



Republic of the Philippines  
DEPARTMENT OF EDUCATION



## **K to 12 BASIC EDUCATION CURRICULUM**

**TECHNOLOGY AND LIVELIHOOD EDUCATION**

# **TEACHER'S GUIDE**

**Exploratory Course on**

**BEAUTY CARE (NAIL CARE) SERVICES**

K to 12 TECHNOLOGY AND LIVELIHOOD EDUCATION  
**HOME ECONOMICS – BEAUTY CARE (NAIL CARE) SERVICES**  
**(Exploratory)**

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**Teacher's Guide for TLE Exploratory Course on Beauty Care (Nail Care) Services**

**Introduction**

This Teacher's Guide is intended for you, the TLE teacher, who teaches any of the more than 24 TLE exploratory courses in the Grades 7 and 8 of the K to 12 curriculum. To ensure that you teach the TLE exploratory courses the way they were intended to be taught, you must see the big picture of the K to 12 curriculum and the teaching of TLE. Some background information is necessary.

**Background Information**

**1. The Overall Goal of the K to 12 Curriculum**

The K to 12 Curriculum has as its overarching goal *the holistic development of every Filipino learner with 21<sup>st</sup> century skills who is adequately prepared for work, entrepreneurship, middle level skills development and higher education*. The over arching goal of the K to 12 curriculum, tells you that the teaching of TLE plays a very important role in the realization of the overall goal of the curriculum. Whether or not the K to 12 graduate is skilled and ready for work, entrepreneurship and middle skills development depend to a great extent on how effectively you taught TLE.

**2. The Conceptual Framework of the Teaching of TLE**

Below is a schematic diagram of Technology and Livelihood Education (TLE) framework in general secondary schools. This should guide you in the teaching of the TLE exploratory courses.

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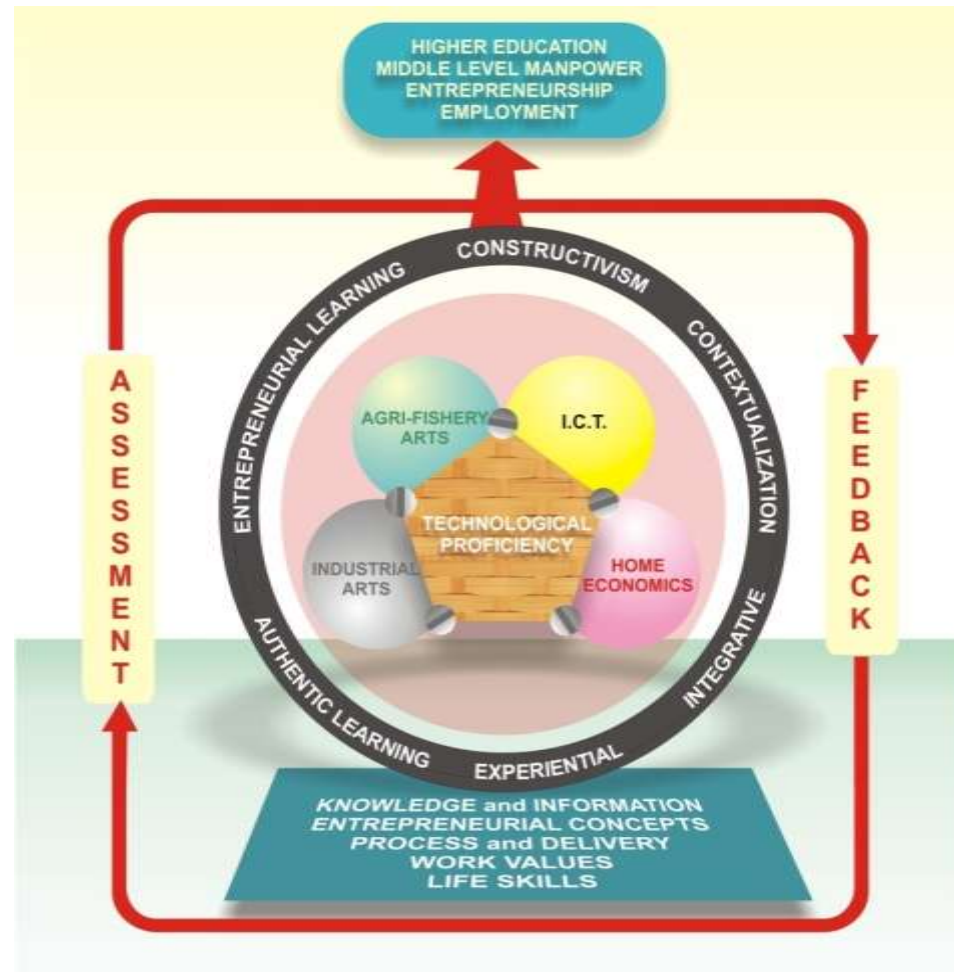


Figure 1.TLE Framework

The diagram shows that Technology and Livelihood Education encompasses the field of Home Economics, Industrial Arts, Agri-Fishery Arts and ICT. The 24 TLE courses can be categorized under any of these fields.

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TLE is geared towards the development of technological proficiency and is anchored on knowledge and information, entrepreneurial concepts, process and delivery, work values and life skills. K to 12 TLE is...

- a. one that is built on adequate mastery of knowledge and information, skills and processes, acquisition of right work values and life skills;
- b. one that equip students with skills for lifelong learning; and
- c. one that is founded on cognitive, behavioral or psychomotor and affective dimensions of human development.

The diagram likewise shows that entrepreneurial concepts also form part of the foundation of quality TLE. It is expected that your TLE students, after using the Learning Module on Entrepreneurship, imbibe the entrepreneurial spirit and consequently set up their own businesses in the areas of Agri-Fishery Arts, Industrial Arts, Home Economics, and Information and Communication Technology.

TLE by its nature is dominantly a skill subject and so you must engage your students in an experiential, contextualized, and authentic teaching-learning process. It is a subject where your students learn best by doing. It is integrative in approach. For instance, it integrates entrepreneurship with all the areas of TLE. It integrates concepts, skills and values.

### **3. The TLE Exploratory Courses**

TLE in Grades 7 and 8 are exploratory in nature. Your school will choose at least 4 from the list of 24 courses for which 23 Learning Modules have been prepared. <sup>1</sup>Your school's choice is determined by the availability of its resources (faculty and facilities) as well as the local needs and resources of the community.

The 24 TLE exploratory courses focus on four basic common competencies: 1) use and maintenance of tools and equipment; 2) mensuration and calculation; 3) occupational health and safety procedures, and 4) preparation and interpretation of technical drawing. Why are these competencies called basic? Because they are competencies that you must acquire in order that you can do higher level competencies. They are also described common because these are true to all TR-based TLE courses.

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<sup>1</sup> There are 24 TLE courses but there are only 23 Learning Modules because there is one Learning Module for Tailoring and Dressmaking.

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#### The Learning Modules and Lessons

There is a Learning Module for each exploratory course. If there are 24 exploratory courses then you have 24 Learning Modules in your hands. But you will use 4 Modules only for the entire year in Grade 7 (plus a fifth one on Entrepreneurship) and another 4 Modules in Grade 8 (plus a fifth one on Entrepreneurship).

Each Learning Module consists of 4 to 5 Lessons<sup>2</sup>. The Lessons are focused on the 4 to 5 basic competencies. To avoid meaningless repetition of the teaching of the 5 common competencies, you have to teach them in the context of the TLE course. For example, you teach “use and maintenance of tools” in beauty care when you are teaching the course on Beauty Care. You teach the same competencies - use and maintenance of tools-in Horticulture but in the context of Horticulture and so your tools will not be entirely the same.

#### New Feature on the Teaching of TLE

***What’s new in the teaching of TLE in the K to 12 curriculum?*** In the K to 12 curriculum, the TLE courses are taught based on the learning outcomes and performance criteria stated on the Training Regulations (TR) from Technical Education and Skills Development Authority (TESDA). They are TR-based.

***Why is this necessary?*** To prepare the K to 12 graduate for lucrative work, he/she must earn a National Certificate (NC) I, II or even an NC of higher level that is required by industries. This he/she earns after passing an assessment given by TESDA.

***How can you ensure that the K to 12 high school student (Grade 9 to 12) pass TESDA assessment and obtain an NC?*** By seeing to it that you teach the TLE course in accordance with the performance criteria and learning outcomes laid down in the TESDA Training Regulations.

***Do the exploratory courses enable the high school student to earn already an NC?*** Not yet. Completion of the exploratory courses may not yet qualify a high school student to take an assessment for an NC. Instead, it helps him/her earn a Certificate of Competency (COC) at least in Grade 9 that will lead eventually him/her to an NC. In short, the COC paves the way to the earning of an NC.

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<sup>2</sup> Some Learning Modules combined use and maintenance of tools to make one Lesson, so the number of Lessons amount to 4; others made separate Lessons for use of tools and for maintenance of tools, thus the total is 5 Lessons.

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Student's choice of TLE specialization begins in Grades 9. After having been exposed to an array of TLE courses during the exploratory phase in the first two years, the student will be most benefited, if in Grades 10, 11, or 12 he/she continues with a TLE course in which he/she already has a COC. In that way, he/she will get an NC faster.

#### About the Learning Module

##### 1. Design of the Module

- a. The Module is designed to be a teacher-assisted learning kit or a self-learning kit on competencies that a Grade 7 TLE ought to possess. It explores the course on Beauty Care (Nail Care) Services which helps your student earn a Certificate of Competency in Grade 9 which leads to a National Certificate Level I / II (NCI / II) in Grades 10, 11 or 12.
- b. The Learning Module is made up of 4 to 5 Lessons based on the competencies. Each Lesson contains the following:
  - 1) Learning Outcomes
  - 2) Performance Standards
  - 3) Materials/Resources
  - 4) Definition of Terms
  - 5) What Do You Already Know?
  - 6) What Do You Need to Know?
  - 7) How Much Have You Learned?
  - 8) How Do You Apply What You Learned?
  - 9) What Is Your Score?
  - 10) References
- c. The **Self-check** can also serve as the posttest of the lesson.

There are some TLE Modules which have a section on "How Do You Extend Your Learning?", This section is meant for enrichment. It is usually given as an assignment for not everything can be taught and done in the classroom given a limited time.

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2. Parts of the Lesson. -The following explain the parts of each Lesson and describe what your students'- as well as your tasks are.

Part of the Lesson	Students' Task	Teacher's Task
<p><b>1. Learning outcomes</b> are what your TLE student is supposed to know and be able to do after using the module. Since our TLE courses are TR-based, all learning outcomes are lifted from the TESDA TR. In the Curriculum Guide (the matrix which contains Content Standard, Performance Standard, Learning Competencies, Projects/Activities, Assessment, Duration), the identified Learning Outcomes are written in the column of Learning Competencies.</p>	<p>Students acquaint themselves with the learning outcomes and performance standards and make them their personal goals.</p>	<p>You introduce the learning outcomes to your students and make sure that they understand them and make these learning targets their own.</p> <p>Make these your goals for instruction.</p>
<p><b>2. Performance Standards</b> are referred to as "performance criteria" in the TESDA TR. They are more specific descriptions of the student's behavior that serve as evidence that the expected learning outcomes have been realized with the expected level of proficiency or in accordance with established standards.</p> <p>The learning outcomes and performance standards set the direction of your lessons. These are what you should teach and, in turn, what you should assess. They are</p>	<p>Students clearly understand the performance standards and make them their own learning goals.</p>	<p>You introduce the performance standards to your students and make sure that they understand them and make these performance standards their own.</p> <p>Let these standards give your lesson its specific direction.</p>



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<p>identified and are written for you in the Curriculum Guide.</p>		
<p><b>3. Materials/Resources and References</b> To teach effectively, you need <b>materials</b> and <b>references</b>. Materials may include equipment, hand tools or consumables. The <b>references</b> are the books, magazines, articles, websites you yourself and your students will read or refer to in order to gain greater understanding of the lesson. They are either in soft copy or hard copy.</p>	<p>Get to know the materials. They are part of the Lesson.</p> <p>By all means, read the references for lesson mastery.</p>	<p>Prepare the materials you need in advance. For gadget, tool or equipment, it is always wise to prepare, check and try them in advance to ensure that they function when you use them. As the saying goes “forewarned is forearmed.”</p> <p>Be resourceful in the preparation of materials. You are strongly encouraged to use appropriate local materials as substitute for listed materials that are not available.</p> <p>For effective teaching, your lesson preparation should include reading the list of references.</p> <p>Do not limit yourself to the list of references. If you discover good reference material/s, add to the list of references.</p> <p>Introduce the references to your students. Motivate them to read these references as they go through the module for mastery of the lesson.</p>
<p><b>4. The definition of terms and acronyms</b> will help you understand the meaning of key words in your lesson. Defining key words as they are used in your lesson will ensure that the key terms in your lesson mean one and the same for everyone in</p>	<p>Refer to the definition of terms for greater understanding of the lesson.</p>	<p>Remind your students to refer to the definition of terms and acronyms for clearer understanding of the lesson.</p>

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<p>class and so avoid misunderstanding.</p>		
<p><b>5.</b> The section “<b>What Do You Already Know</b>” is intended to determine entry knowledge and skills of your students to find out if you have to teach the lesson, teach some parts of the lesson or skip it entirely because your students already know it. This is done by way of a pretest.</p>	<p>Take the test honestly.</p> <p>Check answers against the answer key provided.</p>	<p>Tell your students to accomplish the pretest. Explain that the purpose of the pretest is to find out how much they already know about the lesson in order to determine your next steps. It is, therefore, necessary that they take the test honestly, if they want to learn or want to be helped.</p> <p>Make it clear to them that their scores will not be recorded for grading purposes and will not be taken against them.</p> <p>If you find out that your students already know what you are about to teach, logic dictates that you do not need to teach it anymore. You may as well proceed to the next lesson. If, however, you find out that they do not yet know what you are about to teach, then by all means teach. Or if you discover that your students have some erroneous concepts, then teach and correct their misconceptions. To know what your students already know and do not yet know will guide you in adjusting your instruction.</p>
<p><b>6.</b> “<b>What Do You Need To Know?</b>”- This section contains one or more Information Sheets and for some modules an Operation Sheet. These are important notes for the TLE student to read after which he/she is asked to do a Self-check to</p>	<p>Read and understand the Information Sheet/s and /or Operation Sheet.</p> <p>Be prepared For a Self-check which serves as a posttest.</p>	<p>Make sure students are engaged in reading the Information Sheet/Observation Sheet and in answering the self-check.</p> <p>Give assistance to your students where needed.</p>

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determine how much he/she has learned. The self-check functions as a pretest.	Correct answers by referring to the answer key.	
<b>7. “How Do You Apply What You Learned?”</b> – In this section, you give your student the opportunity to transfer what he/she has learned in another activity or in real life situation. Ideally, this should be a performance test, what you usually call practical test. If “the proof of the pudding is in the eating”, then your student must be able to apply what she/he learned in real-life setting or must be able to come up with a product as an evidence of learning.	Do the Activity.  To determine level of performance, use the scoring rubrics or check answers against the answer key, which ever is applicable.  Reflect on assessment results.	Find a way to test real life application of what your students have learned.  Do not hesitate to use ways of determining how your students can apply learned facts and concepts which are more authentic and realistic than that/those given in the Module.  Reflect on assessment results. Use assessment results in planning your instruction.
<b>8. How Do You Extend Your Learning?</b> – As the word implies, this activity is done outside class hours for enrichment purposes. This can reinforce lesson mastery.	Do the task assigned outside class hours.	Motivate the students to do the task by making clear what the enrichment activity is about –why it is given, how it is done, how it relates to the class lesson .

**Reflection**

It is a good habit to reflect on your teaching for the day – what went well, what did not go well, why this activity went well with this group, why it didn’t work well with the other group. What are your realizations? What are lessons learned? Jot them down in your diary. Commit them to your memory. If you do this consistently, you will find your delivery improve substantially.

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**Curriculum Guide for the Exploratory Course on Beauty Care (Nail Care) Services**

For you to get a complete picture of the complete TLE exploratory course on Beauty Care (Nail Care) Services, you are hereby provided with the Curriculum Guide on Beauty Care (Nail Care) Services.

Content Standard	Performance Standard	Learning Competencies	Project/ Activities	Assessment	Duration
<b>LESSON 1: USE OF NAIL CARE TOOLS AND EQUIPMENT</b>					
<p><i>Demonstrate understanding on:</i></p> <ul style="list-style-type: none"> <li>Nail care tools and equipment</li> </ul>	<ol style="list-style-type: none"> <li>Tools and equipment are prepared based on salon procedure and policies.</li> <li>Tools and equipment are identified and checked according to task requirements.</li> </ol>	<p>LO1. Prepare the necessary tools and equipment for the specific nail care activity.</p>	<ul style="list-style-type: none"> <li>Identify different tools and equipment according to task requirement.</li> <li>Prepare the necessary tools, materials and equipment for the specific nail care services.</li> </ul>	<ul style="list-style-type: none"> <li>Performance test</li> <li>Written examination</li> </ul>	3 hrs.
<ul style="list-style-type: none"> <li>Uses of nail care tools and equipment</li> </ul>	<ol style="list-style-type: none"> <li>Tools and equipment are used according to task requirements.</li> <li>Safety procedure of using tools and equipment are observed.</li> </ol>	<p>LO2. Use nail care tools and equipment.</p>	<ul style="list-style-type: none"> <li>Demonstrate the proper use of nail care tools and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Written test</li> <li>Performance test</li> </ul>	4 hrs.
<b>LESSON 2 : MAINTAIN TOOLS AND EQUIPMENT</b>					
<p>Demonstrate understanding</p> <ol style="list-style-type: none"> <li>Procedures for sterilization and sanitation of nail care tools and equipment</li> </ol>	<ol style="list-style-type: none"> <li>Procedures for sterilization and sanitation of nail care tools and equipment are followed</li> </ol>	<p>LO1. Check condition of nail care tools and</p>	<ul style="list-style-type: none"> <li>Practical application on the proper handling and care of tools and equipment</li> </ul>	<ul style="list-style-type: none"> <li>Performance test</li> <li>Written test</li> </ul>	3 hrs.

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<b>Content Standard</b>	<b>Performance Standard</b>	<b>Learning Competencies</b>	<b>Project/ Activities</b>	<b>Assessment</b>	<b>Duration</b>
<p>2. Classification of functional and non functional tools and equipment</p> <p>3. Safekeeping and storage of tools and equipment</p> <p>4. PPE</p>	<p>2. Non- functional tools and equipment are segregated and labeled according to classification</p> <p>3. Tools and equipment are safely stored in accordance with salon requirements and local health regulations</p> <p>4. Conditions of PPE are checked in accordance with manufacturer's instruction</p>	<p>equipment</p>	<p>through group activities</p>		
<p>1. Safekeeping of equipment and tools</p> <p>2. Preventive maintenance technique and procedures</p> <p>3. OHS workplace regulations</p>	<p>1. Nail care tools and equipment are identified</p> <p>2. Appropriate cleaning procedure of nail care tools and equipment are applied.</p> <p>3. Tools are cleaned according to standard procedures.</p> <p>4. Defective equipment and tools are inspected and replaced according to manufacturer's specification.</p> <p>5. Workplace is cleaned and kept in safe state in line with OHS regulations</p>	<p>LO2. Perform basic preventive and corrective maintenance</p>	<p>Activity 1</p> <p>Practical demonstration of proper way of keeping the workplace clean and safe to individual clients</p> <p>Student's demonstration on sanitizing equipment and implements</p>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Performance test</li> </ul>	<p>3 hrs.</p>

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Content Standard	Performance Standard	Learning Competencies	Project/ Activities	Assessment	Duration
1 Inventory of tools and equipment  2. Tool safekeeping/storage	1.Inventory of tools, instruments and equipment are conducted and recorded per salon practices.  2 .Tools and equipment are stored safely in accordance with manufacturer’s specifications or salon procedure.	LO3.Store nail care tools and equipment	Demonstration of the proper way of storing tools and equipment  Group activity showing the inventory procedure in a simulated workplace.	Performance test  Written tests.	4 hrs
<b>LESSON 3: PRACTICE OCCUPATIONAL HEALTH AND SAFETY PROCEDURES</b>					
<i>Demonstrate understanding :</i>  • Hazards and Risks Common in Beauty salons	1. Work place hazards and risks are identified and clearly explained. 2. Hazards and risks and its corresponding indicators are identified in the workplace. 3. Effects of hazards are determined.	LO1.Identify hazards and risks.	Venn Diagram Hazard Recognition Activity.	• Written examination  • Performance test	4hrs
• Common workplace hazards and their control measures ➤ Electricity ➤ Chemical hazard ➤ Slips, Trips, Falls ➤ Fire hazard ➤ Manual handling ➤ Biological hazard	1. Terms of maximum tolerable limits are identified based on threshold limit values (TLV). 2. Effects of hazards are determined. 3. OHS issues and concerns are identified in accordance with workplace requirements 4. Sets of personal clothing	LO2. Evaluate and control hazards and risks	• Interview • Film clips	• Written examination • Performance Evaluation	6 hrs

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Content Standard	Performance Standard	Learning Competencies	Project/ Activities	Assessment	Duration
➤ Ergonomics hazards	equipment are used				
<b>LESSON 4: PRACTICE BASIC NAIL DESIGNS</b>					
<p><i>Demonstrate understanding on:</i></p> <ul style="list-style-type: none"> <li>Structures of nail</li> <li>Nail shapes</li> <li>Nail disorders and diseases</li> </ul>	<ol style="list-style-type: none"> <li>Nail structure and shapes are identified</li> <li>Nails are trimmed and varied shapes are applied;</li> <li>Nail disorders and diseases are identified</li> </ol>	LO1. Identify nail structure , shapes and nail diseases / disorders .	<ul style="list-style-type: none"> <li>Trimming nails applying the different basic nail shape</li> </ul>	<ul style="list-style-type: none"> <li>Written test</li> </ul>	3 hrs.
<ul style="list-style-type: none"> <li>Basic nail designs</li> </ul>	<ul style="list-style-type: none"> <li>Different nail designs are explained and demonstrated thru visuals.</li> <li>Different basic nail designs are demonstrated in mock nails</li> </ul>	LO2. Create basic nail designs.	Project making - Basic nail designs in mock nails	<ul style="list-style-type: none"> <li>Performance test</li> <li>Written test</li> </ul>	10 hrs

“By three methods we may learn wisdom: First, by reflection, which is noblest; second, by imitation, which is easiest; and third by experience, which is the bitterest.”

**- Confucius**