings oxygen to the hair which helps to rebond the hair, while flushing out the waving lotion. Blot with paper towels to remove excess water preparing the hair for even absorption of the neutralizer.

Rebonding (Neutralization)

Rebonding shrinks the hair shaft and closes the cuticle by means of electromagnetic reaction. The acidic neutralizer forces the acid mantel to compress, closing the cuticle. During rebonding, the free oxygen reforms or hardens the disulfide bonds in their new curly configuration.

GROUP ACTIVITY:

• Break into small groups (two - three per group, depending on class size)
• Provide each group:
  - Two human hair extensions.
  - Perm rods.
  - Spray bottle.
  - One permanent wave (only one box perm is needed for this activity).
• Have instructions written out prior to the class for each activity

Activity # 1

• Use water to wet the entire strand of hair.
• Wind the hair around a perm rod.
• Secure the hair around the rod.
• Apply Permanent Wave Solution (mix it for the class).
• Process the hair (according to manufacturers recommended time, approximately 20 minutes).

This will demonstrate the chemical change that happens to the hair.
FACILITATOR NOTE:

While processing, conduct activity #2.

Activity # 2

• Use water to wet the entire strand of hair.
• Wind the hair around a perm rod.
• Secure the hair around the rod and let it dry (use a blow dryer if needed).

This will demonstrate the physical change that happens to the hair.

FACILITATOR NOTE:

When the 20 minutes is up on activity #1, instruct one person in the group to do the rest of the steps:

- Rinse.
- Blot.
- Neutralize.
- Rinse again.
- Dry the hair using a blow dryer if needed. This will demonstrate the physical change that happens when wet hair is dried around a cylinder.

After the hair is completely dry, have the group unwind the hair from both rods (paying close attention to the hair that has been set vs. permed).

Compare the curl side by side, notice the differences. Now rewet both strands of hair. What happened to the curls of the first extension? The second? In our experiment with physical change, the change could be undone. In the chemical change, no matter what we do, the change cannot be undone. A reaction has occurred. Facilitate discussion about physical vs. chemical change.
refine | review game

WRITTEN TASK:

- Review the information with your students.
- Have each person write out two review questions with answers.
- Then, give students five minutes to prepare their questions.

GROUP ACTIVITY:

- Ask for a volunteer to read one of their questions.
- Then, have another student answer that question.
- If the answer is correct, that student reads their question. (Make sure the students have the correct answer.)
- This process continues until everyone has had a chance to read one of their questions.

FACILITATOR NOTES:

Add a few of your own questions to be sure the main points are covered. You may want to use Activity 69: Restructuring Grid – Products and characteristics (Book 2).

perform | timeline of change

Have each participant bring pictures of physical or chemical changes that have occurred in their lives.

Create the history of change for your class.
Restructuring Hair—Permanent Waves Lesson #2: Client Consultation and Precautions

overview

In this lesson the learner will be able to determine the proper questions to ask and be able to perform a proper hair and scalp analysis.

concept: choice

The Choice is Yours

Making Your Own Choices

How Do You See Yourself Making Better Choices In the Future?

Guest Consultation & Hair and Scalp Analysis

Elasticity & Porosity

What Did You Learn

The Choice is Yours, to Perm or Not to Perm

Review the Factors that Effect Your Choice

perform

connect

attend

image

practice

inform

extend

refine

choice

1

4

3
Lesson #2: Restructuring Hair—Client Consultation and Precautions

connect | the choice is yours

GROUP ACTIVITY:

- Ask for two volunteers to come to the front of the classroom.
- Show them a picture of 2 cars:
  - Toyota Prius Hybrid.
  - Range Rover.
- Ask each participant which car they would choose. Then, ask why they made their choice.
- Next, ask them “What if I told you...:”
  - Toyota Prius Hybrid
    - Listed price $21,725.
    - Gets 20 - 30 mpg more than a standard automobile.
    - Less emissions.
    - Lower consumption of natural resources.
    - Lower maintenance cost.
  - Range Rover
    - Listed price $54,000 - $75,00.
    - Gets 13 to 15 mpg (18 highway).
- Then, ask the two volunteers, “Now that you have this information, would you change your original choice? And, why?”
- Remind them that sometimes having more information allows us to make a more intelligent choice.
QUESTION:
Have you had to make a choice lately?

SHARE:
• At your table, discuss what it was and how you went about making that choice?
• Facilitate discussion.

FACILITATOR SCRIPT:
Close your eyes and visualize yourself having all of the information you could possibly have at your fingertips.

Bridge:
We are about to look at a way to simplify your choices when it comes to providing your guest with a permanent wave service. By asking the right questions when consulting, as well as a proper hair and scalp analysis, will arm you with all the necessary information to always make the right choice.

QUESTION:
How do you plan on getting the necessary information from your guest? List a series of questions you feel will help you gather the information needed to proceed with the service.
GROUP ACTIVITY:

- Have each group create five questions.
- At this time, hand out note cards and markers to each group.
- Each group will determine why they are asking the question and how do they plan on using the information to make the right choice.

Give them 15 minutes to complete the task.

- Next, each group will present their questions and the reasons why they feel these are the best.
- Have them record each of their questions on a flipchart. (Do not record repeated questions.)
- Following all presentations, the class will vote on the top questions.

Inform the students of questions which are typically asked prior to a permanent wave. It is also important to explain to the students that there is a specific reason why you ask these questions. Your consultation will be more effective if you understand how this will benefit you in making the proper choices.

Sample Questions:

- Have you had a chemical service?
  If the answer is “yes”, you will want to proceed with the following questions:
  - Have you ever experienced any scalp and/or skin irritation from previous chemical services?
    If the guests answer is “yes”, ask more probing questions to determine the level of irritation. If the irritation level was high, do not proceed with the service.
    Always take precautions to minimize irritation by applying perm solution directly to the hair on the rods. Apply protective cream around the hair line and change cotton frequently.
  - What Chemical services have you had?
    The answer to this question will guide you in your selection of the appropriate permanent wave and processing method. It will also help you determine if any pre-treatment is necessary to equalize the porosity and add protection during processing.
    If the guest has had a permanent wave before, you will want to find out a few things about that experience.
• How well does your hair hold curl?
  This will help you determine the appropriate rod size, wrapping method and product to use this time.
• Was your last perm curly enough, too curly?
  This will also help you to determine the appropriate rod size.
• How long did it last?
  This will answer a few questions for you, one being, what did you do for home maintenance? Was the hair cared for properly?
  This will also determine the product choice and the amount of curl, or rod size you will choose.
• Do you swim?
  This will help you determine if the hair has been heavily exposed to chlorine. (Please see: WHEN TO DENY SERVICE—Damaged Hair.)

Every service begins with a client consultation.

It is important for us to find out the guest’s history of chemical work as well as the desired outcome. Not only do we gather information, it is equally important for us to analyze the hair and scalp to determine if conditions are suitable for the service.

Hair and Scalp Analysis

While you are consulting, you will also need to analyze the hair and scalp. Listed are some precautions you will want to take:

1. Ask if the client has ever had an allergic reaction to a permanent wave. If the answer is yes, do not proceed with the service.
2. Check the client’s scalp, if sores or abrasions are present, do not perform the service at this time.
3. If the client’s hair is treated with henna, metallic salts or progressive dyes, do not proceed with the service.
4. Examine condition of the hair: check for breakage, discoloration, extreme porosity and poor elasticity. If any of these conditions exist, take a preliminary test curl or strand test. If the hair breaks or discolors after the test curl is dried and combed, do not perform the service.

One of the first things you will check after covering points 1-4 is elasticity.

Elasticity

Elasticity measures how well hair can stretch and return to its original length. The elasticity of the hair affects its ability to hold curl. Dry hair with good elasticity can stretch to about one-fifth (or approximately 20%) of its
original length. Damaged or weak hair will stretch easily, but with little “bounce back.” Poor elasticity is often associated with damaged hair.

practice  |  elasticity

FACILITATOR NOTES:

Supplies needed for activity:
• One rubber band per student, snipped so they are rubber strips.
• One sheet of tissue per student (the thinner the tissue the better).

GROUP ACTIVITY:
• Give each student a rubber strip.
• Ask them to grab hold of the ends of the strip and stretch it.
• Ask, “What happens when you release the tension?” The strip returns to its original state.
• Now give the students a sheet of tissue.
• Hold it in both hands and stretch it as you did the rubber strip.
• Ask, “What happened this time?” Of course the tissue tore.

FACILITATOR SCRIPT:

You have just witnessed the difference between good elasticity and poor. The band of course was the example of the good.

GROUP ACTIVITY:

How To Determine Hair’s Elasticity:
• Now choose a partner.
• Take hold of one strand of hair on your partners head.
• Place the strand of hair between your thumb and forefinger of both hands and stretch and hair.
• Release the tension and record results. (Please demonstrate this process to the group.)
• Hair returned to its normal length = Good Elasticity.
• Hair remains slightly stretched = Moderate Elasticity.
• Hair breaks = Poor Elasticity.
FACILITATOR SCRIPT:

**How Elasticity Affects the Perming Process**

Elasticity is the key to a successful perm service. If the hair has good elasticity, it will effectively perm and maintain its curl. If the hair has poor elasticity, then it may not perm successfully or retain curl over a period of time.

**Porosity**

Porosity is the hair’s ability to absorb and hold moisture or liquid such as waving lotion. If hair is porous, it accepts liquid more easily. Porosity is determined by the cuticle—the outer layer of the hair that provides a barrier of absorption of liquid and prevents moisture and protein depletion from within the hair structure. Porosity is adversely affected by factors such as:

1. Environmental damage: sun and wind exposure.
2. Excessive chemical damage: perms, color, relaxers.
3. Mechanical damage: use of blow dryers, flat irons, curling irons or bumper irons.
4. Improper care of hair.

These factors can cause the cuticle to become dry, brittle and separated. Porosity is not directly related to hair’s texture.

**practice | porosity**

**FACILITATOR NOTES:**

Supplies needed for activity:
- Small bowl or glass of water.
- Scissors.
- Snippings of hair (collect a variety of samples...healthy hair, bleached hair, coarse hair, and fine hair).

**GROUP ACTIVITY:**

- Give each group a bowl or glass of water and hair snippings.
- Ask the students to place the hair in the water.
• Watch to see what happens.
  - Does the hair float?
  - Does it sit in the middle?
  - Does it sink to the bottom?
• Ask the students what they think is happening.
• Identify the least porous to the most porous.
  - Least, floats on top. Most porous sinks to the bottom.

GROUP ACTIVITY:

How To Determine Hair’s Porosity

• With a partner, hold a section of hair between your thumb and forefinger.
• Lightly back comb from ends to scalp (demonstrate this process).
• Hair that feels smooth and slick will not backcomb easily, this hair is non-porous and potentially resistant.
• If hair feels rough and friction exists, the cuticle is open and hair is porous to some degree.

How Porosity Affects the Perming Process

Because hair accepts liquids easily, porous hair will absorb waving lotion quickly and process faster. This accelerated processing can lead to unpredictable, uneven results and damage unless the proper pretreatment techniques are used and the right product is chosen for the condition of the hair.

SWING BACK TO INFORM

How to Pre-Treat Hair

In slightly to moderately porous hair, use Brilliant conditioner. Plant emollients rehydrate and prevent damage. Work a small amount through the porous areas of the hair.

Hair highlighted with tint or bleach, along with choosing the appropriate perm, use Beautifying Composition. This will deliver a buffering effect on hair with multiple porosity. Next, place a few drops in your hand and apply directly to the hair needing extra protection.

For hair that is very porous and is highly absorbent (will process quickly), Aveda has a perm called So Mild that provides a pre-treatment cuticle protector to keep hair from over processing. Test curls should be taken every one-two minutes for this type of hair.
Resistance
Resistance is the measure of difficulty in penetrating the cuticle. If hair has a tightly compacted cuticle, it is defined as resistant. Two examples include:

- Hair with a smooth look and feel.
- Hair that is coarse, straight and unbendable.

No matter what color or texture, these hair types are often more difficult to penetrate during a chemical service. (Please see porosity test.)

How Resistance Affects the Perming Process
If the hair has a tightly compacted cuticle layer, the action of the waving lotion will be concentrated on swelling the cuticle open. As a result, the service does not have the required degree of chemical activity to fully break down the bonds within the cortex.

How to Treat Resistant Hair
Because of the dense cuticle layer in resistant or tenacious hair, you may need to choose a special formula or technique for greater results. Choose Aveda’s Strong Willed Resilient Alkaline Wave (you may wrap with waving lotion for extremely resistant hair).

extend | the choice is yours, to perm or not to perm

FACILITATOR SCRIPT:
You have all the knowledge needed to make an intelligent decision. Once you have gathered this knowledge, the choice is to perm or not to perm.

GROUP ACTIVITY:
- Pair students off for this activity.
- One person will take the role of a stylist, the other will take the role of the guest.
- The guest wants a perm (it is up to you, the guest, to come up with your desired outcome, hair type, hair history, etc.). You will be given a few minutes to come up with your scenario.
• The student taking the role of the stylist will perform a consultation and hair analysis.
• Based on the outcome, you must determine whether you choose to perm or not and why. If you choose to perm, tell us what you would do to achieve the desired outcome.
• Give them 5 minutes to conduct their research. While the pairs are consulting, circulate through the room and observe. When the 5 minutes are up, have them reverse roles.
• Choose a few groups to demonstrate their role play to the entire class.
• Facilitate discussion.

refine | what did you learn

QUESTIONS:
• What did you learn about making choices?
• Do you feel the information that was given to you will allow you to make correct choices?
• Write down a few things that you will use with your perm guests.

perform | review the factors that effect your choice

SHARE:
• Record all of the things you need to consider before making choices.
• Have students call out what they felt was most important.
• Then, facilitate discussion as you record the information.
Restructuring Hair—Permanent Waves Lesson #3: Station Set Up and All About Rods

**overview**

By the end of this lesson, the learner will be able to demonstrate blocking and wrapping rods in the hair.

**concept: choice**
Lesson #3: Restructuring Hair—Station Set Up and All About Rods

connect | choose your tools

FACILITATOR NOTES:

Prior to the class: Arrange a variety of perm rods (smallest to largest) and pipe cleaners in the center of each table. Then, create a unique center piece with these tools in order to make them look enticing.

GROUP ACTIVITY:

• Have each person at the table choose a perm rod and a pipe cleaner.  
• Next, wrap the pipe cleaner around the perm rod (in a spiral fashion - demonstrate to the group if necessary), then carefully slide the rod out.

attend | talk about the choices made

SHARE:

Give students a chance to comment on what they just experienced.
image | choose the curl you would wear

The pipe cleaner represents the size of the curl you would end up with if you permed your hair using that rod size.

GROUP ACTIVITY:

• Based on that knowledge...now choose a second pipe cleaner that represents the size of the curl that you would actually wear (you may have to share pipe cleaners with others at your table).
• Hold up the pipe cleaner that represents the curl you would wear.

FACILITATOR SCRIPT:

Notice the difference in choices around the room. What was great for some may be too curly for others. What looks too loose for some may be perfect for another.

Bridge:

There are many choices when it comes to perming hair. In this next section, you are going to learn all about perm rods. Later on this information will help you to make an informed choice for your guest.

inform | setup and preparation & all about rods

Setup and Preparation

Maintain a neat and hygienic environment. Have all tools needed to perform the service prior to your guest’s arrival.

QUESTIONS:

• Ask the students - What tools do you think would be part of a permanent wave setup?
• List student responses on a flipchart.
• Use the standard permanent wave setup located in the glossary on page 227 of the technique guide to fill in any items the students may have missed.
• Distinguish which tools are added to the setup following the guest consultation.
• Following this discussion, reveal a proper setup with all tools stated in the standard permanent wave setup. Be sure to focus on state laws as it pertains to setup.
• Once your station is set...it is time to greet the guest. Once you have consulted with your guest, it is time to prepare them for the service. Have them change into a gown if available or simply apply the proper draping for a chemical service.
• Have guests remove any hair accessories and jewelry that may interfere in the process. (Have guest store these items in a safe place.)

All About Rods
Choosing a rod size appropriate for the desired result is an essential step to perming hair. You will also need to consider:
• Density of hair.
• Hair's texture (fine, medium or coarse).
• Length of hair.
• Natural curl.

Types of Rods
As each rod type is talked about, have students pick up the rods sitting at the table.
1. The concave rod is a traditional rod and is most commonly used. Concave rods produce a slightly tighter curl at the end and a looser curl near the scalp.
2. The next is the straight rod. Straight rods are a more recent development. It produces an even curl from scalp to ends.

Concave and straight rods have 2 different dimensions:
• Length: from end to end. There is a standard length (show standard length) and there are also short rods (show this rod). You may find that a shorter rod is needed in order to accommodate a smaller blocking (have an example of the 2 different sizes).
• Diameter: the width of the rod. The diameter of the rod determines the size of the curl.

3. Spiral rods produce a tighter curl near the ends (as pictured in your book). On this type of a spiral rod the hair is wrapped from scalp to ends and fastened with lamb's wool or end papers with a special fastener. Spiral wraps may also be done on traditional rods to accommodate longer hair. When using traditional rods, the hair is wrapped ends to scalp using one end paper.
4. Hoop rods are designed for long hair. The hair is wound in a spiral manner, from ends to scalp. This type of rod produces an even curl from scalp to ends and makes for even saturation of perm solution on long hair.

5. Foam rods produce a curl similar to a conventional straight rod. This rod has a wire core that holds the rod in place when the ends are twisted forward. The hair is wrapped ends to scalp.

FACILITATOR NOTE:
You may pre-set a mannequin with the different types of rods to give the students a visual of what each rod will do to the hair.

**Selecting Rod Sizes**

From your consultation, you will be able to determine the type of rod as well as the diameter to achieve the desired results. You may choose to alternate different sizes of rods to create a more natural looking curl.

Coarse hair tends to perm closer to the rod size. For fine hair, you may want to choose a smaller size rod or alternate smaller with larger rods (creating a more natural look).

The length of hair is also going to factor in to the type and size of rod you will choose. The number of times hair goes around a rod determines the number of undulations (waves). When long hair is wrapped on a conventional rod, the curl at the scalp usually becomes larger then the curl at the ends (this is due to the amount of hair building up on the rod). If a true to rod size curl is desired, decrease the size of the subsection. A more true to rod size effect will occur.

SHARE:
- Demonstrate the build up of long hair on a rod.
- Then show how decreasing the subsection changes the effect.
- Place these rods close to each other so that students can make the observation.

**Blocking**

Blocking is the term used to refer to the subsection of hair wrapped on each rod. The length and diameter of the rod determine the size of the blocking.
FACILITATOR NOTE:
- Next, demonstrate the rod/blocking relationship to base. Show the spatial relationship of the rod to the blocking.
- While demonstrating point out that the length of the blocking will be slightly narrower than the length of the rod.
- Create a blocking from the front hairline to the nape.

**Practice | Blocking**

Once you have demonstrated the technique, have the students do the same.

**Group Activity:**
- Using the rod they have chosen, place it at the front hairline.
- Create a center section parting from hairline to nape.

**Swing Back to Inform**

**Curl Bases**

The next choice you will need to make before wrapping is how much or how little curl you want at the scalp. Is your guest looking for volume, or possibly movement? Let’s examine the possibilities.

**On Base Curls**

This curl has the least mobility and the most volume. With this type of curl the rod will sit on the base of the hair once wrapped.

**Facilitator Note:**

Demonstrate the technique.

- Block out a section with the diameter of the rod you are using.
- Combs the hair from the scalp to the ends, holding the section at approximately 135 degrees from the head.
- Place end papers and wrap to the scalp so the rod sits on the base of the hair.
GROUP ACTIVITY:

- Students will practice wrapping on base in the center section already blocked out.

SWING BACK TO INFORM

**Half-on Half-off base curls**

This technique provides mobility to the hair and can be used to achieve a variety of looks. Once wrapped, this rod will sit half-on its base and half-off.

FACILITATOR NOTES:

Demonstrate the technique.

- Block out a section the diameter of the rod you are using.
- Next, comb the hair from the scalp to the ends, holding the section at a 90 degree elevation.
- Then, place end papers and wrap to the scalp so the rod sits half-on and half-off its base.
- Make a comparison between the two techniques at this point.

practice | half-on half-off base curls

GROUP ACTIVITY:

- Do not remove previously wrapped rods.
- Students will practice wrapping half-on half-off base (center blocked section).

SWING BACK TO INFORM

**Off base curls**

This curl has the least amount of volume and creates mobility. In on off-base wrap the rod sits entirely off its base when wrapped (or just beneath the blocking).
FACILITATOR NOTE:

Demonstrate the technique.
- Block out a section the diameter of the rod you are using.
- Then, comb the hair from the scalp to the ends.
- Place end papers and wrap to the scalp so the rod sits completely off its base.
- Make comparisons with the other techniques.

GROUP ACTIVITY:
- Do not remove previously wrapped rods.
- Students will practice wrapping off based (center blocked section).

GROUP ACTIVITY:
- Let mannequins dry, then take out rods and make note of how the placement of each rod achieved a specific outcome.
- As a team, record the results.
- Share results.

QUESTIONS:
- Based on your observations, when would you choose to use these techniques? For what effects?
- Record observations.
- Revisit these observations when covering "Fundamentals of Basic Permanent Wave Technique."
perform | choices

The choices are endless and we have only touched the beginning.

QUESTIONS:

• What did you learn about choices?
• What do you feel is most valuable?
• How do you see yourself using this information to help make the proper choices for your guest?
• Facilitate discussion with the group.
Restructuring Hair—Permanent Waves Lesson #4: Basic Permanent Wave Procedure

overview

By the end of this lesson the learner will be able to wrap the alpha technique and chemically alter hair.

concept: essentials

1. What Did You Bring and Why?
2. Where Would You Be Without Them?
3. What Do You Feel is Most Essential to the Process?
4. Assessment of Acquired Knowledge

perform
connect
attend
image

essentials

prepare
extend
practice
inform

The Basic Permanent Wave Process

Prepare the Hair, Blocking & Wrapping, Application of Solution, Processing, Test Curl, Rinsing, Blotting & Neutralizing

Essential to the Finish

You Are Going On Vacation

What Did You Bring and Why?

Where Would You Be Without Them?
Lesson #4: Restructuring Hair—Basic Permanent Wave Procedure

connect | you are going on a vacation

You have just been informed that you are going on a vacation. The challenge is, you don’t know where you are going. You finally receive word to bring the essentials.

attend | what did you bring and why?

SHARE:

• Share with a partner what you feel is essential and why you choose those items.
• Discuss as a group.

image | where would you be without them?

Imagine yourself on this trip without your essentials.

QUESTIONS:

• How do you feel?
FACILITATOR SCRIPT:

Just like in life, there are certain things we need in order to get through the day. You will now discover the essentials to permanent waving. Without them, it's just not possible to achieve beautiful results.

inform | the basic permanent wave process

In an earlier lesson we talked about the difference between physical and chemical changes in hair. Now we will look at all elements that go into creating change.

Prepare the Hair
Shampoo lightly, making sure not to overly stimulate the scalp. Detoxify if you notice build up. A light conditioner may also be used.

Sectioning
PLAY DVD:

• Play DVD to demonstrate sectioning, blocking, applying end papers and the Alpha wrapping technique. Then stop the DVD once the wrap is complete.

FACILITATOR NOTES:

Following the DVD, you may want to demonstrate sectioning.
• Create a section down the middle of the head.
• Place a perm rod at the hairline (section is slightly narrower then the length of the rod). This section extends to the nape.

practice | prepare the hair

GROUP ACTIVITY:

• Prepare the hair: Have students shampoo mannequins and comb out for sectioning.
• Sectioning: Have students create the same section demonstrated.

SWING BACK TO INFORM
Blocking & Wrapping

FACILITATOR NOTE:

Begin demonstration of the alpha wrap.
- Place the rod of choice at the front hairline, block out the diameter of the rod.
- The first rod will sit on base.
- Talk about elevation of hair and maintaining that elevation as you begin to apply end papers.
- Apply the first end paper to the underside of the section for control, then place the second on top.
- Slide the end papers past the ends of the hair, making sure not to converge the ends.
- Place the perm rod on the side of the end paper closest to you.
- Wrap to the scalp. Make sure to wrap enough rods so that students notice how elevation changes according to where you are on the head. Place 2 picks for every 2 rods.

GROUP ACTIVITY:
- Students will now begin the blocking and wrapping of the Alpha technique.
- Stop once the nape is reached.

SWING BACK TO INFORM

Blocking and Wrapping the Sides

FACILITATOR NOTES:

Briefly demonstrate how to block and wrap the sides of the head.
- Visualize two rod sized sections, sitting side by side. Start with the section in the back, take a horizontal blocking, place end papers and a rod. Then, place the second rod next to the first.
- Continue to alternate placement of the rods until you reach the end of the section.
GROUP ACTIVITY:

• Students will wrap the sides as directed.

SWING BACK TO INFORM

Application of Solution, Processing, Test Curl, Rinsing, Blotting and Neutralizing

PLAY DVD:

FACILITATOR NOTES:

Play the DVD from guest protection through the end. Demonstrate on a mannequin the application of solution.

• Use cotton to catch solution that may drip.
• Show how to take a test curl at five minutes.
• Pull back a portion of the plastic cap. Once a test curl has been taken, replace the plastic cap.
• Take the next curl in five minutes.
• Once hair is fully processed, demonstrate how to rinse, blot, and neutralize.
• Neutralize for five minutes, take down the rods, and then lightly condition and rinse.

GROUP ACTIVITY:

• Students will practice the procedure
extend | essential to the finish

**FACILITATOR SCRIPT:**

The permanent wave has chemically altered the hair, now it's up to you to style it as you see fit.

**QUESTIONS:**

- How do you see the finished product? It is up to you to choose the products that will be essential for your guest to duplicate at home.

**GROUP ACTIVITY:**

- Write out a list of products and tools needed.
- Then, go ahead and style.

refine | assessment of acquired knowledge of the art and science of texture and curl

**FACILITATOR NOTES:**

Have students complete the following Assessment of Acquired Knowledge worksheets:

- Introduction to texture and curl assessment
- Guest consultation
- Texture and curl techniques assessment checklist

perform | what do you feel is most essential to the process?

**GROUP ACTIVITY:**

- Give each student a chance to share what is most important to them.
- You may record their answers on a flip chart and use this for review as they learn other techniques.
Restructuring Hair—Permanent Waves Lesson #5: Restructuring Hair—The Wraps

**overview**

By the end of this lesson the learner will be able to successfully wrap each technique.

**concept: selection**
Lesson #5: Restructuring Hair—The Wraps

connect | picture yourself in your favorite store

FACILITATOR SCRIPT:

Picture yourself in your favorite store. You are looking at the hundreds of things available to you. Then, you select one item that is perfect. You make the purchase and leave the store happy with your selection.

attend | why are you so happy with your selection?

QUESTIONS:

• Why are you so happy with your selection?
• Why did you select this particular item from the hundreds of choices?
• Facilitate discussion. Most of the time we make our selections based on the fact that “It's you.”

image | making a selection for someone else

QUESTION:

• How would you feel if you could make a great selection for someone else?
• What would it take to make that kind of selection?
SHARE:

- Show a well done portfolio to the group.

FACILITATOR SCRIPT:

In a world of so many choices, we have to do what we can to make the selection easier for our guests.

inform | the wraps

1. Spiral and Piggyback Combination
2. Six Section Wrap
3. Bricklay Wrap
4. Insertion Wrap
5. Weave Wrap
6. Root Wrap #1 and #2
7. Cluster Wrap
8. Ponytail Wrap
9. Stack Wrap
10. Transfer Wrap

Spiral and Piggyback Combination

PLAY DVD:

Play the DVD of wrapping technique

FACILITATOR NOTES:

When the DVD ends, demonstrate on a mannequin key points to remember.

practice | spiral 7 piggyback combination

GROUP ACTIVITY:

- Students wrap a full head of this technique.

SWING BACK TO INFORM
Six Section Wrap

PLAY DVD:
Play the DVD of the wrapping technique.

FACILITATOR NOTES:
When DVD ends, demonstrate on a mannequin key points to remember.

GROUP ACTIVITY:
- Students wrap a full head of this technique.

Bricklay Wrap

PLAY DVD:
Play the DVD of the wrapping technique.

FACILITATOR NOTES:
When the DVD ends, demonstrate on a mannequin the key points to remember.

GROUP ACTIVITY:
- Students wrap a full head of this technique.

Insertion Wrap

PLAY DVD:
Play the DVD of the wrapping technique.
FACILITATOR NOTES:
When the DVD ends, demonstrate on a mannequin the key points to remember.

**practice | insertion wrap**

GROUP ACTIVITY:
- Students wrap a full head of this technique.

SWING BACK TO INFORM

**Weave Wrap**

FACILITATOR NOTES:
- This wrap is a slight variation to the Insertion wrapping technique.
- You may do a brief demonstration focusing on the uniqueness of this technique.

**Root Wrap # 1 and Root Wrap # 2**

FACILITATOR NOTES:
- Demonstrate these techniques on a mannequin.

**practice | root wrap #1 & #2**

GROUP ACTIVITY:
- Students practice technique #1 on the right side of their mannequin.

GROUP ACTIVITY:
- Students practice technique #2 on the left side of their mannequin.

SWING BACK TO INFORM
Cluster Wrap
FACILITATOR NOTES:

- Demonstrate on a mannequin.

practice | cluster wrap

GROUP ACTIVITY:

- Students practice on a mannequin.

SWING BACK TO INFORM

Ponytail Wrap
FACILITATOR NOTES:

- Demonstrate on a mannequin.

practice | ponytail wrap

GROUP ACTIVITY:

- Have students practice a few sections.

SWING BACK TO INFORM

Stack Wrap
FACILITATOR NOTES:

- Have a mannequin pre done so that students can see the desired end result of this technique.
- Demonstrate the back section.
GROUP ACTIVITY:
• Have students duplicate the back section as demonstrated.

SWING BACK TO INFORM

Transfer Wrap

FACILITATOR NOTES:
• It would be ideal to have a model for this technique.

GROUP ACTIVITY:
• Have students practice this.

extend | select your wrap

GROUP ACTIVITY:
• During the consultation for a customized wrap, you analyzed the style and movement of the guest's hair and discussed where volume or curl is desired.
• Use this knowledge to determine which areas to perm (and possibly, not to perm), the pattern of rod placement and type of rod to use.
• You will also need to do a scalp and hair analysis. Determine the proper permanent wave for this guest.
• Consult with your partner.
• Following the consultation, you will select the tools you would use to create their customized look.
• Diagram the wrapping technique you will use to achieve their desired results.
GROUP ACTIVITY:

- Each person will have a chance to share what they have selected to be the customized look for their partner.
- Facilitate discussion following presentations.

GROUP ACTIVITY:

- Students create their own portfolio to show guests possible selections for their permanent wave.
overview

The art and science of texture and curl – Relaxing Hair

Many people want to straighten natural curls or relax wavy hair. A relaxer service is one way to achieve this straighter look. Hair relaxing is a chemical process during which the basic structure of curly hair is changed into a straighter form. The goal is never 100% straight hair; 80-85% straight is a realistic outcome.

The following lessons will provide the educator with a structured learning experience. This program is flexible enough to adapt to groups size, state requirements and Educator skill level. The lessons were designed in a manner which will allow the Educator to expand or redesign as needed.

Lessons for relaxing hair:
1. Guest consultation
2. Virgin & Retouch Relaxer Application
3. Reformation curl
to do list

Lesson #1: Relaxing Hair—Guest Consultation
• Examples of the 3 types of relaxers - Lye, No Lye and Thio based relaxers
• Index cards

Lesson #2: Relaxing Hair—Virgin Relaxer Application and Retouch Relaxer Application
• DVD
• The Art & Science of Hair Color and Texture - technique and Educator reference guide
• Mannequins and stands
• Brush for application
• Bowl
• Conditioner
• A timer (for the activity in extend)

Lesson #3: Relaxing Hair—Reformation Curl
• Wave Nueveau, or similar brand
• DVD
• Perm rods
• End papers
• Processing cap
• Picks
• Brush
• Bowls
61 Points of Relaxation Technique

**Key Benefits**

- Physical relaxation.
- Mental focus.
- Integrates left/right hemispheres of the brain.
- Inwardness.

**Physical Relaxation**

By lying flat on the floor or sitting in a chair and concentrating on the breath, all of the muscles of the body are allowed to relax. This conscious physical relaxation is important for revitalization as it allows the body to rest in a way not comparable to sleep.

**Mental Focus**

The ability to focus eludes many people. It is often heard about, but rarely practiced as the short attention span usually prevails in today’s society. The 61 Point Relaxation Technique teaches the mind to focus. By keeping the attention of the mind on each of the points and only the points, the mind is learning to focus. Focus helps one achieve all of their goals and dreams - physical, mental and spiritual.

**Integration Of Right and Left Brain**

The inward attention achieved through the 61 Point Relaxation Technique increases self-awareness and teaches us to pay attention to the internal workings of the body. This knowledge is priceless in regards to self-healing.

The 61 Point Relaxation Technique is a method to achieve systemic and progressive relaxation of the body and mind. The combination of mental calmness and physical relaxation can lead to a profound and significant state of revitalization. Practice of this exercise on a regular basis can develop a dynamic, energetic state and the capacity to experience the absolute clarity and stillness that lies within each individual.

To practice the 61 points, choose a room in which you will not be disturbed for 20 minutes. It is helpful to turn off the phone and make it as quiet as possible. Next, lie on the floor—flat on your back—with your feet resting comfortably apart and your arms resting by your sides with palms face up. Allow all of the muscles of your body to relax. There is no need to flex any muscles to hold your body in this position. The floor and your skeletal system are there to support you.
Begin by focusing your attention on diaphragmatic breathing. After approximately 10 breaths, you are ready to begin the exercise. To practice the 61 Point Relaxation Technique, simply say the number of the point inside your mind and visualize a bright, flashing star of any color you choose at that point. Keep your attention on each point for two to three seconds or one or two breaths. Proceed through all 61 points in numerical order. After you have completed all 61 points, continue to lie on the floor and breathe in silence for a minimum of 10 full breaths. When you are ready to get up, wiggle your fingers and toes and then slowly open your eyes. As you get up, be sure to roll over onto a side and gently push yourself up with your hands. This minimizes physical stress to the body.

Because of the deep concentration and relaxation resulting from this exercise, you may find it difficult at first to concentrate throughout the exercise. If your mind wanders during the exercise, be patient with yourself. Simply redirect your attention to the points and continue. Or, you may decrease the time spent at each point, so the exercise will take less time. As you build your ability to focus, you can lengthen the time spent at each point. In addition, it is important to resist the temptation to sleep. If you allow yourself to fall asleep, you are developing your ability to sleep, not developing the ability to focus.

**61 POINT RELAXATION**

**POINT 1:** The third eye located in between the eyebrows.

**POINT 2:** The throat center located at the base of the neck.

**POINT 3:** The right shoulder.

**POINT 4:** The right elbow.

**POINT 5:** The right wrist.

**POINT 6:** The right thumb.

**POINT 7:** The right index finger.

**POINT 8:** The right middle finger.

**POINT 9:** The right ring finger.

**POINT 10:** The right little finger.

**POINT 11:** The right wrist.

**POINT 12:** The right elbow.

**POINT 13:** The right shoulder.

**POINT 14:** The throat center located at the base of the neck.

**POINT 15:** The left shoulder.

**POINT 16:** The left elbow.

**POINT 17:** The left wrist.

**POINT 18:** The left thumb.
POINT 19: The left index finger.
POINT 20: The left middle finger.
POINT 21: The left ring finger.
POINT 22: The left little finger.
POINT 23: The left wrist.
POINT 24: The left elbow.
POINT 25: The left shoulder.
POINT 26: The throat center located at the base of the neck.
POINT 27: The heart center located in the middle of the breastbone.
POINT 28: The right breast.
POINT 29: The heart center.
POINT 30: The left breast.
POINT 31: The heart center.
POINT 32: The solar plexus center located 5-6 inches above the navel.
POINT 33: The root center located at the base of the pubic bone.
POINT 34: The right hip.
POINT 35: The right knee.
POINT 36: The right ankle.
POINT 37: The big toe on the right foot.
POINT 38: The second toe on the right foot.
POINT 39: The third toe on the right foot.
POINT 40: The fourth toe on the right foot.
POINT 41: The fifth toe on the right foot.
POINT 42: The right ankle.
POINT 43: The right knee.
POINT 44: The right hip.
POINT 45: The root center at the base of the pubic bone.
POINT 46: The left hip.
POINT 47: The left knee.
POINT 48: The left ankle.
POINT 49: The big toe on the left foot.
POINT 50: The second toe on the left foot.
POINT 51: The third toe on the left foot.
POINT 52: The fourth toe on the left foot.
POINT 53: The fifth toe on the left foot.
POINT 54: The left ankle.
POINT 55: The left knee.
POINT 56: The left hip.
POINT 57: The root center located at the base of the pubic bone.
POINT 58: The solar plexus center located 5-6 inches above the navel.
POINT 59: The heart center located in the middle of the breastbone.
POINT 60: The throat center located at the base of the neck.
POINT 61: The third eye located in between the eyebrows.
Restructuring Hair—Relaxers
Lesson #1: Guest Consultation

overview

By the end of this lesson the learner will be able to conduct a guest consultation and determine how to proceed with the service.

concept: expectations

1. Your Expectations
   - Why Do We Have Expectations?
2. Consultation About Chemical Agents Strand Test
   - How Will You Make The Choice?
3. Things to Consider During a Consultation
4. Meet Your Guests Expectations
   - Assessment of Acquired Knowledge

perform, connect, refine, attend, image, practice, inform
Lesson #1: Relaxing hair - Guest Consultation

**connect | your expectations**

**QUESTION:**
Have you ever walked into a situation expecting one thing and something totally different happened?

**attend | why do we have expectations?**

**SHARE:**
Take a few moments and share why we expect certain things to happen.

**FACILITATOR NOTES:**
Some answers may be:
- A friend went to that restaurant and told me about it.
- I heard this is supposed to happen.

We typically have higher expectations if we know something about the situation we are getting ourselves into.
FACILITATOR SCRIPT:

What changes for us in our minds when expectations are met? Just think about this question for a moment. Meeting expectations is going to be a big part of your job. The ability for us to meet expectations begins with the consultation. It is a way for us to better determine how to proceed with the service.

inform | consultation about chemical agents strand test

Relaxing hair is the process of chemically breaking the hair bonds to restructure the curl. It is widely accepted that relaxers were discovered when people noticed that strong lye soap reduced hair curl.

Soap has been used since ancient times for cleansing. Until 1930, when shampoo was created, people washed their hair with soap. Potash (potassium hydroxide) mixed with fat became crude soap thousands of years ago in Babylon.

Soap became stronger over 200 years ago with the discovery of industrial lye. Traditionally, lye (sodium hydroxide) was made with lime and potash. 200 years later our hydroxide relaxers are essentially a fat and an alkali (most often sodium hydroxide).

Until recently, relaxers were so strongly alkaline that the scalp had to be coated with petroleum jelly before the service. Today, “no-base” relaxers have replaced the stronger, older variety. Still, we recommend basing the guest's scalp for added protection. Basing can be performed with jojoba oil or another plant-based oil. Because of these strong chemicals a thorough consultation is imperative for guest comfort and for the guests expectations to be met.
Consultation
All services must begin with a consultation. It is especially important when providing a chemical service that you find out everything there is to know about your guest prior to the service.

Discuss desired outcome: When relaxing hair often the expectation is not for the hair to become perfectly straight. The desire is for hair to become more manageable. In order to maintain hair’s strength and elasticity, it is important not to over process. The maximum goal of 80 - 85% straight is a general guideline.

Condition of hair and scalp: Before providing a chemical service, pay close attention to the condition of the guest’s hair and scalp.

Examine the scalp for abrasions, cuts or irritation due to scratching or brushing. Decline to perform the service if any of these conditions exist and reschedule the appointment for later when the conditions have improved.

Look for these signs of hair weakness:

• If the curl pattern isn’t even throughout a subsection of hair, it may have been chemically processed before.
• The hair may be damaged from thermal styling.
• Lightening or permanent hair color can significantly weaken the structure of the hair. If you determine that the guest’s hair or scalp maybe be damaged as a result of a prior chemical service, you may need to decline the service at this time. You may recommend that the guest consider a non-chemical service such as braids or thermal straightening.

Hair’s texture: Texture is the feel and size of individual strands of hair. It can be coarse, medium or fine. The texture of the hair determines the product to use and the processing time needed to relax it.
• Coarse hair, is more resistant so the processing time is generally longer and requires a super-strength product to relax it.
• Medium hair, requires a medium-strength product to fully relax the hair. It generally processes within the manufacture’s recommended processing time.
• Fine hair, requires a mild strength product. This type of hair is less resistant to chemical process and generally requires a shorter processing time. It can also be more fragile than coarser hair.
Hair's density: Density refers to the number of hairs per square inch of scalp. Thick hair requires smaller subsection. Medium hair calls for average size subsections. Thin or fine hair can accommodate larger subsections.

Hair's elasticity: Assessing elasticity helps determine the condition of the hair and its ability to withstand chemical services. Hair has good elasticity when it returns when stretched. It may require a longer processing time and stronger processing formulas. Hair with medium elasticity will break under excessive stretching and pressure. Generally, it calls for normal processing time and regular to strong processing formulas. Hair with poor elasticity is weak and breaks easily. It may be over processed and therefore needs mild solution, pre-conditioning and porosity balancing. This type of hair cannot withstand excessive exposure to chemicals. You may have to decline the service if the condition is extremely fragile.

Hairs porosity: The porosity of the hair can be normal, resistant, or very porous. Hair that has been chemically treated can have extreme porosity, and caution should be taken when applying relaxers. Recognizing the hair's porosity will help determine which strength relaxer to choose.

Degree of curl: The degree of curl determines which product should be used. Thio relaxers are only effective on slightly to moderately curly hair. To straighten hair with more curl, use a hydroxide product.

Previous chemical services: It is important that you know what services have previously been performed on the guests' hair. Mixing chemicals can cause extreme damage and it is in you and your guest's best interest that you understand exactly what has been done previously. This way, you can best advise them on whether to consider a particular service. Remembering that hair grows approximately a half inch per month, you can attempt to determine how much time has passed between services.

NOTE: The most serious concern about previous services is the risk of applying both thio and hydroxide to the same hair. Even moderate overlapping can cause breakage to the hair.

More information is located on page 208 of The Art and Science of Hair Color & Texture technique guide.

Fragile and resistant areas: These areas should be sectioned away to be processed accordingly. They may need more or less processing time than the rest of the hair.
About Chemical Agents

Most chemical relaxers use one of these ingredients:

- Sodium Hydroxide
- Calcium Hydroxide
- Potassium Hydroxide
- Guanidine Hydroxide
- Lithium Hydroxide

Any of these agents can be the active ingredient in relaxers. Most relaxers, however, use sodium hydroxide as their active ingredient. Today, sodium hydroxide is often made from common salt using a chemical process. Sodium hydroxide is sometimes referred to as lye or caustic soda. Though some manufacturers may refer to calcium and potassium hydroxide relaxers as “no lye,” chemically they are strong alkalis similar to sodium hydroxide.

Ammonium thioglycolate relaxers are used with some success on hair types with a looser curl. Follow manufacturer’s directions for application and processing.

Most relaxers come in 3 strengths:

- Mild: Use for tinted hair, fragile hair, fine hair, looser curl and as a texturizer.
- Regular: Use for medium texture hair.
- Resistant: Use for hair that is difficult to relax and for coarse hair.

Strand Test

This service requires the hair to be in optimum condition if the service is to be performed. If the condition is questionable, you may decide to do a preliminary strand test. Select a sample strand. Apply relaxer to the entire strand. Process, rinse and analyze the elasticity with the hair both wet and dry.

GROUP ACTIVITY:

- Once the information has been delivered, ask students to get up and form a circle (find a comfortable spot in the room).
- A kosh ball works great for this activity.
- Throw the kosh ball to a student. Have that student list one thing they
must consider during the guest consultation. Once a student has successfully given you the one thing to consider, have them throw the ball to another student. Keep moving around the circle until all aspects of the consultation have been covered.

**extend  I  how will you make the choice?**

There are three types of relaxers to consider to help you meet your guest’s expectations:

- Lye
- No lye
- Thio

**GROUP ACTIVITY:**

- In three groups have students describe each step to their chosen relaxer and the characteristics that make them unique.
- Have these three types of relaxers available for your students.

Example of possible characteristics:

- This one you mix
- This one contains sodium hydroxide
- This one is formulated for slightly curly hair

**OPTIONAL ACTIVITY:**

- Separate the class into three groups.
- On index cards write the following (this is done prior to the class)
  - Lye
  - No lye
  - Thio
- Each group chooses a card.
- As home play, each team will go out and find their chosen relaxer.
- It is up to your group to describe each step (procedure for that relaxer) and the characteristics you feel makes it unique.
refine | assessment of acquired knowledge

WRITTEN TASK:

Have students fill out the Guest Consultation Assessment of Acquired Knowledge worksheet.

perform | meet your guests expectations

In order to meet your guest’s expectations, you will need to practice the information we have covered in this section. This information is essential and we expect you to be able to bring this to the clinic floor.

HANDOUT:

Provide students with the Relaxer Consultation Checklist (go to Handout section at the end of the Lesson Plans, Handout Q).

FACILITATOR SCRIPT:

You will do this by filling out a Relaxer Consultation Checklist with every guest.

On this checklist, you will be asked to tell us the texture of the hair, the density of the hair, any challenges you have found.

My recommendation is...

FACILITATOR NOTEs:

In this section, the student will determine whether or not the service should be performed. If they determine the service can be done that day, which product will they choose, how will you ensure guest comfort?
overview

By the end of this lesson the learner will be able to apply a virgin relaxer and a retouch relaxer application using the proper procedure.

concept: procedure
Lesson #2: Relaxing Hair—Virgin Relaxer Application and Retouch Relaxer

**connect** | think of something you do in which you have to follow a procedure?

**GROUP ACTIVITY:**
- Have students list things that follow a procedure.
- Examples:
  - Buying a car
  - Getting a loan
  - Receiving a credit card

**attend** | what would happen if you didn't follow that procedure?

**SHARE:**
Facilitate discussion.
image: demonstrate how you remember a specific procedure

GROUP ACTIVITY:

- Ask students if anyone has developed a way to help remember a procedure. Then, have a few people demonstrate.
- Example: someone may use a rhyme to help them remember steps to a procedure.

inform: relaxer application

1. Virgin Relaxer Application
2. Retouch Relaxer Application

FACILITATOR SCRIPT:

**Virgin Relaxer Application**

To permanently reduce curl, a chemical service is required. Hair that has never been relaxed before requires a virgin application. The goal is to create hair that is much straighter, but not completely straightened. A slight curl is desirable and many looks can be achieved through styling.

The work flow for a Virgin Relaxer Service includes:

- Consult with the guest to determine the desired outcome.
- Follow standard safety and sanitation guidelines.
- Section the hair for control and apply a chemical hair relaxer formula to soften, loosen and relax the natural curl.
- Process and smooth the hair.
- Perform a strand test.
- Thoroughly rinse the relaxer product from the hair.
- Apply neutralizing shampoo to restore the hair’s pH.
- Apply conditioner to the hair and style.
- Fill out a guest record card.
- NOTE TO REMEMBER: If during the consultation the hair condition is questionable, you may decide to do a preliminary strand test.
- Apply relaxer to the entire strand.
- Process, rinse and analyze the elasticity with the hair both wet and dry.
PLAY DVD:

- Play the DVD to demonstrate the procedure.

FACILITATOR NOTE:

- After the DVD, you may want to demonstrate the procedure step by step on a mannequin while the students do the same.

GROUP ACTIVITY:

- Have your students practice this technique on mannequins following each step as demonstrated.

SWING BACK TO INFORM

**Retouch relaxer application**

When hair is relaxed, its texture is altered. Thus, as new hair grows in it needs to be relaxed if a consistent look is to be maintained. A retouch is usually done when there is approximately 1/2 to 1 inch of new growth. The application for a Retouch Relaxer service follows the same sectioning and sub sectioning pattern as a Virgin Relaxer service. The only difference is that the relaxer product is applied only to the new growth.

Take special care when smoothing so you do not allow product to go past the line of demarcation onto hair that was previously processed.

DVD:

- Play the DVD to demonstrate the procedure.

FACILITATOR NOTE:

- Following the DVD, you may want to demonstrate step by step on a mannequin while the students do the same.
GROUP ACTIVITY:
- Students will practice this technique on mannequins following each step as demonstrated.

extend | timed application

Because precision and efficiency is so important in this application, students will now practice a timed application.

GROUP ACTIVITY:
Encourage accuracy as well as speed.

OPTION 1:
- Have prizes for the three most efficient applications.

OPTION 2:
- Create a relay team.
- Divide students into teams of two or three.
- Give them 10 minutes to create their strategy (determine who will begin the application, do the middle and the end. Then, decide who will run to the finish line.). Once a strategy is in place, the relay begins.

refine | procedure cards

GROUP ACTIVITY:
- Write out procedure cards.
- Each participant will write out the steps to the following procedures:
  - Virgin Relaxer Application.
  - Retouch Relaxer Application.
- Please use the technical guide as a reference.
GROUP ACTIVITY:

- Bring in a model and perform either a virgin relaxer or retouch relaxer application.
- Each participant should use the correct procedure when demonstrating this process on their model.
Restructuring Hair—Relaxing Lesson #3: Reformation Curl

Overview

By the end of this lesson the learner will be able to perform a Reformation Curl.

Concept: change
Lesson #3: Relaxing Hair—Reformation Curl

connect | wanting what we don't have

QUESTION:

- Divide the group into those with curly hair, and those with straight hair.
- Now, ask the group the following questions:
  - How many of the curly haired people wished at some time they could change their hair to a different type of curl or even wished for straight hair?
  - What about those with straight hair, how many wished at some point they could change their hair to a certain degree of curl?

attend | share the changes

SHARE:

- Have the group share their straight and curly wishes.
- How many actually went about making the change happen?
- Were they pleased with the results?

image | visualize the change

WRITTEN TASK:

- Have the students draw the degree of curl or straightness that they would like in their hair.
- Next to that image, have them draw the actual amount of movement in their hair.
- Think about what would have to be done to achieve your preference.
The reformation curl offers guests an option of curl size. Guests with highly textured or curly hair who want larger waves or curls are processed twice with thio and then neutralized. In essence, a reformation curl is a relaxer service followed by a permanent wave.

The reformation curl service was introduced around 1970. In most cases, the reformation curl product comes in bulk containers. The stylist uses a bottle or brush and bowl for application. Caution must be taken not to apply this thio product to hair that has been processed with a hydroxide relaxer.

SHARE:

The educator will need a model to demonstrate this procedure.

Apply Product

The first step in the Reformation Curl procedure is to use a thio based product. This will straighten the hair so it can be wrapped smoothly.
1. Choose a product strength appropriate for the hair’s texture and condition.
2. Straightening is performed on dry hair. Shampoo only if the hair is excessively coated or if the manufacturer’s instructions specify shampooing. Do not stimulate the scalp. Dry the hair under a cool hood dryer.
3. Apply protective cream around the hairline.
4. Liberally apply the straightener with an applicator brush. Apply the product as you would apply a relaxer.
5. When the application is complete, go back over each section. Use the flat side of an applicator brush to smooth the product through the hair.

Processing

6. Follow manufacturer’s guidelines.
7. Check the hair continuously for curl reduction. When the hair appears to be straightened, rinse it thoroughly.

Lotion/Rods

8. As with permanent waves, it’s important to select the correct size rods.
9. Apply thio wave lotion to the hair. Then, wrap while the solution is in the hair.
Picks

10. Apply two picks for every two rods as you work.

Guest Comfort and Protection

11. Reapply protective cream to the hairline and on the top and back of ears. Then, place cotton over the cream.
12. Resaturate with waving lotion and then change cotton.

Processing the Rinsing

13. Follow the manufacturer's directions for processing the curl.
14. Apply a plastic cap and heat source if required by the manufacturer.
15. Take test curls. In situations where the salon temperature is extremely cool, avoid environmental interference by making sure the rods are saturated with perm solution, secure the plastic cap tightly and cover with a towel for the full processing time.
16. When processing is complete, rinse the hair thoroughly with warm water.

Neutralizing

17. Towel blot each rod thoroughly. Then blot with paper towels until excess moisture is removed. A 5-10 minute air neutralizing time may be used before chemical neutralizing.
18. Saturate the top and bottom of each rod with neutralizer and leave it on the hair for the specified time.
19. With the rods still in the hair, rinse with warm water for at least five minutes.
20. Gently remove the rods.
21. Rinse the hair lightly with cool water. A light conditioner is recommended to equalize porosity.
22. Towel dry the hair.

WRITTEN TASK:

- After watching the demonstration, have students follow the procedure on their mannequins.
- Encourage the students to use the technical guide as a step-by-step reference.
extend | develop promotional ad

WRITTEN TASK:

• Have students write a promotional ad for a reformation curl service.
• Set criteria such as price, timeframe for booking the service, who to target in the ad, and how the guests look will change.

refine | revisions to your ad

SHARE:

• Ask a few students to share the ad they have written.
• Provide feedback—first from the group, then from the trainer.
• In the feedback, let them know what was done well.

FACILITATOR NOTES:

Things to look for:
- Did they cover the criteria originally set?
• Provide cost of service.
• Timeframe for booking.
• How their look will change.
• Target market.

GROUP ACTIVITY:

• After feedback, provide time for the rest of the group to receive feedback.
• In small groups (two or three based on class size) each participant will be given time to read their ad.
• The group gives feedback.
• Time is then given so that noted changes can be made to the ad.
perform  |  promote change

WRITTEN TASK:

• Have students post their ads near the guest services desk.

FACILITATOR SCRIPT:

Featuring the service will make guests aware that the reformation curl is offered.

The ads may then prompt the guest to consider a change in their hairstyle and to book the service—thus providing an opportunity for more students to perform the reformation curl procedure.
### Relaxer Consultation Checklist

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<tr>
<th>Analysis</th>
<th>Condition of Natural Hair:</th>
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<th>Condition of Colored Hair:</th>
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<tr>
<th>Condition of Scalp:</th>
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<table>
<thead>
<tr>
<th>Hair Texture (check one)</th>
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<tbody>
<tr>
<td>Hair Density (check one)</td>
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<table>
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<tr>
<th>Previous Relaxer</th>
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<th>Type:</th>
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<table>
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<tr>
<th>Existing Degree of Natural Curl (check one)</th>
<th>○ Strong ○ Moderate ○ Wavy</th>
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<td></td>
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<table>
<thead>
<tr>
<th>Application (check one)</th>
<th>○ Virgin Application ○ Retouch Application</th>
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**My Recommendations are**

**Client Comfort and Protection Steps**