

Laubach Literacy Ontario

# Sample Activities using Authentic Workplace Materials

**Integrating Essential Skills into Tutor Training**



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## Sample Activities using Authentic Workplace Materials

The booklet contains eight sample activities using authentic workplace materials that were provided by two employment partners through the *Integrating Essential Skills into Literacy Tutor Training* project. The sample activities were developed to serve as models that can be adapted to meet individual learner needs.

Each sample activity has a cover page with summary information and instruction notes, information related to the relevant occupation from the Essential Skills profiles including sample tasks, and authentic materials from the employer partners. Learners will require prior learning and skill development prior to completing the sample activities. The sample activities focus on Reading Text, Document Use, Numeracy and Writing. Many sample activities include an optional extension activity that involved computer use.

The Essential Skills profiles found in each sample activity come from the Essential Skills Profiles on the Human Resources and Skills Development website (last accessed on July 11, 2009). The same tasks listed in each activity are found in the Essential Skills Profiles. However, for the purposes of this project they were downloaded from the database on the Ontario Skills Passport site: <http://skills.edu.gov.on.ca/OSPWeb/jsp/en/login.jsp> (last accessed on January 31, 2010).

The **Chemical Plant** sample activities were developed using authentic materials provided by *Hawco Products Limited*. The **Textile Plant** sample activities were developed using authentic materials provided by *Montreal Woollens (Canada) Ltd.*

## Activity List

	Activity	Essential Skill Focus	Level	Other Essential Skills	Page
Chemical Plant	Using a Product Catalogue	Reading Text Document Use	2 2	Writing	5
Chemical Plant	Completing a Goods Return Report	Document Use	2	Writing	14
Chemical Plant	Completing a Safety Circle Check	Document Use	2	Writing	19
Chemical Plant	Understanding a Material Safety Data Sheet (MSDS)	Reading Text Document Use	3 3	Writing Numeracy Computer Use	25
Textile Plant	Choosing Personal Protection Equipment (PPE)	Reading Text Document Use	2 2	Computer Use	31
Textile Plant	Completing a Return Authorization	Document Use Writing	2 1	NA	37
Textile Plant	Understanding Workplace Policies	Reading Text	2	NA	42
Textile Plant	Calculating Pay	Numeracy	2	Reading Text	52

## Activity: **Using a Product Catalogue**

### **Essential Skill Focus:**

- Reading Text
- Document Use

Other Essential Skills that may be used:

- Writing

### **Essential Skill Profiles:**

#### **Labourers in Chemical Plant Processing and Utilities**

NOC Code: 9613

#### **Chemical Plant Machine Operators**

NOC Code: 9421

Other Activities Related to these Profiles:

*Completing a Goods Return Report*

*Completing a Safety Circle Check*

*Understanding and using a Material Safety Data Sheet (MSDS)*

### ***In this activity the learner will be:***

- ◆ Finding and using information
- ◆ Communicating ideas and information

### **Instructional Focus:**

How the learner answers the questions is not as important as the fact that they understand how to use the catalogue to find information and that they understand a little bit about the product that they have been asked to make.

### **Learning Styles and Learner Readiness:**

For all questions, the learner can answer by writing a short answer, writing a short paragraph or they can answer orally. A learner who may not be ready or want to write out the answers to the questions should have the option to answer orally.

### **Laubach Supplement:**

For more information on selecting materials that support a learner working on ES Level 1-2 tasks please refer to the charts on pages 3-8 of *Linking Laubach With Essential Skills*. This resource can be found in the publications section on the Laubach Literacy Ontario Website:

<http://www.laubach-on.ca/>

### **Explore and Extend:**

The activity is designed so the learner finds out what they need to know to be able to do the job. If a learner has an interest in learning more they can extend the activity. The transfer of knowledge and skills is supported by extending the activities. The explore and extend step often involves other Essential Skills and may require instructor support.

## Using a Product Catalogue

### Essential Skills Profile Information

#### Labourers in Chemical Plant Processing and Utilities

NOC Code: 9613

Labourers in this unit group carry out a variety of material handling, cleaning and routine general labouring activities. They are employed by petroleum and natural gas processing, pipeline and petrochemical, chemical and pharmaceutical companies, and by electrical, water and waste treatment utilities.

Sample Level 2 Reading Text and Document Use tasks for this occupation:

Read catalogues for information on new products and processes	Reading Text
Read company procedures	Reading Text
Read instructions for operating equipment	Reading Text
Read memos posted on the bulletin board concerning changes in policies or dates of meetings, such as union meetings	Reading Text
Complete forms such as tally sheets to document information on different products	Document Use
Enter numerical information about processes into operators' reports	Document Use
Read shipping and receiving forms and packing slips	Document Use
Refer to production charts	Document Use
Refer to shift schedules and work orders	Document Use

#### Chemical Plant Machine Operators

NOC Code: 9421

Chemical plant machine operators monitor and operate units and machinery to blend, mix, process and package a wide range of specialty chemicals, pharmaceuticals, cleaning and toiletry products. They are primarily employed in chemical, cleaning compound, ink and adhesive industries, but may also be employed by chemical processing departments in other industries.

Sample Level 2 Reading Text and Document Use tasks for this occupation:

Read instruction sheets that accompany new products	Reading Text
Read memos from management to stay informed of management priorities	Reading Text
Read standard operating procedures set forth by the company	Reading Text
Read trade publications and magazines to keep informed of the latest products and trends	Reading Text
Complete forms, such as maintenance request forms and production and process forms which are part of the quality assurance program	Document Use
Interpret sanitation logs and enter information in them	Document Use
Read work schedules posted in the plant which show the number of batches of specific products to be completed by certain dates	Document Use

## Using a Product Catalogue Activity

### Background

It is your first week on the job and you will be making "Husky Degreaser". Before you start, you have been asked to review the catalogue to learn a little more about the products that the company makes.

Most manufacturing companies have a catalogue. A catalogue is a "document" that lists the products a company sells or distributes. The catalogue describes the items that the company sells. Products are usually organized in groups of items that are similar. The table of contents helps you to locate the product you are looking for in the catalogue. Catalogues may also have a legend of symbols that are used in the catalogue. The legend explains what the symbols mean. Each product usually has a written description in a catalogue. The product descriptions explain what each product does.

To complete this activity you will be using the following two pages from a product catalogue from the chemical manufacturing plant. The first page is the table of contents. The second page is where information about Husky Degreaser is found.

# Table of Contents

Automotive	Page 8
Carpet Care	Page 7
Cleaners & Degreasers	Page 9
SafeTZone - Toxic Free	Page 2
Disinfectants - Registered	Page 3
Firefighting Products	Page 10
Floor Care	Page 7
Green Products	Page 1-2
Ice Melt Products	Page 10
Kitchen - CFIA Approved Products	Page 4
Kitchen - Warewash Products	Page 5
Liquid Laundry	Page 11
Odour Control	Page 3
Other Products	Page 13
Skin Care	Page 6
Washroom Care	Page 6
Why Private Label	Page 12



# Legend



Biodegradable



EcoLogo Products



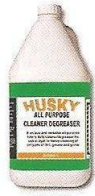
Drug Identification Number



Canadian Food Inspection Agency



# Cleaners & Degreasers



## HUSKY Heavy Duty Cleaner Degreaser

Husky is a very powerful heavy duty multi-purpose degreaser. Husky will remove grease, oil and ink stains from floors, equipment, hard surfaces, and fabrics. Our customers number one choice! For all your cleaning and degreasing jobs. Husky will remove the dirt, grease and grime in no time! High alkalinity. Non-flammable. May be diluted up to 40:1 with water.

**Product Code:** H331-4 (4x4L)  
H331-20 (20L)  
H331-204 (204L)



## CITRASOLVE Citrus Cleaner Degreaser & Deodorizer

A biodegradable balanced formulation containing a natural citrus solvent that cleans and emulsifies. CitraSolve will clean and leave surfaces with a fresh citrus scent. CitraSolve cuts grease, oil and fats. Is non-flammable and economical to use. Can be used on porcelain fixtures, appliances, rubber, vinyl, stainless steel, tubs, tiles and sinks. Will penetrate and dissolve the most difficult dirt and grime leaving behind a fresh citrus scent. May be diluted up to 40:1 with water.

**Product Code:** H615-4 (4x4L)  
H615-20 (20L)  
H615-204 (204L)



## RUST TREET Rust Remover

A newly formulated rust remover and dissolver that changes the composition of rust to a rust resistant coating. Acid based and non-harmful to most metals. Used to remove rust on equipment.

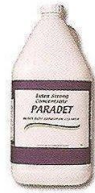
**Product Code:** H309-4 (4x4L)  
H309-20 (20L)  
H309-204 (204L)



## ASTRODET High Foam Butyl Cleaner Degreaser

Astrodet is a biodegradable free rinsing heavy duty industrial degreaser and cleaner that leaves no white residue. Non-corrosive. Effectively removes oily residues, grease and protein soils. Super concentrate for industrial, institutional, and commercial use. Non-flammable. May dilute up to 40:1 with water.

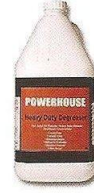
**Product Code:** H330-4 (4x4L)  
H330-20 (20L)  
H330-204 (204L)



## PARADET Low Foam Butyl Cleaner Degreaser

Paradet is a super strength concentrate, very high butyl content and High pH, industrial detergent. Designed for low foam cleaning and degreasing. Very effective in cleaning ovens, grills, and removal of tar and asphalt and baked on grease and oil. Do not use on paint or glass. High alkalinity. Non-flammable. May dilute up to 100:1 with water.

**Product Code:** H329-4 (4x4L)  
H329-20 (20L)  
H329-204 (204L)



## POWERHOUSE Solvent-free Cleaner Degreaser

A powerful biodegradable solvent-free neutral degreaser formulated to remove all hydrocarbon, animal, and vegetable-based oil and greases. An advanced formula combining excellent cleaning and degreasing abilities. Suitable for all hard surfaces, non-acid and mild-alkali. May dilute up to 20:1 with water.

**Product Code:** H348-4 (4x4L)  
H348-20 (20L)  
H348-204 (204L)



## DESCALE Heavy Duty Lime, Concrete & Rust Remover

A very powerful heavy duty acid-based descaler. For the complete removal of scale, corrosion and lime deposits in drains, lines, coils, pumps, boilers, steam generators, cooling towers and other equipment. Corrosion inhibited, will not harm metal. For use in industrial and institutional applications. May dilute up to 3:1 with water.

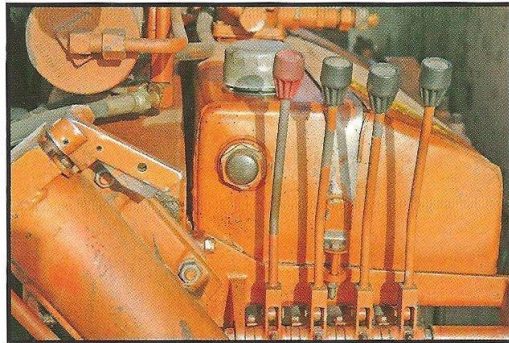
**Product Code:** H316-4 (4x4L)  
H316-20 (20L)  
H316-204 (204L)



## TRIMULSI Triple Concentrate Solvent Degreaser

A heavy duty triple concentrated tar and asphalt remover. Removes tar and asphalt from trucks, sidewalks, masonry walls, glass, etc. rapidly from cement, brick, stone and metal surfaces. Flushes off with water and can be diluted with mineral spirits. May be diluted up to 5:1 with varsol.

**Product Code:** H357-20 (20L)  
H357-204 (204L)



## EMULSI Regular Solvent Degreaser

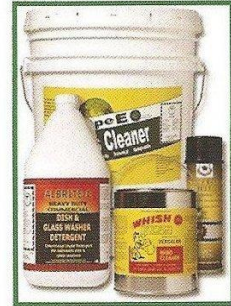
An extremely powerful emulsifiable blend of versatile solvents specially formulated to remove carbon-based soil, grease, dirt, and carbon dust from electrical equipment, industrial and manufacturing machinery, stainless steel, tar and asphalt, equipment, concrete floors, filters, grease traps, bearings and parts. May be diluted up to 5:1 with varsol.

**Product Code:** H355-20 (20L)  
H355-204 (204L)

## Part A: The Table of Contents

# Table of Contents

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Floor Care	Page 7
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Ice Melt Products	Page 10
Kitchen - CFIA Approved Products	Page 4
Kitchen - Warewash Products	Page 5
Liquid Laundry	Page 11
Odour Control	Page 3
Other Products	Page 13
Skin Care	Page 6
Washroom Care	Page 6
Why Private Label	Page 12



### Step 1: Review and Connect Look at the Table of Contents.

Think about other table of contents that you have seen in the past (e.g. in a book). How is it the same? How is it different?

### Step 2: Read for Meaning Look at the Table of Contents.

What page would you find Husky Degreaser on? How do you know this?

## Part B: The Legend

# Legend



Biodegradable



EcoLogo Products



Drug Identification Number



Canadian Food Inspection Agency

### Step 1: Review and Connect

#### Look at the Legend.

Think about legends that you may have seen in the past (e.g. on a map). How is this legend the same? How is it different?

### Step 2: Read for Meaning and Responding

#### Look at the Legend.

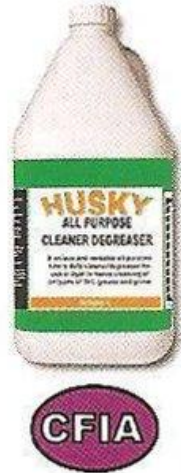
Discuss the meaning of each symbol.

### Explore and Extend (optional)

#### Look at the Legend.

Find out more about the four symbols that are listed. Do an internet search to find out about each symbol.

## Part C: The Catalogue Page



### **HUSKY Heavy Duty Cleaner Degreaser**

Husky is a very powerful heavy duty multi-purpose degreaser. Husky will remove grease, oil and ink stains from floors, equipment, hard surfaces, and fabrics. Our customers number one choice! For all your cleaning and degreasing jobs. Husky will remove the dirt, grease and grime in no time! High alkalinity. Non-flammable. May be diluted up to 40:1 with water.

**Product Code:** H331-4 (4x4L)  
H331-20 (20L)  
H331-204 (204L)

### **Step 1: Review and Connect**

**Look at the entry for Husky Degreaser.**

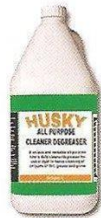
Think about catalogue entries you have seen in the past (e.g. department store). How is it the same? How is it different?

### **Step 2: Read for Meaning and Responding**

**Look at the entry for Husky Degreaser.**

- What does the symbol beside Husky Degreaser stand for?
- What does Husky Degreaser do?
- What is the product code for 4x4 litre bottles of Husky Degreaser?
- What is the ratio of dilution for Husky Degreaser?

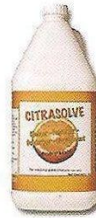
# Cleaners & Degreasers



## HUSKY Heavy Duty Cleaner Degreaser

Husky is a very powerful heavy duty multi-purpose degreaser. Husky will remove grease, oil and ink stains from floors, equipment, hard surfaces, and fabrics. Our customers number one choice! For all your cleaning and degreasing jobs. Husky will remove the dirt, grease and grime in no time! High alkalinity. Non-flammable. May be diluted up to 40:1 with water.

Product Code: H331-4 (4x4L)  
H331-20 (20L)  
H331-204 (204L)



## CITRASOLVE Citrus Cleaner Degreaser & Deodorizer

A biodegradable balanced formulation containing a natural citrus solvent that cleans and emulsifies. CitraSolve will clean and leave surfaces with a fresh citrus scent. CitraSolve cuts grease, oil and fats. Is non-flammable and economical to use. Can be used on porcelain fixtures, appliances, rubber, vinyl, stainless steel, tubs, tiles and sinks. Will penetrate and dissolve the most difficult dirt and grime leaving behind a fresh citrus scent. May be diluted up to 40:1 with water.

Product Code: H615-4 (4x4L)  
H615-20 (20L)  
H615-204 (204L)



### Explore and Extend (optional)

Look at the entries for Husky Degreaser and Citrasolve Degreaser.

Review the entry for Citrasolve Degreaser. Compare it with Husky Degreaser. What are the similarities to Husky Degreaser? What are the differences? Compare in the chart below.

	Husky Degreaser	Citrasolve Degreaser
Similarities		
Differences		

## Activity: **Completing a Goods Returned Report**

### **Essential Skill Focus:**

Document Use

Other Essential Skills that may be used::

Writing

### **Essential Skill Profiles:**

**Labourers in Chemical Plant Processing and Utilities**

NOC Code: 9613

**Chemical Plant Machine Operators**

NOC Code: 9421

Other Activities Related to these Profiles:

*Using a Product Catalogue*

*Completing a Safety Circle Check*

*Understanding and using a Material Safety Data Sheet (MSDS)*

### ***In this activity the learner will be:***

- ◆ Finding and using information
- ◆ Communicating ideas and information

### **Instructional Focus:**

The focus of the activity is for the learner to become comfortable with completing the report.

### **Learning Styles and Learner Readiness:**

For step 1 and step 2, the learner can answer using by writing a short answer, writing a short paragraph or they can answer orally. A learner who may not be ready or want to write out the answers to the questions should have the option to answer orally. The learner must complete the report in writing in step three.

### **Laubach Supplement:**

For more information on selecting materials that support a learner working on ES Level 1-2 tasks please refer to the charts on pages 3-8 of *Linking Laubach With Essential Skills*. This resource can be found on the Laubach Literacy Ontario Website: <http://www.laubach-on.ca/>

### **Explore and Extend:**

The activity is designed so the learner finds out what they need to know to be able to do the job. If a learner has an interest in learning more they can extend the activity by practicing completing the report with other return scenarios. The transfer of knowledge and skills is supported by extending the activity.

## Completing a Goods Returned Report

Essential Skills Profile Information

### Labourers in Chemical Plant Processing and Utilities

NOC Code: 9613

Labourers in this unit group carry out a variety of material handling, cleaning and routine general labouring activities. They are employed by petroleum and natural gas processing, pipeline and petrochemical, chemical and pharmaceutical companies, and by electrical, water and waste treatment utilities.

Sample Level 2 Document Use tasks for this occupation:

Complete forms such as tally sheets to document information on different products	Document Use
Enter numerical information about processes into operators' reports	Document Use
Read shipping and receiving forms and packing slips	Document Use
Refer to production charts	Document Use
Refer to shift schedules and work orders	Document Use

### Chemical Plant Machine Operators

NOC Code: 9421

Chemical plant machine operators monitor and operate units and machinery to blend, mix, process and package a wide range of specialty chemicals, pharmaceuticals, cleaning and toiletry products. They are primarily employed in chemical, cleaning compound, ink and adhesive industries, but may also be employed by chemical processing departments in other industries.

Sample Level 2 Document Use tasks for this occupation:

Complete forms, such as maintenance request forms and production and process forms which are part of the quality assurance program	Document Use
Interpret sanitation logs and enter information in them	Document Use
Read work schedules posted in the plant which show the number of batches of specific products to be completed by certain dates	Document Use

## Completing a Goods Returned Report Activity

### Background

You receive a shipment of Husky Degreaser that has been returned by a customer. It is your job to complete the **Good Returned Report** for the office.

Most manufacturing companies have a process for customers to return products if there is a problem. A **Goods Returned Report** is a document that you have to complete when a product is returned. In order to complete the report you need to make sure you have all the information you need. For example, you will need to know the date, what is being returned, who returned the product, and why it is being returned.

To complete this activity you will be using the **Goods Returned Report** found on the next page.



HAWCO PRODUCTS LIMITED  
GOODS RETURNED REPORT

DATE \_\_\_\_\_

ACCEPT  REFUSED

FOR COMPANY: \_\_\_\_\_

VIA: \_\_\_\_\_

FROM: \_\_\_\_\_

P.O. # \_\_\_\_\_ R. A. # \_\_\_\_\_

ITEMS RETURNED  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

REASON FOR RETURN  
\_\_\_\_\_  
\_\_\_\_\_

DAMAGE:	NONE	<input type="checkbox"/>		
REPLACE PAIL W/LID	PLASTIC	<input type="checkbox"/>	METAL	<input type="checkbox"/>
REPLACE LID ONLY	PLASTIC	<input type="checkbox"/>	METAL	<input type="checkbox"/>
REPLACE BOTTLE	PLASTIC	<input type="checkbox"/>	METAL	<input type="checkbox"/>
REPLACE CARTONS	2'S	<input type="checkbox"/>	4'S	<input type="checkbox"/>
REPLACE DRUM	20-30 USG	<input type="checkbox"/>	6'S	<input type="checkbox"/>
REPLACE POWDERS	CARTON	<input type="checkbox"/>	40-55 USG	<input type="checkbox"/>
			SM PAIL	<input type="checkbox"/>
			LG PAIL	<input type="checkbox"/>

**Step 1: Review and Connect****Look at the Goods Returned Report.**

Think about other reports that you have seen in the past. For example, when you return an item of clothing to the store the clerk might have filled out a similar report to say why you were returning the item. Can you think of any other examples?

**Step 2: Review for Meaning****Look at the Goods Returned Report.**

What information do you need to fill out the goods returned report?  
Is there any information required on the form that you don't understand? Discuss this with your instructor.

**Step 3: Complete the Report**

Complete the Goods Returned Report using the following information:

1. The date today is February 3.
2. The product being returned is Husky Degreaser.
3. One pail of degreaser with a plastic lid is being returned.
4. The product being is being returned by Thailand Restaurant.
5. The customer wants the pail replaced. The lid on the pail is damaged.
6. The product was shipped back to you by Purolator.
7. The original purchase order number (P.O. #) was 6070.
8. You are accepting the return. The return authorization number (R.A. #) is 55.

**Explore and Extend (optional)**

Create your own product return scenario and practice filling out the report.

## Activity: **Completing a Safety Circle Check**

### **Essential Skill Focus:**

Document Use

Other Essential Skills that may be used:

Writing

### **Essential Skill Profiles:**

**Labourers in Chemical Plant Processing and Utilities**

NOC Code: 9613

**Chemical Plant Machine Operators**

NOC Code: 9421

Other Activities Related to these Profiles:

*Using a Product Catalogue*

*Completing a Goods Return Report*

*Understanding and using a Material Safety Data Sheet (MSDS)*

### ***In this activity the learner will be:***

- ◆ Finding and using information
- ◆ Communicating ideas and information

### **Instructional Focus:**

The focus of the activity is for the learner to understand what a checklist is and become comfortable completing the safety circle check form.

### **Learning Styles and Learner Readiness:**

For step 1 and step 2, the learner can answer by writing a short answer, writing a short paragraph or they can answer orally. A learner who may not be ready or want to write out the answers to the questions should have the option to answer orally. The learner must complete the form in writing in step three.

### **Laubach Supplement:**

For more information on selecting materials that support a learner working on ES Level 1-2 tasks please refer to the charts on pages 3-8 of *Linking Laubach With Essential Skills*. This resource can be found on the Laubach Literacy Ontario Website: <http://www.laubach-on.ca/>

### **Explore and Extend:**

The activity is designed so the learner finds out what they need to know to be able to do the job. If a learner has an interest in learning more they can extend the activity by practicing completing the safety circle check with other scenarios. The transfer of knowledge and skills is supported by extending the activity.

## Completing a Safety Circle Check

### Essential Skills Profile Information

#### Labourers in Chemical Plant Processing and Utilities

NOC Code: 9613

Labourers in this unit group carry out a variety of material handling, cleaning and routine general labouring activities. They are employed by petroleum and natural gas processing, pipeline and petrochemical, chemical and pharmaceutical companies, and by electrical, water and waste treatment utilities.

Sample Level 2 Document Use tasks for this occupation:

Complete forms such as tally sheets to document information on different products	Document Use
Enter numerical information about processes into operators' reports	Document Use
Read shipping and receiving forms and packing slips	Document Use
Refer to production charts	Document Use
Refer to shift schedules and work orders	Document Use

#### Chemical Plant Machine Operators

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Chemical plant machine operators monitor and operate units and machinery to blend, mix, process and package a wide range of specialty chemicals, pharmaceuticals, cleaning and toiletry products. They are primarily employed in chemical, cleaning compound, ink and adhesive industries, but may also be employed by chemical processing departments in other industries.

Sample Level 2 Document Use tasks for this occupation:

Complete forms, such as maintenance request forms and production and process forms which are part of the quality assurance program	Document Use
Interpret sanitation logs and enter information in them	Document Use
Read work schedules posted in the plant which show the number of batches of specific products to be completed by certain dates	Document Use

## Completing a Safety Circle Check Activity

### Background

You are in charge of running the forklift to move several skids of Husky Degreaser. Before starting you have to complete a **Safety Circle Check** for the forklift. Safety inspections are required daily by a forklift operator. Once the **Safety Circle Check** is filled out it needs to be placed in the binder for the forklift. If health and safety officers visit the plant, they will check the binder for the forklift to make sure the **Safety Circle Check** has been filled out every day. The employer is responsible for reviewing the **Safety Circle Check** each day and must make sure that any work required is completed.

To complete this activity you will be using the completed **Safety Circle Check** form and the blank **Safety Circle Check** form found on the next two pages.



## SAFETY CIRCLE CHECK

UNIT #	MAKE	MODEL	SERIAL NUMBER	HOURS
964A	TOYOTA	2FBE18	2FBE18-20709	

Visual Inspection	OK	Add. Work Required
General Appearance	✓	
Check for oil leaks	✓	
Overhead guard & load back rest	✓	
Tire condition and wear	✓	
Seat assembly, pedal pads, other accessories	✓	
Fire Extinguisher, if equipped	✓	

### Operational Checks

Brake pedal, free play, sponginess	✓	
Service brake operation and inching (free play)	✓	
Parking brake operation	✓	
Steering operation	✓	
Unusual noises		✓
Instruments, horns, lights & hour meter	✓	
Check steering components	✓	
Back up alarm	✓	
Mast/Hydraulic system operation	✓	

### Service Operation

Check all fluid levels	✓	
Wheel lug nuts	✓	
Battery	✓	
Check battery connections	✓	
Transmission operation – neutral safety switch	✓	
Check governor operation	✓	

Signed           Joe Smith          

Date           June 17          , 20          09

## SAFETY CIRCLE CHECK

UNIT #	MAKE	MODEL	SERIAL NUMBER	HOURS
964A	TOYOTA	2FBE18	2FBE18-20709	

Visual Inspection	OK	Add. Work Required
General Appearance		
Check for oil leaks		
Overhead guard & load back rest		
Tire condition and wear		
Seat assembly, pedal pads, other accessories		
Fire Extinguisher, if equipped		

Operational Checks	OK	Add. Work Required
Brake pedal, free play, sponginess		
Service brake operation and inching (free play)		
Parking brake operation		
Steering operation		
Unusual noises		
Instruments, horns, lights & hour meter		
Check steering components		
Back up alarm		
Mast/Hydraulic system operation		

Service Operation	OK	Add. Work Required
Check all fluid levels		
Wheel lug nuts		
Battery		
Check battery connections		
Transmission operation – neutral safety switch		
Check governor operation		

Signed \_\_\_\_\_

Date \_\_\_\_\_, 20\_\_\_\_

**Step 1: Review and Connect**

**Look at the completed Safety Circle Check.**

Think about other check list forms that you have seen in the past. For example, you may have used a check list when shopping. Can you think of any other examples?

**Step 2: Review for Meaning**

**Review the completed Safety Circle Check form.**

Are there any problems with the forklift that are indicated on the safety circle check?

**Step 3: Complete the Safety Circle Check**

What information do you need to fill out the form?

Is there any information on the form that you don't understand? Discuss this with your instructor.

Complete the Safety Circle Check using the following information:

9. The date is February 22, 2009.
10. The unit is 965B.
11. The forklift is a Toyota 2FRGT20 and the serial number 2FRGT20-20339.
12. One of the wheel lug nuts is loose.
13. Everything else is okay.

**Explore and Extend (optional)**

Equipment safety is very important in any workplace. Create your own forklift check information and practice filling out the checklist. Brainstorm what you would do if you discovered that the forklift had the same problem the next time you filled out the safety circle check.



## Activity: **Understanding a Material Safety Data Sheet (MSDS)**

### **Essential Skill Focus:**

- Reading Text
- Document Use

Other Essential Skills that may be used:

- Writing
- Numeracy
- Computer Use

### **Essential Skill Profiles:**

#### **Labourers in Chemical Plant Processing and Utilities**

NOC Code: 9613

#### **Chemical Plant Machine Operators**

NOC Code: 9421

Other Activities Related to these Profiles:

*Using a Product Catalogue*

*Completing a Good Return Report*

*Completing a Safety Circle Check*

### ***In this activity the learner will be:***

- ◆ Communicating ideas and information
- ◆ Finding and Using Information
- ◆ Using numbers and thinking in quantitative terms

### **Instructional Focus:**

The focus of the activity is for the learner to understand what a material safety data sheet is.

### **Learning Styles and Learner Readiness:**

In this activity the learner can answer by writing a short answer, writing a short paragraph or they can answer orally. A learner who may not be ready or want to write out the answers to the questions should have the option to answer orally.

### **Laubach Supplement:**

For more information on selecting materials that support a learner working on ES Level 3 tasks please refer to the charts on pages 3-8 of *Linking Laubach With Essential Skills*. This resource can be found on the Laubach Literacy Ontario Website: <http://www.laubach-on.ca/>

### **Explore and Extend:**

The activity is designed so the learner finds out what they need to know to be able to do the job. If a learner has an interest in learning more they can extend the activity by looking up other MSDSs online and reviewing them. The transfer of knowledge and skills is supported by extending the activity.

## Understanding a Material Safety Data Sheet (MSDS)

### Essential Skills Profile Information

#### Labourers in Chemical Plant Processing and Utilities

NOC Code: 9613

Labourers in this unit group carry out a variety of material handling, cleaning and routine general labouring activities. They are employed by petroleum and natural gas processing, pipeline and petrochemical, chemical and pharmaceutical companies, and by electrical, water and waste treatment utilities.

Sample Level 3 Reading Text and Document Use tasks for this occupation:

Refer to manuals such as the forklift manual or the dangerous goods manual	Reading Text
Interpret scale drawings such as blueprints of gas lines or pipe systems	Document Use
Read assembly drawings for machines, such as moulding machines	Document Use

#### Chemical Plant Machine Operators

NOC Code: 9421

Chemical plant machine operators monitor and operate units and machinery to blend, mix, process and package a wide range of specialty chemicals, pharmaceuticals, cleaning and toiletry products. They are primarily employed in chemical, cleaning compound, ink and adhesive industries, but may also be employed by chemical processing departments in other industries.

Sample Level 3 Reading Text and Document Use tasks for this occupation:

Read Workplace Hazardous Materials Information System (WHMIS) materials, including Material Safety Data Sheets (MSDS), to understand the chemical properties of the raw materials that are being used	Reading Text
Read updates to statistical process control (SPC) manuals when processes are changed	Reading Text
Read graphs, such as graphs which illustrate waste water usage which are read to identify trends in patterns of use which may indicate a problem	Document Use
Read tables, such as troubleshooting tables which are used when there are problems with product viscosity. The tables give differing catalyst to product ratios and the resulting viscosity	Document Use
Refer to schematic drawings, such as those which show modifications to piping going to the kettle reactor	Document Use

## Understanding a Material Safety Data Sheet (MSDS) Activity

### Background

It is your first week on the job and you will be making "Husky Degreaser". Before you start, you have been asked to review **Material Safety Data Sheet** so that you understand more about the product.

A **Material Safety Data Sheet** (MSDS) is a written document that gives information needed for handling and working with chemicals. They generally contain information about the physical and chemical properties of the product. They also describe potential hazards and tell you what emergency actions should be taken. An MSDS will usually tell you the name of the manufacturer, the MSDS date, and emergency phone numbers.

MSDSs can be found for most substances, including common household products such as cleaners, gasoline, pesticides, certain foods, drugs, and office and school supplies. Familiarity with MSDSs allows for precautions to be taken for potentially dangerous products; seemingly safe products may be found to contain unforeseen hazards.

Employers are required to maintain MSDSs for their workers.

To complete this activity you will be using the MSDS sheet for Husky Degreaser found on the following two pages.

**SECTION I - PRODUCT IDENTIFICATION AND PREPARATION INFORMATION**

Product Name: HUSKY DEGREASER  
ALKALINE CLEANER

**Chemical Formula: H331**

Manufacturer: ABC

Distributor: XYZ

Emergency Telephone Number: 1-555-555-5555

Date prepared: May 2, 2009

Hazard Rating

HEALTH: 2  
REACTIVITY: 0

FLAMMABILITY: 0  
PERSONAL PROTECTION: C

**SECTION II - INGREDIENTS (disclosed as per 29 CFR 1910.1200)**

<u>Ingredients</u>	<u>CAS#</u>	<u>Wt%</u>	<u>ACGIH-TLV</u>
SURFACTANT BLEND	NAV	3 - 7	NONE
SODIUM HYDROXIDE	1310-73-2	1 - 5	2mg/m3
ETHYLENE GLYCOL	111-76-2	5 - 10	25ppm
MONOBUTYL-ETHER			
DODECYLBENZENE	27176-87-0	10-30	NONE
SULFONIC ACID			
POTASSIUM HYDROXIDE	1310-58-3	5-10	2mg/m3
SODIUM TRIPOLYPHOSPHATE	7758-29-4	1-5	NONE
SODIUM XYLENE	1300-72-7	5-10	NONE
SULFONATE			

**SECTION III - PHYSICAL DATA**

Boiling Point (deg C): 100-105

Specific gravity: 1.07

Composite Partial Vapour Pressure (mm Hg @ 25C): 760

Solubility in Water: (20) INFINITE

pH (as supplied): 13.2 - 13.8

Color: CLEAR GREEN

Physical State: LIQUID

Odor: BUTYL ODOR

**SECTION IV - FIRE AND EXPLOSION DATA**

Flammability: NOT FLAMMABLE

Flash Point (deg C, TCC): NAP LEL: NAP

UEL: NAP

Hazardous combustion products: NAP

Extinguishing Media: NAP

Special Fire Hazards: NAP

**SECTION V - REACTIVITY DATA**

Conditions for Chemical Instability: STABLE Incompatible Materials: NONE

Hazardous decomposition products: NIL

Chemical Formula: H331

## SECTION VI - TOXICOLOGICAL PROPERTIES

Route of Entry: SKIN CONTACT, EYE CONTACT, INGESTION  
EFFECTS OF ACUTE EXPOSURE:  
Eye: IRRITATION  
Skin: IRRITATION  
Ingestion: IRRITATION OF DIGESTIVE TRACT  
EFFECTS OF CHRONIC EXPOSURE:  
Eyes: IRRITATION TO EYES AND MUCOUS MEMBRANES  
Skin: IRRITATION  
Carcinogenicity: NAV

## SECTION VII- PREVENTATIVE MEASURES

Protective gloves: PVC OR RUBBER  
Eye protection: SAFETY GLASSES  
Respiratory protection: NOT REQUIRED  
Other protective equipment: EYE WASH STATION  
Engineering controls: NORMAL VENTILATION  
Leak and Spill Procedure: FLUSH SPILL AREA WITH WATER. LARGE: DIKE AND ABSORB WITH INERT ABSORBENT.  
Waste disposal: DISPOSE IN ACCORDANCE WITH LOCAL, PROVINCIAL AND FEDERAL REGULATIONS.  
Storage Requirements: DRY STORAGE RECOMMENDED. AVOID FREEZING.

## SECTION VIII - FIRST AID

Eye contact: Flush with water for 15 minutes and seek medical attention immediately.  
Skin contact: Flush with water.  
Inhalation: Remove to fresh air.  
Ingestion: Drink copious amounts of water or mild vinegar solution. Seek medical attention immediately.

## SECTION IX - PREPARATION DATA OF MATERIAL SAFETY DATA SHEET

Additional information/comments:  
Prepared By: HAW  
NAP - Not Applicable, NAV - Not Available.

### Disclaimer

Information for this material safety data sheet was obtained from sources considered technically accurate and reliable. While every effort has been made to ensure full disclosure of product hazards, in some cases data is not available and is so stated. Since conditions of actual product use are beyond control of the supplier, it is assumed that users of this material have been fully trained. No warranty, expressed or implied, is made and supplier will not be liable for any losses, injuries or consequential damages, which may result from the use of or reliance on any information, contained in this form.

**Step 1: Review and Connect**

**Review the Material Safety Data Sheet.**

Review how the material safety data sheet is organized. What are the nine main sections? Are there any section headers that you don't understand? Discuss with your instructor. Can you think of another document you have seen or used that is organized in a similar way?

**Step 2: Read for Meaning**

**Read the Material Safety Data Sheet.**

Answer the following questions using the Material Safety Data Sheet.

1. Who is the manufacturer?
2. What number would you call if there was an emergency?
3. What should you do if some of the degreaser got on your skin?
4. Is the degreaser flammable?
5. What should you do if you accidentally swallow the degreaser?
6. What equipment do you need to wear when you are working with the degreaser?

**Explore and Extend (optional)**

- A. Search for material safety data sheets online for common household products. Compare different material safety data sheets to the one given in this activity. How are they the same? Are there any differences? For example, do they have the same sections? Compare in the chart below:

	Husky Degreaser MSDS	Other MSDS
Similarities		
Differences		

- B. Search for "MSDS hazard ratings" online. What are the most common symbols used? What does each rating mean?

## Activity: **Choosing Personal Protection Equipment (PPE)**

<b>Essential Skill Focus:</b>	<b>Essential Skill Profiles:</b>
<input checked="" type="checkbox"/> Reading Text	<b>Labourers in Textile Processing</b>
<input checked="" type="checkbox"/> Document Use	NOC Code: 9616
Other Essential Skills that may be used:	<b>Textile Fibre and Yarn Preparation Machine Operators</b>
<input checked="" type="checkbox"/> Computer Use	NOC Code: 9441

Other Activities Related to these Profiles:

*Calculating Pay*

*Completing a Return Authorization*

*Understanding Workplace Policies*

***In this activity the learner will be:***

- ◆ Finding and using information
- ◆ Communicating ideas and information

### **Instructional Focus:**

How the learner answers the questions is not as important as the fact that they understand the importance of using personal protection equipment. The learner should be able to make the best choice of equipment using the information provided in the policy.

### **Learning Styles and Learner Readiness:**

For all questions, the learner can answer by writing a short answer, writing a short paragraph or they can answer orally. A learner who may not be ready or want to write out the answers to the questions should have the option to answer orally.

### **Laubach Supplement:**

For more information on selecting materials that support a learner working on ES Level 1-2 tasks please refer to the charts on pages 3-8 of *Linking Laubach With Essential Skills*. This resource can be found in the publications section on the Laubach Literacy Ontario Website:

<http://www.laubach-on.ca/>

### **Explore and Extend:**

The activity is designed so the learner finds out what they need to know to be able to do the job. If a learner has an interest in learning more they can extend the activity. The transfer of knowledge and skills is supported by extending the activities. The explore and extend step often involves other Essential Skills and may require instructor support.

## Choosing Personal Protection Equipment (PPE)

### Essential Skills Profile Information

#### Labourers in Textile Processing

NOC Code: 9616

Labourers in textile processing perform a variety of manual duties to assist in processing fibres into yarn or thread, or to assist in weaving, knitting, bleaching, dyeing or finishing textile fabrics or other textile products. They are employed by textile companies.

Sample Level 2 Reading Text and Document Use tasks for this occupation:

Read catalogues for information on new products and processes	Reading Text
Read company procedures	Reading Text
Read instructions for operating equipment	Reading Text
Read memos posted on the bulletin board concerning changes in policies or dates of meetings, such as union meetings	Reading Text
Complete forms such as tally sheets to document information on different products	Document Use
Enter numerical information about processes into operators' reports	Document Use
Read shipping and receiving forms and packing slips	Document Use
Refer to production charts	Document Use
Refer to shift schedules and work orders	Document Use

#### Textile Fibre and Yarn Preparation Machine Operators

NOC Code: 9441

Textile fibre and yarn preparation machine operators operate machines to prepare textile fibres or to spin, wind or twist yarn or thread. They are employed by textile companies.

Sample Level 2 Reading Text and Document Use tasks for this occupation:

Read equipment calibration instructions	Reading Text
Read notes and memos from supervisors concerning production that are posted on the bulletin board	Reading Text
Read product specifications for various types of materials	Reading Text
Read special operating instructions and production procedures	Reading Text
Complete production information forms	Document Use
Read production schedules to determine what type of bobbin to use, what type of thread or strand to use, what procedure to use and what quantity to produce	Document Use
Record production information on a form. This includes identifying the product being run, the time the run began and ended, the batch number, the number of machines in operation and downtime	Document Use
Refer to electronic readings on machines	Document Use
Refer to pictures on packaging instructions as a guide for packing rolls of yarn	Document Use



## Choosing Personal Protection Equipment (PPE) Activity

### Background

It is your first day on the job at the textile plant. You have been told that the plant is very noisy and that you are required to wear **Personal Protection Equipment (PPE)** to prevent hearing loss. You need to choose the type of PPE that you would like to wear. Your supervisor has provided you with the *Hearing Conservation Program* policy to review. The policy outlines the different types of PPE that are available.

The decibel (dB) is used to measure sound level. Noise is usually ranked using the A-weighting system (dBA). Loudness is measured in dBA. The louder the noise, the more hazardous it is. Also, the longer the exposure time, the more hazardous the noise is. In the chart below there are examples of common sounds you would hear and the approximate dBA.

Weakest sound heard	0dBA
Whispering in a Library	30dBA
Normal conversation	60-70dBA
Alarm clock	80dBA
City Traffic (inside car)	85dBA
Train whistle	90dBA
Subway train	95dBA
Motorcycle	100dBA
Loud Rock Concert	115dBA
Jackhammer	103dBA
Loudest sound possible	194dBA

It is the responsibility of the employer to protect the employee from injury such as hearing loss.

To complete this activity you will be using the *Hearing Conservation Program* policy on the next two pages.

## Update

We have updated our Hearing Conservation Program based on new legislation that lowered the acceptable dBA from 90 to 85. The 85dBA bring us in line with the rest of the provinces in Canada!

A new Hearing Protection Chart has been posted on both Health & Safety Boards (copy attached to this document). This chart outlines the areas of the plant where hearing protection is required. It will be updated as required.




A Hearing Conservation Program is very important—in particular, using the appropriate hearing protection!

### The effects of hearing loss can include:

- Anxiety
- Depression
- Fatigue
- Withdrawal from social activities
- Poor digestion
- Stress
- Poor self-image
- Higher blood pressure and heart rate (hypertension)
- Higher cholesterol levels

If you are required to wear hearing protection, a selection of devices will be offered to you. If you choose a non-disposable type of PPE, keep in mind that these devices must be cleaned properly in order to reduce the risk of infection.

### NRR = Noise Reduction Rating

	EAR TaperFit NRR32 Disposable	Available	Hearing protection must not be modified. If your protection does not fit properly, we may have to look at alternate sizing.
	AirSoft Corded/Un-Corded NRR27 Reusable	Available	
	Assorted Ear Muffs Minimum NRR20 Reusable	Can be brought in	

**If there is a style of hearing protection that you prefer, and you don't see it here, let us know**

## CARE

### EAR TaperFit

- Do not reuse
- Dispose after use

### AirSoft Corded/Un-Corded

- Check regularly for wear and tear
- Replace if plugs are no longer pliable
- Wash regularly using a soft brush, warm water and mild detergent (rinse well)
- Squeeze out excess water and place on clean surface to air dry

### Assorted Ear Muffs

- Check regularly for wear and tear
- Replace if cushions are no longer pliable or head band has been stretched and a snug fit cannot be achieved
- Wash regularly using a soft brush, warm water and mild detergent (rinse well)
- Ensure material inside the cushion does not become wet
- Squeeze out excess water and place on clean surface to air dry

## USE

### EAR TaperFit

- Ensure hands are clean
- Roll with thumb and forefinger
- Reach over head with right hand and pull back on left ear
- Using left hand, insert plug into left ear snugly
- Repeat to other side

### AirSoft Corded/Un-Corded

- Ensure hands are clean
- Reach over head with right hand and pull back on left ear
- Using left hand, insert plug into left ear snugly
- Repeat to other side

### Assorted Ear Muffs

- Ensure cushions create a seal around ears
- Ensure head band rests snugly

If, at any time, you would like extra training on the proper fit, use and care of your PPE, alert your department manager and they will schedule a one-on-one meeting between you and the Human Resources Manager.

I understand the policy regarding our Hearing Conservation Program and will comply with it.

---

Employee Signature

---

Date

---

HRM Signature

### **Step 1: Review and Connect**

#### **Review the Hearing Conservation Program Policy.**

Think about other policies that you have seen in the past. For example, have you seen similar policies in another workplace? Look at the chart in the policy that compares the three types of hearing protection devices that are available. Can you think of other charts like this that you have seen? For example, when you are comparing products on the internet, you might be given the option to compare the products side by side. Can you think of any other specific examples?

### **Step 2: Read for Meaning**

#### **Read the Hearing Conservation Program Policy.**

Answer the following questions using the policy.

1. What are three potential effects of hearing loss?
2. What is the acceptable dBA at the company?
3. Which devices are reusable?
4. How do you clean reusable devices?
5. Which devices are available from the company?

### **Step 3: Choose your Equipment**

Which hearing protection device would you chose to wear? Why would you choose this device?

Sign and date the policy.

### **Explore and Extend (optional)**

You have decided that you want to use the “Ear Muff” hearing protection device. Search online to find an appropriate model and determine how much it will cost.

## Activity: **Completing a Return Authorization**

### **Essential Skill Focus:**

- Document Use
- Writing

### **Essential Skill Profiles:**

#### **Labourers in Textile Processing**

NOC Code: 9616

#### **Textile Fibre and Yarn Preparation Machine Operators**

NOC Code: 9441

Other Activities Related to these Profiles:

*Choosing Personal Protection Equipment (PPE)*

*Calculating Pay*

*Understanding Workplace Policies*

### ***In this activity the learner will be:***

- ◆ Finding and using information
- ◆ Communicating ideas and information

### **Instructional Focus:**

The focus of the activity is for the learner to become comfortable with completing the form and writing a short note to a supervisor.

### **Learning Styles and Learner Readiness:**

For step 1 and step 2, the learner can answer by writing a short answer, writing a short paragraph or they can answer orally. A learner who may not be ready or want to write out the answers to the questions should have the option to answer orally. The learner must complete step three and step four in writing.

### **Laubach Supplement:**

For more information on selecting materials that support a learner working on ES Level 1-2 tasks please refer to the charts on pages 3-8 of *Linking Laubach With Essential Skills*. This resource can be found on the Laubach Literacy Ontario Website: <http://www.laubach-on.ca/>

### **Explore and Extend:**

The activity is designed so the learner finds out what they need to know to be able to do the job. If a learner has an interest in learning more they can extend the activity by practicing completing the form with other return scenarios. The transfer of knowledge and skills is supported by extending the activity.

## Completing a Return Authorization

### Essential Skills Profile Information

#### Labourers in Textile Processing

NOC Code: 9616

Labourers in textile processing perform a variety of manual duties to assist in processing fibres into yarn or thread, or to assist in weaving, knitting, bleaching, dyeing or finishing textile fabrics or other textile products. They are employed by textile companies.

Sample Level 2 Document Use tasks for this occupation:

Complete forms such as tally sheets to document information on different products	Document Use
Enter numerical information about processes into operators' reports	Document Use
Read shipping and receiving forms and packing slips	Document Use
Refer to production charts	Document Use
Refer to shift schedules and work orders	Document Use

Sample Level 1 Writing tasks for this occupation:

Complete work orders and invoices	Writing
Make log book entries to record tasks completed	Writing
Write changes on worksheets, such as recording the substitution of materials	Writing
Write notes to co-workers to document problems, such as a machine breakdown and write notes to mechanics describing the circumstances of the breakdown	Writing

#### Textile Fibre and Yarn Preparation Machine Operators

NOC Code: 9441

Textile fibre and yarn preparation machine operators operate machines to prepare textile fibres or to spin, wind or twist yarn or thread. They are employed by textile companies.

Sample Level 2 Document Use tasks for this occupation:

Complete production information forms	Document Use
Read production schedules to determine what type of bobbin to use what type of thread or strand to use what procedure to use and what quantity to produce	Document Use
Record production information on a form. This includes identifying the product being run, the time the run began and ended, the batch number, the number of machines in operation and downtime	Document Use
Refer to electronic readings on machines	Document Use
Refer to pictures on packaging instructions as a guide for packing rolls of yarn	Document Use

Sample Level 1 Writing tasks for this occupation:

Complete forms or e-mail messages to provide production information	Writing
Write notes on stickers to make technicians aware of problems with machines	Writing
Write production details in a log notebook	Writing

## Completing a Return Authorization

### Background

You have been told by your supervisor to complete a return authorization for a roll of fabric that is defective. It is your job to complete the **Return Authorization** for the office.

Most manufacturing companies have a process for customers to return products if there is a problem. A **Return Authorization** is a document that you have to complete when a product is going to be returned. The customer needs the authorization before they can send the product back. In order to complete the form you need to make sure you have all the information you need. For example, you will need to know the return authorization number, the date, what is being returned, who returned the product, and why it is being returned.

To complete this activity you will be using the **Return Authorization** on the next page.



**RETURN AUTHORIZATION # \_\_\_\_\_**

<b>DATE : (mm/dd/yyyy)</b>	<b>CUSTOMER NAME</b>
----------------------------	----------------------

<b>FABRIC ID :</b>	<b>PIECE NUMBERS :</b>
--------------------	------------------------

<b>REASON FOR RETURN:</b>
---------------------------

<b>RETURN VIA TRANSPORT COMPANY :</b>
---------------------------------------

HEAD OFFICE: P.O. BOX 26009, 291 ELGIN ST. N. CAMBRIDGE, ONTARIO, CANADA N1R 0E8 PH: (519) 621-5460 (416) 777-1569 FX: (519) 621-5959  
MONTREAL OFFICE: 2340 LUCERNE ROAD, SUITE 23 MONTREAL, QUEBEC, CANADA H3R 2J8 PH: (514) 735-2485 FX: (514) 735-3758



### **Step 1: Review and Connect**

#### **Look at the Return Authorization.**

Think about other forms like this that you have seen in the past. For example, when you return an item of clothing to the store the clerk might have filled out a similar report to say why you were returning the item. Can you think of any other examples?

### **Step 2: Review for Meaning**

#### **Look at the Return Authorization.**

What information do you need to fill out the return authorization?  
Is there any information required on the form that you don't understand? Discuss this with your instructor.

### **Step 3: Complete the Return Authorization**

Complete the Return Authorization using the following information:

14. You are authorizing the return from Blinds to Go. The office has provided you with the R.A. # 365.
15. The date today is June 3.
16. The product being returned is a 50 meter roll of fabric. The code for the fabric is LN300RS/0889.
17. The piece number is 43375-02-003.
18. Franklin Transport will pick up the fabric from Blinds to Go.
19. The fabric is being returned because it is the wrong colour.

### **Step 4: Write a Note to Your Supervisor**

When you were on the phone with the Blinds to Go representative they gave you some more information about the return. After you have completed the Return Authorization please write a note to your supervisor letting her know the following:

Three rolls of fabric were shipped at the same time but the roll that they are sending back did not match the other two. Blinds to Go need the roll replaced immediately. They have included a sample from one of the other rolls so that the colour can be matched. Make sure you include the date on the note and attach a copy of the Return Authorization.

### **Explore and Extend (optional)**

Create your own product return scenario and practice filling out the report.

## Activity: **Understanding Workplace Policies**

### **Essential Skill Focus:**

Reading Text

### **Essential Skill Profiles:**

#### **Labourers in Textile Processing**

NOC Code: 9616

#### **Textile Fibre and Yarn Preparation Machine**

#### **Operators**

NOC Code: 9441

Other Activities Related to these Profiles:

*Choosing Personal Protection Equipment (PPE)*

*Calculating Pay*

*Completing a Return Authorization*

### ***In this activity the learner will be:***

- ◆ Finding and using information
- ◆ Communicating ideas and information

### **Instructional Focus:**

How the learner answers the questions is not as important as the fact that they understand the importance of the policies and what the policies mean.

### **Learning Styles and Learner Readiness:**

For all questions, the learner can answer by writing a short answer, writing a short paragraph or they can answer orally. A learner who may not be ready or want to write out the answers to the questions should have the option to answer orally.

### **Laubach Supplement:**

For more information on selecting materials that support a learner working on ES Level 1-2 tasks please refer to the charts on pages 3-8 of *Linking Laubach With Essential Skills*. This resource can be found in the publications section on the Laubach Literacy Ontario Website:

<http://www.laubach-on.ca/>

### **Explore and Extend:**

The activity is designed so the learner finds out what they need to know to be able to do the job. If a learner has an interest in learning more they can extend the activity. The transfer of knowledge and skills is supported by extending the activities. The explore and extend and explore step often involves other Essential Skills and may require instructor support.

## Understanding Workplace Policies

### Essential Skills Profile Information

#### Labourers in Textile Processing

NOC Code: 9616

Labourers in textile processing perform a variety of manual duties to assist in processing fibres into yarn or thread, or to assist in weaving, knitting, bleaching, dyeing or finishing textile fabrics or other textile products. They are employed by textile companies.

Sample Level 2 Reading Text tasks for this occupation:

Read catalogues for information on new products and processes	Reading Text
Read company procedures	Reading Text
Read instructions for operating equipment	Reading Text
Read memos posted on the bulletin board concerning changes in policies or dates of meetings, such as union meetings	Reading Text

#### Textile Fibre and Yarn Preparation Machine Operators

NOC Code: 9441

Textile fibre and yarn preparation machine operators operate machines to prepare textile fibres or to spin, wind or twist yarn or thread. They are employed by textile companies.

Sample Level 2 Reading Text tasks for this occupation:

Read equipment calibration instructions	Reading Text
Read notes and memos from supervisors concerning production that are posted on the bulletin board	Reading Text
Read product specifications for various types of materials	Reading Text
Read special operating instructions and production procedures	Reading Text

## Understanding Workplace Policies

### Background

It is your first week on the job at the textile plant. You have been asked to review the Employee Handbook. The Employee Handbook contains all of the workplace policies and procedures. The first policy in the handbook is the **Health and Safety Policy**. The second policy is the **Roles and Responsibilities Policy and Procedure**.

A workplace policy is a formal policy which is put in place by the owners of a business. Policies are usually written up and put in a manual or employee handbook. New policies may also be posted on an employee notice board. Employees may be required to provide a signature saying that they have read the policy and they understand it. Having policies in place is important because they protect both employees and employers.

Many topics can be covered by a policy. Things like rate of pay, discrimination and workplace dress code are often addressed in policies. Some policies are put in place because of an external requirement like a government regulation. A well written policy clearly explains the viewpoint of the business on a particular issue, and it will tell you what the consequences are for violating the policy.

In manufacturing plants health and safety for all employees and visitors is very important.

To complete this activity you will be using the **Health and Safety Policy** and the **Roles and Responsibilities Policy and Procedure** found on the next six pages.

<b>Policy Title: Health &amp; Safety Policy</b>	<b>Policy Number: PP001</b>
<b>Prepared By: MA</b>	<b>Approved By: JOHSC</b>
<b>Date of Approval: February 25, 2008</b>	<b>Supersedes: March 20, 2007</b>
<b>Location: All</b>	<b>Date of Review: February, 2009</b>

**PURPOSE**

The management of MW Canada is vitally interested in the safety of its employees.

The company is committed to providing and maintaining a safe work environment in compliance with industry standards and legislative requirements (at minimum), in order to protect staff, equipment and property.

**SCOPE**

This policy applies to all MW Canada employees, visitors, contractors and sub-contractors.

**ROLES & RESPONSIBILITIES**

All employees, visitors, contractors and subcontractors are responsible for minimizing accidents within our facility by complying with safe work practices, policies and procedures. In addition, it is imperative that all staff report hazards to their supervisors in order to maintain a proactive approach to our health and safety program. Furthermore, the employees of MW Canada are responsible for participating in health and safety training and complying with all health and safety measures implemented.

The management of MW Canada is responsible for maintaining a safe workplace and ensuring that all staff complies with health and safety procedures. Management will be held accountable for the health and safety of workers under their supervision. Management are responsible for ensuring that machinery, equipment and processes are safe; that adequate training is received and established practices and procedures are carried out.

The “employer”, MW Canada, will comply with S25 of the Occupational Health & Safety Act. MW Canada is committed to the highest degree of safety which can only be achieved by cooperation between the JOHSC, employees and management.

A copy of the Occupational Health & Safety Act and Regulations for Industrial Establishments has been posted at both H&S boards (plant and office) for reference.

## **PROCEDURES**

The Human Resources Manager will review the H&S Policy on an annual basis and present any changes to the JOHSC for review and approval. Once approval has been met, the H&S policy will be reviewed by the President of MW Canada. The approved version will then be signed and dated by the President and the two Co-Chairpersons of the JOHSC.

## **COMMUNICATION**

The H&S Policy will be posted on both H&S boards (plant and office) and a copy will be distributed to each employee.

## **TRAINING**

Department Managers and/or the Human Resources Manager will provide training (or clarification on the OHSA) as required.

## **EVALUATION**

This policy will be reviewed annually. At no time will the policy have a date older than 12 months.

<b>Policy Title: Roles and Responsibilities</b>	<b>Policy Number: PP020</b>
<b>Prepared By: Melanie Alexander</b>	<b>Approved By: H&amp;S Sub Committee</b>
<b>Date of Approval: March 4, 2008</b>	<b>Supersedes: November, 2007</b>
<b>Location: All</b>	<b>Date of Review: March 2009</b>

**PURPOSE**

In order to make certain MW Canada meets the goals outlined in the Health & Safety Policy, it is essential that we all understand our responsibilities.

**SCOPE**

This policy and procedure applies to the employer (MW Canada), supervisors (department managers) and employees.

**ROLES AND RESPONSIBILITIES**

**The Employer (MW Canada)**

- The employer will comply with the Occupational Health and Safety Act (see Section 25 and 26—Duties of Employers)
  - Equipment, Materials and Personal Protection Equipment (PPE)—ensure they are provided, are in good condition and are used as prescribed
  - Provide information/instruction to protect health and safety of the worker
  - Appoint competent supervisors and ensure they receive the training necessary for hazard recognition, assessment and control
  - Assist the JOHSC
  - Comply with legislation regarding employable age
  - 25 2h—Due diligence: to take every precaution reasonable
  - Post a copy of the OHSA
  - Ensure a H&S Policy is posted on both notice boards and reviewed annually
  - Maintain accurate records with regard to biological, chemical or physical agents (monitor these agents—recognize, assess, control)
  - Respond in writing within 21 days to written recommendations given by the JOHSC

Date : \_\_\_\_\_

VP’s Signature : \_\_\_\_\_

President’s Signature : \_\_\_\_\_

### Supervisors (Department Managers)

- Supervisors will comply with the Occupational Health and Safety Act (see Section 27–Duties of Supervisor)
  - Use PPE as prescribed by the employer
  - Advise staff of potential or actual dangers of which they are aware
  - Provide staff with written instruction and take every precaution reasonable to protect them
- All staff, including supervisors, will comply with the information documented in the Employee Handbook
- Fulfill responsibilities as outlined in other policies and procedures
- Ensure staff receive appropriate training
  - Instruct staff on the proper operation of machine, equipment or process
  - Ensure only trained staff are operating machine, equipment or process
- Address staff concerns and reports of malfunctions/defects in a timely fashion
- Ensure staff comply with company policies and procedures
- Obey all posted signs
- Do not consume food on the plant floor
- Avoid manual lifting whenever possible; if manual lifting is required, follow safe lifting techniques
- Ensure the appropriate PPE is supplied and used properly
- Use machinery or equipment for the purpose for which it was designed
- Take every reasonable precaution necessary to ensure the safety of the workers
- Supervise visitors (including outside contractors), as appropriate, to ensure their safety and the safety of staff

Failure to comply with the above responsibilities will result in disciplinary action. It is our purpose in establishing these responsibilities to create a standard for safe and responsible behaviour.

### Acknowledgement

I acknowledge that I have reviewed the responsibilities outlined under *Supervisors (Department Managers)* and I agree to abide by these standards. I understand that failure to comply may result in

- Injury to myself or a co-worker
- Loss or damage to the company
- Disciplinary action
- Prosecution by the MOL
- Termination of my rights to compensation if an injury were to occur

Date : \_\_\_\_\_

DM Name (printed) : \_\_\_\_\_

DM Signature : \_\_\_\_\_



## Employees

- Employees will comply with the Occupational Health and Safety Act (see Section 28–Duties of Workers)
  - Use PPE as prescribed by the employer/supervisor
  - Report any defect to equipment or PPE to the supervisor
  - Report any contravention of the OHSA to the supervisor
  - Report any hazards to the supervisor
  - No employee shall alter any protective device
  - No employee shall use equipment/machine/device that endangers self or others
  - No employee shall engage in behaviour that may put self or others at risk
- All staff will comply with the information documented in the Employee Handbook
- Report the following to the supervisor right away: injury, illness, fires, explosions, spills, product/property damage, near misses and perceived hazards
- Fulfill responsibilities as outlined in other policies and procedures
- Perform tasks as outlined in training—when unsure, ask supervisor
- Never operate machinery not trained on or authorized to use
- Obey all posted signs
- Wear all PPE required for the task you are performing and the location you are in
- Do not consume food on the plant floor
- Avoid manual lifting whenever possible; if manual lifting is required, follow safe lifting techniques
- Use machinery or equipment for the purpose for which it was designed

Failure to comply with the above responsibilities will result in disciplinary action. It is our purpose in establishing these responsibilities to create a standard for safe and responsible behaviour.

## Acknowledgement

I acknowledge that I have reviewed the responsibilities outlined under *Employees* and I agree to abide by these standards. I understand that failure to comply may result in

- Injury to myself or a co-worker
- Loss or damage to the company
- Disciplinary action
- Prosecution by the MOL
- Termination of my rights to compensation if an injury were to occur

Date : \_\_\_\_\_

Employee Name (printed) : \_\_\_\_\_

Employee Signature : \_\_\_\_\_

**Caveat:** visitors, including outside contractors, will review PP020V (visitors' version of this policy) and a signed copy will be kept on file.

## **COMMUNICATION**

This policy is posted on both the office and plant health and safety boards. Each MW Canada employee will receive a copy for their records. In addition, a copy of the OHSA will be kept at the health and safety bulletin boards for reference.

## **TRAINING—IMPLEMENTATION**

This policy will be reviewed annually during departmental meetings between supervisors and staff. Likewise, supervisors will have an opportunity to review this policy during a scheduled management meeting. All parties will sign off on this policy, stating that they understand their roles and responsibilities.

## **EVALUATION**

This policy will be reviewed annually and updates will be made as required. Any changes will be communicated to all staff by providing them with a copy of the policy.

## **REFERENCE MATERIALS**

- Occupational Health and Safety Act and Regulations for Industrial Establishments
- MW Canada Employee Handbook

### **Step 1: Review and Connect**

**Review the Health and Safety Policy and the Roles and Responsibilities Policy and Procedure.**

Think about other policies and procedures that you have seen in the past. For example, have you seen similar policies in another workplace? Can you think of any other places where you might find policies and procedures (e.g. at a sport club you belong to, at your child's school)?

### **Step 2: Read for Meaning**

**Read the Health and Safety Policy and the Roles and Responsibilities Policy and Procedure.**

Answer the following questions using the two policies.

1. What are the main parts or sections of the Health and Safety Policy?
2. What are the main parts or sections of the Roles and Responsibilities Policy and Procedure?
3. How often are the policies updated?
4. What are your responsibilities as an employee?
5. What can happen if you do not comply with the policy?
6. As a new employee which policy do you have to sign?

### **Step 3: Sign the Policy**

Sign and date the appropriate policy.

### **Explore and Extend (optional)**

Search online for the *Canadian Centre for Occupational Health and Safety* to learn more about health and safety in the workplace.

## Activity: **Calculating Pay**

### **Essential Skill Focus:**

Numeracy

Other Essential Skills that may be used:

Reading Text

### **Essential Skill Profiles:**

**Labourers in Textile Processing**

NOC Code: 9616

**Textile Fibre and Yarn Preparation**

**Machine Operators**

NOC Code: 9441

Other Activities Related to these Profiles:

*Choosing Personal Protection Equipment (PPE)*

*Completing a Return Authorization*

*Understanding Workplace Policies*

### ***In this activity the learner will be:***

- ◆ Finding and using information
- ◆ Using numbers and thinking in quantitative terms

### **Instructional Focus:**

How the learner answers the questions is not as important as the fact that they understand the information the Employee Handbook and can use this information to calculate pay in a given time period.

### **Learning Styles and Learner Readiness:**

In step 1, the learner can answer by writing a short answer, writing a short paragraph or they can answer orally. A learner who may not be ready or want to write out the answers to the questions should have the option to answer orally. The learner must perform the calculations to complete step 2.

### **Laubach Supplement:**

For more information on selecting materials that support a learner working on ES Level 1-2 tasks please refer to the charts on pages 3-8 of *Linking Laubach With Essential Skills*. This resource can be found in the publications section on the Laubach Literacy Ontario Website:

<http://www.laubach-on.ca/>

### **Explore and Extend:**

The activity is designed so the learner finds out what they need to know to be able to do the job. If a learner has an interest in learning more they can extend the activity. The transfer of knowledge and skills is supported by extending the activities. The explore and extend step often involves other Essential Skills and may require instructor support.

## Calculating Pay

### Essential Skills Profile Information

#### Labourers in Textile Processing

NOC Code: 9616

Labourers in textile processing perform a variety of manual duties to assist in processing fibres into yarn or thread, or to assist in weaving, knitting, bleaching, dyeing or finishing textile fabrics or other textile products. They are employed by textile companies.

Sample Level 2 Reading Text and Numeracy tasks for this occupation:

Read catalogues for information on new products and processes	Reading Text
Read company procedures	Reading Text
Read instructions for operating equipment	Reading Text
Read memos posted on the bulletin board concerning changes in policies or dates of meetings, such as union meetings	Reading Text
Schedule the time required to complete different tasks or determine the costs of material for a budget.	Scheduling or Budgeting and Accounting
Measure the level of moisture in the final processed product. For example, take a wet sample and weigh it, dry it in the oven for three to four hours, weigh it again and subtract the two numbers to get the moisture reading.	Measurement and Calculation
Estimate the changes in time and temperature which will be required to correct a production fault.	Numerical Estimation

#### Textile Fibre and Yarn Preparation Machine Operators

NOC Code: 9441

Textile fibre and yarn preparation machine operators operate machines to prepare textile fibres or to spin, wind or twist yarn or thread. They are employed by textile companies.

Sample Level 2 Reading Text and Numeracy tasks for this occupation:

Read equipment calibration instructions	Reading Text
Read notes and memos from supervisors concerning production that are posted on the bulletin board	Reading Text
Read product specifications for various types of materials	Reading Text
Read special operating instructions and production procedures	Reading Text
Calculate yarn shrinkage and breaking strength, using computer generated data	Measurement and Calculation
Estimate the amount of time it will take to complete a large order	Numerical Estimation

## Calculating Pay Activity

### Background

You have just completed your first week of work and you want to figure out how much money you have made. The Employee Handbook has a section in it called “Calculations for Hours Worked” that outlines how to calculate your pay.

In order to calculate your pay you need to take many factors into account. Companies have to comply with the government employment standards. However many companies also offer other incentives such as paid breaks and shift premiums. This information is usually found in a policy or an employee handbook or both.

To complete this activity you will be using the section from the Employee Handbook called “Calculations for Hours Worked” found on the next page.

## Calculations for Hours Worked

- Start Time = Designated start time of shift or time punched in; whichever is later
- End Time = Designated end time of shift or time punched out; whichever is earlier
  
- 10 Hour Shift—Breaks (day/afternoon/night shift)
  - 2—15 minute paid breaks
  - 1—30 minute unpaid meal break
  
- 8 Hour Shift—Breaks (day/afternoon/night shift)
  - 1—10 minute paid break
  - 1—20 minute paid meal break
  
- All Shifts
  - Additional 10 minute paid break provided after 5 hours of overtime worked
  
- Punch Clock
  - Arrive late 1-6 minutes = 6 minutes docked
  - Leave early 1-6 minutes = 6 minutes docked

## Shift Expectations

- Punch in upon arrival
- Be at workstation, prepared to start, when the buzzer sounds
- Prepare for break, end of shift, after the buzzer has sounded
- Staff found standing waiting for the buzzer to sound before punching out will be docked for ½ hours pay
- Employees must take scheduled breaks (times can be adjusted as per manager)
- Staff cannot work through breaks in order to leave early or to make up time missed
- Staff cannot work on a continuous basis for a period longer than 12 hours except in the case of an emergency

## Shift Premium

- .25/hr for 3 pm to 11 pm shift
- .75/hr for 11 pm to 7 am shift
- To qualify—must work 50% of your shift within the range

**Step 1: Review and Connect**

Read the section from the Employee Handbook called “Calculations for Hours Worked”.

Is there any information from the Employee Handbook section that that you don’t understand? Discuss this with your instructor.

Use the information answer the following questions.

1. If you are late for a shift how much pay would you lose?
2. How much extra money per hour do you make if you work the 3-11 p.m. shift?
3. What is the longest duration that you can work?
4. How many breaks do you get during an 8 hour shift?

**Step 2: Calculate Your Net Pay**

Using the following information to calculate your net pay for the week:

This week you worked:

- 10 hour day shifts on Monday, Tuesday and Thursday
- A 5 hour shift on Saturday that started at 11 p.m.

Your rate of pay is \$23.00 per hour.

\$182.80 tax was deducted from your pay for this week.

**Explore and Extend (optional)**

Repeat the calculations using a variety of scenarios and the information on calculations for hours worked from the Employee Handbook.