



## Infection Control & Safety

**BUILDING BLOCK FOR SUCCESS** - reusable across all programs

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

Suggested time: 3 hours (theory, demonstration, and student practice)

**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:

- Define infection control and explain why it is the foundation of every service.
- Distinguish between cleaning, disinfecting, and sterilizing.
- Identify single-use and multi-use items and process or dispose of each correctly.
- Read a disinfectant label and mix the solution to the manufacturer's standard.
- Demonstrate proper hand washing and tool disinfection.
- Describe Standard Precautions and the blood-exposure procedure, including double-bagging.

### Materials and Equipment

- SGS chapter slide deck, projector, and whiteboard
- EPA-registered hospital disinfectant concentrate, measuring cup, and immersion container
- Single-use items to display: cotton, wood sticks, emery boards, neck strips, gloves
- Multi-use implements to display: shears, metal combs, clips
- Two labeled bins: SINGLE USE and MULTI USE
- Liquid soap, paper towels, and disposable gloves
- SDS binder and a blood-spill kit (gloves, antiseptic, bandages, sealable bags, sharps box)
- Student workbook or chapter handout and scenario cards for the activity

### Key Terms

infection control, cleaning, disinfecting, sterilizing, EPA-registered disinfectant, bactericidal, virucidal, fungicidal, contact (dwell) time, single-use / porous, multi-use / non-porous, cross-contamination, contraindication, Standard Precautions, Safety Data Sheet (SDS), exposure incident.

### Lesson Sequence

#### 1. Opening Hook - 10 min

**Teaching move:** *Relatable hook, then state the objectives.*

**SAY (read aloud):**

Good morning, everyone. Before we open our books, picture this with me. You sit down at a restaurant, you are hungry, and the server hands you a fork - and there is still a little food on it from whoever used it last.

*[Pause; let them react.]* What do you do? Right - you ask for a clean one, or you get up and leave. Nobody wants to use something that was not cleaned after the last person.



Here is the thing: that is exactly how a client feels in our chair if we do not do today's lesson right. Everything we learn today is about making sure every person who sits down with us is completely safe. *[Post the objectives where students can see them.]* By the end of class, you will be able to do six things: define infection control, tell the difference between cleaning, disinfecting, and sterilizing, sort single-use from multi-use tools, read a disinfectant label, mix and use it correctly, and handle a blood exposure the right way. Let's get started.

- **Students:** answer the hook question and preview the objectives with you.

## 2. Why It Matters - 10 min

*Teaching move: Build motivation with real consequences; define the key term.*

**SAY (read aloud):**

Let me ask you something. Why do you think infection control is the very first real skill we teach - before haircutting, before color, before anything fun? *[Pause for answers.]* Here is the answer: because it is the one thing that can take everything else away.

Infection control is the set of practices we use to prevent the spread of disease. In our profession it is not a suggestion, it is the law. The state board can inspect us any day and can fine a salon, or shut it down, for breaking these rules. And more important than any fine - when we reuse a tool we did not disinfect, we can pass an infection from one person to the next. That is called cross-contamination: germs traveling from one person, surface, or tool to another. Our entire job, all day long, is to stop cross-contamination. Hold on to that phrase today.

- **Students:** name one way germs could spread at a station; discuss as a class.

## 3. Levels of Decontamination - 20 min

*Teaching move: Analogy plus a clear three-way contrast; drive the clean-before-disinfect rule.*

**SAY (read aloud):**

There are three levels of keeping our tools and surfaces safe, and you have to know the difference. The first is cleaning. Cleaning means removing visible dirt, hair, and product with soap and water. Think of it like washing the dishes at home - it gets the gunk off, but it does not kill germs.

The second level is disinfecting, and this is where we live in the salon. Disinfecting uses an EPA-registered, hospital-grade product to kill most germs on hard, non-porous tools and surfaces. The third level is sterilizing, which destroys every living thing, including spores. That is for surgical instruments in a hospital, and we rarely use it in the salon.

Now here is the rule I never want you to forget: you must clean before you disinfect. *Why? [Pause.]*

Because a disinfectant cannot work through dirt. If there is hair and product on a tool, the disinfectant fights the dirt instead of the germs. Clean first, every time, then disinfect.

- **Students:** sort three example tasks into clean, disinfect, or sterilize on the board.

## 4. Single-Use vs. Multi-Use Items - 15 min

*Teaching move: Cookout analogy with physical examples and the bins.*

**SAY (read aloud):**



Every tool at our station falls into one of two groups, and the easiest way to picture it is a cookout. At a cookout you eat off a paper plate, and when you are done, you throw it away - you would never wash it and hand it to the next person. But the metal serving spoon gets washed and used again. Our tools work the exact same way.

Group one is single-use items, our paper plates - disposable, porous things that soak up product or touch the skin and cannot be disinfected. *[Hold up cotton, a wood stick, an emery board, a neck strip, and gloves.]* Use them once, then *[drop one into the SINGLE USE bin]* they go straight into the single-use container. Group two is multi-use items, our serving spoons. *[Hold up shears, a comb, clips.]* These are non-porous, so they can be cleaned, disinfected, and used on another client. *[Place one in the MULTI USE bin.]*

Here is the rule: if it cannot be disinfected, it is single-use. When in doubt, throw it out. And listen - we never double-dip. If I use a wood stick in wax, that stick never goes back in the pot, because that carries one person's germs into the product everyone shares.

- **Students:** come up one at a time, choose an item, and place it in the correct bin while explaining why.

## 5. Reading the Label - 15 min

*Teaching move: Everyday analogy (medicine dosage) plus the four label checks.*

**SAY (read aloud):**

Before we disinfect anything, we read the label - every time. Think of it like taking medicine. If you do not read the dosage, you might take too little and it does nothing, or too much and it hurts you. A disinfectant label is the same.

*[Hold the container up so the class can see the label.]* I read four things. One, the dilution ratio - how much concentrate to how much water. Two, the contact time, also called dwell time - how long my tools stay wet to actually work. Three, the safety information - gloves, eye protection, and first aid. And four, I make sure it is EPA-registered and labeled bactericidal, virucidal, and fungicidal. Those big words just mean it kills bacteria, viruses, and fungi - all three. If I cannot read the label, I do not use the product, because I cannot trust it.

- **Students:** in pairs, find all four items on a sample label and report out.

## 6. Demonstration - Proper Hand Washing - 10 min

*Teaching move: Tell-show-do; this is the most-used skill of the day.*

**SAY (read aloud):**

Our first skill uses a method called tell-show-do: I tell you, I show you, then you do it. The skill is proper hand washing, and it is the single most important thing you do all day. *[Demonstrate at the sink as you narrate.]* I wet my hands, apply soap, and lather for a full twenty seconds - about humming Happy Birthday twice. I scrub between my fingers, around my thumbs, and under my nails, because that is where germs hide. Then I rinse and dry with a clean, single-use towel.

I wash like this before and after every single client, after I touch my face or hair, and after I handle any chemical. Now it is your turn - everyone to a sink.

- **Students:** each student performs the hand-washing procedure while you observe and correct.



## 7. Demonstration - Mix and Disinfect a Tool - 20 min

*Teaching move: Tell-show-do; emphasize and repeat the contact-time rule.*

**SAY (read aloud):**

Now I will show you how to mix our disinfectant and disinfect a tool, then you will do it. *[Put on gloves.]* Gloves first, always, before handling a concentrate. Think of mixing like a recipe - you would not throw in random amounts and hope a cake turns out. *[Read the ratio from the label, then measure to the line.]* My label gives the ratio; let's say two ounces to sixteen ounces of water. Watch my measuring - right to the line, no guessing. *[Pour concentrate into the container, add water, mix gently.]*

Here is the step everyone forgets, so I will say it twice: the tool must stay submerged for the full contact time. The full contact time. If the label says ten minutes, that means ten minutes, not thirty seconds because we are busy. *[Clean a used implement first, then immerse it completely.]* Notice I clean it first, then immerse it completely, every surface covered. When the time is up, I remove it, dry it, and store it in a clean, closed, labeled container - never back on a dirty surface. That tool is now safe for the next client.

- **Students:** at their stations, mix the solution correctly and disinfect one implement while you check each setup.

## 8. Standard Precautions and Blood Exposure - 15 min

*Teaching move: Connect to the classroom safety procedure; concrete steps with double-bagging.*

**SAY (read aloud):**

Even when we are careful, accidents happen, and we have to be ready. We follow Standard Precautions, which means we treat every client's blood and body fluids as if they could be infectious, because we cannot tell just by looking. So we always glove up when there is any chance of contact.

*[Hold up the blood-spill kit.]* Here is exactly what to do if you cut a client. One, stop the service immediately. Two, put on gloves. Three, calmly help the client clean the injury and offer a bandage. Four - and this is the part people get wrong - you handle everything that touched the blood. Single-use items like cotton go into a plastic bag, and then that bag goes inside a second trash bag. That is called double-bagging. Sharp items go into a sharps box, and you dispose of it the way your state or local law requires. Then you clean and disinfect the tool and the workstation before you return to the service. If you cut yourself, it is the same steps, except you care for your own wound first.

- **Students:** given a scenario card, decide the correct first three steps and explain them.

## 9. Check for Understanding - 10 min

*Teaching move: Rapid question-and-answer with real scenarios.*

**SAY (read aloud):**

Let's see what stuck. I ask, you answer out loud. Number one: can I dip a used wood stick back into the wax pot for the next scoop? *[Pause.]* No - that is double-dipping and cross-contamination. Number two: the label says ten minutes of contact time; is two minutes enough? *[Pause.]* No - it has to be the full time. Number three: a client sits down and I see an open, oozing sore on the area I would be working on - what do I do? *[Pause.]* Right - I stop and refer them to a physician. We never work over broken or infected skin.

- **Students:** answer each question aloud; misconceptions get corrected on the spot.

## 10. Student Activity - Spot the Violation - 15 min



**Teaching move:** *Group practice that applies the whole lesson.*

**SAY (read aloud):**

Now you are the inspectors. *[Hand each group a scenario card.]* Each card describes a workstation with several infection-control mistakes hidden in it. Find every violation and write down the correct fix for each one. You have eight minutes, then each group presents to the class.

- **Students:** work in small groups to find violations and fixes, then present; the class votes on each fix.

## 11. Recap and Closing - 10 min

**Teaching move:** *Repeat the key points for retention, then close with motivation.*

**SAY (read aloud):**

Let's bring it home, because saying it again is how it sticks. *[Count on your fingers.]* Today you learned: clean before you disinfect. Single-use gets thrown away; multi-use gets disinfected. Read the label every time. Tools stay in for the full contact time. And we use Standard Precautions and double-bag anything contaminated.

Here is what I want you to walk out believing: every one of these habits is you, protecting a real person who trusted you with their health. That is what makes us professionals. Great work today.

- **Students:** each student states one thing they will never do again after today's lesson.

## Assessment

- Written: short chapter quiz on the key terms and the three levels of decontamination.
- Practical check-off: each student graded on hand washing and tool disinfection with the SGS skills rubric (clean before disinfect, full contact time, correct storage).
- Verbal: correct responses during Check for Understanding and the group activity.

## Assignment

Read the Infection Control chapter and complete the workbook pages. Study the key terms for a quiz next class. Practice the hand-washing procedure at home and be ready to perform it from memory.

## Instructor Notes and Safety

*Ensure good ventilation. No aerosol sprays in the disinfection area.*

*Supervise all student handling of disinfectant concentrate; require gloves.*

*Keep the SDS binder accessible during the demonstration.*

*Use only an EPA-registered disinfectant labeled bactericidal, virucidal, and fungicidal.*