Level 2
Unit B5  Enhance the appearance of eyebrows and eyelashes

Introduction
Unit B5 is about providing eyelash and eyebrow treatments. Learners can build their skills and confidence in this unit fairly quickly, as many clients book in for these very popular treatments. The application of artificial eyelashes provides a good link with Unit B8/B9 Provide make-up services and instruct clients in the use and application of skincare products and make-up.

The resources provided for this unit will help to ensure that all key points are covered in a variety of engaging activities. The activities and fact sheets within this unit will help develop learners’ underpinning knowledge of face and eye shapes, procedures and how treatments can be delivered safely. There needs to be a strong emphasis on health and safety when working around the eye area, and codes of practice should be instilled early on. An understanding of contra-indications to treatment is also important.

Learners will need plenty of practical experience to help develop their skills and to become confident in three main treatments used on the eye area: eyebrow shaping, eyebrow and eyelash tinting and applying artificial eyelashes. The underpinning knowledge should be delivered alongside the practical to support both forms of delivery.

The PowerPoint® presentations for this unit can be used alongside practical demonstrations to ensure that learners understand the correct procedure and safe practices before beginning their own practical work.

Assessment
To complete the unit, learners will need to competently perform a range of treatments to enhance the appearance of the eyes, in order to cover the performance criteria and the ranges. You can use the practical sessions and resources as formative assessments before learners’ knowledge is checked in an independent exam.

Functional Skills opportunities
This unit offers learners practice that will enable them to develop functional skills as follows:

- English up to Level 1: Speaking and listening
- English up to Entry Level 3: Reading
- English up to Level 1: Writing
- Mathematics up to Entry Level 2: Analysing
- Mathematics up to Entry Level 2: Interpreting
## Overview of resources

<table>
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<tbody>
<tr>
<td><strong>B5.A1:</strong> Face and eyebrow shapes</td>
<td>Learners work in pairs to identify their partner’s face shape and suggest a suitable eyebrow shape with measurements. This activity will encourage learners to take the appropriate amount of time required to thoroughly assess their client’s needs. Learners can refer to the fact sheet <strong>B5.F1: Face shapes</strong> when completing this activity.</td>
<td>AoN: N1.2b</td>
<td>Maths: Interpreting: Entry level 2</td>
<td>pp333–334</td>
</tr>
<tr>
<td><strong>B5.A2:</strong> Choosing artificial eyelashes</td>
<td>For this activity learners can work in pairs or small groups to decide on the artificial lashes to suit different eye shapes and occasions and draw them on the faces. Learners then need to state if individual lashes or strip lashes are required. This activity creates an opportunity for trial and error with the application of lashes, without any discomfort to any clients. Learners are also given the opportunity to recognise a variety of eye shapes which may not be covered naturally during completion of this unit. Learners can refer to the fact sheet <strong>B5.F2: Choosing artificial eyelashes</strong> when completing this activity.</td>
<td>No skills evidenced If the task can be undertaken electronically. ICT: Developing, presenting and communicating information: Entry level 3</td>
<td>pp348–349</td>
<td></td>
</tr>
<tr>
<td><strong>B5.A3:</strong> Maintenance and care of strip lashes</td>
<td>Learners can work in pairs to fill in the gaps in the passage. The activity provides reinforcement of the requirements for caring for artificial lashes, so that learners can then pass the information on to clients with confidence. The activity encourages learners to make a suggestion as to each correct answer, as they have a selection of possible answers to choose from. There is a solution sheet available for this activity.</td>
<td>Comms: C1.2</td>
<td>English: Reading: Entry level 3 Writing: Entry level 2</td>
<td>pp353</td>
</tr>
<tr>
<td><strong>B5.A4:</strong> Stages of tinting</td>
<td>For this unit, learners need to know the correct procedure for tinting eyelashes and eyebrows. Learners can work in pairs or small groups to reorder the jumbled sentences into the correct sequence. This activity works well as a recapping aid; it encourages learners to think through the treatment fully before they carry it out. There is a solution sheet available for this activity.</td>
<td>Comms: C1.2</td>
<td>English: Reading: Entry level 3</td>
<td>pp339–346</td>
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<tr>
<td>Resources</td>
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<tr>
<td>B5.A5: Products and equipment for tinting</td>
<td>Learners can work individually or with a partner to find the products and equipment in the word search grid. In pairs, learners should make sure they know what each item is used for – discuss this as a class once learners have completed the activity. The activity is designed to strengthen learners’ spelling and highlight key words for this practical unit. There is a solution sheet available for this activity.</td>
<td>Comms: C1.2</td>
<td>English: Reading: Entry level 2</td>
<td>pp335–336</td>
</tr>
<tr>
<td>B5.A6: Aftercare advice for eye treatments</td>
<td>This activity supports learners’ understanding of the aftercare and home care requirements for this unit. Learners are asked to research the required aftercare needed for all eye treatments and make notes on the activity sheet under the headings given. The fact sheet B5.F4: Aftercare for eye treatments is designed to support this activity.</td>
<td>Comms: C1.3</td>
<td>English: Writing: Level 1</td>
<td>pp338, 346, 351, 353–354</td>
</tr>
<tr>
<td>B5.A7: Health and safety for eye treatments</td>
<td>Learners can work in pairs or small groups to discuss and produce a mind map of the health and safety requirements for all eye treatments. This is an important activity within this unit, as it requires learners to recognise the importance of knowing about the health and safety aspects when completing an eye treatment. There is a solution sheet available for this activity. Discuss answers with the whole class and fill in any gaps in learners’ knowledge. Ask learners to suggest what the consequences of disregarding each health and safety requirement might be.</td>
<td>Comms: C1.3</td>
<td>English: Writing: Entry level 2</td>
<td>pp329–353</td>
</tr>
<tr>
<td>B5.A8: Contra-indications</td>
<td>Learners work in pairs or small groups to match each contra-indication to the correct description. They then state which of these conditions prevent treatment or simply restrict it. When discussing answers, discuss which conditions might require a GP referral. This activity allows learners to recap on any prior knowledge of contra-indications from a previous unit and to build on that knowledge. There is a solution sheet available for this activity.</td>
<td>Comms: C1.2</td>
<td>English: Reading: Entry level 3</td>
<td>pp331–332</td>
</tr>
</tbody>
</table>
## B5.A9: Eyebrow shaping
For this unit, learners need to know the correct procedure for eyebrow shaping. Learners can work in pairs or small groups to reorder the jumbled sentences into the correct sequence. This activity works well as a recapping aid; it encourages learners to think through the treatment fully before they carry it out.

There is a solution sheet available for this activity.

### B5.A10: Mixing colours
For this activity, three profiles are given of clients booking an eyelash and eyebrow tint. Learners can work in pairs or small groups to discuss which colours and quantities they would use for each tinting treatment. Point out the amount of detail included in each case study and highlight to learners the importance of thoroughly assessing their clients' needs during the consultation so that they can adapt their treatment accordingly.

There is a solution sheet available for this activity.

### Fact sheets
**B5.F1: Face shapes**
This fact sheet provides a handy reminder of face shapes for learners to refer to during practical sessions.

It will also be useful for learners to refer to when completing B5.A1: **Face and eyebrow shapes**.

**B5.F2: Choosing artificial eyelashes**
This fact sheet provides a brief reminder of the factors learners should consider when choosing artificial eyelashes. They can refer to it when identifying their clients' needs for the application of lashes in practical sessions. There is space for learners to add their own notes.

Learners can also refer to this sheet when completing B5.A2: **Choosing artificial eyelashes**.

**B5.F3: Stages of tinting**
This fact sheet provides learners with a brief reminder of the correct procedure for tinting and can act as a prompt within practical sessions.

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<td>B5.A9: Eyebrow shaping</td>
<td>For this unit, learners need to know the correct procedure for eyebrow shaping. Learners can work in pairs or small groups to reorder the jumbled sentences into the correct sequence. This activity works well as a recapping aid; it encourages learners to think through the treatment fully before they carry it out. There is a solution sheet available for this activity.</td>
<td>Comms: C1.2</td>
<td>English: Reading: Entry level 3</td>
<td>pp337–338</td>
</tr>
<tr>
<td>B5.A10: Mixing colours</td>
<td>For this activity, three profiles are given of clients booking an eyelash and eyebrow tint. Learners can work in pairs or small groups to discuss which colours and quantities they would use for each tinting treatment. Point out the amount of detail included in each case study and highlight to learners the importance of thoroughly assessing their clients' needs during the consultation so that they can adapt their treatment accordingly. There is a solution sheet available for this activity.</td>
<td>Comms: C1.2, C1.3</td>
<td>English: Reading: Entry level 3 Writing: Entry level 3</td>
<td>pp341–342</td>
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<tr>
<td>B5.F1: Face shapes</td>
<td>This fact sheet provides a handy reminder of face shapes for learners to refer to during practical sessions. It will also be useful for learners to refer to when completing B5.A1: <strong>Face and eyebrow shapes</strong>.</td>
<td></td>
<td></td>
<td>pp198–199, 333</td>
</tr>
<tr>
<td>B5.F2: Choosing artificial eyelashes</td>
<td>This fact sheet provides a brief reminder of the factors learners should consider when choosing artificial eyelashes. They can refer to it when identifying their clients' needs for the application of lashes in practical sessions. There is space for learners to add their own notes. Learners can also refer to this sheet when completing B5.A2: <strong>Choosing artificial eyelashes</strong>.</td>
<td></td>
<td></td>
<td>pp348–349</td>
</tr>
<tr>
<td>B5.F3: Stages of tinting</td>
<td>This fact sheet provides learners with a brief reminder of the correct procedure for tinting and can act as a prompt within practical sessions.</td>
<td></td>
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<td>pp342–346</td>
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## Resources

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<tr>
<td>B5.F4: Aftercare for eye treatments</td>
<td>This fact sheet provides a brief reminder of aftercare advice for learners to refer to in practical sessions. There is space for learners to add their own notes. Learners can also use this fact sheet to support their work in B5.A6: Aftercare advice.</td>
<td></td>
<td></td>
<td>pp338, 346, 351, 353–354</td>
</tr>
<tr>
<td>B5.F5: Possible contra-actions to eye treatments</td>
<td>This fact sheet provides learners with a handy guide to contra-actions and how to irrigate the eye, in the unlikely event of irrigation being required in a practical session.</td>
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<td>pp345, 351</td>
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### PowerPoint® presentations

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<tr>
<td>B5:PP1: Health and safety</td>
<td>This presentation covers the health and safety requirements for eye treatments in a series of questions and answers for learners to consider. This is followed by information on contra-indications to eye treatments.</td>
<td></td>
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</tr>
<tr>
<td>B5:PP2: Measuring the eyebrows – step-by-step guide</td>
<td>This presentation covers how to measure the eyebrows to determine the ideal shape. It can be used as an introduction to measuring eyebrows or as revision. Learners who are absent for demonstrations could use this resource to catch up.</td>
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<tr>
<td>B5:PP3: Eyebrow shaping – step-by-step guide</td>
<td>This presentation covers the main steps of using tweezers to shape the eyebrows. It can be used as an introduction to eyebrow shaping or as revision. Learners who are absent for demonstrations could use this resource to catch up.</td>
<td></td>
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</tr>
<tr>
<td>B5:PP4: Patch test – step-by-step guide</td>
<td>This presentation covers how to apply a patch test before tinting. It can be used as an introduction to tinting or as revision. Learners who are absent for demonstrations could use this resource to catch up.</td>
<td></td>
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<tr>
<td>B5:PP5: Eyelash and eyebrow tint – step-by-step guide</td>
<td>This presentation covers the main steps of tinting the eyelashes and brows. It can be used as an introduction to tinting or as revision. Learners who are absent for demonstrations could use this resource to catch up.</td>
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Continued overleaf
### Overview of resources continued

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<tr>
<td>B5.PP6: Applying individual eyelashes – step-by-step guide</td>
<td>This presentation covers the main steps of applying individual eyelashes. It can be used as an introduction to eyelash application or as revision. Learners who are absent for demonstrations could use this resource to catch up.</td>
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<tr>
<td>B5.PP7: Application of strip lashes – step-by-step guide</td>
<td>This presentation provides a detailed introduction to strip lashes and how to apply them. Use it to go through the application of strip lashes before learners do this in a practical session. Learners who are absent for demonstrations could use this resource to catch up.</td>
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<tr>
<td>Additional resources</td>
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<tr>
<td>Interactive knowledge check</td>
<td>This interactive quiz covers the learning from Unit B5 for revision purposes. It is designed to be completed by learners individually (e.g. via a VLE).</td>
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<td>pp328–356</td>
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## Scheme of work

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| 1       | Introduction to the requirements of Unit B5. Introduction to eyebrow shaping. Learners identify different face shapes and choose eyebrow shapes for different clients. They identify the correct procedure for an eyebrow shaping treatment. Learners identify the health and safety requirements for eye treatments.  
  - To be able to recognise different face shapes  
  - To be able to suggest suitable eyebrow shapes for different face and eye shapes  
  - To be able to take measurements for eyebrow shaping  
  - To know the procedure for carrying out eyebrow shaping treatments  
  - To understand the health and safety requirements for giving eye treatments  
  - To start to develop their practical skills in giving an eyebrow shaping treatment | B5:PP1: Health and safety  
B5.F1: Face shapes  
B5.A1: Face and eyebrow shapes  
B5.A9: Eyebrow shaping  
B5.A7: Health and safety | AoN: N1.2b  
Comms: C1.2, C1.3 | Maths: Interpreting: Entry level 2  
English: Reading: Entry level 3  
Writing: Entry level 2 |
| 2       | Learners identify and state the contra-indications to eye treatments. Introduction to tinting treatments. Learners identify the products and equipment used for tinting treatments.  
  - To be able to recognise the contra-indications to eye treatments  
  - To know which contra-indications prevent and which restrict treatment, and which require a GP referral  
  - To know the equipment and products used in tinting and what each is used for  
  - To know how to carry out a patch test | B5:PP4: Patch test – step-by-step guide  
B5.A8: Contra-indications  
B5.A5: Products and equipment for tinting | Comms: C1.2 | English: Reading: Up to Entry level 3 |
### Scheme of work continued

<table>
<thead>
<tr>
<th>Session</th>
<th>Learning outcomes</th>
<th>Resources</th>
<th>Link to Key Skills</th>
<th>Link to Functional Skills</th>
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</table>
| 3       | Learners identify the correct procedure for a tinting treatment.  
- To understand the correct procedure for carrying out an eyelash and eyebrow tinting treatment  
- To know the timings of different tinting treatments  
- To start to develop their practical skills in giving an eyelash and/or eyebrow tinting treatment | B5.PP5: Eyelash and eyebrow tint – step-by-step guide  
B5:F3: Stages of tinting  
B5.A4: Stages of tinting | Comms:  
C1.2 | English:  
Reading: Entry level 3 |
| 4       | Learners analyse and identify the colour tint required for their clients' needs. Learners research the necessary aftercare advice for eye treatments.  
- To be able to give appropriate aftercare advice for the different eye treatments  
- To know about the possible contra-actions to eye treatments  
- To know how to carry out an eye irrigation  
- To know the quantities of tint required to achieve different colours  
- To know the correct order for carrying out tinting and shaping treatments  
- To continue to develop their practical skills in giving an eyelash and/or eyebrow tinting treatment | B5.F4: Aftercare for eye treatments  
B5.F5: Possible contra-actions to eye treatments  
B5.A10: Mixing colours  
B5.A6: Aftercare advice for eye treatments | Comms:  
C1.3 | English:  
Reading: Entry level 3  
Writing: up to Level 1 |
### Session Learning outcomes

#### 5

**Introduction to the application of artificial eyelashes. Learners identify appropriate eyelashes for different eye shapes and occasions. They identify the correct way to look after different types of artificial lashes. Learners review the theory of this unit by completing the interactive quiz.**

- To know the application process for both individual and strip lashes
- To know how to choose appropriate eyelashes for different clients’ age, eye shape and occasion
- To know when to recommend individual eyelashes and when to recommend strip lashes
- To know how to maintain and care for strip lashes
- To start to develop their practical skills in applying artificial eyelashes
- To consolidate knowledge and understanding of the unit
- To identify any gaps in essential knowledge

**Resources**

- B5.F2: Choosing artificial eyelashes
- B5.A2: Choosing artificial eyelashes
- B5.A3: Maintenance and care of strip lashes

**Link to Key Skills**

- Comms: C1.2

**Link to Functional Skills**

- English:
  - Reading: Entry level 3
  - Writing: Entry level 2

**Notes:**

- 1 session = 2–3 hours
- Ideally the sessions should be part theory and part practical. However, the scheme of work can be adapted to suit the centre’s style of delivery.
- All activities are formative assessments and will help learners when working towards their summative assessments.
- In every session learners should be given opportunities to develop their practical skills in giving eye treatments by observing demonstrations and practising on their peers.
B5.A1 Activity sheet 1

Face and eyebrow shapes

1. Working in pairs, identify and draw your partner’s face shape in the space below.

2. Draw the most suitable eyebrow shape for your partner’s face. Include the key measurements – the starting and finishing points for the brows, and the highest point of the arch.

3. Underneath your drawing, describe the shape you have chosen and why.

Functional Skills

Functional Maths: Interpreting
Use a standard, recognised two-dimensional shape for your partner’s face shape and label it with the name of the shape.
B5.A2 Activity sheet 2

Choosing artificial eyelashes

For each of the images below, draw on the artificial eyelashes to suit the eye shape and occasion described. State whether individual lashes or strip lashes are required.

1. Small eyes – for an evening occasion

2. Prominent eyes – for a wedding

3. Round eyes – for a 1960s fancy dress party

4. Deep-set eyes – for a natural look

Continued overleaf
5. **Oriental eyes** – to make the eyes look bigger

6. **Almond-shaped eyes** – for a 1990s disco rave

7. **Close-set eyes**, to make the eyes look further apart

8. **Wide-set eyes** – to make the eyes appear closer together

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**Functional Skills**

If task completed electronically:

**Functional ICT:** Developing, presenting and communicating information

Save any draft attempts you make as you develop the look that is appropriate.
B5.A3 Activity sheet 3

Maintenance and care of strip lashes

Fill in the gaps in the passage below to show that you understand how to maintain and care for strip lashes. Choose a word from the box for each gap.

<table>
<thead>
<tr>
<th>remove</th>
<th>water</th>
</tr>
</thead>
<tbody>
<tr>
<td>container</td>
<td>tepid</td>
</tr>
<tr>
<td>adhesive</td>
<td>straight</td>
</tr>
<tr>
<td>rubbing</td>
<td>gently</td>
</tr>
<tr>
<td>cleaner</td>
<td>shape</td>
</tr>
<tr>
<td>pencil</td>
<td>sleeping</td>
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</tbody>
</table>

Strip lashes should always be removed at the end of the day – _________ in them will distort their _______. Their shape will also be distorted by _________ the eyes, as this will loosen the _________.

To _________ the lashes, support the side of the eye and _________ pull the lashes from the outer corner to the inner eye.

Clean strip lashes in the following way:

- **Human hair** – clean with the manufacturer’s recommended _________ or 70 per cent alcohol.
- **Synthetic lashes** – place in warm, soapy _________ for a few minutes. Rinse in _________ water.
- **Re-curling lashes** – after cleaning, lashes should be rolled and secured around a barrel-shaped object, such as a _________. Keep the base of the lash _________ so the whole lash length curls around the object. Once recurled, store in the original _________ for further use.

Functional Skills

**Functional English: Reading**

Make sure you read the passage carefully so you are sure about what it means.

**Functional English: Writing**

Take care to copy the spellings of the words correctly.
 Strip lashes should always be removed at the end of the day — sleeping in them will distort their shape. Their shape will also be distorted by rubbing the eyes, as this will loosen the adhesive.

To remove the lashes, support the side of the eye and gently pull the lashes from the outer corner to the inner eye.

Clean strip lashes in the following way:

- **Human hair** — clean with the manufacturer’s recommended cleaner or 70 per cent alcohol.
- **Synthetic lashes** — place in warm, soapy water for a few minutes. Rinse in tepid water.
- **Re-curling lashes** — after cleaning, lashes should be rolled and secured around a barrel-shaped object, such as a pencil. Keep the base of the lash straight so the whole lash length curls around the object. Once recurl, store in the original container for further use.
B5.A4 Activity sheet 4

Stages of tinting

Tinting eyelashes

1. Number the jumbled sentences below from 1–10 to show the correct sequence for tinting eyelashes.

☐ Use a tipped orange stick or cotton bud to apply barrier cream. Place eye shields under the eyes.

☐ Remove the tint after the required processing time (generally 5–10 minutes).

☐ If the client complains of discomfort or their eyes water, remove the tint immediately and irrigate the eye.

☐ Ensure all your equipment is hygienic and close to hand.

☐ Mix the tint (5 mm length with 2–3 drops of hydrogen peroxide) and apply. Never pre-mix the tint.

☐ Note the processing time and colours used on the client’s record card.

☐ Show the client the results. Give aftercare advice.

☐ Record the details of the treatment on the client’s record card.

☐ Carry out a consultation. Ensure a patch test has already been carried out. Check for contra-indications.

☐ Ask the client to remove their contact lenses if they are wearing any.

☐ Position the client correctly and cleanse the eye area with a non-oily product.

Tinting eyebrows


   Remember, if eyebrow shaping is to be carried out, always tint first and shape after.

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Functional Skills

Functional English: Reading
Check the meaning of any words you do not understand before putting the statements in order.
Stages of tinting

Tinting eyelashes
1. Number the jumbled sentences below from 1–10 to show the correct sequence for tinting eyelashes.

5. Use a tipped orange stick or cotton bud to apply barrier cream. Place eye shields under the eyes.

8. Remove the tint after the required processing time (generally 5–10 minutes).

7. If the client complains of discomfort or their eyes water, remove the tint immediately and irrigate the eye.

1. Ensure all your equipment is hygienic and close to hand.

6. Mix the tint (5 mm length with 2–3 drops of hydrogen peroxide) and apply. Never pre-mix the tint. Note the processing time and colours used on the client’s record card.

9. Show the client the results. Give aftercare advice.

10. Record the details of the treatment on the client’s record card.

2. Carry out a consultation. Ensure a patch test has already been carried out. Check for contra-indications.

3. Ask the client to remove their contact lenses if they are wearing any.

4. Position the client correctly and cleanse the eye area with a non-oily product.

Tinting eyebrows
2. Now find out the procedure for eyebrow tinting and write your own step-by-step guide. Remember, if eyebrow shaping is to be carried out, always tint first and shape after.
B5.A5 Activity sheet 5

Products and equipment for tinting

Find the products and equipment needed for tinting in the word search grid. Check that you know what each of the items is used for and write this next to each word.


Hydrogen peroxide

Eye make-up remover

Barrier cream

Tint

Eye shields

Continued overleaf
B5.A5 continued
Cotton wool
Client record card
Hand mirror
Clean water
Tint brush
Orange stick
Bin
Tint bowl
Couch roll
Small towel
Head band
Massage medium

Functional Skills

Functional English: Reading
Make sure you have all the correct letters in the right order in the word search. Remember that sometimes a letter is missing to trick you!
B5.A5 Activity sheet 5 – solution

Products and equipment for tinting

Find the products and equipment needed for tinting in the wordsearch grid. Check that you know what each of the items is used for.

Hydrogen peroxide – a product used to mix with the tint, to help with the oxidisation process

Eye make-up remover – used to remove make-up

Barrier cream – used to protect the client’s skin from staining during the tinting process

Tint – used to add colour to the hairs of the eyelashes and eyebrows

Eye shields – used to protect the skin from staining

Continued overleaf
B5.A5 continued
Cotton wool – used for the removal of products
Client record card – used to record details of the client’s treatment and patch test
Hand mirror – used to show your client the end results of the treatment
Clean water – must be available in case irrigation is required
Tint brush – used to apply the tint
Orange stick – used to mix the tint and to apply barrier cream
Bin – used to dispose of waste
Tint bowl – used to mix the tint
Couch roll – used to protect the couch
Small towel – used to protect the client’s clothing
Headband – used to remove the client’s hair from their face
Massage medium – used to give a complementary hand and arm massage during the developing time of the tint
Aftercare advice for eye treatments

Research the required aftercare needed for all eye treatments and record your findings in the space below.

Eyebrow shaping
Recommended products:


Time between treatments: ____________________________

Maintenance and care of treatment:
Do: ____________________________

Don’t: ____________________________

Eyebrow and eyelash tinting
Recommended products:


Time between treatments: ____________________________

Maintenance and care of treatment:
Do: ____________________________

Don’t: ____________________________

Continued overleaf
Applying artificial eyelashes

Recommended products:

______________________________________________________________

______________________________________________________________

Time between treatments:_____________________________________

Maintenance and care of treatment:

Do: __________________________________________________________________________________

______________________________________________________________

Don’t: ______________________________________________________________________________

______________________________________________________________

Functional Skills

Functional English: Writing
Check the spellings of any technical words you use and be sure your statements make sense.
Health and safety for eye treatments

Complete the mind map below of the health and safety requirements for all eye treatments.

---

Functional Skills

**Functional English: Writing**
Check carefully the spelling of the words and phrases that you use.
B5.A7 Activity sheet 7 – solution

Health and safety for eye treatments

Complete the mind map below of the health and safety requirements for all eye treatments.

- Patch test
- Thorough consultation (with check for contra-indications)
- Parent/guardian permission if client under 16 years
- Therapist to wear gloves
- Use of the clinical waste bin
- Sterilising tools and equipment
- Protection for clothing
Contra-indications

1. Match each contra-indication to the correct description. Write the contra-indications in the first column of the table below.

2. State which of these conditions prevent a treatment (and require a GP referral) and which restrict a treatment.

<table>
<thead>
<tr>
<th>Contra-indication</th>
<th>Description</th>
<th>Prevents or restricts?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eczema</td>
<td>This is an easily recognised viral condition. It is identified by runny or blocked nose, watery eyes, dry or red skin around the nose, sneezing and headache. It is easily spread.</td>
<td></td>
</tr>
<tr>
<td>Ringworm</td>
<td>This bacterial condition is identified by the eyelids being red, sore and itchy. The condition can be irritated further by a virus or allergy.</td>
<td></td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>This bacterial condition is identified by a small boil at the base of the eyelash follicle. It is raised, sore and red, and there may be considerable swelling in the area.</td>
<td></td>
</tr>
<tr>
<td>Milia</td>
<td>This infection of the eyelid causes inflammation to the eye. The eye will look red and sore.</td>
<td></td>
</tr>
<tr>
<td>Common cold</td>
<td>This fungal condition can be recognised by the red pimples that appear and then form a circle, with clear skin in the middle.</td>
<td></td>
</tr>
<tr>
<td>Stye</td>
<td>This is easily recognised as discoloured skin in various shades, sometimes with swelling. The area can be painful to touch.</td>
<td></td>
</tr>
<tr>
<td>Bruise or swelling</td>
<td>This condition is identified by very dry skin, which is often scaly and flaky. The affected area can also be red and is often very itchy. The skin is sometimes open or weeping.</td>
<td></td>
</tr>
<tr>
<td>Blepharitis</td>
<td>This condition is identified by small, white pearls under the skin, often around the eyes or on the side of the cheek. This condition is caused by a build-up of sebum.</td>
<td></td>
</tr>
</tbody>
</table>

Functional Skills

Functional English: Reading
Look up any words you don’t know so you are clear about the meaning of each definition.
B5.A8 Activity sheet 8 – solution

Contra-indications

1. Match each contra-indication to the correct description. Write the contra-indications in the first column of the table below.

2. State which of these conditions prevent a treatment (and require a GP referral) and which restrict a treatment.

<table>
<thead>
<tr>
<th>Contra-indication</th>
<th>Description</th>
<th>Prevents or restricts?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common cold</td>
<td>This is an easily recognised viral condition. It is identified by runny or blocked nose, watery eyes, dry or red skin around the nose, sneezing and headache. It is easily spread.</td>
<td>Prevents</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>This bacterial condition is identified by the eyelids being red, sore and itchy. The condition can be irritated further by a virus or allergy.</td>
<td>Prevents</td>
</tr>
<tr>
<td>Stye</td>
<td>This bacterial condition is identified by a small boil at the base of the eyelash follicle. It is raised, sore and red, and there may be considerable swelling in the area.</td>
<td>Prevents</td>
</tr>
<tr>
<td>Blepharitis</td>
<td>This infection of the eyelid causes inflammation to the eye. The eye will look red and sore.</td>
<td>Prevents</td>
</tr>
<tr>
<td>Ringworm</td>
<td>This fungal condition can be recognised by the red pimples that appear and then form a circle, with clear skin in the middle.</td>
<td>Prevents – GP referral</td>
</tr>
<tr>
<td>Bruising</td>
<td>This is easily recognised as discoloured skin in various shades, sometimes with swelling. The area can be painful to touch.</td>
<td>Restricts</td>
</tr>
<tr>
<td>Eczema</td>
<td>This condition is identified by very dry skin, which is often scaly and flaky. The affected area can also be red and is often very itchy. The skin is sometimes open or weeping.</td>
<td>Restricts (Prevents if severe)</td>
</tr>
<tr>
<td>Milia</td>
<td>This condition is identified by small, white pearls under the skin, often around the eyes or on the side of the cheek. This condition is caused by a build-up of sebum.</td>
<td>Restricts</td>
</tr>
</tbody>
</table>
Eyebrow shaping

Cut out the stages of eyebrow shaping and put them into the correct order next to the numbers 1–10.

1. Periodically soothe the client’s eyebrows with antiseptic, to help remove any stray hairs.

2. Open the pores by placing warm, damp cotton wool pads over the area. This makes it easier to remove hairs.

3. Pluck out the hairs in the direction of growth. Remove hairs between the eyes, hairs below the natural brow shape and any odd hairs above the brow.

4. Consult the client as you work, allowing her to see what you are doing in a hand mirror.

5. Cleanse the eyebrow area. Wipe with a sanitising solution.

6. Place dampened cotton wool soaked in witch-hazel over the area you have worked on to soothe, cool and remove excess erythema.

7. Inspect the treatment area. Measure the eyebrow shape and consult the client. You can use a magnifying lamp for maximum visibility.

8. Give aftercare advice and book the client’s next appointment.

9. Brush the brows into shape before you begin.

10. Place the removed hairs on a tissue placed at the side of the client or held wrapped around your fingers.

Functional Skills

Functional English: Reading
Look up any words you don’t know so you are clear about the meaning of what you need to do at each stage of the process.
**Eyebrow shaping**

Cut out the stages of eyebrow shaping and put them into the correct order next to the numbers 1–10.

<table>
<thead>
<tr>
<th></th>
<th>Step Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cleanse the eyebrow area. Wipe with a sanitising solution.</td>
</tr>
<tr>
<td>2</td>
<td>Inspect the treatment area. Measure the eyebrow shape and consult the client. You can use a magnifying lamp for maximum visibility.</td>
</tr>
<tr>
<td>3</td>
<td>Brush the brows into shape before you begin.</td>
</tr>
<tr>
<td>4</td>
<td>Open the pores by placing warm, damp cotton wool pads over the area. This makes it easier to remove hairs.</td>
</tr>
<tr>
<td>5</td>
<td>Pluck out the hairs in the direction of growth. Remove hairs between the eyes, hairs below the natural brow shape and any odd hairs above the brow.</td>
</tr>
<tr>
<td>6</td>
<td>Consult the client as you work, allowing her to see what you are doing in a hand mirror.</td>
</tr>
<tr>
<td>7</td>
<td>Place the removed hairs on a tissue placed at the side of the client or held wrapped around your fingers.</td>
</tr>
<tr>
<td>8</td>
<td>Periodically soothe the client’s eyebrows with antiseptic, to help remove any stray hairs.</td>
</tr>
<tr>
<td>9</td>
<td>Place dampened cotton wool soaked in witch-hazel over the area you have worked on to soothe, cool and remove excess erythema.</td>
</tr>
<tr>
<td>10</td>
<td>Give aftercare advice and book the client’s next appointment.</td>
</tr>
</tbody>
</table>
B5.A10 Activity sheet 10

Mixing colours

Read the three case studies of clients who are booking in for eyelash and eyebrow tinting treatments. The colours to be used are Blue/Black, Brown, Black and Grey, but these should not always be used on their own. Remember that each brand is different and you should always follow manufacturer’s instructions before use. Answer the questions below each case study.

Client 1
This client has fair hair and is in her mid thirties. She would like her eyebrows to look natural, but wants her eyelashes to look like she is wearing mascara.

Which colours and quantities would you use for this client?

Eyebrows: ____________________________________________

____________________________________________________

Eyelashes: ____________________________________________

____________________________________________________

Client 2
This client has medium brown hair and is in his early twenties. He would like his eyebrows and lashes to look natural, and he would also like an eyebrow tidy.

Which colours and quantities would you use for this client?

Eyebrows: ____________________________________________

____________________________________________________

Eyelashes: ____________________________________________

____________________________________________________

Continued overleaf
Client 3
This client has red hair and is in her early forties. She would like her brows to look natural, but her lashes to look like she is wearing mascara.

Which colours and quantities would you use for this client?

Eyebrows: __________________________________________________________

Eyelashes: _________________________________________________________

Functional Skills

Functional English: Reading
Check the meanings of any words you are unsure of. Remember to read the whole case study before deciding what is the best course of action.

Functional English: Writing
Write clearly, using accurate spelling and grammar.

Functional English: Speaking and listening
Listen to the views of others in your group and add your contribution at appropriate times. Remember to let others have their say as much as you.
Enhance the appearance of eyebrows and eyelashes

B5.A10 Activity sheet 10 – solution

Mixing colours

Read the three case studies of clients who are booking in for eyelash and eyebrow tinting treatments. The colours to be used are Blue/Black, Brown, Black and Grey, but these should not always be used on their own. Remember that each brand is different and you should always follow manufacturer’s instructions before use. Answer the questions below each case study.

Client 1
This client has fair hair and is in her mid thirties. She would like her eyebrows to look natural, but wants her eyelashes to look like she is wearing mascara.

Which colours and quantities would you use for this client?

Eyebrows: 5 mm Brown + 5mm Grey tint, mixed with 4–6 drops of hydrogen peroxide

Eyelashes: 1 cm Blue/Black tint, mixed with 4–6 drops of hydrogen peroxide

Client 2
This client has medium brown hair and is in his early twenties. He would like his eyebrows and lashes to look natural, and he would also like an eyebrow tidy.

Which colours and quantities would you use for this client?

Eyebrows: 1.5 cm Brown and Grey tint, mixed with 5–7 drops of hydrogen peroxide

Eyelashes: As for eyebrows – the quantities given will be enough for both.

Client 3
This client has red hair and is in her early forties. She would like her brows to look natural, but her lashes to look like she is wearing mascara.

Which colours and quantities would you use for this client?

Eyebrows: 1 cm Brown tint, mixed with 4–6 drops of hydrogen peroxide

Eyelashes: 1 cm Blue/Black tint, mixed with 4–6 drops of hydrogen peroxide
Face shapes

It is important to be able to recognise clients’ face shapes so that you can advise on the most suitable eyebrow shape for your clients. Try to learn the basic face shapes shown on this sheet, and decide which eyebrow shape is best for each face shape.

Oval face shape

Square face shape

Round face shape

Oblong face shape

Continued overleaf
B5.F1 continued

Heart face shape

Pear face shape

Diamond face shape

Triangular face shape
Choosing artificial eyelashes

The diagram below shows the factors which will help you advise a client on which artificial eyelashes are most suitable for them. Think about how each of the factors will affect the choice and make notes underneath the diagram.

Factors to consider when choosing artificial eyelashes

- Client’s age
- Client’s natural lashes
- Further appointments
- Time for lash application
- Maintenance of lashes
- The occasion – this can determine whether you apply individual or strip lashes

Notes:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Stages of tinting

The flow chart below provides a guideline for tinting eyelashes and eyebrows.

1. Carry out a consultation (ensure a patch test has been carried out). Check for contra-indications.
2. Remove contact lenses, if worn.
3. If shaping is to be carried out, always tint first and shape after.
4. Cleanse eye area with non-oily product.
5. Apply barrier cream and pre-formed shapes if tinting lashes.
6. Mix tint and apply (never pre-mix the tint). Note processing time and colours used on client record card.
7. Remove tint after the required processing time.
8. Show client the results. Give aftercare advice.
9. Record details on client record card.
B5.F4 Fact sheet 4

Aftercare for eye treatments

The diagram below shows the aftercare advice you need to give to a client after various eye treatments. Decide which advice you would give after each treatment (eyebrow shaping, eyebrow and eyelash tinting, artificial eyelashes). Make notes about the aftercare advice you would give to clients underneath the diagram.

Notes:
Possible contra-actions to eye treatments

The diagram below shows some of the possible contra-actions to eye treatments.

If any of the above conditions occur, irrigate the eye immediately, apply a cold compress, record all details on the client’s record card and, if symptoms persist, seek medical advice.

How to irrigate the eye
1. Tilt the client’s head slightly to one side.
2. Carefully trickle some tepid water into the eye until the eye is rinsed of the foreign body.
3. Hold some tissue or a small kidney dish beneath the eye to collect the excess water.
4. Apply a cold compress to soothe the eye.

It is not acceptable to use an eyebath because of the risk of cross-infection.