

Beauty Basics

Teaching Guide

Introduction

Webster's New Collegiate Dictionary defines *beauty* as "the quality or qualities of a person or thing that gives pleasure to the senses: loveliness." Based on this definition, we can easily see why we hear the old familiar sayings "*Beauty is in the eyes of the beholder,*" "*Beauty is as beauty does,*" and "*Beauty is only skin deep.*" Beauty can and does mean different things to different people. If asked to describe someone who has beauty, we are sure to get a lot of different answers because each of us potentially uses different measures and qualities to identify beauty.

When it comes to describing human beauty, the characteristics are frequently both physical and emotional qualities. Our judgments as well as the attributes themselves are deep rooted in our culture and heritage. What each of us believes to be beautiful is carefully shaped and molded by the values and beliefs learned from family, friends and the environment in which we live. Make no mistake, however, beauty is important regardless of how you view it!

Let's quickly establish that there is no such thing or person as the "perfect beauty" specimen. Few of us would ever *totally* agree on the exact components and/or the degree of measurement. As case in point is the Miss American contest and various other so-called beauty contests. Multiple judges representing various walks of life are secured and given specific criteria on which to evaluate previously selected *beauties*. The final winner is the individual who receives the highest composite score on the various events/activities. Judging beauty is very subjective – "in the eyes of the beholder" even in the most controlled of circumstances.

We only have to open a newspaper or drive to a shopping area to be reminded that multi-million dollar businesses are built and flourish around the concept of beauty and how to attain or improve upon it. There are beauty products, beauty books, beauty shops, beauty practitioners and lots of beauty secrets. One does not have to search far to uncover self-made experts who believe they have just the right product or technique to make you beautiful.

Beauty is an important commodity in our western culture and the world as a whole. It should never be taken too lightly or as a frivolous notion. However, excessive preoccupation with beauty can lead to serious physical and psychological health problems. Being alert to and concerned about one's personal appearance is healthy and beneficial. Exploring new and better techniques as well as products in the marketplace to enhance the given beauty each of us has been entrusted with deserves its rightful place in practicing healthy living. Our human need to feel good about ourselves and to contribute to the beauty of the world around us encourages each of us to seek out those things that can help us improve upon our own physical and emotional well-being.

Suggested Program Purpose & Objectives

The purpose of the **Beauty Basics** program is to address the importance of careful grooming techniques to improve one's personal appearance and build on a positive self-esteem and self-image. Emphasis will be given to techniques related to women, specifically focusing on skin care, cosmetics and hair care.

Objectives

Based on the focus of your lesson, program participants should leave the program/lesson with a better understanding of the topic along with one or more helpful tools to improve the quality of their lives or the lives of their family. Select one or more of the following objectives that most closely match the program focus you plan to use.

As a result of this program, the participant will

- have a better understanding of the importance of certain “beauty”/grooming basics as a guideline and foundation to healthy living.
- adopt one or more skin care, cosmetic and/or hair care basic pointers to improve their personal appearance.
- feel more knowledgeable about skin care, cosmetics and/or hair care for themselves and/or other family members for whom they are responsible.
- become a wiser consumer when it comes to purchasing skin care, cosmetic and/or hair care products for themselves and/or their family.
- feel better about their appearance and their self-image.
- other: Please state in the space below.

Roll Call

If this program/lesson is being presented to a club or group where roll call is taken, consider using one of the ideas below related to the program topic. Program participants will be encouraged to begin thinking about the topic as they respond to their name being called. Select one of the suggestions below, or design one of your own based on the focus of your program.

When your name is called, respond with

- a human quality or attribute which you feel contributes to beauty – what makes someone beautiful in your eyes? (a nice smile, an attractive hair style, sparkling eyes, etc.)
- one thing you would like to learn from the lesson **Beauty Basics** about skin care, cosmetics or hair care.
- where you go to learn about or get information on beauty basics? (women’s magazines, beauty shop, ask a friend, etc.)
- other: please state in the space below.

Suggested Visuals & Resource Materials

Select items from the following listing that will best help you present the program/lesson based on the focus you have chosen. Your County Extension Agent may have some helpful suggestions and ideas, or may check (✓) the resources they are making available for your use.

- Handouts:
 - Skin Care & Cosmetics** CT-MMB.073
 - Hair Care** CT-MMB.075
 - Beauty Basics Quiz**

[Camera-ready copies found in **Beauty Basics** lesson packet available from your local County Extension Agent. Can be duplicated and used as lesson/program leaflet.]

- Visual Aides
 - Beauty Basics** Power point presentation and script– a presentation illustrating widely accepted good grooming habits for women

Beauty Basics transparencies and script – a series of colored transparencies and script illustrating widely accepted good grooming habits for women.

Beauty Basics colored posters and script – 8 ½ x 11 colored posters illustrating widely accepted good grooming habits for women. Can be used when presenting lesson to small groups.

[Camera-ready copies found in **Beauty Basics** lesson packet available from your local County Extension Agent. Can be duplicated and used as lesson/program leaflet.]

- Videos
 - New Faces – Hair and Makeup** VHD 1079 (approximately 30 minutes)
 - New Faces – Three Faces of Beauty** VHD 1080 (approximately 30 minutes)
 - Beauty Basics** VHD 1081 (approximately 30 minutes)

[Available for loan from the CA Agricultural Communications Video Library, UK. Your local County Extension Agent can order these for your use.]

- Resource person from your community
Investigate the availability of a *trained, knowledgeable* individual to come talk with group on hair care, hair styles, skin care or the correct techniques of applying makeup. Avoid individuals whose primary concern is to push the product they sell/represent.
- Other: Please list in the space below.

Suggested Teaching/Presenting Techniques

Select and use one or more of the techniques listed below based on the focus of the program/lesson, your approach, program time, audience, available equipment and program location. Your County Extension Agent may have some helpful suggestions and ideas, may (✓) the techniques they would encourage you to use.

- Begin program by asking participants to list some characteristics, qualities or attributes they believe contribute to personal (human) beauty. Stimulate discussion and talk about the importance of beauty in our culture. Do we give too much attention to *beauty*? Have you seen or know about situations where beauty has become too great a passion or concern? What are some of the positive functions of personal beauty?
- Use **Beauty Basics** quiz as a pre-test to gain participant interest prior to the lesson. Use as a post-test to serve as a form of evaluation.
- Depending on the focus of the program, use **Skin Care & Cosmetics** and/or **Hair Care** as the lesson/program leaflet(s).
- Use the **Beauty Basics** PowerPoint and script or transparencies/colored posters and script to discuss the highlights of the topic.
- Select and use one of the videos, based on the focus of your lesson/program, for the basis of your lesson/program along with the appropriate handout.
- If you are focusing on certain aspects of beauty (hair styling, cosmetic styles and trends) locate a beauty shop or business that uses virtual reality computer software to help clientele decide on a new makeover. Arrange for club or small group to visit and learn how this can assist individuals in making decisions about appearance.
- Depending on the size of your group, work with an experienced hair stylist in your community to talk with group. Topics for discussion might include (but are not limited to) proper hair care, how to select hair coloring, beauty shop etiquette, how to work with a stylist to get what you want, how to care for problem hair, hair care products, selecting hair styles that flatter the face, selecting hair care products including shampoo and conditioners. You might ask one or two individuals you know to serve as models if necessary.

- Depending on the size of your group, work with a knowledgeable, trained makeup artist in your community to talk with group. Topics for discussion might include (but are not limited to) proper care of the skin; how the skin changes with time and environmental conditions; the proper use and need for various makeup products such as foundation, clarifiers, anti-aging, moisturizers, emollients, exfoliants; makeup techniques to flatter the face, general dos and don'ts about cosmetics.
- Conduct program focusing on beauty basics. Work with County Extension Agent to establish a sign-up schedule when program participants can come in and work with the Cosmopolitan Virtual Makeover computer program.
- Other: Please state in the space provided below.

Evaluation

Evaluation is a very important part of any program/lesson. It provides helpful information about how the program/lesson was received as well as ideas on programs and activities that might be useful in the future. Immediate feedback can be obtained at the close of the lesson/program. Long-term learning and behavior change must be identified some weeks or months following the lesson/program. Your County Extension Agent may have some helpful suggestions and ideas, **or** may check (✓) the techniques they would encourage you to use.

Immediately following the program/lesson:

- Hand out copies of the **Beauty Basics** quiz. Ask participants to complete it and turn it in as they leave, or use it to review or summarize the highlights of the program.
- In small group settings, ask each participant to list one thing they learned from the program.
- In small group settings, ask each participant to name one thing they learned that will help them improve their beauty regiment or that of a family member.
- Supply each individual with a copy of the **Beauty Basics – How Did We Do?** Ask each individual to complete the form and turn it in as they leave.
- Other: Please state in the space provided below.

Two to four months following the program/lesson:

- If this is a Homemaker club meeting, work with County Extension Agent to see that the Beauty Basics Follow-up form is duplicated for your group. Select a meeting date and ask the individual in charge if you could pass out these forms as individuals arrive. Collect the forms before or as the group leaves the meeting. Tally the results and share it with your local County Extension Agent.

If this is another type of club that meets on a regular basis, secure a copy of the **Beauty Basics Follow-up** form and see that sufficient copies are made to distribute to your group. Ask individuals to complete the form and return it to you before they leave. Tally the results and share it with your local County Extension Agent and/or other individuals as appropriate.

- Using a blank **Beauty Basics Follow-up** form, focus on the questions at the bottom of the form [under 2]. Depending on the size of your program audience, select a representative sample to telephone. (The smaller your group, the more individuals you need to call.) Ask each person you call to respond to each of the questions indicating how they have used the information, or how it has benefited them or their family members. Tally the results and share it with your local County Extension Agent.
- Other: Please state in the space provided below.

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Note to County Extension Agents:

This lesson complies with the Kentucky Cooperative Extension Service's Strategic Plan.

Goal #5 Stimulate the acquisition of life skills needed by young people and adults in reaching their full potential as both individuals and members of families.

Outcome 1: Youth, adults, and families make informed and effective decisions.

Indicator 1 (Priority): Number of youth, adults or family members who demonstrate informed and effective decision-making.

Outcome 4: Youth, adults, and families become self-sufficient.

Indicator 1 (Priority): Number of youth, adults, who demonstrate in increased practical living skills.