



Anatomy & Physiology for Beauty Pros

BUILDING BLOCK FOR SUCCESS - reusable across all programs

Applies to: Cosmetology, Barbering, Esthetics, and Nail Technology

Suggested time: 3 hours (theory and diagram work)

How to use this plan: The lines under "Say" are scripted word for word so every class hears the same information - read them aloud. *Italic in brackets is what you do.* The jade "Teaching move" names the method; the "Students" line is their involvement.

Learning Objectives

By the end of this lesson, students will be able to:

- Explain why a beauty professional needs to understand anatomy and physiology.
- Identify the basic structures of the body: cells, tissues, organs, and systems.
- Locate the major bones and muscles of the head, face, neck, and hands used in services.
- Describe how the circulatory and nervous systems relate to salon services such as massage and scalp care.

Materials and Equipment

- SGS chapter slide deck with anatomy diagrams, projector, and whiteboard
- Printed diagrams of the head, face, neck, and hand for labeling
- Anatomy labeling worksheet and key-terms handout
- Student workbook or chapter handout

Key Terms

anatomy, physiology, cell, tissue, organ, body system, skeletal system, muscular system, circulatory system, nervous system, cranium, facial bones, masseter, epicranus, sternocleidomastoid, motor nerve, sensory nerve.

Lesson Sequence

1. Opening Hook - 10 min

Teaching move: *Relate the science directly to the work they will do.*

SAY (read aloud):

Let me start with a question that might surprise you. Why does a stylist or a barber need to know about bones, muscles, and nerves? *[Pause.]* Here is why: every time you massage a scalp, shape a beard, or give a facial, you are working over real bone, muscle, and nerves just under the skin. When you understand what is underneath your hands, you work more safely, you give a better massage, and you know why a face is shaped the way it is. That is what today is about.

- **Students:** name one service where knowing what is under the skin would help them.

2. The Building Blocks of the Body - 15 min

Teaching move: *Analogy that makes the hierarchy simple.*

SAY (read aloud):



Your whole body is built in levels, like a building. The smallest living unit is the cell - think of it as a single brick. Many cells of the same kind form a tissue - that is a wall. Tissues form organs, like rooms, and organs that work together form a body system, like the whole building running as one.

We care about a few systems in particular: the skeletal system that gives shape, the muscular system that moves us, the circulatory system that carries blood, and the nervous system that carries signals. Keep the building picture in mind - it makes all of this easier.

- **Students:** give the four levels in order: cell, tissue, organ, system.

3. The Skeletal System - Bones We Work Over - 20 min

Teaching move: Point to real diagrams and tie each bone to a service.

SAY (read aloud):

Let's look at the bones we actually work over. *[Point to the head and face diagram.]* The cranium is the dome of the skull that protects the brain - we work over it during every scalp service. The facial bones give the face its shape, which is why we study face shapes for cutting and styling. The bones of the neck support the head, and the bones of the hand and wrist matter for manicuring and for your own ergonomics.

You do not need to memorize a medical chart. You need to know the major landmarks so you understand the surfaces you are working on and where to be gentle.

- **Students:** point to the cranium, a facial bone, and a hand bone on the diagram.

4. The Muscular System - Muscles We Touch - 20 min

Teaching move: Demonstrate on your own face/head as you name muscles.

SAY (read aloud):

Now the muscles, because massage works with the muscle, not against it. *[Touch each spot on yourself as you say it.]* The epicranium covers the top of the scalp - we stimulate it in a scalp massage. The masseter and temporalis are the chewing muscles at the jaw and temple - you feel them in a facial massage. The sternocleidomastoid runs down the side of the neck. And the small muscles of the hand let you do detailed work.

Here is the professional point: a good massage follows the direction of the muscle and uses the right pressure. Knowing where the muscles are is what separates a relaxing service from an uncomfortable one.

- **Students:** locate the epicranium, masseter, and sternocleidomastoid on themselves.

5. Circulatory and Nervous Systems - 15 min

Teaching move: Explain why services feel good and why to work gently.

SAY (read aloud):

Two systems explain why our services feel so good. The circulatory system carries blood, which brings oxygen and nutrients to the skin and scalp. That is why massage, which boosts circulation, leaves skin glowing and scalps healthy.

The nervous system carries signals. Sensory nerves let the client feel touch - that is the relaxation in a facial - and motor nerves move muscles. We always work gently over nerve-rich areas. Understanding this is why we never dig in or rush a massage.



- **Students:** explain in one sentence why scalp massage is good for the hair.

6. Activity - Label the Diagram - 20 min

Teaching move: Hands-on application of the lesson.

SAY (read aloud):

Now you apply it. *[Hand out the labeling worksheet and diagrams.]* Label the bones and muscles we covered on the head, face, neck, and hand. Work from memory first, then check the slide. We will review the answers together.

- **Students:** complete the anatomy labeling worksheet, then self-check against the slide.

7. Check for Understanding - 10 min

Teaching move: Quick recall tied to services.

SAY (read aloud):

Quick check. What are the four levels from smallest to largest? *[Pause.]* Cell, tissue, organ, system. Which muscle do we stimulate in a scalp massage? *[Pause.]* The epicranium. And why does massage make skin glow? *[Pause.]* It boosts circulation, which brings nutrients to the skin.

- **Students:** answer each question aloud.

8. Recap and Closing - 10 min

Teaching move: Recap and connect back to better service.

SAY (read aloud):

Let's recap. The body is built from cells to tissues to organs to systems. We work over the cranium and facial bones, we massage muscles like the epicranium and masseter, and we boost circulation while respecting the nerves. You do not need to be a doctor - you need to know enough to work safely and give a service that feels expert. And now you do.

- **Students:** name one thing they will do differently in a massage after today.

Assessment

- Performance: anatomy labeling worksheet graded for the bones and muscles covered.
- Written: short quiz on the body's structures and key terms.
- Verbal: participation in the diagram point-out and discussion.

Assignment

Read the Anatomy & Physiology chapter and complete the labeling worksheet. Study the key terms for a quiz next class.

Instructor Notes and Safety

Lean on the slide diagrams; keep depth at the service level, not medical school.

Tie every structure back to a real service so it stays relevant.