

# 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: <http://updates.skillsusa.org>.

## ELIGIBILITY

Open to active SkillsUSA members enrolled in programs with Barbering and/or Cosmetology as the occupational objective.

### Class E: Business Casual:

- Official SkillsUSA white polo shirt.
- Black dress slacks (accompanied by black dress socks or black or skin-tone seamless hose) or black dress skirt (knee-length, accompanied by black or skin-tone seamless hose).
- Black leather closed-toe dress shoes.

**Note:** Contestants may wear an apron during the contest.

These regulations refer to clothing items that are pictured and described at: [www.skillsusastore.org](http://www.skillsusastore.org). If you have questions about clothing or other logo items, call 1-888-501-2183.

**Note:** Contestants should wear their official contest clothing to the contest orientation in order to participate in the oral assessment.

## EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
  - a. Mirror and table
  - b. Any and all pictures or literature of haircuts and creative instructions.
  - c. First Aid kit
  - d. Blood spill kit

**Note:** Manikins are provided during the national SkillsUSA Championships only.

**Note:** There will be preselected haircuts for the national SkillsUSA Championships. These will be given to the contestant at the time of the competition; they will not be published anywhere prior to the national competition.

**Note:** Contestant will replicate the steps a barber will take after an effective client consultation. Contestant will be expected to duplicate a client's desired length and shape within a hair design. Photos and contest instructions given at regional or state contest are specific to that contest only. No extension cords can be used.

2. Supplied by the contestant (checked during kit check):
  - a. Cutting shears
  - b. Thinning shears
  - c. Razor and spare blade
  - d. Clipper
  - e. Trimmer
  - f. Blow dryer
  - g. Combs
  - h. Brushes
  - i. Spray bottle filled with water
  - j. Haircolor of choice (professional temporary: examples are pencils, chinks, spray or hair paint. Any type of temporary color not requiring water to rinse is acceptable)
  - k. Towels (minimum of 6)
  - l. Neck strips
  - m. Clippies or hair clips
  - n. Labeled spray hospital-grade disinfectant
  - o. Hand sanitizer
  - p. Protective cape (any style)
  - q. Tripod
  - r. 1 roll of tape
  - s. 1 roll of paper towels
  - t. First Aid kit
  - u. #2 pencil and a blue or black pen
  - v. All competitors must create a one-page résumé and job application to be turned in at contest orientation. Copies must also be provided during the interview process.
  - w. Contestants must create a colored drawing of their creative haircut design with color application and beard design with beard coloring.
    - Drawing should include a written description of the method used to

- create the design and a picture of the final design.
- Competitors will need two copies of their design theme; one is to be attached to their mirror during the competition and **must** be hand drawn.
- A hard copy of the résumé (v.) and drawing (w.) must be submitted to the technical committee chair at orientation. Failure to do so will result in a 10-point penalty.

**Note:** Your contest will require a hard copy of your résumé as part of the contest.

Check the Contest Guidelines and/or the updates page on the SkillsUSA website: <http://updates.skillsusa.org>.

## SCOPE OF THE CONTEST

The contest is defined by industry standards as identified by SkillsUSA technical committee, which includes The Burmax Company, WAHL, Pivot Point, National Barber Association and Marianna.

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

### Knowledge Performance

The contest will include an interview, which will require a résumé and a job application. Interview will range from 10-15 minutes in length.

### Skill Performance

The four separate skill performance tests assess skills in haircutting, hair styling, hair color, beard design and coloring. Creativity is assessed in the creative cut and beard design, while haircutting is tested in the recreation of men's haircuts from a photograph.

### Contest Guidelines

1. The contest rules will be reviewed the day before the contest.
2. All contestants must keep their working area clean and organized throughout the contest.

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 after time is called will result in three penalty points.
6. Cell phones are not allowed in the contest area at any time.
7. For the parade finale, the contestant's name, school, city and state, and their instructor will be given. Contestants will present their completed mannequins to the audience and judges.
8. The Technical Committee will supply manikins for the NATIONAL contest. If this changes in any given year, contestants will be responsible for supplying their own manikins.
9. Additional items that are needed to complete any portion of 2.0, 3.0 and/or 4.0 may be added to kit. They will not be part of the kit check.
  - a. Extra blades for clippers (if needed).
  - b. Attachments for blow dryer (if needed)
  - c. Styling products of choice
  - d. Headlights for the head are allowed (if needed)
10. Items that are **not** allowed during the contest for any cut/style: stencils, ornaments, hairpieces, leveling devices, guards, additional free-standing lighting, neck dusters, or additional extension cords.
11. No alterations allowed to clippers or trimmers. Failure to abide by this guideline could be cause for dismissal from the contest. This is a safety and sanitation issue.
12. Contestants should not wear any jewelry that could interfere with services.
13. Be aware of your personal hygiene and any strong perfumes or colognes others could have allergies.
14. Instructors talking to Judges or Contestants once contest as started could cause their student to be dismissed from the contest.
15. Contestant must clean station completely at the end of the competition as part of the sanitation grade.
16. Make sure to check <http://updates.skillsusa.org> and the [SkillsUSA Barbering Page on Facebook](#) for any updates prior to the contest.

## Standards and Competencies

**BA 1.0 — Interview and Communication Skills: Follow oral and written instructions, respond to oral questions, and demonstrate skill and career readiness by participation in a 10- to 15-minute mock interview.**

- 1.1 Complete employment application
- 1.2 Complete mini résumé
- 1.3 Use a pleasant voice
- 1.4 Properly introduce yourself
- 1.5 Respond to oral questions
- 1.6 Verify résumé information
- 1.7 Demonstrate critical thinking skills

**BA 2.0 — Within a 45-minute time period, duplicate a haircut and style that has been selected by the national technical committee.**

- 2.1 Duplicate the haircut using shears, thinning shears, texturizing shears, razor, trimmers and/or clippers.
- 2.2 Demonstrate blending, sectioning, lining and finishing.
- 2.3 Duplicate the length, design line and textured look of the selected cut.
- 2.4 Duplicate the finished design using blow dryer or thermal tools such as curling iron, flat iron, etc., as needed.
- 2.5 Use appropriate styling products to duplicate the selected haircut.
- 2.6 Duplicate the balance of form, control of texture and the control of the hair direction.
- 2.7 Follow all safety and sanitation procedures and maintain a clean area at all times.

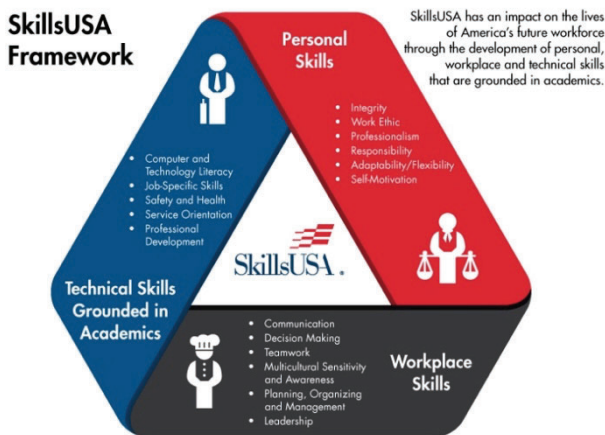
**BA 3.0 — Flat Top Cut: Execute a FLAT TOP that has been selected by the national technical committee within a 45-minute time period**

- 3.1 Execute the haircut using shears, thinning shears, texturizing shears, razor and/or clipper and trimmers as needed.
- 3.2 Demonstrate the correct techniques for cutting a flat top.
- 3.3 Demonstrate fading, blending, sectioning, lining and finishing
- 3.4 If needed, contestant may apply styling aid to help fine-tune the flat top.
- 3.5 Style to enhance the look.
- 3.6 Follow all safety and sanitation procedures and maintain a clean area at all times.

**BA 4.0 — Create a Creative Freestyle Design, including a Cut and Beard Design with hair color for both. Hair color of your choice can be used. Must be completed within a 90-minute time frame. When completed, a 5- to 10-minute oral presentation of the Creative Design will be completed with the judge.**

- 4.1 Identify the theme of the creative freestyle design cut and beard design including hair color on paper and turn in hard copy to Technical Chairman at orientation. A second copy of the freestyle design should be with the contestant during the skill portion of the competition.
- 4.2 Demonstrate fading, blending, sectioning, lining and finishing.
- 4.3 Create a Creative Freestyle Design cut and beard design including hair and beard color. Any type of temporary haircolor can be used. The haircut and beard should flow together for an all-over look.
- 4.4 Use appropriate styling products to duplicate the selected hair design.
- 4.5 Demonstrate balance, proportion and form in the finished creative cut and beard design.
- 4.6 Show control of texture and control of hair direction in the finished design.
- 4.7 Incorporate current trends in both haircut, hair color and beard design.
- 4.8 Follow all safety and sanitation procedures and maintain a clean area at all times.
- 4.9 Contestant will give a 5- to 10-minute speech on their design to the judge.

## BA 5.0 — SkillsUSA Framework



The SkillsUSA Framework is used to pinpoint the Essential Elements found in Personal Skills, Workplace Skills, and Technical Skills Grounded in Academics. Students will be expected to display or explain how they used some of these essential elements. Please reference the graphic above, as you may be scored on specific elements applied to your project. For more, visit: [www.skillsusa.org/about/skillsusa-framework/](http://www.skillsusa.org/about/skillsusa-framework/).

### 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 percents.
- 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.

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

### **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 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](http://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](http://www.ncte.org/standards).