

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - BARBERING NC II
(320 hours)

These are the specializations and their pre-requisites. These lists should be used as reference for curriculum maps.

AGRI-FISHERY ARTS

	Specialization	Number of Hours	Pre-requisite
1.	Agricultural Crops Production (NC I)	320 hours	
2.	Agricultural Crops Production (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	640 hours	
3.	Agricultural Crops Production (NC III)	640 hours	Agricultural Crops Production (NC II)
4.	Animal Health Care Management (NC III)	320 hours	Animal Production (Poultry-Chicken) (NC II) or Animal Production (Ruminants) (NC II) or Animal Production (Swine) (NC II)
5.	Animal Production (Poultry-Chicken) (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
6.	Animal Production (Large Ruminants) (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
7.	Animal Production (Swine) (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
8.	Aquaculture (NC II)	640 hours	
9.	Artificial Insemination (Large Ruminants) (NC II)	160 hours	Animal Production (Large Ruminants) (NC II)
10.	Artificial Insemination (Swine) (NC II)	160 hours	Animal Production (Swine) (NC II)
11.	Fish Capture (NC II)	640 hours	
12.	Fishing Gear Repair and Maintenance (NC III)	320 hours	
13.	Fish-Products Packaging (NC II)	320 hours	
14.	Fish Wharf Operation (NC I)	160 hours	
15.	Food Processing (NC II)	640 hours	
16.	Horticulture (NC III)	640 hours	Agricultural Crops Production (NC II)
17.	Landscape Installation and Maintenance (NC II)	320 hours	
18.	Organic Agriculture (NC II)	320 hours	
19.	Pest Management (NC II)	320 hours	
20.	Rice Machinery Operations (NC II)	320 hours	
21.	Rubber Processing (NC II)	320 hours	
22.	Rubber Production (NC II)	320 hours	
23.	Slaughtering Operations (Hog/Swine/Pig) (NC II)	160 hours	

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - BARBERING NC II
(320 hours)

HOME ECONOMICS

	Specialization	Number of Hours	Pre-requisite
1.	Attractions and Theme Parks Operations with Ecotourism (NC II)	160 hours	
2.	Barbering (NC II)	320 hours	
3.	Bartending (NC II)	320 hours	
4.	Beauty/Nail Care (NC II)	160 hours	
5.	Bread and Pastry Production (NC II)	160 hours	
6.	Caregiving (NC II)	640 hours	
7.	Commercial Cooking (NC III)	320 hours	Cookery (NC II)
8.	Cookery (NC II)	320 hours	
9.	Dressmaking (NC II)	320 hours	
10.	Events Management Services (NC III)	320 hours	
11.	Fashion Design (Apparel) (NC III)	640 hours	Dressmaking (NC II) or Tailoring (NC II)
12.	Food and Beverage Services (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	160 hours	
13.	Front Office Services (NC II)	160 hours	
14.	Hairdressing (NC II)	320 hours	
15.	Hairdressing (NC III)	640 hours	Hairdressing (NC II)
16.	Handicraft (Basketry, Macrame) (Non-NC)	160 hours	
17.	Handicraft (Fashion Accessories, Paper Craft) (Non-NC)	160 hours	
18.	Handicraft (Needlecraft) (Non-NC)	160 hours	
19.	Handicraft (Woodcraft, Leathercraft) (Non-NC)	160 hours	
20.	Housekeeping (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	160 hours	
21.	Local Guiding Services (NC II)	160 hours	
22.	Tailoring (NC II)	320 hours	
23.	Tourism Promotion Services (NC II)	160 hours	
24.	Travel Services (NC II)	160 hours	
25.	Wellness Massage (NC II)	160 hours	

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - BARBERING NC II
(320 hours)

INDUSTRIAL ARTS

	Specialization	Number of Hours	Pre-requisite
1.	Automotive Servicing (NC I) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	640 hours	
2.	Automotive Servicing (NC II)	640 hours	Automotive Servicing (NC I)
3.	Carpentry (NC II)	640 hours	
4.	Carpentry (NC III)	320 hours	Carpentry (NC II)
5.	Construction Painting (NC II)	160 hours	
6.	Domestic Refrigeration and Air-conditioning (DOMRAC) Servicing (NC II)	640 hours	
7.	Driving (NC II)	160 hours	
8.	Electrical Installation and Maintenance (NC II)	640 hours	
9.	Electric Power Distribution Line Construction (NC II)	320 hours	Electrical Installation and Maintenance (NC II)
10.	Electronic Products Assembly and Servicing (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	640 hours	
11.	Furniture Making (Finishing) (NC II)	640 hours	
12.	Instrumentation and Control Servicing (NC II)	320 hours	Electronic Products Assembly and Servicing (EPAS) (NC II)
13.	Gas Metal Arc Welding (GMAW) (NC II)	320 hours	Shielded Metal Arc Welding (SMAW) (NC II)
14.	Gas Tungsten Arc Welding (GTAW) (NC II)	320 hours	Shielded Metal Arc Welding (GMAW) (NC II)
15.	Machining (NC I)	640 hours	
16.	Machining (NC II)	640 hours	Machining (NC I)
17.	Masonry (NC II)	320 hours	
18.	Mechatronics Servicing (NC II)	320 hours	Electronic Products Assembly and Servicing (EPAS) (NC II)
19.	Motorcycle/Small Engine Servicing (NC II)	320 hours	
20.	Plumbing (NC I)	320 hours	
21.	Plumbing (NC II)	320 hours	Plumbing (NC I)
22.	Refrigeration and Air-Conditioning (Packaged Air-Conditioning Unit [PACU]/Commercial Refrigeration Equipment [CRE]) Servicing (NC III)	640 hours	Domestic Refrigeration and Air-conditioning (DOMRAC) Servicing (NC II)
23.	Shielded Metal Arc Welding (NC I)	320 hours	
24.	Shielded Metal Arc Welding (NC II)	320 hours	Shielded Metal Arc Welding (NC I)
25.	Tile Setting (NC II)	320 hours	
26.	Transmission Line Installation and Maintenance (NC II)	640 hours	Electrical Installation and Maintenance (NC II)

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - BARBERING NC II
(320 hours)

INFORMATION, COMMUNICATIONS AND TECHNOLOGY (ICT)

	Specialization	Number of Hours	Pre-requisite
1.	Animation (NC II)	320 hours	
2.	Broadband Installation (Fixed Wireless Systems) (NC II)	160 hours	Computer Systems Servicing (NC II)
3.	Computer Programming (.Net Technology) (NC III) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
4.	Computer Programming (Java) (NC III) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
5.	Computer Programming (Oracle Database) (NC III) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
6.	Computer Systems Servicing (NC II) <i>updated based on TESDA Training Regulations published December 28, 2007</i>	640 hours	
7.	Contact Center Services (NC II)	320 hours	
8.	Illustration (NC II)	320 hours	
9.	Medical Transcription (NC II)	320 hours	
10.	Technical Drafting (NC II)	320 hours	
11.	Telecom OSP and Subscriber Line Installation (Copper Cable/POTS and DSL) (NC II)	320 hours	Computer Systems Servicing (NC II)
12.	Telecom OSP Installation (Fiber Optic Cable) (NC II)	160 hours	Computer Systems Servicing (NC II)

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - BARBERING NC II
(320 hours)

Course Description:

This curriculum guide on Barbering NC II leads to National Certificate Level II (NC II). This course is designed for students to enhance their knowledge, skills and attitudes in barbering in accordance with industry standards. It covers core competencies, such as performing pre-and-post hair care activities, hair and scalp treatment, basic hair coloring, haircut, shave and style of beard and moustache and chair spot massage. Performing basic hair perming, hair relaxing and men’s hairpiece attachment, styling and maintenance are also added as electives.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Introduction 1. Core concepts in Barbering 2. Relevance of the course 3. Career opportunities	The learners demonstrate an understanding of core concepts and principles in Barbering.	The learner independently demonstrates competencies in Barbering as prescribed in the TESDA Training Regulations.	1. Explain core concepts in Barbering. 2. Discuss the relevance of the course. 3. Explore opportunities for a career in Barbering.	
PERSONAL ENTREPRENEURIAL COMPETENCIES AND SKILLS (PECS)				
1. Dimensions of Personal Entrepreneurial Competencies (PECS) 1.1 Three clusters of PECS (Achievement, Planning, Power Clusters) 1.2 Characteristics 2. Assessment of Personal Competencies and Skills (PECS)	The learner demonstrates an understanding of PECS’ dimensions and characteristics.	The learner recommends specific strategies to improve ‘weak’ areas and sustain ‘strong’ areas of their PECS.	LO 1. Assess Personal Entrepreneurial Competencies. 1.1 Explain dimensions/clusters of PECS and the different characteristic traits per cluster. 1.2 Evaluate one’s PECS.	TLE_ PECS9-12-00-1
ENVIRONMENT AND MARKET (EM)				
1. Factors in the business environment 2. Identifying business opportunities	The learner demonstrates an understanding of the different factors that influence the business environment.	The learner: 1. analyzes how factors influence the business environment. 2. relates experience in generating business ideas or identifying business opportunities.	LO 2. Understand the business environment and business ideas. 2.1 Explain how different factors influence the business environment. 2.2 Explain procedures for generating business ideas or identifying business opportunities. 2.3 Generate business ideas and identify business opportunities.	TLE_ EM9-12-00-1

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - BARBERING NC II
(320 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
CORE COMPETENCIES				
LESSON 1: PERFORMING PRE-AND POST-HAIR CARE ACTIVITIES (PHC)				
Preparation of client <ul style="list-style-type: none"> • Assessment of client • Preparation of protective clothing and materials • Draping procedures • Customer relation • Preparation for treatments • Occupational health and safety rules and regulations • First Aid 	The learner demonstrates an understanding of the concepts, theories and principles in pre-and post-hair care activities in barbering.	The learner independently performs the pre-and post-hair care activities in barbering.	LO 1. Prepare client. <ol style="list-style-type: none"> 1.1 Assess the built of the client in determining appropriate size of drapery to be used. 1.2 Provide appropriate clothing according to the type of service, size and built of the client. 1.3 Advise client to remove jewelry and accessories. 1.4 Ensure client's safety and comfort during the process. 	TLE_HEBBR9-12PHC-Ia-b-1
Apply shampoo and conditioner <ul style="list-style-type: none"> • Tools and equipment in shampooing • Checking and analyzing hair <ul style="list-style-type: none"> - Hair and scalp condition - Hair porosity - Hair elasticity - Hair texture - Hair density - Hair length • Selecting types of shampoo <ul style="list-style-type: none"> - Hydrating - Clarifying - Smoothing - Volumizing - Anti-dandruff/acid balanced (non –stripping) • Types of conditioner • Protein base <ul style="list-style-type: none"> - Moisturizing • Water temperature set- up (hot and cold) 			LO 2. Apply shampoo and conditioner to client's hair. <ol style="list-style-type: none"> 2.1 Analyze hair to determine appropriate shampoo and/or conditioner to be used in accordance with the type of hair. 2.2 Select necessary tools, supplies and materials according to service requirements. 2.3 Prepare client for shampooing and conditioning activity. 2.4 Apply shampoo and hair conditioner in accordance with the type of service and standard procedures. 2.5 Rinse hair thoroughly according to salon procedures and manufacturer's instructions. 	TLE_HEBBR9-12PHC-Ib-e-2

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - BARBERING NC II
(320 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Procedures in shampooing hair • Techniques in shampooing and conditioning • Proper rinsing procedures • Safety measures in shampooing 				
<p>Perform blow-drying</p> <ul style="list-style-type: none"> • Tools and equipment in hair drying • Blow drying techniques • Hair sectioning • Proper use of hair implements • Handling tools and equipment • Setting of equipment • Applying finishing products • Health and safety precautions in hair drying 			<p>LO 3. Perform blow-drying of hair.</p> <p>3.1 Towel dry hair according to service requirements.</p> <p>3.2 Comb hair in accordance with the service requirements.</p> <p>3.3 Use appropriate tools and implements according to salon standards.</p> <p>3.4 Blow dry according to service requirements and salon standard procedures.</p> <p>3.5 Apply finishing products to blow dried hair according to manufacturer’s instructions or products specifications.</p> <p>3.6 Ensure client’s safety and comfort during the entire process.</p>	<p>TLE_HEBBR9-12PHC-Ie-h-3</p>
<p>Perform post-service activities</p> <ul style="list-style-type: none"> • Cleaning of work station • Sterilizing, sanitizing and storage of tools and implements • Proper waste disposal 			<p>LO 4. Perform post-service activities.</p> <p>4.1 Clean premises according to OHSS (Occupational Health and Safety Standards) requirements.</p> <p>4.2 Sanitize tools and materials according to OHS standards.</p> <p>4.3 Store equipment according to OHSS requirements.</p> <p>4.4 Segregate waste materials according to OHSS.</p>	<p>TLE_HEBBR9-12PHC-Ii-j-4</p>

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - BARBERING NC II
(320 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
LESSON 2: PERFORMING HAIR AND SCALP TREATMENT (PST)				
<p>Preparation of client</p> <ul style="list-style-type: none"> • Conduct client's consultation • Checking and analyzing hair texture and scalp condition • Benefits of scalp and hair treatment • Scalp Problems • Disorders of hair 	<p>The learner demonstrates an understanding of the core concepts, theories and principles in hair and scalp treatment.</p>	<p>The learner independently performs hair and scalp treatment based on salon standards and procedures.</p>	<p>LO 1. Prepare the client.</p> <ol style="list-style-type: none"> 1.1 Determine client's health and restrictions. 1.2 Analyze client's hair texture scalp and hair condition following salon policies and safety procedures. 1.3 Determine client's diseases and disorders on scalp and hair. 1.4 Advise client to remove jewelry and accessories. 1.5 Provide protective clothing materials according to built size of the client and type of services. 	<p>TLE_HEBBR9-12PST-IIa-c-5</p>
<p>Treating hair and scalp condition</p> <ul style="list-style-type: none"> • Types of scalp and hair treatment • Supplies, materials, tools and equipment in hair and scalp treatment • Steps for scalp massage • Application of treatment product 			<p>LO 2. Treat hair and scalp condition.</p> <ol style="list-style-type: none"> 2.1 Prepare supplies and materials for hair and scalp treatment. 2.2 Select appropriate hair and scalp treatment products according to client's hair texture, scalp and hair condition. 2.3 Refer client to the health personnel if needed. 2.4 Set equipment for hair and scalp treatment. 2.5 Perform hair and scalp treatment with massage in accordance with acceptable procedures. 2.6 Check result according to service requirement outcome. 2.7 Ensure client's comfort and safety in accordance with the salon standard policies and procedures. 	<p>TLE_HEBBR9-12PST-IIc-h-6</p>

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - BARBERING NC II
(320 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Perform post-service activities <ul style="list-style-type: none"> Cleaning, sanitizing and storing procedures Good housekeeping Home hair care and scalp maintenance 			LO 3. Perform post-service activities. <ol style="list-style-type: none"> Clean work station, tools and equipment following the proper in housekeeping (5S). Sanitize tools and implements according to health and safety requirements. Store treatment products following salon procedures. Store materials and metal implements in a closed cabinet according to OHSS. Advise client on the appropriate hair and scalp maintenance products. 	TLE_HEBBR9-12PST-IIh-j-7
LESSON 3: PERFORMING BASIC HAIR COLORING (PBHC)				
Preparing of client <ul style="list-style-type: none"> Determine the previous hair treatment/Hair diagnose Color theory or color wheel Skin patch test Perform strand test Effects of allergies Use of protective clothing and draping Procedure Shampooing and blow-drying procedure 	The learner demonstrates an understanding of the concepts, theories and principles in basic hair coloring.	The learner independently performs hair coloring based on standard practices.	LO 1. Prepare client for hair coloring/hair dyeing. <ol style="list-style-type: none"> Discuss with client hair color options. Check for possible allergies. Advise client to remove jewelry and accessories. Prepare protective clothing material according to built, size of the client, and OHSS requirements. Drape client following salon policies and standard procedures. Shampoo client's hair to remove styling products. Blow-dry the hair according to salon standards and procedures. Ensure client's safety throughout the entire service. 	TLE_HEBBR9-12PBHC-IIIa-b-8
Apply hair coloring <ul style="list-style-type: none"> Preparation and use of tools, materials and implements Classification of coloring products 			LO 2. Apply hair color. <ol style="list-style-type: none"> Prepare tools, implements and materials Prepare tools, implements and materials following the OHSS requirements. Mix color developer according to client's 	TLE_HEBBR9-12PBHC-IIIc-h-9

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - BARBERING NC II
(320 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Kinds and uses of developers • Selecting and mixing hair color and developer • Ratio and proportion for hair color and developer • Timeline in hair coloring process • Application of hair coloring product • Color application method <ul style="list-style-type: none"> - Apply hair color in white/grey hair - For fashion color - For virgin hair - Tone on tone • Styling hair • Client's service outcome • Proper hair care maintenance in hair coloring 			<p>hair texture, condition and desired outcome.</p> <p>2.3 Apply hair color according to product specifications and acceptable procedures.</p> <p>2.4 Check evenness of color through visual inspection.</p> <p>2.5 Style hair according to client's desire outcome.</p> <p>2.6 Advise client on the proper hair care maintenance for coloring hair</p>	
<p>Perform post service activities</p> <ul style="list-style-type: none"> • Cleaning and storing procedures • Preparation and application of cleaning agents and chemicals • Hygiene and sanitation • Waste management 			<p>LO 3. Perform post-service activities.</p> <p>4.1 Clean workstation according to occupational health and safety rules and regulations.</p> <p>4.2 Sanitize tools, materials, implements and equipment in accordance with the salon standard and procedures.</p> <p>4.3 Store tools, materials and implements in a closed cabinet.</p> <p>4.4 Dispose of waste products in accordance with occupational health and safety requirements.</p>	<p>TLE_HEBBR9-12PBHC-IIIi-j-10</p>

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - BARBERING NC II
(320 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
LESSON 4: PERFORM HAIRCUTTING (PHT)				
<p>Preparation of client</p> <ul style="list-style-type: none"> • Hair cutting theory • Hair cutting essentials • Hair analysis factors influencing hairstyle • Basic styles of haircut and Interpreting hair catalog • Protective clothing and gadgets • Selection and preparation of tools, implements, materials and supplies • Draping procedure for haircutting • Haircutting procedures and work values 	The learner demonstrates an understanding of the core concepts, theories and principles in hair and scalp treatment.	The learner independently performs haircutting for men based on industry standards	<p>LO 1. Prepare the client.</p> <ol style="list-style-type: none"> 1.1 Assess client’s haircutting needs in accordance with service and job requirements. 1.2 Analyze texture of hair according to types of hair cut style. 1.3 Present hair catalog to the client for selection of haircut style. 1.4 Use protective clothing materials and gadgets according to health and sanitation regulations. 	TLE_HEBBR9-12PHT-IVa-b-11
<p>Perform haircutting</p> <ul style="list-style-type: none"> • Haircutting Techniques • First aid and occupational safety and health requirements • Principles of Ergonomics 			<p>LO 2. Perform haircutting.</p> <ol style="list-style-type: none"> 2.1 Prepare materials, tools and hair implements according to client’s need. 2.2 Perform haircutting according to client’s preference. 2.3 Ensure client’s comfort and safety during the process. 2.4 Refer client to health personnel if needed. 	TLE_HEBBR9-12PHT-IVc-e-12
<p>Perform final styling</p> <ul style="list-style-type: none"> • Application of blow drying techniques • Types and application of finishing touches • Evaluation of hair cut result 			<p>LO 3. Perform final styling.</p> <ol style="list-style-type: none"> 3.1 Blow-dry the hair. 3.2 Use finishing haircutting tools according to the client’s desired haircut. 3.3 Apply hair finishing products as to client’s preference. 3.4 Check result according to client’s desired haircut style. 	TLE_HEBBR9-12PHT-IVf-h-13

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - BARBERING NC II
(320 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Perform Post-service activities <ul style="list-style-type: none"> • Proper hair care and maintenance • Cleaning, sanitation, and storing procedures 			LO 4. Perform post-service activity. <ol style="list-style-type: none"> 4.1 Advise client on the proper hair care and maintenance. 4.2 Sterilize tools, implements and equipment in accordance with salon procedures. 4.3 Dispose of waste items properly in accordance with occupational health and safety required practice. 4.4 Clean working area in preparation for the next client. 	TLE_HEBBR9-12PHT-IVi-j-14
LESSON 5: SHAVING AND STYLING THE BEARD AND MOUSTACHE (SBM)				
Preparation of client <ul style="list-style-type: none"> • Assessing the client • Protective clothing • Draping techniques • Shampooing techniques • Analyzing facial form and shape 	The learner demonstrates an understanding of the concepts, theories and principles in performing shaving and styling of beard and moustache.	The learner independently performs shaving and styling of beard and moustache based on standard practices.	LO 1. Prepare the client. <ol style="list-style-type: none"> 1.1 Assess client on shaving and style need. 1.2 Advise client to remove all personal accessories. 1.3 Provide client with protective clothing and appropriate materials needed 	TLE_HEBBR9-12SBM-Ia-b-15
Shave beard and moustache <ul style="list-style-type: none"> • Preparation of tools, supplies, and equipment • Razor fundamentals <ul style="list-style-type: none"> - Handling the razor - Razor strokes • Safety procedures and practices associated with shaving • Application of shaving cream product • Shaving beards and moustache • Parts of the face to be shaved • Shaving procedure • Designing beard and moustache <ul style="list-style-type: none"> - Over-comb techniques 			LO 2. Shave beard or moustache. <ol style="list-style-type: none"> 2.1 Apply shaving cream in the area to be shaved according to manufacturer's instructions. 2.2 Massage the area to be shaved with shaving cream according to manufacturer's instructions. 2.3 Perform shaving according to client's preference. 2.4 Ensure client's safety and comfort during the process. 2.5 Define beard and moustache lines according to agreed design using scissors and/or clippers. 2.6 Apply over-comb techniques in a logical sequence to remove bulk and to shape 	TLE_HEBBR9-12SBM-Ic-j-IIa-16

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - BARBERING NC II
(320 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> - Defining the beard using scissors - Using clippers 			beard and moustache. 2.7 Remove excess hair from client according to OHSS. 2.8 Maintain client's comfort, safety and hygiene throughout the process according to OHSS requirements.	
Perform post- service activities in shaving beard and moustache <ul style="list-style-type: none"> • Cleaning and storing procedures • Preparation and application of cleaning agents and chemicals • Hygiene and sanitation 			LO 3. Perform post-service activities. 4.1 Advise client on the proper care and maintenance of beard or moustache. 4.2 Sanitize and store tools, materials, implements and equipment in accordance with OHSS. 4.3 Clean work station in preparation for the next salon activity	TLE_HEBBR9-12SBM-IIa-c-17
LESSON 6: PERFORMING CHAIR SPOT MASSAGE (PSM)				
Preparation of client <ul style="list-style-type: none"> • General types of chair spot support system • Analyzing body condition • Contraindication when giving massage • Protective clothing • Basic precautionary measures when giving massage 	The learner demonstrates an understanding of the concepts, theories and principles in performing chair spot massage.	The learner independently performs chair spot massage based on standard practices.	LO 1. Prepare the client. 1.1 Assess client's type of body condition. 1.2 Provide client with protective clothing. 1.3 Prepare massage products needed. 1.4 Advise client to remove all personal accessories.	TLE_HEBBR9-12PSM-IIId-e18
Perform chair spot massage <ul style="list-style-type: none"> • Correct positioning client for chair massage • Types of massage • Types of chair massage technique • Chair spot massage procedure • Timeline for chair massage • Types of massage pain and 			LO 2. Perform chair spot massage. 2.1 Position client correctly ensuring safety and comfort during the procedures. 2.2 Apply correct massage strokes according to salon standards and procedures. 2.3 Observe required timeline according to salon policies standard. 2.4 Perform chair spot massage according to client's preference.	TLE_HEBBR9-12PSM-IIIf-h-19

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - BARBERING NC II
(320 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
complaint <ul style="list-style-type: none"> Body mechanics and biomechanics Working postures for chair spot massage 			2.5 Provide client's comfort in massage techniques. 2.6 Ensure clients safety during the service.	
Perform post- service activities <ul style="list-style-type: none"> Massage sanitation regulation Cleaning and storing massage products Housekeeping and waste disposal 			LO 3. Perform post-service activities. 3.1 Sanitize client's massage chair. 3.2 Prepare cubicle for the next salon activity. 3.3 Clean tools and massage products in accordance with Occupational Health and Safety requirements. 3.4 Store tools and massage products in designated cabinets according to salon policies and procedures.	TLE_HEBBR9-12PSM-IIi-j-20
ELECTIVE COMPETENCIES				
LESSON 7: PERFORM BASIC HAIR PERMING (PBP)				
Preparation of Client <ul style="list-style-type: none"> Hair analysis Scalp condition Professional development Protective clothing Safety precaution 	The learner demonstrates an understanding of the core concepts, theories and principles in performing hair perm.	The learner independently performs basic hair perm based on standard practices.	LO 1. Prepare the client. 1.1 Provide client with protective clothing. 1.2 Analyze texture, condition and types of hair. 1.3 Determine previous treatment applied to the hair 1.4 Check scalp condition if free from scratches, allergy and open wounds. 1.5 Confirm desired outcome if the client is satisfied. 1.6 Record service details for further reference.	TLE_HEBBR9-12PBP-IIIa-21
Apply hair perming <ul style="list-style-type: none"> Preparation of tools, supplies, and equipment 			LO 2. Perm client's hair. 2.1 Prepare necessary tools and equipment, supplies and materials according to salon	TLE_HEBBR9-12PBP-IIIb-d-22

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - BARBERING NC II
(320 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Safe handling and usage of tools and equipment • Setting and operation of equipment • Hair sectioning and blocking patterns • Rectangular perm wrap • Brick long perm wrap • Spiral Bricklong perm wrap • Oblong and Spiral Bricklong perm wrap • Winding procedures and techniques <ul style="list-style-type: none"> - Double halo (horse shoe) - Single halo (catcho) - Straight back (brush up) - Dropped crown - Brick winding • Shampooing technique • Blow drying technique • Applying perm solution • Monitoring progress of wave • Types of perm solution • Rinsing procedure 			<p>procedures.</p> <p>2.2 Section hair according to agreed styles.</p> <p>2.3 Wind hair according to standard and agreed styles.</p> <p>2.4 Use perm solution according to hair texture and condition following manufacturer's instruction.</p> <p>2.5 Cover winded hair with plastic cap to produce heat.</p> <p>2.6 Monitor progress of perm in accordance with policies of salon's procedures and manufacturer's instruction.</p> <p>2.7 Rinse hair to remove the perm solution.</p> <p>2.8 Towel damp hair to slightly dry it.</p> <p>2.9 Apply slightly dry hair with neutralizer according to manufacturer's instruction.</p> <p>2.10 Remove curlers/rods and slightly massage the hair.</p> <p>2.11 Rinse hair thoroughly according to salon procedures.</p> <p>2.12 Apply shampoo and conditioner according to salon standard and procedures.</p> <p>2.13 Towel dry hair according to salon policies and procedures.</p> <p>2.14 Ensure client's safety and comfort during the entire process.</p>	
<p>Apply finishing touches in hair perming</p> <ul style="list-style-type: none"> • Checking and applying finishing touches • Tapering/trimming procedures • Perm maintenance products • Types of finishing products <ul style="list-style-type: none"> - Mousse - Hair oil - Mineral oil 			<p>LO 3. Perform finishing touches.</p> <p>3.1 Check hair according to agreed outcome.</p> <p>3.2 Trim hair if necessary.</p> <p>3.3 Advise client on appropriate perm maintenance products.</p>	<p>TLE_HEBBR9-12PBP-IIIe-23</p>

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - BARBERING NC II
(320 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Perform post service in hair perming <ul style="list-style-type: none"> Cleaning and storing and waste disposal procedures Preparation and application of cleaning agents and chemicals Hygiene and sanitation 			LO 4. Perform post-service activities. <ol style="list-style-type: none"> Sanitize tools, implements and equipment in accordance with Occupational Health and Safety requirements. Store tools, implements and equipment according to salon's procedures. Dispose of wastes items in accordance with OHSS. Clean working area in preparation for the next client. 	TLE_HEBBR9-12PBP-IIIe-24
LESSON 8: PERFORM HAIR RELAXING (PHR)				
Preparation of Client <ul style="list-style-type: none"> Hair and scalp analysis Draping techniques Protective clothing Shampooing techniques Safety measures in hair relaxing 	The learner demonstrates an understanding of the concepts and underlying principles in performing hair relaxing.	The learner independently performs hair relaxing based on TESDA Training Regulation.	LO 1. Prepare the client. <ol style="list-style-type: none"> Check client's scalp condition. Analyze client's hair for appropriate product to be used. Advise client to remove jewelry and accessories. Prepare protective clothing, materials, tools and gadgets according to type of service. Shampoo client 's hair properly Ensure client safety and comfort 	TLE_HEBBR9-12PHR-III f-25
Perform hair relaxing <ul style="list-style-type: none"> Preparation of tools, supplies, and products Product knowledge Application of conditioner and straightening product Rinsing procedures Timeline in hair relaxing process Ratio and proportion Combing procedures and techniques Blow drying techniques 			LO 2. Apply hair relaxing product. <ol style="list-style-type: none"> Select necessary tools based on the services required. Use hair relaxing products according to manufacturers' instruction. Section hair following salon's procedures. Follow development time according to product specifications. Perform hair relaxing by combing according to manufacturer's procedures, if required. 	TLE_HEBBR9-12PHR-IIIg-h-26

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - BARBERING NC II
(320 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Apply Fixing solution <ul style="list-style-type: none"> Types of fixing solution Fixing solution application 			LO 3. Apply fixing solution. 3.1 Apply post-treatment products in accordance with manufacturer's instructions and salon procedures.	TLE_HEBBR9-12PHR-IIIh-i-27
Perform post- service activities <ul style="list-style-type: none"> Hair care and maintenance Sanitation and Housekeeping 			LO 4. Perform post-service activities. 4.1 Advise client on appropriate hair care and maintenance. 4.2 Clean tools, implements and equipment after use in accordance with salon policies. 4.3 Sanitize tools, implements and equipment after use in accordance with salon policies. 4.4 Store tools, implements and equipment after use in accordance with salon policies. 4.5 Dispose of wastes items properly in accordance with OH&S requirements. 4.6 Clean working area in preparation for the next client.	TLE_HEBBR9-12PHR-IIIj-28
LESSON 9: PERFORM MEN'S HAIRPIECE ATTACHMENT, STYLING AND MAINTENANCE (PMH)				
Preparation of client <ul style="list-style-type: none"> Selection of hairpieces Preparation of tools Product knowledge in hairpiece attachment Ergonomics Use of protective clothing 	The learner demonstrates an understanding of the concepts and underlying principles in performing hairpiece attachment, styling and maintenance.	The learner independently performs hairpiece attachment, styling and maintenance based on TESDA Training Regulation.	LO 1. Prepare the client. 1.1 Orient client on the desired hairpiece attachment. 1.2 Adjust client's sitting position to ensure safety and comfort during the entire process. 1.3 Provide client with protective clothing materials. 1.4 Prepare necessary tools and materials according to the service requirements. 1.5 Identify cost, maintenance requirements, features and benefits of the service. 1.6 Explain to the client the cost, maintenance requirements, features and benefits of the service.	TLE_HEBBR9-12 PMH-IVa-b-29

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - BARBERING NC II
(320 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<p>Attach and style of hairpieces</p> <ul style="list-style-type: none"> • Head sizes, shape and circumference • Measurement • Hairpiece selection • Hairpiece attachment techniques • Styling 			<p>LO 2. Attach and style of hairpieces.</p> <p>2.1 Measure client's head circumference for wig fitting.</p> <p>2.2 Select correct size of hairpiece in accordance with the client's request.</p> <p>2.3 Attach selected hairpiece securely to client's head following manufacturer's specifications.</p> <p>2.4 Style hairpiece according to agreed outcome.</p> <p>2.5 Confirm client's satisfaction.</p> <p>2.6 Make service adjustments if required.</p>	<p>TLE_HEBBR9-12PMH-IVd-e-30</p>
<p>Maintain of hairpieces</p> <ul style="list-style-type: none"> • Hairpiece maintenance • Hairpiece condition • Storing procedures • Safety precaution 			<p>LO 3. Maintain hairpieces.</p> <p>3.1 Check hairpiece's condition.</p> <p>3.2 Make adjustments if required.</p> <p>3.3 Identify suitable product.</p> <p>3.4 Clean the selected type of hairpiece.</p> <p>3.5 Maintain the selected product.</p> <p>3.6 Follow manufacturer's instructions in using the product.</p> <p>3.7 Advise client with post-treatment precautions and appropriate maintenance procedure</p> <p>3.8 Advise appropriate storing procedures to the client.</p>	<p>TLE_HEBBR9-12PMH-IVe-g-31</p>
<p>Perform post service activities</p> <ul style="list-style-type: none"> • Checking of client's outcome result • Cleaning and storage procedure • Sanitation and good housekeeping 			<p>LO 4. Perform post-service activities.</p> <p>4.1 Check desired outcome according to client's requirement.</p> <p>4.2 Clean and store tools, implements and equipment in accordance with the Occupational Health and Safety Procedure (OHSP).</p> <p>4.3 Clean working area in preparation for the next client.</p>	<p>TLE_HEBBR9-12PMH-IVh-j-32</p>

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - BARBERING NC II

(320 hours)

GLOSSARY

1. Aniline derivative tints - also known as penetrating tints, synthetic, organic tints and peroxide or oxidation tints and are commonly called tints in the industry
2. Back combing - combing the short hair toward the scalp while the hair strand is held in a vertical position; also called teasing
3. Barbering - should be done at eye level starting at the hairline. A method used in cutting the hair close to the scalp; also referred to as scissors-over-comb
4. Baseline - the first/foundation line to be cut which subsequent sections are cut to
5. Basic hair shaping - shaping the hair that is not too long or too short to different head shape
6. Bleaching - removing the natural pigmentation
7. Blunt cutting - all hair strands must direct to the same point. The hair appears to be of the same length
8. Bob - a level haircut above the shoulders
9. Braid - to weave interlace or entwine together
10. Chemical damage - damage to the hair fibre through the overuse of chemicals such as permanent waves, color, hydrogen peroxide, ammonia
11. Clippers - similar to electric razors mostly used to smoothen the back of the neck
12. Coiffure - an arrangement or dressing of the hair
13. Cold wave - a system of permanent waving involving the use of chemicals, without the application of heat
14. Color fillers - used if the hair is in a damaged condition and there is doubt that the color result will be an even shade
15. Color stripping - removing artificial color by bleaching or chemical color stripper
16. Color test/tint - a method of determining the action of color on a small strand of hair
17. Conditioner - creams, waxes and oils which help protect and maintain the health and condition of the hair
18. Contour winding - a loose wave, winding the perm rods to the contour of the head –shape
19. Cuticle - the outer layer of the hair; the hard skin at the base of the fingernail
20. Design - a plan or arrangement of a hairstyle
21. Diffuser - an attachment on a blow dryer that “shatters” the flow of air so that the hair can be soft- styled
22. Dye - to color or stain the hair with tint
23. Elasticity - the ability of the hair to stretch and return to its original form without breaking
24. Emulsifying agent - a substance used to form an emulsion, e.g. shampoo
25. End paper - a small paper tissue used at the end of a strand of hair to assist the winding of the perm rod
26. Frosting - to lighten or darken small selected strands of hair over the entire head to blend with the root of the hair
27. Graduation - the grade at which the hair is cut by degrees
28. Guideline - a line to follow when shaping the balance of the hair
29. Hair analysis - an examination to determine the condition of the hair prior to hair treatment
30. Hair density - the amount of hair strands per square inch on the scalp
31. Hair cutting - a process to thinning, tapering and shortening of the hair into a becoming shape or style
32. Hair extension - a process used to add volume or length to the hair by bonding synthetic or real hair at the roots.
33. Hairstyling - a process of arranging the hair into a temporary design; it involves arranging the hair in a particular style, appropriately suited to the cut, and may require the use of hairstyling aid such as hair spray, gel or mousse
34. Hair stylist - a person who designs and dresses the hair

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - BARBERING NC II

(320 hours)

- 35. Hot oil treatment - a process of treating hair and scalp
- 36. Irons - one of the most important hair tool inventions in the last 20 years. Creates poker straight hair as well as beautiful curls depending on which technique is used.
- 37. Keratin - a protein that hair is made up of.
- 38. Layer/Layering - holding the hair out from the head at a 90 degree angle and then removing a defined amount to remove volume, give movement, and add texture
- 39. Lysine - an amino acid found in hair
- 40. Medulla - a hollow pith or core of the hair fibre.
- 41. Melanin - the dark or black pigment in the epidermis and hair, and in the choroids or coat of the eye
- 42. Neutralizer - an agent capable of neutralizing another substance
- 43. Normal hair shedding - a certain amount of hair is shed daily. This is nature's method to make way for new hair. The average daily shedding is estimated at 50-80 hairs. Hair loss beyond this estimated average indicates some scalp or hair trouble.
- 44. Layering - is a technique used by hairdressers to change the thickness of the hair, creating either a thinning or thicker appearance. In this way the hair can be given a fuller appearance, more texture and movement.
- 45. Patch or skin test - test to prove that chemicals will have no allergic reaction on scalp
- 46. Perm - abbreviation for permanent wave
- 47. Porosity - ability of the hair to absorb moisture
- 48. Rebonding - rejoining the lines and bonds on the keratin chains – neutralizing
- 49. Relaxer - a chemical applied to the hair to remove the natural curl
- 50. Retouch - to recolor the regrowth
- 51. Sectioning - sectioning the hair allows the hairdresser to pay attention only to a particular area or panel of hair when blow drying, cutting or coloring.
- 52. Setting lotion - liquid used to facilitate setting, retaining the holding power of the set (or blow dry) by coating the hair fibre thereby resisting the absorption of moisture
- 53. Serum - a smoothing product to stop your hair from frizzing, keeping it smooth and straight. Serums designed for each hair type are available in the market.
- 54. Shimmering - shading or tinting parts of the hair to enhance the style
- 55. Shingling - cutting the hair close to the nape and gradually longer toward the crown, without showing a definite line
- 56. Slithering - tapering the hair to a graduated length using scissors
- 57. Spiral winding - winding the hair from roots to points.
- 58. Stack winding - a method of permanent waving whereby the perm rods are built up on top of each other in a pile
- 59. Streaking - layers or strands of hair with a contrasting color, usually placed so as to enhance the appearance
- 60. Symmetrical - hair equally distributed on either side of the head
- 61. Taper - to diminish a strand of hair gradually toward the points by cutting. Removing bulk from the ends of the hair
- 62. Thinning - removing bulk from the hair
- 63. Toners - colors usually delicate pastel shades applied to hair which has been lightened e.g. champagne, beige, silver
- 64. Texture - coarseness and fineness of the hair
- 65. Texturizing - a process performed after the overall cut has been completed. Thinning or notching are used to create wispy or spiky effect.
- 66. Treatment - a treatment used in between shampoo and conditioner to put protein back into the hair leaving the treatment in the hair for approximately 5 minutes before using the conditioner. Treatments designed for each hair type are available in the market.

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - BARBERING NC II
(320 hours)

- | | | |
|------------------|---|---|
| 67. Trichologist | - | a person trained in the science of hair care. |
| 68. Trichology | - | the study of the structure and functions of the hair |
| 69. Toupee | - | a small wig used to cover the top and crown of the head |
| 70. Vent brush | - | a brush with widely spaced plastic bristles designed to be used while blow drying the hair. |
| 71. Wig | - | an artificial covering for the head consisting of a new work of interwoven hair |

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - BARBERING NC II
(320 hours)

RESOURCES			METHODOLOGY	ASSESSMENT METHOD
TOOLS	EQUIPMENT	MATERIALS		
<ul style="list-style-type: none"> Brush • Applicator • Barber brush • Hair brush • Paddle brush • Roller brush • Skeleton brush • Tinting brush Comb • All- purpose comb • Barber comb • Bath comb • Fork comb • Haircutting comb • Large tooth comb • Tail comb • Teasing comb • Wide toothed comb Rollers • Cylinder shaped • Jumbo rollers • Medium size rollers • Large size rollers • Rollers (long and short) • Small size hair rollers • Wire Pin • Clamps • Crimpers • Duck bill clamp • Hairpin • Invisible pins • Pin curl clips • Roller pin Gloves • Disposable gloves 	<ul style="list-style-type: none"> • Steamer • Infrared • Iron • Hair dryer • Blower • Trolley • Shampooing bowl • Stool • Curling iron • Electric curlers (optional) • Hydraulic chair/Barber chair • High chair(for children) • Hot cabinet • Sterilizer • Electric massager • Nioscope (optional) • Model/Mannequin 	<ul style="list-style-type: none"> • Alcohol, 500 ml. • Aluminum foil • Bath towel • Conditioner, 1 gal • Cotton, 500 grams • Cling wrap, roll • Color product form cream, liquid and powder • Developer, 6% 20 volumes; 9% 30 volumes; 12% 40 volumes, 500 ml. each • Dispenser bottle • Emollient cream, 500 grams • End paper • Ear pads • Face towel • Fixing solution • Flannel headband • Gauze mask • Gel, 500 ml. • Hand towel • Hairpiece • Hair gum • Hair polish • Hair wax, 500 ml. • Head band • Neck band • Neck strip (cloth) • Needle • Mousse • Paper towel • Perming product • Perm lotion w/ neutralizer, 500 ml. • Plastic applicator • Powder, 500 grams Press 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Hands-on activity • Modular instruction • Practical application • On-the-job-training • Industry immersion • Group discussion/ interaction • Case studies • Simulation • Self-paced learning • Interactive lecture • Structured activity • Discussion • Reportorial • Hands on • Role playing • Discussion/demo • Video presentation • OJT 	<ul style="list-style-type: none"> • Written examination • Demonstration • Oral questioning • Observation • Written test • Practical performance test • Interview • Simulation • Role playing • Observation of work activities • Observation through simulation or role play • Case studies and scenarios • Direct observation

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - BARBERING NC II
(320 hours)

RESOURCES			METHODOLOGY	ASSESSMENT METHOD
TOOLS	EQUIPMENT	MATERIALS		
<ul style="list-style-type: none"> • Rubber gloves Cap <ul style="list-style-type: none"> • Perming cap • Frosting cap w/ hook • Shower cap Clips <ul style="list-style-type: none"> • Hair clips, • Double prong clip (optional) • Single prong clip (optional) Mirror <ul style="list-style-type: none"> • Front mirror • Hand mirror Others <ul style="list-style-type: none"> • Apron • Bath robe • Cape • Cutting scissors • Drip pan • Hairnet • Magnifying glass (2 in 1) • Mask • Measuring glass • Mixing bowls • Plastic cape • Plastic scoop • Razor • Slippers • Smock gown • Spatula • Squeezer • Thinning scissor • Timer • Tinting bowl 		<ul style="list-style-type: none"> spray plastic • Rubber band, box • Shampoo, 1 gal • Shaving foam • Spray net, 500 ml. • Thread • Tissue paper • Tissue roll • Wig/toupee Catalogs <ul style="list-style-type: none"> • Men's cut catalog • Clients record file • Kid's cut catalog • Magazines • Textbooks 		

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - BARBERING NC II
(320 hours)

CODE BOOK LEGEND
Sample: **TLE_HEBBR9-12PHC-Ia-1**

LEGEND		SAMPLE	
First Entry	Learning Area and Strand/ Subject or Specialization	Technology and Livelihood Education_ Home Economics Barbering NC II	TLE_HE BBR9-12
	Grade Level	9/10/11/12	
Uppercase Letter/s	Domain/Content/ Component/ Topic	Performing Pre-and Post-Hair Care Activities	PHC
			-
Roman Numeral <i>*Zero if no specific Quarter</i>	Quarter	First Quarter	I
Lower case letter/s <i>*Put an en-dash (-) in between letters to indicate more than a specific week</i>	Week	Week one	a
			-
Arabic Number	Competency	Prepare client.	1

DOMAIN / COMPONENT	CODE
Performing Pre-and Post-Hair Care Activities	PHC
Performing Hair and Scalp Treatment	PST
Perform Basic Hair Coloring	PBHC
Perform Hair Cutting	PHT
Shaving and Styling the Beard and Moustache	SBM
Performing Chair Spot Massage	PSM
Perform Basic Hair Perming	PBP
Perform Hair Relaxing	PHR
Performing Men's Hairpiece Attachment, Styling and Maintenance	PMH

Technology-Livelihood Education and Technical-Vocational Track specializations may be taken between Grades 9 to 12.

Schools may offer specializations from the four strands as long as the minimum number of hours for each specialization is met.

Please refer to the sample Curriculum Map on the next page for the number of semesters per Home Economics specialization and those that have pre-requisites. Curriculum Maps may be modified according to specializations offered by a school.

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - BARBERING NC II
(320 hours)

SAMPLE HOME ECONOMICS CURRICULUM MAP** (as of May 2016)

GRADE 7/8 (EXPLORATORY)				GRADES 9-12			
EXPLORATORY		Beauty/Nail Care (NC II)	2 sems	Wellness Massage (NC II)	2 sems	Hairdressing (NC II)	4 sems
				*Hairdressing (NC III)			8 sems
		Barbering (NC II)		4 sems			
		Dressmaking (NC II)		4 sems	Tailoring (NC II)		4 sems
			*Fashion Design (Apparel) (NC III)				8 sems
			*Caregiving (NC II)				8 sems
		Bartending (NC II)		4 sems	Bread and Pastry Production (NC II)		2 sems
					Food and Beverage Services (NC II)⁺ <small>updated based on TESDA Training Regulations published December 28, 2013</small>		2 sems
		Cookery (NC II)		4 sems	*Commercial Cooking (NC III)		4 sems
		Front Office Services (NC II)		2 sems	Travel Services (NC II)		2 sems
					Local Guiding Services (NC II)		2 sems
					Tourism Promotion Services (NC II)		2 sems
		Housekeeping (NC II)⁺ <small>updated based on TESDA Training Regulations published December 28, 2013</small>		2 sems	Attractions and Theme Parks (NC II)		2 sems
				Event Management Services (NC III)		4 sems	
	Handicraft (Non-NC) Needlecraft		2 sems	Handicraft (Non-NC) Fashion Accessories, Paper Craft		2 sems	
				Handicraft (Non-NC) Basketry, Macrame		2 sems	
				Handicraft (Non-NC) Woodcraft, Leathercraft		2 sems	

* Please note that these subjects have pre-requisites mentioned in the CG.

+ CG updated based on new Training Regulations of TESDA.

Other specializations with no pre-requisites may be taken up during these semesters.

****This is just a sample. Schools make their own curriculum maps considering the specializations to be offered. Subjects may be taken up at any point during Grades 9-12.**

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - BARBERING NC II
(320 hours)

Reference:

Technical Education and Skills Development Authority-Qualification Standards Office. *Training Regulations for Barbering NC II*. Taguig City, Philippines: TESDA, 2010.