



Bad Hair Day!

Oh dear! Poor Tina's come out of the salon with bright green hair instead of the luscious blonde locks she craved.

Her hairdresser, Adam, can't understand how this has happened as he was careful to follow the instructions left for him:

1. Mix the dye.
2. Put the dye onto the hair in sections.
3. Leave for a while until it looks like it has taken.
4. Wash the hair until the water runs clear.
5. Style as normal.



In pairs discuss the question below.

Why do you think Adam may have made a mistake?

Note down any ideas here:



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Help Adam out by writing some detailed instructions for him.

Discuss in pairs what details you need to put into the instructions before you start.

Note down any ideas here:

To Adam,

Here are some new hair dye instructions for you:

Teaching Notes

This resource was written specifically for L1 Hairdressing (Literacy) students. Lots of follow up activities can stem from it including:

- An 'Apprentice' style lesson where students create and market their own hair dye product.
- Further work on the importance of clear instructions (written or oral).
- How to deal with upset customers.

Entry 3 Functional Skills standards

Write documents with some adaptation to the intended audience in documents such as forms, emails, letters, simple instructions or short reports, on paper and on screen (recognising the different structures for different contexts of document, both on paper and computer screen or mobile phone).

- Plan, draft and organise writing
- Sequence writing logically and clearly
- Use basic grammar including appropriate verb tense and subject/verb agreement
- Spell correctly and check work for accuracy