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## Relaxes

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## Handouts

| Handouts                                                      |      |
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overview

Hair Color Curriculum

To give the Educator everything they need to successfully teach in 4MAT™ lesson style the Aveda Hair Color Curriculum found in The Art and Science of Hair Color and Texture.

These lessons will guide the Educator into building a foundation of hair color knowledge that the student will be able to use to become an expert in the field of hair color.

The lessons were also designed in a manner which will allow the Educator to expand and redesign them, as needed.
to do list

Facilitator:
Prior to every class:

Make sure you have:
1. The DVD from Aveda Education The Art and Science of Hair Color and Texture
2. A DVD player
3. One Aveda Education The Art and Science of Hair Color and Texture Technical Guide for each participant

Wellness
• Make copies of the Aveda Mission Statement onto 5x3 notecards (see Handout section at the end of the Hair Color lesson plans, Handout A)

Lesson #1: Understanding Hair Color
Supplies needed prior to class:
• Access to water
• 12 beakers or clear glasses
• Food coloring red, yellow and blue.
• Educator will need to create a round table sized color wheel.
• A copy of the Level system found in the Technique Guide.
• Rainbow Glasses for each participant. Attain glasses at: Rainbow Symphony Inc. 6860 Canby Ave. Suite 120 Reseda, CA 91335 www.rainbowsymphony.com
• Handout “Worksheet of Natural Hair” (see Handout section at the end of the Hair Color lesson plans, Handout B)
• M&M’s or Skittles in small bags, one for each participant

Lesson #2: Hair Color Consultation
Supplies needed prior to class:
• Fashion magazines
• Scissors
• Paper
• Pens and or pencils
• Tape
• Several Aveda Natural Level Hair Color Swatch Rings
Educator will need to make copies of the following handouts for each participant:

- Blueprints (2-3 for each participant) (see Handout section at the end of the Hair Color lesson plans, Handout C)
- Guests Natural Attributes (see Handout section at the end of the Hair Color lesson plans, Handout D)
- The Betsy Star Scenario (see Handout section at the end of the Hair Color lesson plans, Handout E)
- Educator Key Blueprint for the Betsy Star Scenario (found in Lesson Plan)
- Hair Color Consultation Assessment Worksheet

The final activity is a documentary and the group will need to supply all the items needed, as it will be up to the team how they put it together.

NOTE: The documentaries are to be saved for future use in “Corrective Hair Coloring Techniques”

Lesson #3: Hair Color Chemistry
Supplies needed prior to class:
- Plain, no frosting cup cakes one for each participant
- Icing and assorted cake decorations enough so that the class can decorate their cupcakes
- 4- 8 X 11 paper with the 4 hair color categories written on them: Temporary, Semi-permanent, Demi-permanent and Permanent.
- Several products from each of the 4 hair color categories (Unless you have the class do the alternative activity and then they will be purchasing the products, see page 43)
- Flip Chart
- Markers
- Hair Color Chemistry Assessment Worksheet

Lesson #4: Hair Color Systems Color Theory
Supplies needed prior to class:
- One Hair Color Systems Color Theory Books #A318-71-0001 per participant and educator.
- Paper
- Book “The Three Little Pigs”
- Water color paints
- Water
- Paint brushes
- Modeling clay or play dough
- Paper tubes from paper towels
• Clear translucent large sequins and medium beads in blue red and yellow colors to represent melanin (typically found at a craft store such as Michaels) have enough supplies to have 3 groups working on this activity.
• Paper straws for Medulla.
• An Aveda Natural Level Hair Color Swatch Ring
• Index cards (enough for every participant to receive 10)
• Flip chart for students
• Markers
• Tape
• 4 clear beakers labeled 10, 20, 30 & 40.
• Water
• 10 Alka Seltzer tablets.
• Access to the Aveda Hair Color
• Fashion magazines
• Scissors

Lesson #5: Full Head Hair Color Fundamentals
Supplies needed prior to class:
• DVD Aveda Education The Art and Science of Hair Color and Texture
• 8 x 11” paper
• Glue stick
• Scissors
• Markers
• Pencils
• Copies of the two “Instructions on How to Draw A House” (see Handout section at the end of the Hair Color lesson plans, Handout G). Each participant will receive one instruction; one half of the students will receive #1 and the other half of the group #2.
• Copies of The Work Flow Assessment of Acquired Knowledge one for each participant.
• Level 5 Aveda Full Spectrum™ Permanent Protective Creme Hair Color
• 20 Volume Color Catalyst
• Cotton Swabs
• One mannequin and stand per participant
• Conditioner to use as mock color
• Standard Station Set-up found in the glossary of The Art and Science Of Hair Color & Texture Technical Guide
• A copy of the Benchmark Self Assessment for each participant (see Handout section at the end of the Hair Color lesson plans, Handout H)
Lesson #6: Permanent Hair Color Applications

- Timer
- A Debrief Form for each participant (see Handout section at the end of the Hair Color lesson plans, Handout F)

- DVD Aveda Education The Art and Science of Hair Color and Texture
- One copy of the transformation faces handouts for each participant (see Handout section at the end of the Hair Color lesson plans, Handouts I, J, K)
- 4 transformation faces that are colored ahead of time with very subtle and solid colors (see Handout section at the end of the Hair Color lesson plans, Handouts I, J, K)
- Colored markers and/or crayons
- Tape
- One Client Scenario Worksheet per participant (see Handout section at the end of the Hair Color lesson plans, Handout L)
- One mannequin and stand per participant
- Conditioner for mock color application
- Each participant will need to arrange for a model with virgin hair desiring all over color.
- One Blueprint per participant (see Handout section at the end of the Hair Color lesson plans, Handout C)
- Standard Set Up for Hair Color found in the glossary of the Technical Guide
- Each participant will need to bring a model for a Virgin Darker or Virgin Lighter application
- A Debrief Form for each participant (see Handout section at the end of the Hair Color lesson plans, Handout F)

Lesson #7: Permanent Hair Color Advanced Applications

Supplies needed prior to class:

- 2 poster boards labeled Natural Looking Blonde and Double Process Blonde with example pictures glued on each
- Educator will need to cut out pictures of double process blondes and more naturally colored blondes pasted on index cards or paper for attend activity. You will need to create enough so that the students receive one type of blonde and the other half the other type of blonde.
- Scissors
- Paper
- Pens and/or pencils
- Glue stick
- Markers
• DVD Aveda Education The Art and Science of Hair Color and Texture
• Conditioner
• Aveda Personal Blends Color Concentrates
• Aveda Natural Level Hair Color Swatch Rings
• 2 level 4-6, Hair Swatches for each participant collected from the cutting floor or purchased from a company such as Pivot Point or Marianna
• Blueprints (one for each participant) (see Handout section at the end of the Hair Color lesson plans, Handout C)
• Participants will need to bring in at least one model for two students, to use for lightening and toning.
• Standard Set Up For Hair Color found in the glossary of the Technical Guide.
• 1 Debrief Form per participant (see Handout section at the end of the Hair Color lesson plans, Handout F)

Lesson #8: Henna Temporary and Demi-permanent Hair Color
Supplies needed prior to class:
• 8 X 11” paper
• Scissors
• Markers
• Pencils
• A copy of the Henna Hair Color Worksheet for each participant (available on The Art and Science of Hair Color and Texture—Aveda Education Educator Support CD)
• Quad head Mannequins from Pivot Point with dark brown, medium brown, blonde, and 50% grey
NOTE: Alternative for the Quad head mannequins would be hair swatches, either purchased or collected from the cutting floor
• Each participant will need to have a model desiring their hair to be darker. Preferably a model with virgin hair.
• One blueprint for each participant (see Handout section at the end of the Hair Color lesson plans, Handout C)
• 1 Debrief Form per students (see Handout section at the end of the Hair Color lesson plans, Handout F)
Lesson #9: Hair Color Systems Full Spectrum™ Hair Color

Supplies needed prior to class:

- One Hair Color Systems Full Spectrum™ Hair Color Book ref #A318-72-0001 per participant and educator.
- Create Formulation Folders for Extend, to do this cut out magazine picture of a person that could potentially be the client walking in the door desiring hair color, and paste it on the left side of a file folder. Then take another picture and paste it on the right this one will represent what color they desire their hair to be. You will need enough folders to split the class into groups of 2-3. Give each group one. NOTE: Once these are created you may reuse them for the next class.
- Aveda Paper Color Charts (one for each participant)
- Extra copies of Blueprints (2 for each participant) (see Handout section at the end of the Hair Color lesson plans, Handout C)
- Conditioner
- Personal Blends Color Concentrates
- Standard Station Setup as found in the Aveda Education The Art and Science of Hair Color and Texture Technical Guide found in the glossary.
- Paper
- Pencils
- An Aveda Natural Level Hair Color Swatch Ring
- Index cards (enough for every participant to receive 10)
- Flip chart for students
- Markers
- Tape
- Glue stick
- Access to Aveda Hair Color
- Fashion magazines
- Scissors
- One copy of “Open Color Chart Quiz for Full Spectrum™ Permanent Hair Color” per participant (see Handout section at the end of the Hair Color lesson plans, Handout M)
Lesson #10: Fundamentals of Applying Dimensional Hair Color Using Foil

Supplies needed prior to class:
- DVD Aveda Education The Art and Science of Hair Color and Texture
- Pencils
- Markers
- Paper
- Foil placement handout (one for each participant) (see Handout section at the end of the Hair Color lesson plans, Handout P)
- A mannequin and stand for each participant
- Standard set up for hair color
- 1 Debrief form per participant (see Handout section at the end of the Hair Color lesson plans, Handout F)
- A calendar to record foil timing goals

Lesson #11: Hair Color Systems Enlightenment Blonding

Supplies needed prior to class:
- Hair Color Systems Enlightenment Blonding book reference # A318-73-0001 one per participant and educator.
- Pictures of Famous Blondes
- 8 x 11” paper to create pages that may be used in a portfolio.
- An Aveda Natural Level Hair Color Swatch Ring
- Flip chart
- Markers
- Tape
- Access to Aveda Hair Color
- Fashion and movie magazines
- Scissors
- Blonde wigs (attain as many different tones of blonde as possible)
- Wig caps for sanitary protection when trying on wigs, one per participant.
- Digital or Polaroid camera
- Aveda Paper Hair Color Chart (one for each participant)
- One copy of the “Open Color Chart Quiz for Shades of Enlightenment Advanced Lifting Creme Hair Color Quiz” for each participant (see Handout section at the end of the Hair Color lesson plans, Handout O)
- Portfolio if the participant has this available
- Each Participant will need to bring in a model, appropriate for blonde hair color; this should be a level 6 or 7, for the workshop.
• Standard Station Set Up for Hair Color found in “The Art and Science of Hair Color and Texture Technical Guide” glossary.
• Prizes for the 6 contest winners.

Lesson #12: Fundamentals of Applying Dimensional Hair Color Using Foil Class 2
Supplies needed prior to class:
• DVD Aveda Education The Art and Science of Hair Color and Texture
• 8 X 11” paper  (if students have a portfolio they may want to use it)
• Fashion magazines
• Glue stick
• Scissors
• Markers
• Pencils
• A mannequin and stand for each participant
• Conditioner to use as mock color
• Standard Station Set-up found in the glossary of The Art and Science Of Hair Color & Texture Technical Guide
• 1 Debrief Form per participant (see Handout section at the end of the Hair Color lesson plans, Handout F)
• Model appropriate for a foil
• A copy of the Blueprint for each participant (see Handout section at the end of the Hair Color lesson plans, Handout C)

Lesson #13: Corrective Hair Coloring Techniques
Supplies needed prior to class:
• 5 index cards with one guest scenario from the lesson plan written on them. (You will be giving one different card to each of the 5 groups)
• Documentary’s that were done in the “Hair Color Consultation” class
• 2 Blueprints per participant (see Handout section at the end of the Hair Color lesson plans, Handout C)
• Pencils
• Paper
• Colored markers
• Tape
• DVD Aveda Education The Art and Science of Hair Color and Texture
• A mannequin and stand for each participant
• Standard set up for hair color
• Access to dispensary for Aveda Hair Color
• 1 Debrief Form per participant (see Handout section at the end of the Hair Color lesson plans, Handout F)
the aveda mission

“Our mission at Aveda is to care for the world we live in, from the products we make to the ways in which we give back to society. At Aveda, we strive to set an example for environmental leadership and responsibility—not just in the world of beauty, but around the world.”

Horst M. Rechelbacher, Founder, Aveda
Wellness Activity

Prior to class you will need to create Mission Statement Cards. (See Handout A in the Handout section at the end of the Hair Color lesson plans.) You will need as many sets as you have groups.

The ten cards are broken up with pieces of the Aveda Mission Statement on them.

Listed below are the recommended cards.
1) Our mission at Aveda is to
2) care for the world we live in,
3) from the products we make
4) to the ways in which we give back to society.
5) At Aveda,
6) we strive to set an example
7) for environmental leadership
8) and responsibility,
9) not just in the world of beauty
10) but around the world.

Separate the students into 5-6 groups.

Starting with the cards turned over so no one can read them, mix them up out of order and place them on separate tables.

Have the groups stand by one of the tables, and when you say “go” direct them to turn over the cards and put them in order. When the first group has finished have them raise their hands, but have the rest of the groups keep going until all have finished.

When done, have the first group read the statement and the others see if they have it correct. If not, have the group which finished second read it, etc.

Share with the class:

The mission statement at Aveda is more than just a nice mantra that we say every now and again. It is the standard Aveda holds everything to, including the employees, the products, the process in which they are manufactured, the shipping, the sources we use, the packaging, the environment of corporate offices, and institutes.

It’s a big measuring stick, but one worth thinking about and definitely one worth bragging about being affiliated with!
Hair Color Lesson #1: Understanding Color

**overview**

Students will be able to determine level and tone for their color guest.

**concept: light**
Lesson #1: Understanding Color

connect | black & white

QUESTION:

• On a hot day in the summer would you rather sit in a car with all white interior or all black? Why?-SHARE ANSWERS
• On this same day if you had a choice of only two shirts to put on, would you chose a black or white cotton shirt? Why?-SHARE ANSWERS
• What about a cold winter day? Why?-SHARE ANSWERS

Allow two minutes between each question for the class to share answers and discuss feelings.

attend | why white for summer and black for winter?

QUESTION:

• Why do we associate white clothing with summer and black clothing more for winter?
• Which reflects more light?
• Which absorbs more light?

FACILITATOR NOTE:

Answer: White is more reflective therefore reflects warm sun rays away from clothing. Black absorbs light and will absorb warm sun rays. White is literally cooler, and black warmer because of this.
GROUP ACTIVITY:

Pass out the Kaleidoscope Glasses to the students. Explain that this is an example of what happens when white light passes through prisms.

Have Students look through the glasses at the white light reflecting from either the sun or a light fixture. They will experience white light transferring into a rainbow of colors.

FACILITATOR NOTES:

• Attain glasses at: Rainbow Symphony Inc. 6860 Canby Ave. Suite 120 Reseda, CA 91335 www.rainbowsymphony.com

inform | color theory, natural hair color, the level system

1) Color Theory
2) Natural Hair Color
3) The Level System

REVIEW:

Color Theory
Color surrounds us, interacts with our bodies and energies, affects our moods, and makes things appear warm or cool, exciting or calming. It was Sir Isaac Newton who, in the 17th century, discovered that the white light from the sun contains all the colors we see. He proved this by separating the colors of the rainbow through a glass prism. The colors are always arranged in the same order, red, orange, yellow, green, blue, indigo, and violet.

When we look at anything, including hair color, what we actually see is light reflected from it. A white object reflects most of the white light that falls on it. A black object absorbs most of the light falling on it.

Like most everything in the universe, color is arranged as a system that can be studied and understood. In order to better understand how different hair colors can be used and combined, a study of Color Theory is essential.
ACTIVITY:
To reinforce the theory that red, yellow and blue makes up all other colors, pass around bags of M&M’s or Skittles and have them read the ingredients to see what dye colors are used. You will notice that only the primary colors are listed.

QUESTION:
• Where are the brown, green, violet dyes listed?

REVIEW:
LESSON 1: Color Theory; CHAPTER 1: Understanding Color in THE ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

practice | color wheel activity

FACILITATOR NOTES:
Create a color wheel large enough to have the class stand around. It may be separate pie pieces or one large one. It works best to display it on a round table.

GROUP ACTIVITY:
Using 12 beakers, with water in them and yellow blue and red food coloring, have students get into 2 or 3’s as there needs to be 12 groups. Have each group recreate one color from the color wheel. So 2 might be in charge of yellow/orange and they have to use a beaker with water and the food coloring to recreate yellow/orange matching the color wheel.

extend | neutralize color

GROUP ACTIVITY:
After the groups have recreated the color wheel, have them take their color and neutralize their color. (This activity will help the student to better understand how the color wheel is used to successfully neutralize hair color.)
To understand how hair color formulas react with natural hair, a look at the hair's structure and natural color is important. Before being able to knowledgeably create hair color formula's the hair's natural levels of color need to be understood and recognized.

**The Level System**
Natural hair color can be described according to a level system that categorizes color from dark to light. The stages that natural hair goes through as it is being lifted or lightened are referred to as "stages of lightening" or "lifting levels."
GROUP ACTIVITY:

Using the same beakers the teams used in the previous color wheel activity, have them now take them to recreate the 10 level system. (Two teams will need to split up into the other teams as you only need 10 for this activity)

They will need to use more water to lighten and more food color dyes to darken. Some may need to start over, this will only enhance their learning.

FACILITATOR NOTE:

It is helpful if you have a copy of the Aveda Level System found in the Technique Guide for them to refer to. This is great way to help the student start to develop an "eye" for color.

GROUP ACTIVITY:

After the students have completed the Neutralizing activity in Practice, extend their hair color thinking a bit more, by having them line up according to the LIGHTNESS of their hair color and the Aveda Level System.

DISCUSS:

• Who’s hair color is the lightest?

FACILITATOR NOTE:

The student who has the lightest color hair should be named, this may require some assistance from you and the Aveda Level System Natural Swatch Ring.

• Who’s is the darkest?

FACILITATOR NOTE:

The student who has the darkest color hair should be named, this may require some assistance from you and the Aveda Level System Natural Swatch Ring.
• Who’s hair color would fall on the WARM side of the color wheel?
• Who’s would fall on the COOL Side of the color wheel?

FACILITATOR NOTES:
Using the color wheel help students determine where their natural hair color would fall. Students often have a hard time seeing hair color as cool. The Aveda Hair Color System hair swatches may help you guide their understanding.

• How did the tone influence the level?

FACILITATOR NOTES:
Answer: the warmer tones appear lighter, and the darker tones appear darker.

refine | understanding color assessment of acquired knowledge

HANDOUT:
perform I does color light the way to understanding hair color?

Facilitate a discussion around the way in which this knowledge might apply to hair color.

QUESTIONS:

Q: How does light influence hair color?
A: In the same way it influences any color, the lighter color reflect more light and the darker absorb more light.

Q: Are different shades more reflective?
A: Yes, the lighter and the warmer.

Q: How can we use the color wheel to help us work with hair color?
A: The color wheel is best used to find out what colors are the same or similar in tone, and for use in corrective color to discover what tones help neutralize an unwanted hair color tone.
Hair Color Lesson #2: Hair Color Consultation

**overview**
Participant will discover the importance of a thorough consultation.

**concept: discovery**

---

**1. Discovery**
- Partner Share
- Select a Picture

**2. Guests’ Natural Attributes, Blueprint, Strand Test & Cautions**
-Image

**3. Practice Guests’ Natural Attributes, Walk Through Blueprint, Hair Color Cautions, Scenario**

**4. Documentary of Hair Color Disaster**
- Activity
- Presentations and Discussion

---

Hair Color Lesson #2: Hair Color Consultation

**overview**
Participant will discover the importance of a thorough consultation.

**concept: discovery**
Lesson #2: Hair Color Consultation

**connect | discovery**

The definition of discovery is to obtain knowledge through observation or study.

**QUESTION:**

• In order for someone to color your hair what would you want them to discover about you?

**attend | partner share**

**SHARE:**

• Share with each other what they would like their colorist to discover prior to coloring their hair.

Be sure that they take notes, as they will need them for the next activity.

**image | select a picture**

**GROUP ACTIVITY:**

Have the class exchange notes with a partner. Have them use only the notes and go through fashion magazines and select a new look for their partner. They cannot talk anymore, using only their notes, to determine how much they did or did not discover about them.
inform | guests’ natural attributes, blueprint, strand test and cautions

1) Guests Natural Attributes  
2) Blueprint  
3) Strand Test  
4) Cautions

Guests' Natural Attributes
What do you think? What should I do? Would I look good as a blonde? A redhead? A brunette? You will be called on to help guests reach an important decision about their hair color. A trained eye, information and experience will help you be a skilled consultant.

REVIEW:
LESSON 1: Guests Natural Attributes; CHAPTER 2: Hair Color Consultation in THE ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

practice | guests’ natural attributes

GROUP ACTIVITY:
Have Participants pair up and fill out the Guest Natural Attributes Worksheet (see Handout section at the end of the Hair Color lesson plans, Handout D) on each other. For this activity you will need to demo the proper way for them to use the Aveda Natural Level Hair Color Swatch Ring to determine the natural level of hair.

In order to do this take the Aveda Natural Level Hair Color Swatch Ring, part the guest hair in the nape, and after fanning out what you think might be the matching level, place it into the hair going the same direction as the natural hair. When you seem to just loose the Aveda level in the the natural hair you have a match. Always look at the level darker and the one lighter to ensure you have chosen the right level.
FACILITATOR NOTE:

Be sure to have them save this worksheet for another activity in Extend.

Time Frame: 15 minutes

SWING BACK TO INFORM;

A Blueprint to Better Hair Coloring

A planning tool such as a blueprint should be used as a guide while consulting with a guest. It can also be filed for future reference when they return for the same or similar service.

When the blueprint is carefully filled out, it is a tool that helps you reach clear agreement on the desired service and outcome. It is also a plan of action for you during color formulation and application.

REVIEW:

LESSON 2: A Blueprint to Better Hair Coloring; CHAPTER 2 Hair Color Consultation in THE ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

GROUP ACTIVITY:

Verbally walk students through the Blueprint and how they should fill it out.

- First there is the ANALYSIS: here you will fill in the level of natural hair color. You will determine this by using an Aveda Natural Level Hair Color Swatch Ring and checking in the nape of the neck, see which level matches most closely the guest’s natural level.
- Then is there any Grey hair? If so fill this in with a percentage. At Aveda we use 25%, 50%, 75% and 100%, to keep it simple.
- What is the tone of the natural hair? Is it red, copper, gold etc...
- Texture is where you identify if the hair is naturally curly, coarse, fine etc...
- Porosity is where you determine if the hair is porous, if so what area. For instance, is it only the ends that are porous?
• The next section is DESIRED RESULT here you will put in what the guest is looking for the end result to be. First the level, then the tone and last how intense do they want it? For instance do the want a natural intensity or a very intense color?

• The next section is what formula will you use to get the guest from what they have to what they desire, and we will be learning more about this later when we go over formulation of Aveda Hair Color.

Time Frame: 10 minutes

SWING BACK TO INFORM

How To Perform A Strand Test
A strand test enables you to monitor color development and avoid potential problems caused by previous color applications.

REVIEW:
LESSON 3: How to Perform a Strand Test; CHAPTER 2: Hair Color Consultation in THE ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

Hair Color Cautions
Before performing any hair color service, it’s important that you consult with the guest and reach agreement on the desired outcome. At times, you’ll be called on to make recommendations, both aesthetic and scientific. You may even have to decline service based on the condition of a guest’s hair.

With certain guests, your analysis of their hair’s condition will indicate that performing a color service may cause further damage. It is recommended that you perform a strand test prior to proceeding with the color service.

Occasionally, you must decline to perform a service because a strand test indicates the service may result in damaging, or unsatisfactory results.

REVIEW:
LESSON 4: Hair Color Cautions; CHAPTER 2: Hair Color Consultation in THE ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE
practice | hair color cautions

When students have completed the four lessons plans in this chapter give them the Assessment Worksheet found in The Art and Science of Hair Color and Texture Educator Reference Guide (also available on The Art and Science of Hair Color and Texture—Aveda Education Educator Support CD).

practice | scenario

FACILITATOR NOTES:

You will need to make copies for each participant of the following:

• Betsy Star Scenario handout & The Blueprint to Better Hair Coloring Handout (see Handout section at the end of the Hair Color lesson plans, Handouts E and C)

GROUP ACTIVITY:

Give each participant a copy of the two handouts.

Ask them to fill out the Blueprint according to the Betsy Star scenario. You will notice that there isn't any information on the formula and processing time. This is because the students have not gotten into formulation yet. Tell them not to worry about filling this out, but they will soon be able to complete the entire Blueprint on every guest.

Time Frame: 15 minutes to fill out. 5 minutes to correct.

FACILITATOR NOTES:

Educator Key found on next page.
Using the picture they had chosen for their partners in Image, have the students fill out Blueprints for each other. They once again will need to only fill out the Blueprint through the desired result because they have not yet acquired the knowledge to formulate.

**Time Frame: 15 minutes**
refine | activity
presentations and discussion

DISCUSS:

Ask the students to present their pictures and Blueprints to the class. Encourage the class to give feedback and other opinions, as this opens their eyes to all the possibilities!

Time Frame: 20 minutes

perform | documentary
of hair color disaster

GROUP ACTIVITY:

Have the group create a documentary of someone who’s hair didn’t turn out because the stylist did not perform a proper consultation.

You will need to break the class into groups of 5-6 people. They will need someone to direct the film, a camera person, a reporter, a writer, and prop people etc... let the group decide.

This documentary should be about a real life hair color experience. The group should also try to come up with a solution on how it might have been avoided.

Have them present in one week.

Each presentation should be no more than 30 minutes long.

FACILITATOR NOTES:

This project will be saved to be used for the Corrective Color Techniques Class.
Hair Color Lesson #3: Hair Color Chemistry

overview

Participants will understand the difference between artistic and scientific change.

concept: change
Lesson #3: Hair Color Chemistry

**connect | art and science**

Give each student a plain-no frosting cupcake.

**QUESTION:**
- Is there anything you would do to change this cupcake?

**attend | share ideas**

**QUESTION:**
- Why?

**DISCUSS:**
Ask the class to share their answers with their table.
Example: "I want to change it because it will look prettier."
"It might taste better."

**image | cupcake decorating**

Let the class change them with frosting, and candies.
(This can be their special treat during break)
inform | hair color chemistry

1) The Evolution of Hair
2) Today's Hair Color Types
3) Chemical Actions of Permanent Hair Color
4) Formulating and Mixing Permanent Hair Color
5) Formulating and Mixing High Lift Color

Selecting and mixing the optimum hair color product type, level, tone and developer for a guest's particular hair type and desired outcome is both an art and a science. Knowledge will help get you started and experience will refine your ability to blend chemistry and art. This change can be both physical and mental, as a hair color change often changes ones attitude about themselves.

The Evolution of Hair
The desire to change the color of one's hair dates back to the earliest times when both men and women used a variety of techniques to lighten, darken or enhance their natural hair color.

REVIEW:
LESSON 1: The Evolution of Hair, in THE ART OF SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

Today's Hair Color Types
It's important to understand the types of hair color products that are available to guests, depending on the desired outcome and how long they want the color to last.

REVIEW:
LESSON 2: Today's Hair Color types, in THE ART OF SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

Chemical Actions of Permanent Hair Color
Permanent hair color is the most widely used and the most chemically complex formulation. An understanding of the components and how they color hair is fundamental to it's successful use.
Formulating and Mixing Permanent Hair Color
Those who are adept at formulating and applying permanent hair color are valuable to their guests and able to create desired outcomes on a consistent basis.

Formulating and Mixing High Lift Color
Hair that is blonde in childhood often becomes darker later in life. Dark blonde hair provides the ideal natural base for lightening because the skin tone and eye color are often complementary.

GROUP ACTIVITY:
When the class has completed all five lessons, give them the Hair Color Chemistry, Formulating and Mixing Assessment of Acquired Knowledge (available on The Art and Science of Hair Color and Texture—Aveda Education Educator Support CD).

When class has completed the assessment, use the Educator Answer Guide to correct.
extend | matching real products to categories activity

FACILITATOR SCRIPT:

Because it is just as important for you to know the science behind the artistic products of coloring hair, we are going to do the following activity.

GROUP ACTIVITY:

Matching Real Hair Coloring Products to the Categories Activity. To create this activity you will need four 8x11" sheets of paper with one of the following four titles written on each:

- Temporary hair color
- Semi-permanent hair color
- Demi-permanent hair color
- Permanent hair color

You will also need to purchase some hair color products that go in each of the categories. You will need to form as many teams as there are products so that each has a product to determine what TYPE of color it is. You might even bring some over the counter products into the mix.

The teams can use the information in their books and the information from the manufacturers directions to determine what TYPE of color it is.

Time Frame: 45 MINUTES

ALTERNATE ACTIVITY:

Instead of you purchasing products make this a group activity and have them report back after 3-5 days, with hair color they purchased and what categories it belong in.
After each team has placed their product into the category they think it belongs review with the entire class to see if they are properly placed.

This gives everyone a review of what determines a semi-permanent color from a permanent color, etc....

**QUESTION:**

- Where any of the products confusing?

**FACILITATOR NOTES:**

Answer often is that it is difficult to determine the difference between semi-permanent and demi-permanent. It an opportunity to review that a semi-permanent is a direct dye and will not have a developer of any kind and a demi-permanent hair color will always need to use a developer.

**FLIP CHART:**

Bullet point the following four hair color categories: temporary, semi-permanent, demi-permanent, and permanent.

**QUESTION:**

Ask the class to give you the artistic change and the scientifically change in each.

**FACILITATOR NOTES:**

Examples:
Temporary Hair Color

- Artistically: it can darken and slightly change tone.
- Scientifically: It does not have any chemical change to the hair and washes out with one shampoo.
perform | mixing activity

Review the mixing procedure of the four types of hair coloring products. Have one or more students volunteer to demonstrate this.

GROUP ACTIVITY:

With supervision have the class go onto the clinic floor and mix hair color for the students performing coloring services. Have the students who are coloring the hair supervise as well as yourself. Encourage the more advanced student to assist in the coaching process.

DEBRIEF:

Debrief this activity using the Debrief Form (see Handout section at the end of the Hair Color lesson plans, Handout F).
Hair Color Lesson #4: Aveda Hair Color Systems Theory

overview
An introduction to Aveda’s Hair Color Systems.

concept: foundation

What is Your Definition of Foundation?

Why is a Foundation Important?

Let’s Extend Foundation of Hair Color To Clients

How does the Hair Color Foundation Support Aveda Hair Color Systems?

Color Wheel, Create Model of Hair, Color Levels, Hair Color Category Chart, and Volume Exercise

Hair Color Theory: The Foundation

Three Little Pigs

perform

connect

refine

attend

extend

image

practice

inform
Lesson #4: Aveda Hair Color Systems Theory

connect | what is your definition of foundation?

WRITTEN TASK:
Give students time to write down their own definition of foundation.

attend | why is a foundation important?

DISCUSS:
Open the dialog as to why a foundation is important. Read the story The Three Little Pigs.

image | foundations for the three little pigs

GROUP ACTIVITY:
Have participants draw what they think the results were for the three little pig's homes after the wolf was done huffing and puffing and blowing the house down.
inform  |  hair color theory: the foundation

REVIEW

Refer to Hair Color Systems Color Theory A318-71-0001.

FACILITATOR SCRIPT:

Foundations are imperative to us when learning hair color. When you have basic hair color theory knowledge, you have a foundation on which you can build with any manufacturer’s hair color system—the theory is always the same.

Review pages of the Hair Color Systems Color Theory book:

1. Law of Color
2. Color Theory

practice  |  color wheel

Have class create the color wheel with primary water colors. Refer to the primary colors as the foundation of all color.

SWING BACK TO INFORM

Review pages of the Hair Color Theory book:

3. Composition of Hair
4. Melanin

practice  |  create model of hair

GROUP ACTIVITY:

Have students create a model of hair with a hollow paper tube, with model clay or playdough to represent the cortex. Place small yellow, medium size red and large blue beads to represent melanin. On the outside of the model hair strand, place clear translucent sequins in a shingle-like fashion to represent cuticles.
GROUP ACTIVITY (optional):
Have three groups where one recreates level 1, one level 5 and one level 10 hair color.

SWING BACK TO INFORM
Review pages of the Hair Color Theory book:
5. Level System

GROUP ACTIVITY:
Have the class lineup according to level of hair color. Lightest to darkest.
Is anyone able to identify their level number?

SWING BACK TO INFORM
Review pages of the Hair Color Theory book:
6. Decolorization Process
7. Natural Remaining Pigment

GROUP ACTIVITY:
Create flash cards labeled with levels on one side and NRP on the other. Have the students quiz each other with these stressing the importance that this is a foundational piece for Aveda Hair Color Systems.

SWING BACK TO INFORM
Review pages of the Hair Color Theory book:
8. Categories of Hair Color
practice  | hair color category chart

On a flip chart, have the class create a Hair Color Category Chart.

FACILITATOR NOTES:

Save this chart to use later for extend.

SWING BACK TO INFORM

Review pages of the Hair Color Theory book:

9. Aveda's Patented Point of Difference
10. The Chemistry of Hydrogen Peroxide

practice  | volume exercise

GROUP ACTIVITY:

Label clear glass beakers or glasses with the numbers 10, 20, 30 and 40 Volume. Fill 3/4 with water, place one Alka Seltzer in the 10 Volume, 2 in 20, 3 in 30, and 4 in 40. Have the class describe the different reactions to each volume. Ask them which one has more energy, which has the least? Which one is active for a longer period of time?

extend  | how does the hair color foundation support aveda hair color systems?

GROUP ACTIVITY:

Break class into groups. Pass out Aveda Hair Color and have them place it in the correct category on the Hair Color Category Chart they made.

Review and have each group say WHY they placed the color where they did. Let them discover and open up the packaging, etc. to determine this.
refine | let’s extend foundations of hair color to clients

GROUP ACTIVITY:
With the use of magazines, have each group choose a client that their hair color category would work best on.

perform | presentations from foundational hair color category groups and the clients

GROUP ACTIVITY:
Have each group present their category, what Aveda hair color fit in it, and who their client is.
Hair Color Lesson #5: Full Head Hair Color Fundamentals

overview
An introduction to full head hair color fundamentals.

concept: methodology

1. What Methods Do You Have?
2. Share Why
3. Set a Benchmark With a Method in Place to Get There
4. Mannequin Application Contest

methodology
- perform
- connect
- refine
- attend
- extend
- image
- practice
- inform

Full Head Hair Color Fundamentals
Draw a House
Work Flow, Patch Test and Demonstrate Product Application
Mannequin Application Contest
Share Methodology
What Methods Do You Have?
Lesson #5: Full Head Hair Color Fundamentals

connect | what methods do you have?

In life we all have something that we have a method or a way of doing something. For instance it might be the way we always fold clothes, brush our teeth, get ready in the morning, etc.

WRITTEN TASK:

Write down the steps to your METHOD.

attend | share why

SHARE:

Share with a partner.

QUESTION:

- Would anyone like to share what they might do methodically?
- Why did you develop this method?
GROUP ACTIVITY:

Give each participant in the room a copy of one of the two instructions on how to draw a house handout (see Handout section at the end of the Hair Color lesson plans, Handout G).

The one instruction has a very specific method to it and the other is very loose.

Time Frame: 5 minutes

Post the pictures up for all to see, separating the ones with directions #1 and the ones with directions #2.

The pictures with fewer directions all look different as opposed to having a method (more continuity).

inform | full head hair color fundamentals

Review drawings.

FACILITATOR SCRIPT:

Let’s take a look at the drawings that were created with step by step method and the ones that had very little direction and method to them.

QUESTION:

- What are the differences?
- When you need something done in a very specific and timely manner which method works better?

FACILITATOR SCRIPT:

**Full Head Color Application Fundamentals**

Whether you are writing a letter, creating a painting or learning to drive a car, there are fundamental skills which are common to the task. Once you learn those, you can build on them and vary them as you become more experienced and assured. The fundamental skills outlined in this chapter will give you a strong foundation for successful career as a professional colorist.
**Work Flow**

Hair color application is a chemical process that requires a neat and organized workspace and logical work flow.

**REVIEW:**

LESSON 1: Work Flow; CHAPTER 4: Full Head Hair Color Fundamentals found in THE ART OF SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

**GROUP ACTIVITY:**

Using the Work Flow Assessment of Acquired Knowledge, have the students put the steps in order.

Time Frame 5 minutes.

**FACILITATOR NOTE:**

You might even take this activity further with creating index cards with the steps on them. Break the class up into groups and have them as groups put the steps in order. This can be a contest if desired.

Time Frame: 15 minutes

**SWING BACK TO INFORM**

**Guest Comfort and Protection**

When guests sit in your chair, they trust that you will help protect them from adverse reactions to chemical processes and keep them as comfortable as possible during the service.

**REVIEW:**

LESSON 2: Guest Comfort and Protection; CHAPTER 4: Full Head Hair Color Fundamentals found in THE ART OF SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE
GROUP ACTIVITY:

Have students perform patch tests on each other, using the steps found in “The Art and Science of Hair Color Technique Guide.”

Time Frame: 15 minutes and be sure to check them the next day.

SWING BACK TO INFORM

Sectioning and Subsectioning

Proper sectioning is fundamental to beautiful, professional hair color results. It helps assure a neat, controlled application and balanced color coverage.

REVIEW:

LESSON 3: Sectioning and Subsectioning; CHAPTER 4: Full Head Hair Color Fundamentals found in THE ART OF SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

FACILITATOR NOTES:

Demonstrate sectioning and subsectioning.

Product Application

Proper sectioning and subsectioning lay the foundation for thorough product application and consistent results.

REVIEW:

LESSON 4: Product Application; CHAPTER 4; Full Head Hair Color Fundamentals found in THE ART OF SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE
practice | demonstrate product application

FACILITATOR NOTES:
Demonstrate product application.

GROUP ACTIVITY:
Mock Color Applications: Using conditioner have students do a mock color application as found in Lessons 3-4, Chapter 4 of their Technique Guides.

Time Frame: 1 hour

SWING BACK TO INFORM

Strand Test
A visual examination is essential to check level and tone development after color processing. A strand test helps you make sure you’re getting the desired level and tone results and you’re not getting unanticipated results.

REVIEW:
LESSON 5: Strand Test: CHAPTER 4: Full Head Hair Color Fundamentals found in THE ART OF SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

extend | set a benchmark with a method in place to get there

GROUP ACTIVITY:
Ask the students to perform another mock application. This might be done as home play if class time does not permit. With this application they are to time themselves and bring this information back to class.

QUESTION:
• Ask each participant to think about their own methodology in order to achieve the next level of expertise.
• Have students set a benchmark commitment.
• Give each participant a “Bench Mark Self Assessment,” (see Handout section at the end of the Hair Color lesson plans, Handout H) and help them set realistic benchmarks for themselves. Get commitments from them on how and when they will practice this application.

Time Frame: for Benchmark, 20 minutes

refine | mannequin application contest

FACILITATOR NOTES:

This is best if it takes place a week or so after the students have had time to practice on their own time the hair color application skill they have learned.

Mannequin Workshop:

Have students review the steps found in their Technique Guide Lesson 3-4 of Chapter 4 Full Head Color. Have students apply conditioner to their mannequin. Set up the contest with a 30 minute time limit, have students set up their station prior with conditioner in coloring bowls, and color brushes etc.

Before you start the contest go over the evaluation form so they understand all that they will be evaluated on.

Start the contest. When the 30 minutes are up everyone must stop. Check each mannequin using the Hair Color Application Assessment Checklist, for neatness, sectioning, sub sectioning, and proper product application. Be sure to have the participant there when you are evaluating them so they can see the areas where more practice is needed.

DEBRIEF:

When you are finished with their check have them fill out a Debrief Form to be reviewed later (see Handout section at the end of the Hair Color lesson plans, Handout F).

Time Frame: 1 hour
perform | share methodology

Announce the top performers of the group and ask each of them to share with the class their own METHODOLOGY for getting their skill to that level of expertise.
Hair Color Lesson #6: Permanent Hair Color Applications

overview
Participants will be introduced to the possibilities of color transformation.

concept: transformation
Lesson #6: Permanent Hair Color Applications

**connect | drawing transformation**

To transform someone's hair can be a life altering experience.

**GROUP ACTIVITY:**

Have colored markers and handout one Transformation Face (see Handout section at the end of the Hair Color lesson plans, Handouts I, J, K) to each participant.

Time Frame: 10 minutes

Ask each participant to transform their picture and give them time to be creative.

**FACILITATOR NOTES:**

Prepare some pictures with very subtle transformations ahead of time to use for this lesson. Have 3 that have just all over color. This will aid in the discussion about transformations are often very subtle.

**attend | tell the story**

Have the participant create a story about who their guest is and why the transformation of hair color.

Time Frame: 10 minutes.
image | transformation pictures

Have everyone place their TRANSFORMATIONS on the board or hang on the wall, it is a reminder that this class is one of many they will have to learn all they need to completely transform someone’s hair.

inform | permanent hair color applications

Permanent Hair Color Applications

1) Retouch/Reestablish Applications
2) Retouch/Refresh
3) Virgin Lighter Application
4) Virgin Darker Application

FACILITATOR NOTES:

Each of these lessons are approximately 4 hours with workshops, with a full head application. Because this is the students first application a full head is recommended, if the participant has already had substantial practice with application a full head may not be needed.

FACILITATOR SCRIPT:

Dark to light, light to dark, or just a subtle transformation. Permanent hair color techniques make it possible for your guest to make the changes they desire.

Transformations in hair color can be dramatic or very subtle, often what seems to be a subtle transformation to a colorist can be dramatic to a guest.

In our hair color classes you will learn all that it takes to be an expert colorist.

Retouch Reestablish Application

When a guest has a full head color with new growth appearing at the scalp area plus color that has faded 1-2 levels at the mid-lengths and ends, a Retouch/Reestablish application will fully restore color.
REVIEW:

LESSON 1; CHAPTER 5: Permanent Hair Color Applications found in THE ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

PLAY DVD

FACILITATOR NOTE:

Prior to each Practice/Workshop in this lesson, you may feel the need to demonstrate any significant points.

practice | workshop 1

FACILITATOR NOTE:

This is the same activity done for all four techniques.

Mannequin workshop:

Have students set up their mannequins, stands, and the Standard Set up for hair color found listed in the glossary of their Technique Guide. They will be applying conditioner to the mannequin instead of hair color.

Have students part their mannequin in the sectioning shown on the DVD.

Time Frame: 4 hours

FACILITATOR NOTE:

The next two lessons 5-6 are more advanced and will be covered later.

SWING BACK TO INFORM

Retouch/Refresh Application

When hair color needs a retouch due to new growth, and the midlengths have lost tone and up to one level of color—simply apply product to the new growth, process the color, and then emulsify the color through the midlengths and ends at the shampoo bowl.

This application fully restores consistent color throughout the hair.
REVIEW:

LESSON 2; CHAPTER 5: Permanent Hair Color Applications found in THE ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

practice  |  workshop 2

Mannequin workshop:

Have students set up their mannequins, stands, and the Standard Set up for hair color found listed in the glossary of their Technique Guide. They will be applying conditioner to the mannequin instead of hair color.

Have students part their mannequin in the sectioning shown on the DVD.

Time Frame: 4 hours

SWING BACK TO INFORM

Virgin Lighter Application

The Virgin Lighter full head color application transforms a guest's natural hair color to a lighter color.

REVIEW:

LESSON 3; CHAPTER 5: Permanent Hair Color Applications found in THE ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

practice  |  workshop 3

Mannequin workshop:

Have students set up their mannequins, stands, and the Standard Set up for hair color found listed in the glossary of their Technique Guide. They will be applying conditioner to the mannequin instead of hair color.
Have students part their mannequin in the sectioning shown on the DVD.

Time Frame: 4 hours

**Virgin Darker Application**

This full head color application transforms a guest’s natural hair to a darker color.

**REVIEW:**

LESSON 4; CHAPTER 5: Permanent Hair Color Applications found in THE ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

**PLAY DVD**

**practice  |  workshop 4**

**Mannequin workshop:**

Have students set up their mannequins, stands, and the Standard Set up for hair color found listed in the glossary of their Technique Guide. They will be applying conditioner to the mannequin instead of hair color.

Have students part their mannequin in the sectioning shown on the DVD.

Time Frame: 4 hours

**extend  |  client transformation scenarios**

**HANDOUT:**

Give each of the participant a Client Scenario Worksheet to fill out (see Handout section at the end of the Hair Color lesson plans, Handout 1). Have them match the correct coloring technique to the correct client scenario.
FACILITATOR NOTE:

Answers are: 1-A, 2-D, 3-B and 4-C.

Time Frame: 10 minutes

refine | model transformation workshop

Have each participant bring in a model that is either a Virgin Hair Color Darker or a Virgin Hair Color Lighter. These are full head colors with no foils.

During the model workshop have students use the Color Harmony Chart found in the Technique Guide on page 21, to assess the guests natural attributes.

Also have a copy of the Blueprint to Better Hair Coloring for them to fill out for their guest.

As they are applying their hair color be sure to fill out a Hair Color Application assessment checklist on them to be discussed after the service.

Time Frame: 3 hours

perform | model presentations and participant assessment

Have each participant present the results on their model. Have them use the Blueprint to Better Hair Color as their guide to tell the class what they started with and what they ended up with.

FACILITATOR NOTE:

Be sure to have class hold any negative comments until all models have left!

After model presentations are completely done and models have left, discuss the transformations in detail, what they liked and what they would have done differently.
DEBRIEF:

Have them fill out a Debrief Form so they can discuss with the FACILITATOR what they will be working on (see Handout section at the end of the Hair Color lesson plans, Handout F).

End the session with one on ones with each participant. This is a time when the Facilitator can go over the Debrief Forms with each participant privately.

Time Frame: 1.5 hours
Hair Color Lesson #7: Permanent Hair Color Advance Applications

overview
Participant introduction to high-lift and double-processed blondes.

concept: blonde refinement

Refined Blondes
Model Presentations and Student Debrief
Discuss With Table
Blonde Posters
Permanent Hair Color Advanced Applications
Alternative Virgin Lightener Mannequin Workshop
Swatching Activity
Practice
Inform
Attend
Image
Extend
Refine
Perform
Connect
Blonde Refinement
Model Workshop
Lesson #7: Permanent Hair Color Advanced Applications

**connect | refined blondes**

As each student enters the classroom give them a picture of a blonde, pasted onto a card or paper.

**QUESTION:**
- What shade of blonde would you name your picture?

Have them write this on the picture.

**FACILITATOR NOTE:**

These will need to be cut out ahead of time and glued onto a card or paper. When choosing pictures look for all over blonde hair color, some of them natural looking, as though a one step, high lift color was used on them, and some of them obviously double-process blondes.

**attend | discuss with table**

**DISCUSS:**
- Have students discuss at their table the shade of blonde their picture is.
- Is the blonde a natural looking blonde or more of a double processed, bleach and tone?
GROUP ACTIVITY:
Create two poster boards, one that says natural blondes at the top and the other that says double processed blondes. Put a picture of an example on each board to help guide them. Have the students post where they feel their picture belongs.

FACILITATOR SCRIPT:
You have learned how to transform hair color from dark to light and from light to dark. Now let's take a closer look at the refinement of blondes. This can be a more difficult coloring process, but the payoff is huge! Lightening and Toning is a skill many colorists avoid like the plague! To become accomplished in this is to set yourself apart from the average.

**Alternative Virgin Lighter Application**
The Alternative Virgin application involves mixing and applying one color formula for the scalp area - and the next higher developer formula for the midlengths and ends. This technique expedites the hair color process since product can be applied to the whole head at one time.

REVIEW:

LESSON 5; CHAPTER 5: Permanent Hair Color Applications found in THE ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE  
Watch DVD.
GROUP ACTIVITY:

Have students set up according to the Standard Set Up for Hair Color found in the glossary of their Technique Guide.

Instead of actual hair color have the students use conditioner. Use one pump of two different Personal Blends Color Concentrates in each bowl of conditioner. This will give the effect of using two different formulas and help guide you in assessing if the student has placed the two separate formulas properly.

Time Frame: 1.5 HOURS

SWING BACK TO INFORM

Lightening and Toning Application

When a guest desires a very light blonde color or more than five levels of lift, lightening and toning is required. This is a double process blonde service: first, the lightener is applied. Then after shampooing, the toner is applied.

REVIEW:

LESSON 6; CHAPTER 5 Permanent Hair Color Applications found in THE ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

Watch DVD.

FACILITATOR NOTES:

It is recommended that you also demonstrate this technique as it is imperative that the student understand the speed and saturation of product before executing this technique.
GROUP ACTIVITY:

Have students set up according to the Standard Set Up for Hair Color found in the glossary of their Technique Guide. Instead of actual hair color have the students use conditioner. Use one pump of two different Personal Blends Color Concentrates in each bowl of conditioner.

This will help guide you in assessing if the student has placed the formulas properly.

Time Frame: 1.5 hours

GROUP ACTIVITY:

Use swatches that you have either gathered from hair that has been cut on the clinic floor or purchased from a company such as Pivot Point. Have students use level 4-6 swatches, each student should have 2 swatches. On one swatch, lift it with a Shades of Enlightenment color and the other with Enlightener and then tone, with Deposit-Only Color Treatment.

FACILITATOR NOTE:

They will need your guidance on choosing which product to use and mixing if they have not yet gone through these classes.

This exercise will allow them to see the different refinements of blondes.

GROUP ACTIVITY:

This works best if the students are working in pairs, as their timing is still being worked on. Have students bring in a Lightening and Toning model. Be sure they have shown the model the pictures they gathered in the Image
activity and the swatches they created in Extend, to assure the model is aware of how blonde the result will be.

Have students set up according to the Standard Set Up for hair color found in the glossary of their Technique Guide. Work with each team listening to the consultation and approving the Blueprint prior to the students application of lightener.

Time Frame: 3 hours

**perform | model presentations and student debrief**

Using their Blueprint as a guide have the students present their models.

**FACILITATOR NOTE:**

Reserve any comment or concerns until the models have left.

Each presentation should take no more than 3 minutes.

Time Frame: 45 minutes

**DEBRIEF:**

When the models have all left have the students individually fill out a Debrief Form (see Handout section at the end of the Hair Color lesson plans, Handout F).

Review as a class the results of the workshop.

**QUESTION:**

- What went really well with this workshop?
- What areas could you use more practice?
- What areas could you use more coaching?

Lightening and Toning is a high level coloring skill to have, and many cosmetologists are afraid of it. Being able to do this well will make you a very desirable colorist for a salon and especially valuable to the clients who love this look.

- Do you feel you were able to refine blonde hair?

Celebrate successful refinement!!
Hair Color Lesson #8: Henna, Temporary, and Demi-Permanent Color

overview
Introduction to Henna, Temporary, and Demi-Permanent color.

concept: change
Lesson #8: Henna, Temporary, and Demi-Permanent Color

QUESTION: when does a temporary change become more than just temporary?

• Think of a time in your life when you thought something was going to be temporary change and it became something much longer lasting?

SHARE:

Give the students an example of when this might have happened to you. It may be something like: I had to move back home with my Mom and Dad and I thought it would be just a few weeks and it turned out to be a year!

attend  |  share this experience

Have the students share this experience with each other at their tables.

image  |  possibilities of change

GROUP ACTIVITY:

Have the students draw what they might do to their own hair if they thought it was only temporary. Provide them with paper, pencils, & markers.
The hair color we are about to learn about is very similar to the questionable temporary changes you just spoke of. Hair color lasting quality is tested on ideal situations and just like in life we don’t always have ideal situation for hair color either. There are times your guest may feel more bold with hair color if they know it’s not permanent.

**Henna Hair Color**

The application of henna, a natural formulation that has been used throughout history, has had periods of popularity. Today, henna is incompatible with most modern hair color and texture procedures.

Henna has been used for over 3000 years in the Middle East as a stain for hair, body and finger nails and lips. Today, the use if henna in most salons is rare. Still, colorists should have a basic understanding of it’s characteristics.

**REVIEW:**

LESSON 1; CHAPTER 8: Henna Hair Color found in THE ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

**practice | henna hair color worksheet**

**WRITTEN TASK:**

Have students fill out the Henna Hair Color Worksheet. A copy can be found in the Educator Reference Guide Chapter 8, lesson 1.

Time Frame: 15 minutes

**SWING BACK TO INFORM**
Temporary Hair Color
Temporary hair color is a good option for a guest who would like a slight change in tone. Temporary color is an option for those who wish to add subtle hues to their existing color.

Temporary color is defined as color that washes out with one shampoo. The color sits as a coating on the hair and does not penetrate beyond the cuticle layer. It is appropriate for guests who would like a temporary change of color without making a commitment to maintaining a new hair color.

REVIEW:
LESSON 1; CHAPTER 9: Temporary Hair Color found in THE ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

GROUP ACTIVITY:
Using the Quad-heads mannequins, (these are the ones that have a dark brown, medium brown, blonde and 50% grey quadrants) Have students apply the same temporary color over all 4 sections, so they can see how different it looks on the different levels of hair. Then have them shampoo it out. They will be using these in the next activity also.

ALTERNATE ACTIVITY:
Have the students color hair swatches that have been collected from the cutting floor. Again you will want varying levels to demonstrate how temporary hair color effects them. The students can also shampoo the temporary color out and use these for the next activity.

Time Frame: 1 hour

SWING BACK TO INFORM
Demi-permanent Hair Color

Demi-permanent hair color does not lift natural color from the hair, as permanent hair color does. It simply deposits color molecules in the hair. Each time the hair is shampooed, some of the color molecules wash away and the color gradually fades. Demi-permanent color works with a guest’s existing hair color to darken, change tone or to blend grey. It does not lighten hair color.

REVIEW:

LESSON 1; CHAPTER 10: Demi-permanent Hair Color found in THE ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

Time Frame: 1 hour

practice | demi-permanent hair color

GROUP ACTIVITY:

Using the Quad-heads mannequins, (these are the ones that have a dark brown, medium brown, blonde and 50% grey quadrants) Have students apply the same demi-permanent color over all 4 sections, so they can see how different it looks on the different levels of hair.

ALTERNATE ACTIVITY:

Have the students color hair swatches that have been collected from the cutting floor. Again you will want varying levels to demonstrate how demi-permanent hair color effects them.

Time Frame: 1 hour
extend I who are the henna, temporary and demi-permanent guests?

GROUP ACTIVITY:

Have students break into groups to create a presentation on who the appropriate guests are for these hair color services.

Have them think of not only what color and type of hair they have, but what is their lifestyle, their financial commitment to their hair and commitment to upkeep. Have magazines, paper, flip charts, markers, glue sticks, scissors, and pencils available for their use.

Time Frame: 20 minutes to prepare and five minutes for each group to present.

Total time 30-35 minutes.

refine I model workshop

GROUP ACTIVITY:

Have each student bring in a model for hair color that will be appropriate for going darker. These are full head colors with no foils. Virgin hair would be ideal, or hair that has been colored that is going no more than three levels darker.

During the model workshop have students use the Color Harmony Chart found in the Technique Guide on page 21, to assess the guests natural attributes. Also have a copy of the Blueprint to Better Hair Coloring for them to fill out for their guest (see Handout section at the end of the Hair Color lesson plans, Handout C).

As they are applying their hair color be sure to fill out a Hair Color Application Assessment Checklist on them to be discussed after the service (available on The Art and Science of Hair Color and Texture—Aveda Education Educator Support CD).

Time Frame: 2.5 hours
perform | demi-permanent model presentations

MODEL PRESENTATIONS:
Have each student present the results on their model. Have them use the Blueprint to Better Hair Color as their guide to tell the class what they started with and what they ended up with.

FACILITATOR NOTE:
Be sure to have class hold any negative comments until all models have left!

Time Frame: 45 minutes

DISCUSS:
After model presentations are completely done and models have left, discuss the transformations in detail, what they liked and what they would have done differently.

DEBRIEF:
Have them fill out a Debrief Form so they can discuss with the Educator what they will be working on (see Handout section at the end of the Hair Color lesson plans, Handout F).

End the session with one on ones with each student. This is a time when the Educator can go over the Debrief Forms individually.
Hair Color Lesson #9: Aveda Hair Color Systems
Full Spectrum™ Hair Color

overview
Introduction to Aveda's Hair Color Permanent and Deposit-Only.

concept: guidelines
Lesson #9: Aveda Hair Color Systems Full Spectrum Hair Color

connect \ guidelines

FACILITATOR SCRIPT:
As a student and/or newly hired educators, they have already experienced guidelines at the Aveda Institute, classroom guidelines, hair cutting guidelines, etc.

attend \ why guidelines?

QUESTION:
• What is the purpose of guidelines?

SHARE:
Have students discuss with their table and then share with class.

image \ aveda institute without guidelines

WRITTEN TASK:
Have each learner draw a picture of what they visualize an Aveda Institute would be like without guidelines.
inform | guidelines for aveda full spectrum™ hair color

REVIEW:

Review Hair Color Systems Full Spectrum™ Hair Color book

1. Full Spectrum™ Hair Color Overview
2. Product Selection
3. Permanent and Deposit-Only Overview
4. Toning with Full Spectrum™ Hair Color
5. Full Spectrum™ Permanent Creme Hair Color
   Formulation
   Working with NRP
   Guidelines for grey coverage
   Mixing
   Application
6. Full Spectrum™ Balancing Guidelines and Precoloration Guidelines
7. Blueprint

practice | knowing the guidelines

HANDOUT:

Have students complete “Open Color Chart Quiz for Full Spectrum™ Permanent Hair Color” (see Handout section at the end of the Hair Color lesson plans, Handout M)

extend | expanding guidelines for balance

GROUP ACTIVITY:

Create scenarios for formulation practice. Using folders, paste a picture of a person on each side as you open the folder. The picture on the left is the client, and the picture on the right is what the client wants to do with their hair color. Keep these simple to begin with, no corrective situations.
Prior to handing them out to small groups, review the Aveda Hair Color Blueprint. Provide extra copies of the Blueprint. Have each group fill out the formulation they would suggest for their client.

**Refine | Hair Color Application Guidelines**

**Facilitator Notes:**

These activities might be over the span of several days.

**Group Activities:**

- Have class apply a RETOUCH application on their mannequins
- Have class apply a VIRGIN hair application on their mannequins
- Have class apply an ALTERNATE VIRGIN application. Use Personal Blends to add color to conditioner so they will be able to see the accuracy of their application.
- Using Formulation Folder Pictures, give the class examples of what situations they would use the following Color balancing Guidelines REFRESH COLOR, RE-ESTABLISH COLOR, AND PRECOLORATION. For Home Play, or for a class activity, have them come in with examples of each.

**Perform | How Will the Guidelines Work for Your Client’s Hair Color**

**Group Activity:**

- Have students present their Color Balancing Clients.
- Make sure they deliver the starting level, the desired level and the Aveda recommended color balancing guidelines found in the book.
Hair Color Lesson #10: Fundamentals of Applying Dimensional Color Using Foil

overview
An introduction to foiling techniques.

concept: enhancement

1. Enhance Your Look
2. Fundamentals of Applying Dimensional Color
3. Mannequin Workshop
4. Assessment of Six Basic Section Foil

perform
connect
refine
attend
extend
image
practice
inform

enhancement

Share

Draw a Picture
Lesson #10:
Fundamentals of Applying Dimensional Color Using Foil

connect | enhance your look

DISCUSS:
Here at Aveda we have a dress code. In what ways do you enhance your outfit to make it uniquely yours?

attend | share

SHARE:
Share enhancements you make, and what those enhancements say about you. Some examples might be I always wear different earrings, it shows my artistic side.

image | draw a picture

GROUP ACTIVITY:
Have the class draw a picture of what they might look like dressed in the Aveda Student Dress Code and their favorite or wildest dream enhancements.
As a Cosmetologist you will be asked to enhance guests appearances in many ways but, one of the most powerful ways to enhance someone’s appearance is to change their hair color. For some guests this may be a big change and for some it may be very small. Sometimes what you think is a very small change, may be a big change to someone else. This goes back to the importance of consultation which we covered earlier. In order to deliver these changes you will need to know not only how to color the hair all over but a good understanding of how to foil, as it is a highly requested color service. Most natural hair color is affected by sun and it’s lightening powers. The result is dimensional color, where different levels of lightness appear, woven in and out of the hair. To create this effect, dimensional color application calls for informed, imaginative decisions based on the guest’s desired result.

**Guest Comfort and Protection**

**REVIEW:**

**LESSON 1:** Guest comfort and protection CHAPTER 11 Fundamentals of Applying Dimensional Color Using Foil information found in THE ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

1) Because some people have allergic reactions or hypersensitivity to hair coloring products, a patch test is recommended at least 24 hours before a hair color service.

**Sectioning**

**REVIEW:**

**LESSON 2:** Sectioning; CHAPTER 11 Fundamentals of Applying Dimensional Color using Foil information found in THE ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

2) As with most color applications, proper sectioning before a dimensional hair color application is essential for enabling neatness and consistency.
**Subsectioning, Weaving, and Slicing**

**REVIEW:**

LESSON 3: Subsectioning, Weaving, and Slicing; CHAPTER 11 Fundamentals of Applying Dimensional Color Using Foil information found in THE ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

3) Dimensional hair color applications allow for a good deal of creativity, depending on the way subsections are taken and the weaving and/or slicing techniques that are used.

**Product and Foil Packet Application**

**REVIEW:**


4) Proper placement of foil packets helps control and isolate product to create a desired effect.

**GROUP ACTIVITY:**

Have students set up mannequins, stands and the Standard Set Up for Hair Color found in their Glossary in the Technique Guide.

Using the foil placement guidelines below (see Handout section at the end of the Hair Color lesson plans, Handout O), have students practice placing foils while you read the step by step. This is easiest if the student takes a 4x3" section in the back of the mannequins head to work in.

First demonstrate this for students.

**Foil Placements**

1. Part the hair in subsections according to the desired Density. (1/2", 1/4", or 1/8")
2. Brace your little finger against the guest's head when weaving. This helps to control the hair that you are weaving.

3. Weave* using the tail of your metal tail comb to the desired effect. (see Effect Guidelines) Skim across the top to 1/4 of your subsection, allowing uncolored hair to fall out between the foils.

4. Pinch the hair 1-2 inches down from the scalp with your thumb and forefinger. Over direct this subsection upward.

5. Ribbon the foil at the top edge, to stiffen the edge and give it a slight concave shape when working on the round parts of the head.

6. Place the foil at the scalp and lock into place by bringing the hair down over it, still pinching with your fingers. Using your dominant hand, place a color brush with hair color on it, at the midlengths securing the hair on the foil. Do not brush yet! Hold hair onto the foil with the brush, while you bring your subordinate hand to the back of the foil, with your thumb at the top inside corner. Create a platform with your hand. This will aid you in keeping the foil at the scalp while you brush on color and avoid disturbing previously placed foils.

7. Brush color 1 inch from the new growth area through the ends or line of demarcation, depending on the desired result. Using enough color on the brush to fully saturate all sides of the hair. Now when the brush has less color on it, because you have saturated the midlengths and ends, brush the color at the new growth area close to but not onto the scalp. Fold the foil in half being careful not to squeeze color out of the top or sides, as this will cause color to seep onto the scalp. If needed, pull the foil on the sides gently to keep packets neat.

8. Fold foil again, this time 1 inch from the top of the previous fold. This keeps the backside of the foil from pulling away from the scalp and allows for easy removal, when rinsing. Use the tail or spine of the comb to fold both open ends. You are now ready to move onto the next one.

* Slicing will follow the same procedure

PART, BRACE, WEAVE, PINCH, RIBBON, PLACE, BRUSH AND FOLD!

Time Frame: 60 minutes

SWING BACK TO INFORM
Strand Test

REVIEW:

LESSON 5 Strand Test; CHAPTER 11: Fundamentals of Applying Dimensional Color Using Foil information found in THE ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

5) A strand test can be used as a “pre-test” to help determine how the hair will react to product application and processing. It’s also useful during processing to help observe changes in color and tone.

Foil Placement

Subtle to bold outcomes can be achieved through placement of highlights or lowlights in foil packets in the hair. Color selection, the number of foils placed, the thickness of the subsection and weaving or slicing techniques provide an infinite variety of options and results.

The Six Basic Sections are used here for a full head foil application. The effect can be subtle or dramatic, depending on the width of the subsections and the number of weaves taken.

REVIEW:

LESSON 1: Six Basic Section Full Head Foil Application; CHAPTER 12: Classic Foil Applications found in the ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

Watch the DVD before going to Extend.

GROUP ACTIVITY:

Mannequin workshop set up as a Simon says type of workshop. Where you show the class the DVD sections 1-2 of the Six Basic Sections and then demo that portion, and them have them do it. When they are finished you will then move onto sections 3-4, the same way, then 5-6. By doing the workshop in these bite size pieces it won’t seem so overwhelming for the class to learn the very first full head foil.

Time Frame: 1.5 hours
refine  |  assessment of basic six section foil

While in the workshop take a look at the individual work, and ask the student to tell you where they might need more practice. Be sure to point out areas where the students are doing really well.

QUESTION:

- Ask the students what they thought they improved on the most, and where they feel they might need more work. This will be very helpful to you as a teacher to help assess where they are as a group and if you're able to move to more advanced techniques.

DEBRIEF:

Have the students fill out the Debrief Form as to where they are in the learning process (see Handout section at the end of the Hair Color lesson plans, Handout C).

perform  |  create a goal

FACILITATOR SCRIPT:

The ultimate time goal for a full head foil is 45 minutes to an hour by the time you graduate. Where is your goal, and how will you obtain it?

SHARE:

Have the students write down their goal along with a date. Place their names on a master calendar to check up on them as to how well they are doing. It is good to encourage more than one goal, for instance a student might be able to set one goal a week from now, with 1 1/2 hours, and then one month from now, 1 hour, 15 minutes, etc.
Hair Color Lesson #11: Aveda Color Systems Enlightenment Blonding

overview
An introduction to Aveda's blonding system.

concept: potentially blonde
Lesson #11: Aveda Color Systems Enlightenment Blonding

**connect | famous blondes**

WRITTEN TASK:

Have students list famous blondes.

Have pictures of some collected in advance to share.

**attend | great and not so great blonde potential**

DISCUSS:

Discuss who makes a great blonde and who doesn’t. Allow the students to debate this. Have the students group pictures in categories of Ash Blonde, Natural Blonde, Beige Blonde, Golden Blonde, and Double Process Blondes. Allow the students to speculate on this without guidance.

**image | imagine yourself potentially blonde**

GROUP ACTIVITY:

With the use of blonde wigs and a digital or Polaroid camera. Have students do before and after pictures of each other.
inform  | how do we create the potential opportunity?

As a colorist to be well versed in blonding is a must, as blonding is the number one color service whether it’s all over or in foils. Blonding gives you as a Cosmetologist money making potential!

1) Enlightenment Blonding
   - Shade overview and Color Viscosity
   - Formulation
   - Mixing
   - Application
2) Shade Selection Guide
3) Enlightener and Enlightener Creme Booster
   - Mixing and Processing
4) Hair Color Cleansing (is covered when we extend this basic knowledge in Corrective Color.)

practice  | test your blonde potential

Give the students the Open Color Chart Quiz for Shades of Enlightenment Advanced Lifting Creme Hair Color and Enlightener Powder Lightener. Make sure each participant also receives an Aveda Paper Hair Color Chart to use as a guide (see Handout section at the end of the Hair Color lesson plans, Handout O).

extend  | identify blonde potential

WRITTEN TASK:
Have students create a “look book” section for BLONDES.

FACILITATOR NOTES:
They might also use their portfolios for this activity if they have them.
Ask them to represent and categorize all shades, including double process.
ALTERNATIVE ACTIVITY (This could be a class project):

Have students create a blonding chart with hair swatches, both using Shades of Enlightenment and Enlightener to show examples of all types of BLONDES.

refine | potentially blonde models

GROUP ACTIVITY:

Have a workshop where everyone brings in a model to make an all-over blonde. Be sure to give students guidelines on choosing potential blondes, such as they should be a natural level 6-7.

Take before and after photos to see the transformations.

perform | celebration of blonde potential

GROUP ACTIVITY:

Have a contest with awards for:
- Best Transformation
- Best Ash Blonde
- Best Beige Blonde
- Best Golden Blonde
- Best Natural Blonde
- Best Looks Like The Model Was Born With It Blonde!

Have everyone vote!
Hair Color Lesson #12: Fundamentals of Applying Dimensional Color Using Foil Class 2

overview

The second class for Dimensional Coloring Using Foil, taking students a step further in the foiling process.

concept: enhancement
Lesson #12: Fundamentals of Applying Dimensional Color Using Foil Class 2

connect  |  foil enhancement inspiration

DISCUSS:

As a class we have learned to enhance hair with color in various ways. Often our inspiration and ideas on how to enhance someone’s color comes from looking at pictures of hair. It starts with looking at pictures that inspire you and then sharing those with our guests to see which inspires them.

Before moving further into Dimensional Hair Color, let’s take some time to see what pictures inspire us.

GROUP ACTIVITY:

Have students go through magazines and cut out pictures of dimensional haircolor that inspire them to learn more about enhancing hair with foil applications.

FACILITATOR NOTE:

Supplies you will need: Scissors and fashion magazines

Time Frame: 15 minutes
attend | share

SHARE:
In small groups share your pictures and what you like about them.

image | create pages for a portfolio

GROUP ACTIVITY:
Have the class use pages that can be used in a portfolio (8” x 11”) and mount the pictures they chose on them. If they have a portfolio started at this time they may chose to put them in it. If not this may be a great time to talk to them about creating a portfolio to be used for consultations with their guests.

FACILITATOR NOTES:
Supplies you will need: 8” x 11” paper, glue stick, scissors, and markers.

inform | fundamentals of applying dimensional color using foil class 2

Subtle to bold outcomes can be achieved through placement of highlights or lowlights in foil packets in the hair. Color selection, the number of foils placed, the thickness of the subsections and weaving or slicing techniques provide an infinite variety of options and results.

Alternative Full Head Foil Application
The Alternative Full Head Foil Application creates defined, natural-looking highlights that accent the way the hair falls.

REVIEW:
LESSON 2: Alternative Full Head Foil Application; CHAPTER: 12 Classic Foil Applications found in THE ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE
Mannequin workshop for foil placement:

Have Students set up mannequins, stands and the Standard Set Up for Hair Color found in their Glossary in the Technique Guide.

Review step by step the DVD, while students are doing the same partings on their mannequin head. They will be using conditioner and foil so they can reuse the mannequins.

Time Frame: Each of these Inform and Practice will be a four hour class.

Partial Head Foil Application

A Partial Head Foil Application technique may be the ideal solution when your guest does not desire a full head foil.

REVIEW:

LESSON 3: Partial Head Foil Application; CHAPTER 12: Classic Foil Application found in THE ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE REVIEW DVD
**Short Hair Foil Application**

The Short Hair Foil Application accents both the length and shape of the haircut.

**REVIEW:**

LESSON 4: Short Hair Foil Application; CHAPTER 12: Classic Foil Applications found in THE ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

PLAY DVD

**practice | workshop 3**

Time Frame: 4 hour class for both the Inform and Practice.

**FACILITATOR NOTE:**

These next two lessons are from Chapter 13.

SWING BACK TO INFORM

**Full Head Color with Slices Application**

Using basic knowledge about color and foil applications, it’s easy to combine these techniques to enhance certain haircut shapes and retouch new growth or change all-over color while applying highlights or lowlights.

With this application, bold slices of color are applied with an all-over color added in between the foil packets and on the rest of the hair. For this guest, the slices are placed to accent the asymmetry of the haircut.

**REVIEW:**

LESSON 1: Full Head Color with Slices Application; CHAPTER 13: Dimensional Color Combination Applications found in THE ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

PLAY DVD
practice | workshop 4

Time Frame: 4 hour class for both the INFORM and PRACTICE.

SWING BACK TO INFORM

Back-to-Back Slices Application

Back-to-back slices create a bold, dimensional look. The basic technique is to place two or more slices together with no hair in between.

Where you place the back-to-back slices on the head and how many colors you use is determined by the hair cut and desired effect. The possibilities are endless.

REVIEW:

LESSON 2: Back-to-Back Slices Application; CHAPTER 13: Dimensional Color Combination Applications found in THE ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE REVIEW DVD

extend | enhance your guest’s hair

GROUP ACTIVITY:

Model workshop for foil placement: Have Students set up the Standard Set Up for Hair Color found in their Glossary in the Technique Guide. They should all be able to find an appropriate model with a weeks notice.

It’s now time for the student to bring in a model for a foil. Let them decide as much as possible with the model. Have them fill out the Blueprint and use any foil pictures they have collected from activities. They now have a lot of possibilities, as to what type of foil they could do.

FACILITATOR NOTE:

Have them take as much lead as you think the individual student can handle. Some students might want you to decide for them. This is when you need to encourage them that they have everything they need to take the next step, while still making sure they realize you are there to support them along the way.
refine  | model workshop

QUESTION:

• How did the foil you did on your model enhance their look?

• Is there anything you might do differently?

DEBRIEF:

Have each student fill out a Debrief Form (see Handout section at the end of the Hair Color lesson plans, Handout F). Make a point of reviewing each participant to guide them in any areas they might need to work on.

perform  | you are ready!

FACILITATOR SCRIPT:

You are ready to start taking guests desiring a foil! I want to encourage you to keep adding pictures to your portfolio so you will have it complete for your consultation needs.

GROUP ACTIVITY:

To celebrate this achievement, have a hair color party for the class. Where the students can share their accomplishments with each other and enhance each others hair.
Hair Color Lesson #13: Corrective Color Techniques

overview
An introduction to corrective hair color.

concept: solutions

solutions
perform
connect
refine
attend
extend
image
practice
inform

1. Guest’s Hair Challenges
2. Corrective Color Techniques
3. Color Corrective Techniques, Pre-Coloration, Solutions
4. Present New Solutions, Trade Disasters, Solutions to the Hair Color Disasters Documentary
Lesson #13: Corrective Color Techniques

connect | guests’ hair challenges

GROUP ACTIVITY:

Break the class up into 5 groups. Have each participant in the group come up with a solution for their guests hair challenge and write it down.

Time Frame: 10 minutes

Copy the following scenarios onto index cards, one for each group.

Guest #1: Char has naturally curly hair and would like to wear it straight. She's come to you for help with this. Write down the suggestions you would give her.

Guest #2: Randy has boring stick straight hair, about 10 inches long. He would really like bit more style to it. He's here for your help. Write down the suggestions you might give him.

Guest #3: Loren just got a new job in marketing and really needs to look the part. With her waist long straight hair she's looking to you for advice. Write down the suggestions you would give her.

Guest #4: Chloe has hair to her shoulders, that has natural curl. She loves the length and the curl. She is looking to you to help her enhance both. Write down the suggestions you might have for her.

Guest #5: Paul has a Mohawk, that is 6 inches long, even though he has loved this look for college, he now needs to get a job. This isn't exactly the look of a loan officer, so he's here for your advice on what he can do with his hair. Write down the suggestions you would give him.
Have everyone share in small groups the solution. After sharing ask that they vote for the best one within the group. Have the groups create a short presentation of their guest. Have each group present the solutions they came up with for their guest.

Time Frame: 20 minutes

Have each of the groups draw a before and after picture of the guest that was presented. Hang their drawings on the wall.

This will remind them that they will be looked to discover solutions for their guest, whether it be styling, cutting, texture or hair color.

1) Corrective Color Consultation
2) Color Cleansing Technique
3) Precoloration Technique and Cautions
   When Correcting Hair Colored with Henna

Just as with styling, cutting, and other services you will be asked to help a guest come up with a solution to their hair color challenges. Because this is chemical it can be very complicated. This is one reason they say you can never know too much about hair color, it is both an art and science. Experience will help you, but so will taking the time to do a through consultation and test strands.

Corrective hair coloring is necessary when previously colored hair needs to be altered. The guest may want a lighter or a darker shade, there may be hair color build-up or an off-tone color result. Corrective color techniques help you successfully adjust the color balance.
Corrective Color Consultation
The key to successful corrective hair coloring is a complete consultation with the guest. It’s important to understand what chemical processes the hair has endured and to assess the current porosity of the hair before prescribing color correction. A consultation appointment may be separate from the actual service appointment.

REVIEW:
LESSON 1: Corrective Color Consultation; CHAPTER 14: Corrective Color Techniques found in the THE ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

Color Cleansing Technique
Color cleansing removes artificial color from a guest’s hair. For this guest the desired result is two levels lighter than the existing level, therefore a Color Cleansing service is a necessary first step.

REVIEW:
LESSON 2: Color Cleansing Technique; CHAPTER 14: Corrective Color Techniques in THE ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

WATCH DVD

GROUP ACTIVITY:
Have the students use mannequins and color cleanse them, using the formula given in the reference guide. The Lift 3+ Levels is a good formula for them to use the first time they do this on mannequins, as they are often resistant to lift. Make sure and review that they will know when they have reached the desired level based on the NRP Chart found in Chapter 14 page 141.

Allow the participant to check their work during and after the application and ask any questions they might have.

For this activity the participant will need the standard set up for hair color referred to in their Technique Guide Glossary. They will also need a man-
nequin and stand. If there are any previously colored mannequins these would be good to use.

The students will also need to use Enlightener, Shampure, and 30 Volume Color Catalyst.

Time Frame: 2 hours

SWING BACK TO INFORM

Pre-Coloration

Pre-Coloration is essential when the guest desires a color that is three or more levels darker than their existing colored hair. It provides an initial base of color that replaces the Natural Remaining Pigment (NRP).

REVIEW:

LESSON 3: Pre-Coloration Technique; CHAPTER 14: Corrective Color Techniques found in THE ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

WATCH DVD

practice | pre-coloration

GROUP ACTIVITY:

Using the same mannequins the students used for the Color Cleansing Technique, have them now use them for Pre-Coloration.

For this activity the students will need the standard set up for hair color referred to in their Technique Guide Glossary. They will also need a mannequin and stand.

The students will also need to use Full Spectrum™ Hair Color.

Time Frame: 2 hours

SWING BACK TO INFORM
Cautions When Correcting Hair Colored With Henna

Because the use of henna and minerals complicates hair color corrections, it's important to understand the difficulties associated with their use or presence.

REVIEW:

LESSON 4: Cautions When Correcting Hair Colored With Henna; CHAPTER 14: Corrective Color Techniques found in THE ART AND SCIENCE OF HAIR COLOR & TEXTURE EDUCATOR REFERENCE GUIDE

HANDOUT:

This is given after completing Lessons 1-4.

Give the students the Corrective Hair Coloring Techniques Assessment of Acquired Knowledge (available on The Art and Science of Hair Color and Texture—Aveda Education Educator Support CD).

The answers can be found in the Educator Reference Guide.

Time Frame: 15 minutes

FACILITATOR NOTE:

extend | solutions to the hair color disaster documentaries

GROUP ACTIVITY:

Using the “Hair Color Disaster” documentaries that were created for the Hair Color Consultation class, have the class use the information they received to come up with ways in which they might have “FIXED” the disasters.

Break the class up into groups so that each group has a documentary to look at. Have the groups fill out a Blueprint (see Handout section at the end of the Hair Color lesson plans, Handout C) to document the steps.

When they have come up with their solution have them present to the group.

Time Frame: 1.5 hours
refine | trade disasters

GROUP ACTIVITY:

Have the class trade documentaries. They will be challenged to come up with a different solution for the scenario.

Time Frame: 1 hour

perform | present new solutions

GROUP ACTIVITY:

Have the groups present their new solutions.

Time Frame: 30 minutes

DEBRIEF:

Have each participant fill out a Debrief Form and hand it in (see Handout section at the end of the Hair Color lesson plans, Handout F).

FACILITATOR NOTE:

The next opportunity you get to discuss Corrective Hair Color, use the Debrief Forms to go over any areas that still seem to be unclear to the participant. This will also give you some insight as to who might need more help.
Our mission at Aveda is to care for the world we live in,
from the products we make
to the ways in which we give back to society.

At Aveda,
we strive to set an example

for environmental leadership

and responsibility—
Not just in the world of beauty,

but around the world.
Composition of the hair

Type of Melanin

Use the words below to fill in the blanks:

Mixed Melanin  Cuticle  Pheomelanin
Medulla  Eumelanin  Cortex
# Aveda Handout C

**Client Name:**  
**Date:**  

**Have you ever had an allergic reaction to hair color?** Yes [ ] No [ ]  
**Explain:**  
**Hair Color History:**  

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<th>Analysis</th>
<th>New Growth</th>
<th>Shafts and Ends</th>
<th>Dimension</th>
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<td></td>
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<tr>
<td>percent of white</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>tone of hair</td>
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<td></td>
<td></td>
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<tr>
<td>texture of hair</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>porosity of hair</td>
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<td></td>
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</table>

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<tr>
<td>desired tone</td>
<td></td>
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<td>desired intensity</td>
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<td>cleansing formula</td>
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<td>precoloration formula</td>
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<th>Formula</th>
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</tr>
<tr>
<td>hair color formula</td>
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<td>volume of color catalyst</td>
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<table>
<thead>
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<table>
<thead>
<tr>
<th>Home Maintenance</th>
<th></th>
</tr>
</thead>
</table>
Guests’ Natural Attributes

Natural Hair Color
   Level ___
   Tone ___

Complexion:
   _____ Fair/Med Warm
   _____ Med/Deep Warm
   _____ Fair/Med Cool
   _____Med/Deep Cool

Using the color Harmony Analysis Chart found on page 21 of the Technique Guide, list possible complimentary hair color choices:

_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

Find hair color pictures from magazines that would support these possibilities.
Betsy Star Scenario

Betsy Star has hair that is naturally level 4 with a golden hue to it. At twenty-four years of age, she has no grey hair. Betsy has shoulder length, naturally curly hair with ends that are porous. She would like highlights foiled into her hair. After showing her your portfolio, she spots a picture of someone with the same natural color as hers and what appears to be level 7 golden highlights—that's exactly what she wants.

Fill in any of this information that applies to the Blueprint.
My areas of strength are:

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

I'm on track, but need more practice with:

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

Focus areas that I could use more coaching with are:

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________
Directions to Drawing a House

Draw a house with two windows and a door

Step 1) In the middle of your paper, draw a 6x6" square for the house.
Step 2) Draw a roof that peaks right in the middle of the top of the square and that overhangs 1 inch on both the right upper and the left upper corners.
Step 3) Draw a 1x1" square window on the left side of the house.
Step 4) Draw a 1x2" rectangular window on the right side of the house.
Step 5) Draw a 1x2" door in the lower middle of the house.
Benchmark Your Progress

By setting goals for yourself and using a timer, you will be able to measure your progress so that you can be prepared to color hair in a neat and timely manner. You will need to practice often to accomplish this, but these are skills that help you become an expert colorist.

Date: _________________________________
Activity: ________________________________
Timing: _________________________________
Benchmark timing: _______________________

Date to check my progress: _____________________________

How did you do? _________________________________
Next Benchmark ________________________________
Timing: _________________________________
Date: _________________________________

Example:
Benchmark Your Progress
Date: 2/6/07
Activity: full head hair color application
Timing: 55 minutes
Benchmark timing: 30 minutes
Date to check my progress: 2/12/07
Scenarios

1) Susan has been a client of the salons for three years. She is great about coming in every four weeks for her retouch. Susan is a classic, she wears a bob and her color formula never changes. Susan also takes great care of her hair and its color, using only Aveda products to protect it. The ends of Susan's hair are 1/2 of a level lighter and she likes the color to be even from the new growth through the ends.

What hair coloring technique best suits this scenario?

_______________________________________________________________________________________________

2) Megan is a young professional woman who is new to coloring her hair. She describes the color as boring and dark. As your assess her natural level, you find out she is a natural level 5. While looking at pictures in your portfolio that are level 7 with a golden tone to them, she says this is what she would like. This will look wonderful on her!

What hair coloring technique best suits this scenario?

_______________________________________________________________________________________________

3) Kathy has been a client for a year. She changes her hair color from time to time. Kathy also loves to be out in the sun and at the pool. She uses Aveda Hair Care, but if she runs out she picks something up from the drugstore to tide her over until she sees you again. Kathy has let her color grow out for six weeks and the copper tone has completely washed out and the current hair color level is two levels lighter than what you colored it last time.

What hair coloring technique best suits this scenario?

_______________________________________________________________________________________________

4) Joe is a new referral client. He has never colored his hair, but loves the idea of looking more dark and mysterious. His natural hair color is level 4 and when going through the portfolio, he liked the look of level 1 black. With his dark eyebrows and blue eyes, this is a great choice.

What hair coloring techniques suits this scenario?

_______________________________________________________________________________________________
Open Color Chart Quiz for Full Spectrum™ Permanent Hair Color

Use your Aveda Hair Color Systems Color Chart to find the answer to the questions below. Write the answer in the space provided below each question.

1. What ingredient does Aveda have a hair color patent for?

2. What three plant oils are used in Full Spectrum™ Protective Permanent Creme Hair Color?

3. What percentage is Full Spectrum Protective Permanent Creme Hair Color naturally derived?

4. What levels are Dark Pure Tones used to customize?

5. What tonal series does the Light and Dark Pure Base create?

6. What shades in the Full Spectrum™ Permanent Hair Color System are formulated for a balanced, neutral shade?

7. How many Pure Bases are there? What are they?

8. How many Pure Tones are available with Full Spectrum™ Protective Permanent Creme Hair Color?

9. What is the formula for Light Intense Copper Blonde?

10. What two Pure Tones are used for maximum grey coverage on resistant hair?

11. What levels are Light Pure Tones used to customize?
12. How much Pure Tone is recommended at levels 1 or 2?

13. When are the Pure Tones used alone?

14. In what increments are Light N/N and Dark N/N measured?

15. What is the recommended processing time for Dark N/N?

16. What is the number for the Aveda Technical Hotline?

17. How much more Pure Tone is recommended with the Pure Bases vs. the Natural Series shades?

18. What is the formula for Light Copper Blonde?

19. How is the level changed when using the Intense series?

20. What is the formula for Light Brown with Full Spectrum™ Permanent Hair Color?

21. What is the formula recommended for Light Golden Brown with Full Spectrum™ Permanent Hair Color?

22. What is the formula for Medium Golden Brown on 50% resistant grey hair?

23. When applying Intense Ash for Color Balancing what is the precautionary warning?

24. Intense Ash may appear how many shades darker? Why?

25. How is the guest's natural level determined?
26. What is the recommended Shampoo and Conditioner to remove Full Spectrum™ Permanent Hair Color?

27. What is the Natural Remaining Pigment when lifting to a level 8?

28. When grey coverage is desired on non-resistant 25% grey hair to create 6N what formulation is recommended? What is the timing?

29. What is the processing time for 10 Volume Color Catalyst?

30. Why isn’t Pure Base recommended for grey hair?

31. What does the first letter in the Pure Tone represent?

32. What is the formula when mixing a Medium Intense Copper Blonde?

33. What two Pure Tones are found only in Full Spectrum™ Permanent Creme Hair Color?

34. What is the formula for Very Light Intense Ash Blonde in Full Spectrum™ Permanent Creme Hair Color?
Open Color Chart Quiz for Full Spectrum™ Deposit-Only Color Treatment Hair Color

1. What developers are used with Full Spectrum™ Deposit-Only Color Treatment?

2. How long does Full Spectrum™ Deposit-Only Color Treatment last?

3. What unique component is designed to deliver the treatment benefits to the hair without depositing color?

4. Can Deposit-Only Color Treatment be used the same day as a perm or relaxer?

5. What soothing aroma is featured in Full Spectrum™ Deposit-Only Color Treatment?

6. What type of grey coverage can be expected with Deposit-Only Color Treatment?

7. How many Pure Tones are available with Full Spectrum™ Deposit-Only Color Treatment?

8. What is the process time for Deposit-Only Color Treatment?

9. What is the mixing ratio for Deposit-Only Color Treatment?

10. What is the formulation for Light Copper Brown when using Deposit-Only?
1. What percentage naturally derived is Shades of Enlightenment?

2. What Shades of Enlightenment Shade is recommended for natural level 8?

3. How many levels of lift does Shades of Enlightenment deliver with 40 Volume Color Catalyst?

4. How many levels of lift does Shades of Enlightenment deliver with 30 Volume Color Catalyst?

5. What is the predicted result when using Dawn on natural level 7 hair?

6. What is the predicted result for Eclipse on natural level 7 hair?

7. What three products are used together when an on-the-scalp lightener application is desired?

8. What benefit does blue chamomile provide? What product is it found in?

9. What Color Catalyst are recommended to be used with Shades of Enlightenment?

10. What is the recommendation for using Daybreak on 25% or less grey hair?

11. What level of hair is recommended for the use of Dusk?

12. Hydrolyzed soy protein is in Shades of Enlightenment for what purpose?
1. Part the hair in subsections according to the desired Density. (1/2'', 1/4'' or 1/8'')

2. Brace your little finger against the guest’s head when weaving. This helps to control the hair that you are weaving.

3. Weave* using the tail of your metal tail comb to the desired Effect. (see Effect Guidelines) Skim across the top 1/4 to 1/3 of your subsection, allowing uncolored hair to fall out between the foils.

4. Pinch the hair 1-2 inches down from the scalp with your thumb and forefinger. Over direct this subsection upward.

5. Ribbon the foil at the top edge, to stiffen the edge and give it a slight concave shape when working on the round parts of the head.

6. Place the foil at the scalp and lock into place by bringing the hair down over it, still pinching with your fingers. Using your dominant hand, place a color brush with hair color on it, at the midlengths securing the hair on the foil. Do not brush yet! Hold hair onto the foil with the brush, while you bring your subordinate hand to the back of the foil, with your thumb at the top inside corner. Create a platform with your hand. This will aid you in keeping the foil at the scalp while you brush on color and avoid disturbing previously placed foils.

7. Brush color 1 inch from the new growth area through the ends or line of demarcation, depending on the desired result. Using enough color on the brush to fully saturate all sides of the hair. Now when the brush has less color on it, because you have saturated the midlengths and ends, brush the color at the new growth area close to but not onto the scalp. Fold the foil in half being careful not to squeeze color out of the top or sides, as this will cause color to seep onto the scalp. If needed, pull the foil on the sides gently to keep packets neat.

8. Fold foil again, this time 1 inch from the top of the previous fold. This keeps the backside of the foil from pulling away from the scalp and allows for easy removal, when rinsing. Use the tail or spine of the comb to fold both open ends. You are now ready to move onto the next one.

* Slicing will follow the same procedure

PART, BRACE, WEAVE, PINCH, RIBBON, PLACE, BRUSH AND FOLD!