

Barbering



PURPOSE

To evaluate each contestant's preparation for employment and to recognize outstanding students for excellence and professionalism in the field of barbering.

First, download and review the General Regulations at: updates.skillsusa.org.

ELIGIBILITY

Open to active SkillsUSA members enrolled in programs with barbering and cosmetology as the occupational objective.

CLOTHING REQUIREMENT

For men: Official SkillsUSA white polo shirt, black dress slacks, black socks and black leather work or dress shoes. For women: Official white polo top, black dress slacks, black socks or black or skin-tone hose, and black leather, work or dress shoes.

These regulations refer to clothing items that are pictured and described at: www.skillsusastore.org. If you have questions about clothing or other logo items, call 800-401-1560 or 703-956-3723.

Note: Contestants must wear their official contest clothing to the contest orientation meeting.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
 - a. Vanities, mirrors, tables
 - b. Any and all pictures or literature of styles, haircuts and technical
 - c. First aid kit
 - d. Blood spill kit
2. Supplied by the contestant:
 - a. Cutting shears
 - b. Thinning shears
 - c. Razor and spare blade

- d. Clipper
- e. Trimmers
- f. Blow dryer
- g. Styling products of choice
- h. Finishing spray
- i. Combs
- j. Brushes
- k. Spray bottle (filled with water)
- l. Towel
- m. Clippies or hair clips
- n. All competitors must create a one-page résumé and submit a hard copy to the technical committee chair at orientation. Failure to do so will result in a 10-point penalty.

Note: Your contest may also require a hard copy of your résumé as part of the actual contest. Check the Contest Guidelines and/or the updates page on the SkillsUSA website: updates.skillsusa.org.

SCOPE OF THE CONTEST

The contest is defined by industry standards as identified by SkillsUSA technical committee, which includes WAHL Clippers, Burmax Co. Inc., National Barbering Association

The contest is divided into four separate skill performance tests and one written examination and an oral communications competition.

Knowledge Performance

The contest will include a written knowledge test of 50 multiple-choice questions assessing knowledge of barbering and cosmetology. Contestants will have 45 minutes to complete the exam.

Skill Performance

An oral communication test will assess contestant verbal presentation skills. The four separate skill performance tests assess skills in haircutting, hair styling and beard design at multiple performance stations. Creativity is assessed in the beard and pompadour styling design, while haircutting is tested in the re-creation of two men's and one men's haircut from a photograph.

Contest Guidelines

1. The contest rules will be reviewed the day before the contest. After the review session, contestants, in their required dress code, will take the oral communications and written test. Contestants will then be escorted to the contest site to receive final instructions. After they receive gifts from the sponsors, they may leave the area.
2. All contestants must keep their working area clean and organized.
3. All contestants must follow sanitation and safety procedures throughout the contest.
4. Professional attitude and communication is expected throughout the contest.
5. Once time is called, contestant must stop working. Touching the hair of the mannequin or model after time is called will result in three penalty points.
6. Cell phones must be turned off during the contest.
7. For the parade finale, a 3"x5" card will be given to a technical committee member listing the contestant's name, school, city and state. Contestants will present their completed mannequins to the audience and judges.
8. The technical committee will supply mannequins and holders for all areas of this contest. If this changes in any given year, contestants will be responsible for supplying their own mannequins and holders.
9. For the pompadour design station, no ornaments or hairpieces are allowed.

Standards and Competencies

BA 1.0 — Pompadour Hair Cut Design: Duplicate a haircut and style that has been preselected by the national technical committee within a 45-minute time period

- 1.1 Duplicate the haircut using shears, thinning shears, texturizing shears, razor, trimmers, and/or clippers.
- 1.2 Demonstrate fading, blending, sectioning, lining and finishing.
- 1.3 Duplicate the length, design line and textured look of the selected cut
- 1.4 Duplicate the finished design using blow dryer or thermal tools such as curling iron, flat iron, etc., as needed.
- 1.5 Use appropriate styling products to duplicate the selected haircut

- 1.6 Duplicate the balance of form, control of texture and the control of the hair direction



BA 2.0 — Men's Creative Pompadour Design Cut and Beard Design: Create a pompadour (using previous cut pompadour) and beard design of your choice within a 90 minute time period

- 2.1 Create a color design of your choice on the pompadour and beard design. Only temporary colors can be used. Grease pencils, crayon or spray colors.
- 2.2 Identify the color pattern used by drawing on a sketch sheet
- 2.3 Identify the theme connecting the beard and pompadour design on the sketch sheet
- 2.4 Explain level and tone and their role in formulating hair color
- 2.7 Demonstrate special effects hair coloring techniques
- 2.8 Demonstrate balance, proportion and form in the finished pompadour and beard design
- 2.9 Show control of texture and control of hair direction in the finished design
- 2.10 Incorporate current trends in both pompadour and beard design
- 2.11 Clean area



BA 3.0 — Men's Flat Top Cut: Duplicate a predetermined haircut and design that has been selected by the national technical committee within a 45minute time period

- 3.1 Duplicate the haircut using shears, thinning shears, texturizing shears, razor and/or clipper, as needed
- 3.2 Duplicate the length and design line of the selected cut
- 3.3 Demonstrate fading, blending, sectioning, lining and finishing
- 3.4 Use appropriate styling products to duplicate the selected haircut

BA 4.0 — Communication Skills: Follow oral and written instructions, respond to oral questions, and demonstrate customer service skills by phone in a two- to three-minute simulated work scenario

- 7.1 Use a pleasant voice
- 7.2 Introduce yourself to client
- 7.3 Use client's name
- 7.4 Verify client information
- 7.5 Offer barbershop services
- 7.6 Ask client if he or she has any questions
- 7.7 Rebook client
- 7.8 Be friendly, helpful and sincere

Committee Identified Academic Skills

The technical committee has identified that the following academic skills are embedded in this contest.

Math Skills

- Use fractions to solve practical problems
- Use proportions and ratios to solve practical problems
- Solve practical problems involving percent's
- Measure angles
- Find volume and surface area of three-dimensional objects
- Apply transformations (rotate or turn, reflect or flip, translate or slide, and dilate or scale) to geometric figures
- Construct three-dimensional models
- Make predictions using knowledge of probability
- Solve problems using proportions, formulas and functions
- Use basic math skills for purpose of marketing and bookkeeping; addition, subtraction, multiplication, division and percentages

Science Skills

- Describe and recognize elements, compounds, mixtures, acids, bases and salts
- Describe and recognize solids, liquids and gases

- Describe characteristics of types of matter based on physical and chemical properties • Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point, color)
- Use knowledge of chemical properties (acidity, basicity, combustibility, reactivity)
- Describe and demonstrate simple compounds (formulas and the nature of bonding)
- Predict chemical changes to matter (types of reactions, reactants and products; and balanced equations)
- Use knowledge of potential and kinetic energy
- Use knowledge of mechanical, chemical and electrical energy
- Use knowledge of heat, light and sound energy
- Use knowledge of temperature scales, heat and heat transfer
- Use knowledge of the nature and technological applications of light
- Use knowledge of simple machines, compound machines, powered vehicles, rockets and restraining devices
- Use knowledge of principles of electricity and magnetism
- Use knowledge of static electricity, current electricity and circuits

Language Arts Skills

- Demonstrate use of such verbal communication skills as word choice, pitch, feeling, tone and voice
- Demonstrate use of such nonverbal communication skills as eye contact, posture, and gestures using interviewing techniques to gain information
- Demonstrate comprehension of a variety of informational texts
- Use text structures to aid comprehension
- Understand source, viewpoint and purpose of texts
- Demonstrate knowledge of appropriate reference materials
- Use print, electronic databases and online resources to access information in books and articles

Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

- Geometry
- Measurement
- Problem solving
- Communication
- Connections
- Representation

Source: NCTM Principles and Standards for School Mathematics. For more information, visit: <http://www.nctm.org>.

Science Standards

- Understands the principles of heredity and related concepts
- Understands relationships among organisms and their physical environment
- Understands the nature of scientific inquiry

Source: McREL compendium of national science standards. To view and search the compendium, visit: www2.mcrel.org/compendium/browse.asp.

Language Arts Standards

- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics)
- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information)

Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.ncte.org/standards.