

<p><b>Subject Area:</b></p> <p>Cosmetology 1 &amp; 2 (11<sup>th</sup> and 12<sup>th</sup> grades)</p>
<p><b>Title:</b></p> <p>Swingline Bob Haircut</p>
<p><b>Teacher:</b></p>
<p><b>School:</b></p> <p>Paris High School</p>
<p><b>Lesson Objective(s) &amp; Career Cluster:</b></p> <p>Upon completion of this lesson, the student should be able to perform, with mastery, this very popular “Swingline Bob” haircut.</p>
<p><b>Activity:</b></p> <p>The instructor will select a mannequin and demonstrate the “Swingline Bob” haircut using appropriate angles and proper cutting procedures. Students will then break into groups of three or four. With one mannequin per group, the students will alternate cutting different sections of the hair. While one is cutting, the others will observe and offer constructive criticism. Once the cut is complete, one in the group will style the mannequin into the new “Swingline Bob” style.</p>
<p><b>Evaluation:</b></p> <p>The instructor will grade students on an individual and group basis. Safety and sanitation measures will be observed as well as proper use of implements. The haircut should be well blended with no “tags”. The finished style should reflect a smooth appearance with good balance and symmetry. There should be no <i>holes</i>. For the group participation grade, the students should exhibit learned <i>people</i> skills, professionalism, and good teamwork.</p>
<p><b>Extension/Modification and/or Instructional Methodology:</b></p> <p>If chosen mannequin has hair that is too short to perform the exact selected haircut, the student may perform a shorter version. The basic principles of the haircut should be evident.</p>
<p><b>SCAN Skills:</b></p> <p>Visualization, teamwork, professionalism, hygiene, haircutting skills, posture, reading, decision making, reasoning, and problem solving.</p>
<p><b>Cooperative Learning Ideas, TAAS, TEKS Competencies:</b></p> <p>Students will gather photos of variations of the “Swingline Bob”. They will group together to discuss why or why not the style in the photo depicts the chosen haircut. Students will examine the photos and write the steps in which they think</p>

the haircut was performed. Students will discuss their findings with the class.

**Team Project, Guest Speaker, or Field Trip:**

Guest speakers should be licensed professionals that are currently working in a salon. They should be familiar with the chosen haircut. Also, a field trip to a hair show or salon would be appropriate.

**Resources:**

Mannequin, shampoo cape, towels, shampoo and conditioner, wide tooth comb, all purpose combs (2), rat-tail combs (2), 4-5 sectioning clips, haircutting shears, water bottle, Text Milady 2004 Edition.