

8

# Lesson Exemplar for TLE

Quarter 3

Lesson

3

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**NOT FOR SALE**

**Lesson Exemplar for TLE Grade 8**  
**Quarter 3: Lesson 3 (Week 3)**  
**SY/TP 2025-2026**

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<b>Development Team</b>	
<b>Writer:</b>	Dr. Lorena A. Castro (Philippine Normal University - Manila)
<b>Validator:</b>	Floralinda E. Alfaro, PhD (Maria Clara High School)
<b>Management Team</b>	
Philippine Normal University Research Institute for Teacher Quality SiMERR National Research Centre	

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I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
<b>A. Content Standards</b>	Demonstrate an understanding of the concepts of beauty care and wellness services
<b>B. Performance Standards</b>	The learners perform hand spa services following safety precautions
<b>C. Learning Competencies and Objectives</b>	<p><b>Learning Competency</b></p> <ul style="list-style-type: none"> <li>• Discuss the Occupational Safety and Health (OSH) practices in beauty care and wellness services.</li> <li>• Perform hand spa services following safety precautions.</li> </ul> <p><b>Learning Objectives</b></p> <p>At the end of the lesson, the students are expected to:</p> <ol style="list-style-type: none"> <li>1. Discuss hazards and risks that may occur in the beauty care and wellness salon.</li> <li>2. Discuss the personal protective equipment a beauty salon worker must have in the workplace.</li> <li>3. Apply safety precautions in the workplace.</li> <li>4. Demonstrate how to give hand spa services.</li> <li>5. Emphasize the importance of applying safety when giving beauty salon services.</li> </ol>
<b>D. Content</b>	<ul style="list-style-type: none"> <li>• Occupational Safety and Health (OSH) Practices</li> <li>• Hazards and Risks in the workplace (Beauty salon)</li> <li>• Personal Protective Equipment in Beauty Salon</li> <li>• Hand Spa Services</li> </ul>
<b>E. Integration</b>	<p><b>SDG 8:</b> Decent Work and Economic Growth – everyone’s opportunity to be hired in any work related to beauty care and wellness salon.</p> <p><b>SDG 3:</b> Good Health and Well - Being – ensure good and safe services in beauty care and wellness salon.</p> <p><b>SDG 4:</b> Quality Education – beauty salon workers have the chance to attend skills training and short vocational courses to update their knowledge and skills related to their work for professional advancement and personal improvement.</p> <p><b>SDG 5:</b> Gender Equality – both male and female can apply and work in any beauty care and wellness salon.</p>

## II. LEARNING RESOURCES

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Jackson, J. (1997). The magic of well-being. (pp.43) *DK Publishing*. ISBN 0-7894-1072-9.

Lorena's TLE Corner. (2021). Videos on manicure and hand spa [Video]. YouTube. <https://www.youtube.com/watch?v=UCcpjZCSA5I>

Medical Tourism Magazine. (2024). The age of age-old healing art of Hilot. Medical Tourism Magazine. <https://www.magazine.medicaltourism.com/article/the-age-old-healing-art-of-aeoehilotae-c2-9d#:~:text=%E2%80%9CHilot%E2%80%9D%20is%20a%20word%20from,It%20is%20energy%20manipulation.>

Pretty, L. (2003, February 20) A guide on hazards in beauty salon: Free risk assessment template. High Speed Training. <https://www.highspeedtraining.co.uk/hub/hazards-in-a-beauty-salon/>

Rich, P. (1996). Massage for common ailments (p.22) *Parragon Book Services Ltd*. ISBN 0-75251-934-4.

The Safety Lovers. (2023, November 1). Growing interest in Occupational Safety and Health. OSH Matters. <https://oshmatters.wordpress.com/>

## III. TEACHING AND LEARNING PROCEDURE

## NOTES TO TEACHERS

### A. Activating Prior Knowledge

### 1. Short Review: Picture analysis (5 min. only) Match Column A to Column B

**Directions:** Match the photos in column **A** with the terms or words in Column **B**.

#### A.

\_\_\_ 1.



Image from [Alibaba](#)

\_\_\_ 2.



Image by Ron Lach from [Pexels](#)

#### B.

a. hand massage




b. hand soaking

The teacher will give a very short review in which the class will be guided on what will be the day's lesson.

### Answer key:

1. c
2. e
3. a
4. b
5. d



	<p>___ 3.  Image by Dina Nigrin, from <a href="#">Wikimedia Commons</a></p> <p>___ 4.  Image from <a href="#">Pexels</a></p> <p>___ 5.  Image from <a href="#">NeedPix</a></p> <p><b>2. Feedback (Optional)</b> Do you have any questions about our previous lessons?</p>	<p>c. hand spa machine</p> <p>d. hand scrub</p> <p>e. hand massage cream</p> <p>If there will be no questions or clarifications to ask by the learners about the previous lessons anymore, the teacher can proceed to the next day's lessons.</p>
<p><b>B. Establishing Lesson Purpose</b></p>	<p><b>1. Lesson Purpose</b> (2-3 min.) Ask the students if they had any bad experiences with beauty care and wellness salon services. Then, follow up with a question about what they did after they had a bad experience in the salon.</p> <p><b>2. Unlocking Content Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• <b>Hand Spa:</b> a hand treatment performed by a trained salon staff member or masseur that helps relax and rejuvenate the hands.</li> </ul>	<p>The teacher will ask the students to relate some bad experiences they had in any beauty salon, how they reacted and what actions they made about the situation?</p>

	<ul style="list-style-type: none"> <li>• <b>Hazards:</b> any potential incident that can cause harm to an individual or a group of people.</li> <li>• <b>Hilot:</b> is a traditional healing practice by Filipinos that involves hand manipulations, such as rubbing and pressure, on the client's body to promote healing and remove muscle and joint pain.</li> <li>• <b>Massage:</b> is a hand manipulation applied to any part of the body to ease or alleviate muscle and joint pain.</li> <li>• <b>Occupational Safety and Health:</b> concerns the health and safety of individuals in the workplace. It aims to prevent accidents that may harm people while at work.</li> <li>• <b>Reflexology:</b> is a massage applied to hands, feet and head that connects to reflex points of the body, relieving tension and treating illnesses.</li> <li>• <b>Risks:</b> is any possible danger that can harm human life or can even cause death.</li> </ul>	
<b>C. Developing and Deepening Understanding</b>	<p><b>DAY 1</b>  <b>SUB-TOPIC 1: Occupational Safety and Health in the Beauty Care and Wellness Salon</b></p> <p><b>1. Explicitation: Picture Analysis</b></p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. Can anyone from the class describe each photo?</li> <li>2. What do you think the photos are trying to tell us?</li> </ol> <p><b>2. Worked Example:</b>  Occupational Health and Safety must be observed in any workplace to make sure that there will be no untoward incident/accident that may occur in any establishments. Beauty care and wellness salons are one of the places where unexpected incidents or dangerous situations happen. <b>(Please refer to Worksheet No.1, for students to accomplish.)</b></p> <ol style="list-style-type: none"> <li>1. As the students enter a beauty care and wellness salon. They will ask permission from the owner or manager of the establishment if they can assess the possible hazards that might happen in the salon. Ask also if they can document, like taking photos as a proof since this activity is a requirement in the schools.</li> <li>2. While the students are already in the beauty care and wellness salon, they will observe possible hazards and risks that may occur in the salon. Take note of the following observations and findings by filling-out a Risk assessment template.</li> <li>3. After the risk assessment activity is done, show and report to the salon manager or owner of the findings.</li> </ol>	<p>The teacher may present photos of different accidents and injuries in a beauty salon, such as a burnt scalp and harmful chemical use. Ask the learners to describe each photo presented and connect it to the day's lesson.</p> <p>The teacher may ask her/his learners to share some real-life experiences that are related to some safety issues and practices in the beauty care and wellness salon,</p>

	<ol style="list-style-type: none"> <li>4. Give one copy of your assessment findings to the manager or salon owner for them to take necessary actions.</li> <li>5. Make another copy of the Assessment Template and findings which you are going to submit to your TLE teacher. Make sure it is signed by the salon manager or salon owner to make it authentic.</li> </ol> <p>V. Synthesis</p> <p>Note: Other possible responses can be drawn from the learners. The teacher may also give positive comments and feedback and add some important ideas to deepen what the learners have shared.</p> <p>Suggestions: For extended practice and differentiation as an option for the teacher:</p> <p>Extended Practice Activity: Follow-up: Plan for students to revisit the same salons after a certain period to observe if any changes have been made in response to their recommendations.</p> <p>Differentiation: Advance Research for Higher Achievers: Provide an opportunity for advanced students to research deeper into occupational safety laws and regulations that apply to beauty salons. They could compare local regulations with international standards.</p> <p>Supportive Checklists for Struggling Students: The teacher may provide students who might need additional support identifying or documenting risks with guided templates or checklists that follow specific procedures.</p> <p><b>3. Lesson Activity</b>  <b>Lecture/Discussion</b>  <b>Occupational Health and Safety Practices that must be observed in the Beauty Care and Wellness Salon.</b></p> <ol style="list-style-type: none"> <li>1. Wash thoroughly, dry and sterilize all the nail care cleaning tools and implements before and after each use.</li> <li>2. Before providing any service to a client, ask questions related to health conditions, such as whether the client has an allergic reaction to chemicals.</li> <li>3. Ensure the safety of all chemical mixtures/products that will be used and applied to the customer.</li> </ol>	<p>while the teacher is discussing to them the important knowledge and information about Occupational health and safety when at work.</p> <p><b>(Worked Example)</b></p> <p><b>V. Synthesis/Extended Practice/Differentiation</b>  Following the risk self-assessment activity, the teacher will select at least three students to share their insights about their experiences. This discussion will help consolidate understanding and allow for an exchange of different perspectives on the activity.</p> <p><b>Possible Responses of Students on the</b></p> <p><b>Risk-assessment activity:</b></p> <ol style="list-style-type: none"> <li>1. Today, I have learned that to keep myself from any risks that might happen in any beauty care and wellness salon establishments while</li> </ol>
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	<ol style="list-style-type: none"> <li>4. All chemical products that are used in giving treatments should be stored in a safe and not easy-to-reach storage area.</li> <li>5. Check all electrical outlets to ensure they are safe if there are electric-operated tools and equipment to be used when providing service to customers to avoid electric shock.</li> <li>6. Avoid skin contact with chemicals because it may cause skin burn both to the customer and the salon worker.</li> <li>7. Wear personal protective equipment, such as an apron, disposable gloves, and face masks, while mixing chemicals to avoid skin contact and breathing difficulties or asthma.</li> <li>8. Clean and sweep the floor frequently to avoid slips, trips or falls caused by accumulated hair, spills or residue from hair products and hair sprays that spread and stick to the floor.</li> <li>9. Avoid lifting heavy items in the salon to prevent sprains. Make sure you apply good body posture while giving services in the salon.</li> </ol> <p><b>Possible Hazards and Risks in the Beauty Salon:</b></p> <ol style="list-style-type: none"> <li>1. <b>Chemical hazard</b> – there are different chemicals used in the beauty salon, like cleaning chemicals, equipment sanitizers and beauty products. These chemicals are advised to be properly placed in a safe storage to avoid health issues like skin contact that can cause skin burns, difficulty of breathing or asthma, and can even cause death due to poison once an individual accidentally or purposely takes in the chemical products in the salon.</li> <li>2. <b>Improper use of Needles</b> -it is not safe if a salon staff mistakenly use a syringe with needles in giving aesthetic injection to the client. One example is if the salon staff is accidentally punctured, he/she can be exposed and acquire a blood-borne virus like HIV. Being extra careful when giving such services to clients is strictly advised.</li> <li>3. <b>Mechanical hazards:</b> Improper handling and use of hair razors and scissors- barbers and hair cutters are advised to handle and use with extra care the razor and hair scissors when hair cutting and barbering the clients to avoid cuts.</li> <li>4. <b>Biological hazards: Spread of Bacteria</b> – unclean and unwashed beauty salon tools and equipment can cause fast spread of harmful bacteria and germs or biological agents that may cause spread of infection, skin allergy, and toxicity. Worst of all, it can also cause the spread of colds, flu and Covid-virus that can cause adverse and serious effects to one's health.</li> </ol>	<p>having any salon services, I must be observant and alert in identifying what possible risks and hazards that might occur in the beauty salon.</p> <p>2. I have realized that being observant and extra careful while having any salon services is important to ensure our safety and that we know what actions to take just in case there are any possible hazards.</p> <p>The teacher may also ask the learners to group themselves and perform short skits or short role play activities showing possible hazards that might happen in beauty salons.</p>
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	<p>5. <b>Physical hazards - Strips, slip and falls</b> – hanging or trailing wires, spilled beauty care products and uneven floors or surface of the salon and carrying heavy salon equipment in going down the stairs can cause slips, trips, and falls. Salon staff are reminded to wear non-slip shoes, or shoes made of rubber materials that can stick to the floor to avoid slips and falls.</p> <p>6. <b>Electrical hazards</b> – using poorly maintained electrical salon equipment, overloading of sockets using extension cables size not suitable for electrical devices and salon tools that can cause electric shock, burns, injuries and fires. Check open wires and repair using electrical tape. Do not use extension cable that cannot accommodate high voltage electric supply capacity.</p> <p>7. <b>Ergonomic hazards</b> – it refers to any physical condition that can be experienced in the workplace due to incorrect body posture or movement/s that can cause injury or other health concern that may affect musculoskeletal system causing aches and sprains which can also lead to serious health problem that can cause permanent damage to one's body. Salon staff are advised to be in good posture when giving any salon services to their customers. Proper bending of knees is also advised when picking or getting something on the floor to avoid body sprains.</p> <p><b>Personal Protective Equipment in the Beauty Care and Wellness Salon:</b> Personal Protective Equipment (PPE) is essential in beauty care and wellness salons, where staff are regularly exposed to chemicals that may cause airborne disease, skin conditions like dermatitis, and respiratory issues such as asthma. Proper PPE helps protect employees and clients from potential hazards associated with salon treatments.</p> <p><b>1. Type 2 Face masks</b> – is strictly required to be used in any beauty salon that offers nail care, hair care, skin care, massage, and tattooing services, to ensure safety for both customers and the salon staff when providing services like hair treatment, nail cleaning and hand spa etc.</p> <p><b>2. Disposable Apron</b> – is advised to be used in the beauty salon to protect the hairdressers, haircutters, facial and nail care experts from any chemical spills from beauty products that are applied to the customers.</p> <p><b>3. Disposable Vinyl or Nitrile Gloves</b> – used for cleaning and giving actual treatments. It is advised to be used while giving service to the customers when giving hair treatments,</p>	<p>Each group will present their short skit and will have feedback and comments from their peers and their teacher.</p> <p>The teacher may ask the students to give some situations related to</p>
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cutting hair and when using hydrogen peroxide to protect the skin of salon staff from chemicals.

## DAY 2

### SUB-TOPIC 2: Hand Spa Services

#### 1. Explication: Picture Analysis



Image from [Pexels](#)

1



Image from [NeedPix](#)

2



Image by Dina Nigrin, from [Wikimedia Commons](#)

3



Image by Viktorya Sergeeva, from [Pexels](#)

4



Image from [rawpixel.com](#)

5



Image by Leticia Mellos, from [Pexels](#)

6

#### 2. Worked Example:

Ask the following questions to the students:

- Can you describe what you can see in each picture?
- Where do you think do, we usually encounter or experienced those services that are shown in the photos?
- Do you have any idea/s how do we call that hand services in the beauty salon?

#### 3. Lesson Activity:

Video Viewing: <https://www.youtube.com/watch?v=UCcpiZCSA5I>

Lorena's TLE Corner: Giving Manicure and Hand Spa (13.48sec.)

#### Sharing of ideas:

##### Guide Questions:

1. What are the main features of the videos that strike you the most and why?
2. Have you learned something new from the videos?
3. Kindly enumerate those new learnings you have gained from the videos.
4. Have you tried doing the activities that are included in the videos?

wearing PPE in the salon especially during the pandemic.

The teacher will ask the students to describe each photo that is posted.

And asked the students where they can avail those services included in the photos.

And what do we call those salon services?

	<p>5. Going back to the photos that were presented and the videos that we watched a while ago. How do we call the services included in it?</p> <p><b>What is a Hand Spa?</b>  <b>Hand Spa-</b> is a treatment given to our hands that is performed by an expert and trained beautician. It helps relax, rejuvenate, and maintain good blood circulation in our hands. It involves nail trimming, shaping, hand soaking, scrubbing, hand massage, nail cleaning and application of nail polish. It is a special treatment applied to our fingers and hands to achieve soothing effects and ease the tiredness of our hands.</p> <p><b>Nail Trimming</b> – is done by cutting our nails to our desired length and shape.</p> <p><b>Hand Scrub</b> – is done to remove dust transient microorganisms in our nails, hands, and forearms. It is done after soaking your hands in warm water; then you may use hand scrub ingredients like salt or combine coconut oil and brown sugar and use it in scrubbing your fingers, hand palm, back of the hand, and forearm to remove the dead skin cell and exfoliate your skin.</p> <p><b>Hand Massage:</b> is hand manipulation applied on our fingers, hands and forearms that restores every cell of our finger and hands. It increases flexibility, improves blood circulation, and releases tension by applying simple hand strokes.</p> <p><b>Steps in Giving Hand Massage:</b>  <b>1. Greeting the hand</b> – hold the client’s hands and clasp it gently with your hands. Hold it for about a minute until you notice that your both hands are already relaxed. It will be the initial hand contacts with your client that may create feeling of sensation and heat that may cause healing forces on the hands of your customer.</p> <p><b>2.Stroking the hand</b> – holding and supporting the wrist of the client, stroke slightly downward and upward the hand of your customer. Repeat stroking several times. Stroking is firmer to increase the flow of blood circulation and promotes a relaxing effect to the hand of the customer.</p> <p><b>3. Open the hand</b> -open the palm of your client and with your thumbs gently slide it outward or sideward of your palm. Repeat the movements several times then you may turn the hand over and repeat again the same movement on the top part of the hand.</p>	<p>Before the actual viewing of the videos, the teacher must remind the class to jot down important information/ knowledge they gained from the videos they watched.</p>
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	<p><b>4. Pressing and moving the fingers and thumbs</b> – while grasping and supporting the customer’s wrist, using your thumb and point finger gently press and stretch each finger. And flex and extend each finger joint making it more flexible.</p> <p><b>5. Moving the wrist</b> – Interlock your fingers with the customer’s fingers, gently move the fingers backwards and forwards, side to side, clockwise and counterclockwise. This movement is good for those who have arthritis.</p> <p><b>6. Tapping and Shaking the hands</b>- is done to complete the hand relaxing massage</p> <p><b>DAY 3</b>  <b>SUB-TOPIC 3: Actual Giving of Hand Spa Services:</b>  <b>1. Explication:</b>  After viewing the videos of giving a manicure and hand spa services, do you think you are now ready to apply it on your own?</p> <p><b>2. Worked Example:</b>  Choose your partner to whom you would like to apply the complete hand manicure and hand spa processes.</p> <p><b>3. Lesson Activity:</b>  <b>Procedure in Giving Manicure and Hand Spa: (by partner)</b></p> <ol style="list-style-type: none"> <li>1. Remove your old nail polish with the help of nail polish remover using cotton swabs.</li> <li>2. File your nails using a nail cutter or a nail file to the desired shape in one direction.</li> <li>3. Put some liquid soap in warm water and soak your hands in it for a few minutes. This will help soften the cuticles.</li> <li>4. Clean the cuticle using a cuticle remover.</li> <li>5. Rub some amount of cuticle cream on cuticles.</li> <li>6. Push the cuticle back with an orange stick or a cuticle pusher.</li> <li>7. Massage your hands with a moisturizing hand lotion, following the hand massage steps in the videos.</li> <li>8. Apply a base coat and let it dry for a minute.</li> <li>9. Apply the first coat of nail polish.</li> </ol>	<p>The teacher may still demonstrate the process of giving a hand massage to one of the students and can ask another student to perform a repeat demonstration by repeating the same steps.</p> <p>The teacher can replay the videos of giving hand manicures and spas so students can be guided and follow the procedures involved efficiently and correctly.</p> <p><a href="https://www.youtube.com/watch?v=UCcpjZCSA5">https://www.youtube.com/watch?v=UCcpjZCSA5</a></p> <p>If the students will not be able to finish their dyad activity of giving manicure and hand spa. They can continue it at the next meeting. This hands-on activity entails more time allotment.</p>
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	<p>10. When the first coat of the nail polish is dried, apply the second coat for deeper color. Always start with one side of the nail and cover the nail in three strokes.</p> <p>11. You can clean the left stray marks using a nail polish remover dabbed in cotton swab.</p> <p>12. Allow the nail polish to dry thoroughly and then apply the top coat of the nail polish.</p>	<p>The teacher can ask her/his students to take pictures and videos, at least 5 minutes to capture the most important part of giving hand spa.</p>
<b>D. Making Generalizations</b>	<p><b>Day 4:</b></p> <p><b>1. Learners' Takeaways</b></p> <p>To make sure that the learners really learn from the day's lessons the following questions are suggested to be given to them.</p> <p>1.1. Why do you think it is important for us to apply occupational safety and health in the beauty care and wellness salon industry?</p> <p>1.2. How important is a hand spa for one's health?</p> <p><b>2. Reflection on Learning</b></p> <p>Important aspects to reflect on:</p> <p>2.1. What part of the week's lessons do you like most, and why?</p> <p>2.2. Why do you think it is important for us to have a hand spa at least once a week</p>	<p>After the students were able to finish their dyad activities on actual manicure and hand spa. The teacher may now ask what learning and realization the learners gained from the activities they had on the day's lessons.</p>

<b>IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION</b>		<b>NOTES TO TEACHERS</b>
<b>A. Evaluating Learning</b>	<p><b>DAY 4:</b></p> <p><b>I. Formative Assessment: Sequencing</b></p> <p>Steps in giving Manicure and Hand Spa.</p> <p><b>Directions:</b> Read each item carefully, and arrange the steps involved in giving a hand manicure. Number them from 1 to 10, with 1 indicating the first step, 2 the 2nd step and so forth.</p> <p><b>Procedures in Giving Manicure and Hand Spa Service:</b></p> <p>_____ a. Allow the nail polish to dry thoroughly and then apply the topcoat of the nail polish.</p>	<p><b>Answer key:</b></p> <p>a. 10</p> <p>b. 9</p> <p>c. 8</p> <p>d. 7</p> <p>e. 6</p> <p>f. 5</p> <p>g. 4</p> <p>h. 3</p> <p>i. 2</p>

- \_\_\_\_\_ b. You can clean the left stray marks using a nail polish remover dabbed in cotton swab.
- \_\_\_\_\_ c. When the first coat of the nail polish is dried, apply the second coat for deeper color.
- \_\_\_\_\_ d. Apply a base coat and let it dry for a minute. Then apply the first coat of the nail polish
- \_\_\_\_\_ e. Massage your hands with a moisturizing hand lotion.
- \_\_\_\_\_ f. Push the cuticle back with an orange stick or a cuticle pusher.
- \_\_\_\_\_ g. Then rub some amount of cuticle cream on cuticles.
- \_\_\_\_\_ h. Put some liquid soap in warm water and soak your hands in it for a few minutes.  
This will help in softening the cuticles. Clean the cuticle using cuticle remover.
- \_\_\_\_\_ i. File your nails using a nail cutter or a nail filer to desired shape in one direction.
- \_\_\_\_\_ j. Remove your old nail polish with the help of nail polish remover using cotton swabs.

## II. Evaluation of Outputs

Practicum on Manicure and Hand Spa Services using Rubrics:

Manicure and Hand Spa					
Criterion	Advanced 20 pts	Proficient 18 pts	Developing 16pts	Needs Improvement 14 pts	TOTAL
<b>Preparedness</b>	Learners are fully prepared, bringing all required	Learners are well-prepared, bringing nearly all required	Learners are somewhat prepared, bringing most	Learners need to prepare better, often forgetting several	

j. 1

For the Dyad Actual Hand Spa Practical hands-on activities, the teacher may explain the Rubrics to the students for better understanding on how to rate their outputs before the students may start on their dyad activities.

		materials which are correctly arranged and ready for use.	materials that are well-arranged and ready for use.	of the required materials, though the setup occasionally needs to be completed or correctly arranged.	required materials and frequently setting up incorrectly.	
	<b>Nail Cleaning and Consultation</b>	Performed a thorough cleaning and consultation using proper techniques.	Performed adequate cleaning and consultation with correct techniques.	Performed basic cleaning with minimal consultation; there were some errors in technique.	Needs to perform more thorough cleaning and consultation; incorrect techniques were used.	
	<b>Technique (Filing and Massage)</b>	Demonstrates expert techniques, exhibiting exceptional skill and precision in filing and massage, indicative of mastery and professional competency.	Demonstrates competent techniques, performing filing and massage accurately and effectively, though not at an expert level.	Shows basic ability in filing and massage, with fundamental skills present but needing greater consistency and precision.	Demonstrates poor technique and lacks proficiency in filing and massage, with significant improvement needed.	
	<b>Procedure Order and Time Management</b>	Executes steps in the correct order and efficiently within time limits.	Follows most steps correctly with minimal time issues.	Commits some errors in procedure order with slight time delays.	Demonstrates incorrect order, experiences frequent interruptions, and shows poor time management.	
	<b>Teacher Comments</b>	The teacher will give her overall comments based on the performance of the students.				

	<p>To compute for the overall rating:  Total Number of Scores / Highest Possible Score x 100  <b>Example:</b> 94/100 = .94 x 100 = 94</p> <p><b>2. Homework</b></p> <ol style="list-style-type: none"> <li>1. Continue working and practicing hand spa techniques at home with your family members for you to master your skills in giving hand spa.</li> <li>2. Research on the principles of design in clothing.</li> <li>3. Why is it important for us to learn how to sew and construct garments?</li> </ol>			
<b>B. Teacher's Remarks</b>	<i>Note observations on any of the following areas:</i>	<b>Effective Practices</b>	<b>Problems Encountered</b>	<p>The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff. Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.</p>
	<b>strategies explored</b>			
	<b>materials used</b>			
	<b>learner engagement/ interaction</b>			
	<b>Others</b>			
<b>C. Teacher's Reflection</b>	<p>Reflection guide or prompt can be on:</p> <ul style="list-style-type: none"> <li>▪ <u>principles behind the teaching</u>  What principles and beliefs informed my lesson?  Why did I teach the lesson the way I did?</li> <li>▪ <u>students</u>  What roles did my students play in my lesson?  What did my students learn? How did they learn?</li> <li>▪ <u>ways forward</u>  What could I have done differently?  What can I explore in the next lesson?</li> </ul>			<p>Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.</p>