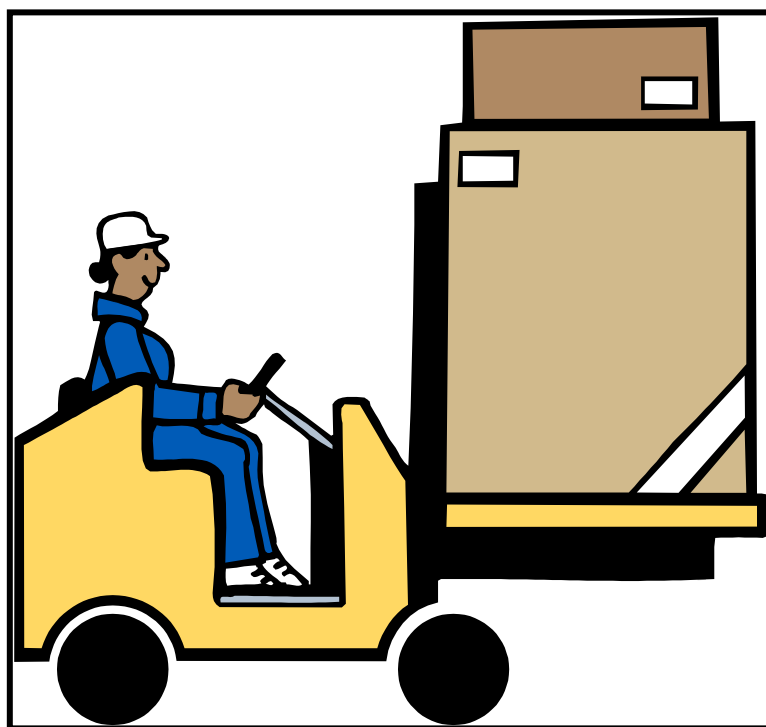


# **LEO** Essential SKILLS • TRAINING

## Material Handler



Human Resources and  
Skills Development Canada

Ressources humaines et  
Développement des compétences Canada

**This project was funded by the Office of Literacy and Essential Skills (OLES)**

# Material Handler Essential Skills Training

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## **Material Handler**

### **Module 1: Essential Skills and Material Handlers**

Unit 1	Essential Skills for Material Handlers
Unit 2	NOC

# Internet Reminders



## Remember: Websites Change and Links are Lost

This curriculum contains many websites that you'll be asked to visit. Please remember that websites are not permanently available. They change all the time. Web addresses change. Content changes.

Some of the links provided may not work. You may need to search for the appropriate site. Use key words. You may see a text box reminder like the one below.



## Keyword Internet Search:

*Canada's Labour Market Information*  
Look for a website that is from the Government of Canada.

## The Information You Find

**Remember:** Not all information on the Internet is true, current, or applicable to you. Look for dates on the website. Always check to see what the source is when researching information. Information from a site called Joe's Material Handler Stuff might not be the best source. You might also find information from another province or the United States, which could have different policies and rules.

Take notes, and if need be, call a local Material Handler company to confirm what you've read.

## Favourites

If you are working on a computer that you are allowed to mark favourites on, it's helpful to do so. You could possibly visit so many sites, that you'll lose track of them. Be sure to ask your instructor if it's permitted.

# Unit 1 – Essential Skills for Material Handlers

(Source: HRSDC, **Readers' Guide to Essential Skills Profiles**

[http://www.hrsdc.gc.ca/eng/workplaceskills/essential\\_skills/general/readers\\_guide\\_whole.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/readers_guide_whole.shtml))

Essential Skills are generic skills that are needed for work, learning, and life. They are the foundation upon which all other work and life-related skills are built. They are not the technical skills that particular jobs require, but rather the skills that can be applied in all jobs.

Essential Skills are enabling skills that:

1. Help people perform the tasks required by their occupation and other activities of daily life.
2. Provide people with a foundation to learn other skills.
3. Enhance people's ability to adapt to change.

## There are Nine Essential Skills

Reading Text  
Document Use  
Numeracy  
Writing  
Oral Communication  
Working with Others  
Computer Use  
Continuous Learning  
Thinking Skills\*

\*Thinking Skills breaks down further to include:

Problem Solving  
Decision Making  
Critical Thinking  
Job Task Planning & Organizing  
Finding Information  
Significant Use of Memory

## The Essential Skills Profiles

The Canadian government has a department called HRSDC, or Human Resources Skills Development Canada. They have offices all over Canada and they help people with employment-related issues. They also have a website that offers further services to Canadians.

HRSDC created and maintains a section of the website called Essential Skills (ES) profiles. Basically, people called “profilers” have been hired to write profiles on different jobs. They are all available online.

An Essential Skills profiler interviews all kinds of employees and employers in a field of employment and asks them a variety of questions about their job. They look for ways in which employees use the Essential Skills. Then they compile all the data, or information for the specific field of employment, into what we call a “profile.” These profiles are evidence of what Essential Skills employees are using in the field. You could go and interview people in the Material Handler field, and you would likely come up with the same information, so these profiles save you a lot of work and give you insight into the job. You can see how they would be very helpful to job seekers!

Profiles can be found at this website:

[http://www.hrsdc.gc.ca/eng/workplaceskills/essential\\_skills/general/home.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml)



### Keyword Internet Search:

Essential Skills Profiles  
Look for a website that is from the Government of Canada.

## Material Handlers Essential Skills Profile

(Source: HRSDC Essential Skills, Material Handlers Profile, NOC 7452  
[http://www.hrsdc.gc.ca/eng/workplaceskills/essential\\_skills/general/home.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml))

According to the Essential Skills profile for Material Handlers:

“This unit group includes workers who handle, move, load and unload materials by hand or by using a variety of material handling equipment. They are employed by transportation, storage and moving companies, and by a variety of manufacturing and processing companies and retail and wholesale warehouses.”

The two most important Essential Skills for a Material Handlers employee to have are:

### Numeracy and Oral Communication

This is not to say that the other Essential Skills are not important, but every occupation has tasks or skills that are used more often than others. Material Handler employees and employers say that knowing how to perform numeracy and oral communication tasks are very important and that these skills are used daily.

These two Essential Skills will be covered in more detail in future modules.

## How to Use the Essential Skills Profiles

Because the profiles were compiled from information gathered from employees and employers in the Material Handler field, this information is invaluable to someone who wants to work in this job.

The section on the Essential Skill “Reading Text” gives examples of common reading tasks that a Material Handler employee will have to do on the job.

*For example:*

Read notes from co-workers about special orders (1)

Read memos from supervisors with instructions for handling customer inquiries or advice on safety in the workplace (2)

You now know two reasons why someone working as a Material Handler might need to read at work. If you struggle with reading, the ES profile tells you the kinds of things you'd need to read. This way, you're able to focus on learning to read exactly what the job requires.

The numbers beside each example give us the “complexity level”. Level 1 means you are able to read relatively short texts to locate a single piece of information as well as being able to follow simple written directions. Level 2 means being able to read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information, as well as being able to make low-level inferences. To infer means to read something and then being able to come to a conclusion based on what you've read. Your instructor can help you read through the profile and understand what the numbers and symbols mean.

## **A Readers' Guide to the Essential Skills is located here:**

[http://www.rhdcc-hrsdc.gc.ca/eng/workplaceskills/essential\\_skills/general/readers\\_guide\\_who.shtml](http://www.rhdcc-hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/readers_guide_who.shtml)

This Readers' Guide will help you understand how the profiles are set up. It will help you understand what you are reading.



### **Keyword Internet Search:**

*Essential Skills Readers' Guide*

If you can get to the Essential Skills site, look for a link.





## Material Handlers Essential Skills Profile Learning Activity #1

1. Go to the Essential Skills website and print off a copy of the Material Handlers Essential Skills Profile.

[http://www10.hrsdc.gc.ca/ES/English/ShowProfileOccupation.aspx?v=95&ID=185568&v1=material handler&v2=&v3=](http://www10.hrsdc.gc.ca/ES/English/ShowProfileOccupation.aspx?v=95&ID=185568&v1=material%20handler&v2=&v3=)



### Keyword Internet Search:

*Essential Skills Material Handlers Profiles  
or Essential Skills Material Handlers 7452*

2. Check the tasks below if applicable.
  - ☐ I was able to find the Essential Skills Material Handlers profile.
  - ☐ I was able to print off a copy of the Material Handlers profile.
3. Use the Readers' Guide to help you look through the profile. Use your highlighter to highlight tasks that you think you might need help with. Share this with your instructor. Keep the printed profile in the binder with the rest of your work.

#### The following Essential Skills were covered in this Learning Activity.

- |   |  |  |   |
|---|--|--|---|
| <input checked="" type="checkbox"/> Reading             | <input checked="" type="checkbox"/> Document Use   | <input type="checkbox"/> Numeracy                | <input type="checkbox"/> Writing                        |
| <input type="checkbox"/> Oral Communication             | <input type="checkbox"/> Working with Others       | <input checked="" type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning            |
| <b>Thinking Skills</b>                                  |  |  |   |
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making           | <input type="checkbox"/> Critical Thinking       | <input checked="" type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing | <input type="checkbox"/> Significant Use of Memory |  |   |

## Unit 2 – NOC

### National Occupational Classification

NOC stands for National Occupational Classification. The NOC was designed to help Canadians understand the jobs in the labour market. Each job is given a number or code.

The NOC code for Material Handlers is 7452.

The NOC website is:

<http://www5.hrsdc.gc.ca/NOC/English/NOC/2006/QuickSearch.aspx?val65=7452>



#### Keyword Internet Search:

*NOC Codes or  
National Occupational Classification 7452*



## NOC Learning Activity #2

1. Go to the NOC Code website for Material Handlers #7452.

<http://www5.hrsdc.gc.ca/NOC/English/NOC/2006/QuickSearch.aspx?val65=7452>

2. List eight examples of job titles.

_____	_____
_____	_____
_____	_____
_____	_____

(\*Note that if you click View All Titles, you will be taken to a longer list of job titles.)

3. What does the NOC website tell you about the job of a Material Handler?  
Write two or three points.

_____
_____
_____
_____

**The following Essential Skills were covered in this Learning Activity.**

- |   |  |  |   |
|---|--|--|---|
| <input checked="" type="checkbox"/> Reading             | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy                  | <input type="checkbox"/> Writing                        |
| <input type="checkbox"/> Oral Communication             | <input type="checkbox"/> Working with Others     | <input checked="" type="checkbox"/> Computer Use   | <input type="checkbox"/> Continuous Learning            |
| <b>Thinking Skills</b>                                  |  |  |   |
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making         | <input type="checkbox"/> Critical Thinking         | <input checked="" type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |   |

## Material Handler:

### Module 1 – Essential Skills and Material Handlers

#### Learner Self-Assessment

When you have completed *Module 1 – Essential Skills and Material Handlers*, assess your performance. Check **yes** or **no** in the boxes below. In the comments section, you can write down thoughts you have about the section. Use a blank sheet of paper if you need more space.

I started this chapter on (date) \_\_\_\_\_ and finished on (date) \_\_\_\_\_.

### Material Handler:

### Module 1 – Essential Skills and Material Handlers

#### Unit 1 – Essential Skills for Material Handlers

I know that there are nine Essential Skills and can name at least two.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I have a basic understanding of what the Essential Skills are and how they can help me prepare to work in the Material Handler field.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can name the two most important ES for the job of Material Handler.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can find and use the Essential Skills website.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I have read or skimmed the Essential Skills profile for Material Handlers.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no

#### Unit 2 – NOC – National Occupational Classification

I can find the NOC website.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I've read the NOC website page for Material Handlers.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no

#### Comments:

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## Learner Evaluation and Feedback

### Material Handler: Module 1 – Essential Skills and Material Handlers

1. Did you enjoy doing the learning activities in Material Handler: Module 1 – Essential Skills and Material Handlers?

☐ yes

☐ no

2. How well do you think you did on these activities?

☐ very poorly

☐ not that well

☐ fairly well

☐ very well

3. Were the instructions easy to follow?

☐ not at all

☐ a little confusing and I needed help

☐ yes

4. Do you think these learning activities are relevant to your goal of becoming a Material Handler?

☐ yes

☐ no

#### **Comments:**

(Write as little or as much as you want. Comments help your instructor know if you are having problems, if you've enjoyed the material, or if you didn't enjoy it. Your instructor can then work with you to make your learning more enjoyable. Use a blank sheet of paper if you need more room.)

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## Material Handler

### Module 2: Introduction to Material Handler

Welcome to Material Handler

- Unit 1      Material Handler Defined
- Unit 2      A Day in the Life
- Unit 3      Job Titles
- Unit 4      Trends and Job Outlook

Self Evaluation



# Unit 1 – Material Handler Defined

Welcome! As you're reading this, you may be wondering what a material handler does or where a material handler works. The information in this training package will help you learn about this job and the duties of those who work in manual material handling and in shipping and receiving. Remember, while learning the

tasks of a material handler, you will also be developing the Essential Skills we discussed in Module 1. These skills will be transferable to many other areas.



You will read information and complete activities about what you have read. You will also complete learning demonstrations to show how well you have learned what you are studying. If you choose to, you can include these demonstrations with your applications when you apply for jobs and other training.

If you need assistance at any time, ask your instructor for help. If you start to feel overwhelmed with all this new information, talk to your instructor about that too. They may not know you're feeling that way unless you talk to them.

*If I finish this course,  
will I get a job?*



No one can guarantee that taking this training will get you a job. As with any training, the more you put into it, the more you will get from it. Work hard and take the training seriously and remember...

***HAVE FUN!***



This module (Introduction to Material Handler) will teach you about what a material handler does and about the many different jobs available in this sector. It will also walk you through “A Day in the Life” of 3 people who work in this field.

At the end of this module you will have a good understanding of who works in this field and what they do in their jobs every day. This should help you decide if this is a good career for you! Remember, while learning about this exciting career, you will be building your Essential Skills.

## **What You Will Find in This Curriculum**

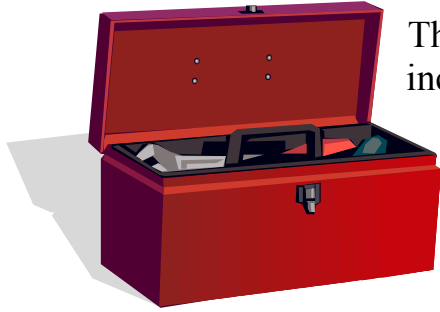
The materials in this training package will help you prepare to work in an entry-level position. While you are developing workplace, literacy and numeracy skills, you will also be developing Essential Skills that will be transferable to many areas of your life.

- ✓ Many of the activities use authentic workplace materials to prepare you for real job tasks.
- ✓ Examples of job tasks used in this curriculum are based on the job profile for Material Handler, published by Human Resources and Skills Development Canada.
- ✓ You will often be asked to use the Internet to search for information or to complete online activities. This will give you the opportunity to become more comfortable with (or to learn how to use) the Internet. Ask your instructor to show you the basics if you are not familiar with the Internet.
- ✓ Many of the activities could involve using actual equipment. If your literacy centre is not equipped with the necessary items, consider contacting a local business to arrange to borrow equipment.
- ✓ At the end of each module you will find a Self Evaluation. Take the opportunity to review what you have learned and to check off the statements that describe what you can now do. This will help you keep track of your learning.





Everything you have learned and every skill you have acquired becomes part of your personal toolkit. You carry these tools with you as you move through school and from job to job. When you develop a skill, in school or in the workforce, and put what you've learned to use someplace else, you are using transferable skills.



These skills can come from a lot of different areas including volunteer work, paid work, school, hobbies and **THIS COURSE!** These skills, combined with your personal qualities are important to consider when deciding on a career. Not everybody has the right skills and personality to be successful in this field.

Read on to see if you have the “right stuff” for this career...

## What is a Material Handler?

A Material Handler, in the most basic sense, is someone who moves something from point A to point B.

Most businesses have some form of material handling. It may be moving crates around a warehouse or boxes of paper from the storage closet to the office. Material handling is found in many different fields including:



A → B

- Construction
- Manufacturing
- Shipping
- Transportation
- Storage and moving companies
- Retail

Material handlers also send, accept, and record the movement of parts, supplies, materials, stock and equipment. This can be done by hand (manually) or by using

a variety of material handling equipment. This job may also involve counting, weighing, sorting, packing and unpacking materials.

There are many different titles given to people working in this job and we'll discuss those a little later in this module. For now, you just need to understand that there are many different jobs and titles that fall under the heading of Material Handling. Keep mind though, that it basically means moving objects from one location to another, either by hand or by using some sort of lifting equipment.

### **Supplementary Learning Activity**

Log on to the Internet on your computer. Click on the following site to view a YouTube video about Material Handling produced by the Material Handling Industry of America. You will need speakers or headphones on your computer.

[http://www.youtube.com/watch?v=PusvVnC\\_4Uc](http://www.youtube.com/watch?v=PusvVnC_4Uc)



## What are you hoping to learn?

### Learning Activity #1

Answer the following questions in complete sentences.

1. Define material handling in your own words.

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2. At one time or another, all of us have moved material in some way. List 5 different types of materials you've moved in your own life.

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3. What skills do you already have that will help you in the field of material handling?

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**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input checked="" type="checkbox"/> Writing  |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |   |  |  |
|---|---|--|--|
| <input type="checkbox"/> Problem Solving                | <input checked="" type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |   | <input type="checkbox"/> Significant Use of Memory |  |



## Which Essential Skill is this?

### Learning Activity #2

Remember the Essential Skills we talked about in Module 1? Match the following material handling tasks to the Essential Skill being used.

Reading an invoice	Document Use
Recording incoming data	Reading
Completing inventory worksheets	Numeracy
Helping a co-worker lift a heavy box	Oral Communication
Filling out your timesheet	Working with others
Calculating the dimensions available to load a truck with freight	Continuous learning
Discussing damaged shipments with supervisors	Computer Use
Referring to manuals with information on the handling of dangerous goods	Document Use
Tracking the number of pallets loaded on a truck	Numeracy

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |   |  |  |
|---|---|--|--|
| <input type="checkbox"/> Problem Solving                | <input checked="" type="checkbox"/> Decision Making           | <input type="checkbox"/> Critical Thinking | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing | <input checked="" type="checkbox"/> Significant Use of Memory |  |  |

## Unit 2 – A Day in the Life

Since Material Handling is such a diverse field, this unit will take you through the daily activities of three people working as material handlers. This will give you an idea of the many different tasks and responsibilities of someone working in this field and give you a glimpse of a day in the life of a material handler.



But first, let's talk about personality. As in every job, someone's personality (their likes and dislikes) will influence both how good he or she is at their job and how much they enjoy their job. Let's face it, if you find a job that's the right fit for your interests and personality, you're all set.

### So what do I consider?

There is so much to consider when figuring out if a job will appeal to you. In today's economy it is very important to consider hiring trends and job prospects, which means: *"Will there be a job for me in the next few years?"* We'll talk more about this in Unit #4.....

For now, let's consider some of the more personal factors or values that affect a person's satisfaction with their job. Not all of those listed below apply to the job of Material Handler. It is your job to decide which of these factors are important to you and then, as you work through this curriculum, you'll see if they apply to the job of material handler. Some of these factors include:

- Being challenged
- Staying busy
- Travelling
- Being creative
- Working alone/in a team
- High pay
- Independence
- Having a regular routine



## Does this job fit my personality?

### Learning Activity #3

1. Answer the following questions, by ticking either YES or NO. Add up each column.

	Yes	No
1. Do you enjoy physical work?		
2. Are you well organized?		
3. Do you enjoy working with your hands?		
4. Do you prefer to work under the supervision of someone else?		
5. Are you comfortable working indoors and outdoors?		
6. Can you safely bend, lift, stoop, kneel, and crouch?		
7. Do you work well by yourself?		
8. Can you lift something that weighs more than twenty pounds?		
9. Do you enjoy working with tools and machines?		
10. Do you like to have clear rules and procedures to follow at work?		

If you answered YES to most or all of these questions....Congratulations!  
You might have the right personality for this job. Keep reading  
to find out more about people who work in this field.



The following Essential Skills were used to complete this Learning Activity.

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input checked="" type="checkbox"/> Numeracy | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use        | <input type="checkbox"/> Continuous Learning |

#### Thinking Skills

- |   |   |  |  |
|---|---|--|--|
| <input type="checkbox"/> Problem Solving                | <input checked="" type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |   | <input type="checkbox"/> Significant Use of Memory |  |

## Tim the Mover

Tim works for a local moving company. Because most people move on the weekend, the majority of his working hours are done on weekends. A typical day for him begins early, around 6 o'clock in the morning. Before Tim can begin his day, he needs to prepare all of his equipment. Tim must:

- Be certain that his truck has gas
- Be certain to read and understand any special instructions
- Check that he has all of his harnesses
- Pack any other equipment he needs

Since Tim is the driver he must maintain a valid driver's licence and he is in charge of checking the map to make sure he knows where he is going. Tim is also the team member who deals with customers. Often customers like to observe the men loading their possessions. This can add stress to Tim and his helper, and at times the customer may not agree with how things are being handled. Tim must always stay calm and professional in dealing with customers.

Tim must work in all kinds of situations. Tim goes in and out of his customer's homes loading and unloading boxes and furniture. The weather can sometimes affect how quickly he can do his job and it can also make his job more difficult. It's important for Tim to wear safety boots and gloves so that he can handle slippery conditions in the rain or snow.

Tim usually works with a partner. They work together to lift any of the heavy objects. They sometimes use harnesses and dollies to lift the larger items. Tim has to be sure that he is in good shape to do his job. Tim enjoys staying fit and lifting weights and this makes his job easier because his muscles are in good shape.

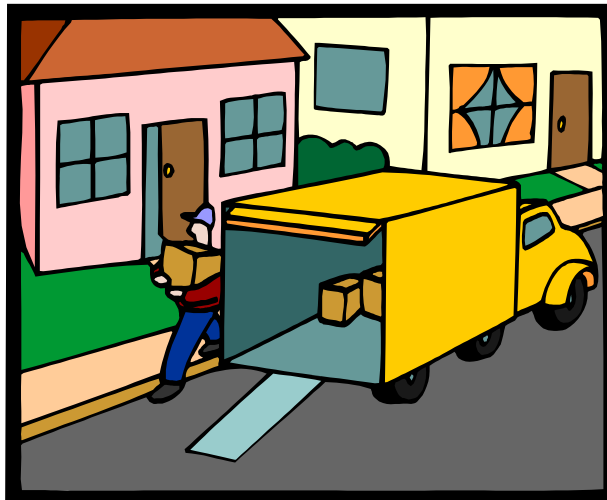


Tim has to be very flexible in his job because his lunch and break times can change depending on how quickly a house gets packed and loaded. Some days he finishes work earlier or later than he was scheduled. Tim has to practise good time management so that he stays on schedule.

A big part of this job involves looking at the truck and visualizing where and how to pack everything. Tim needs to be able to estimate the sizes of crates and boxes and determine how to best pack the truck. Tim must make as few trips as possible so he can save gas money and time.

Tim then drives to the drop-off location. Once there, Tim and his partner work together to unload the truck and place items according to instructions.

Finally, after unpacking, Tim is responsible for checking to be sure that they've unloaded all the items before they finish the job and leave the customer's home.







## Sequencing Tim's Day Learning Activity #4

The following are activities involved in Tim's job each day. Put them in the correct order.

- Load the big, heavy boxes
- Lunch break
- Check that all equipment is ready to go
- Drive to drop-off location
- Get gas
- Load the fragile breakables
- Check the map to be sure of the destination

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input checked="" type="checkbox"/> Writing  |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |  |   |  |   |
|--|---|--|---|
| <input type="checkbox"/> Problem Solving                           | <input checked="" type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input checked="" type="checkbox"/> Finding Information |
| <input checked="" type="checkbox"/> Job Task Planning & Organizing |   | <input type="checkbox"/> Significant Use of Memory |   |

## Nancy the Retail Logistics Associate

Nancy works in the logistics (also called Shipping and Receiving) department at a national retail store. There are times she works alone and other times she works in a team setting.

Her day usually begins with unloading trucks full of retail goods. She then uses an exacto knife to open the boxes and counts the items and compares this to her inventory sheet. If the numbers are different, she must recount those items to figure out the difference. If she can't figure out why the numbers don't match, it is her job to fill out a computerized form to submit to her supervisor. She then labels the inventory and sets it aside.



After counting the inventory, Nancy places these items in their proper department. The department staff usually put their own inventory away. If there are any items to return to the warehouse, Nancy places these items on a forklift or pump truck and brings them to a returns truck.

When the trucks are unloaded and reloaded with return items, Nancy must check the store shelves. If she notices anything that needs to be filled, she will bring the inventory from the warehouse section to the department floor and put it away.

**A Forklift** is a small industrial vehicle with a power-operated pronged platform that can be raised and lowered. It is placed under the load to be lifted or moved.

**A pump truck** is a manually operated device for lifting items that are usually on a pallet.

(from Wikipedia.org)

Using the inventory computer, Nancy can check what stock is in the store and see what is in the warehouse. She also prints promotional and special events signs. Nancy hangs any of the signs that are up high using a rolling ladder.

Another big part of her job includes responding to customer requests. If a customer needs help to carry something heavy out to their car, or if they need to pick up a large item from the warehouse, Nancy is the employee who carries out that task.

Overall, Nancy has a very busy and fast-paced job. She is rarely bored and looking for something to do to fill the time.



## What Should Nancy do?

### Learning Activity #5

The following are tasks that relate to Nancy's job in the Shipping and Receiving department of a local store. Prioritize the tasks from 1-10 with 1 being the most important and 10 being the least important.

- \_\_\_\_\_ going for a 15 minute break
- \_\_\_\_\_ printing sale signs for tomorrow's big event
- \_\_\_\_\_ unloading a truck full of new inventory
- \_\_\_\_\_ stocking shelves
- \_\_\_\_\_ making sure her ladder and other equipment are in good order
- \_\_\_\_\_ alphabetizing the customer pick up sheets
- \_\_\_\_\_ carrying out a large box for a customer
- \_\_\_\_\_ filling out a computerized inventory sheet for her supervisor
- \_\_\_\_\_ cleaning the empty warehouse shelves
- \_\_\_\_\_ chatting with the employee working in the toy department

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |  |   |  |   |
|--|---|--|---|
| <input type="checkbox"/> Problem Solving                           | <input checked="" type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Finding Information |
| <input checked="" type="checkbox"/> Job Task Planning & Organizing | <input type="checkbox"/> Significant Use of Memory  |  |   |

## Manuel the Warehouse Worker

Manuel works in a warehouse distribution centre for hardware supplies. His company ships hardware supplies like hammers, nails, and saws to stores all over Quebec.

Manuel drives a forklift and uses electric pallet jacks to handle inventory. His job is to load trucks with inventory and to ensure that the right quantities of inventory are going out in each shipment. This can be stressful work when the trucks have to be loaded quickly so that they can get to their destination on time. If there are any incoming trucks, Manuel must sort the products and log in the inventory using a hand held computerized scanner.

Since he works in a big warehouse with shelves at many levels stacked with boxes, Manuel must always wear a hard hat and safety boots at work.

Manuel spends part of his shift doing reports in the office. He must make sure that the correspondence and inventory tracking sheets are all up-to-date. Manuel must complete daily reports and keep track of his inventory numbers. There is quite a lot of math and computer work in his job.

If Manuel needs to speak to a co-worker, he pages them using the warehouse paging system.

Manuel often works alone in the office, but works with a team when loading trucks.

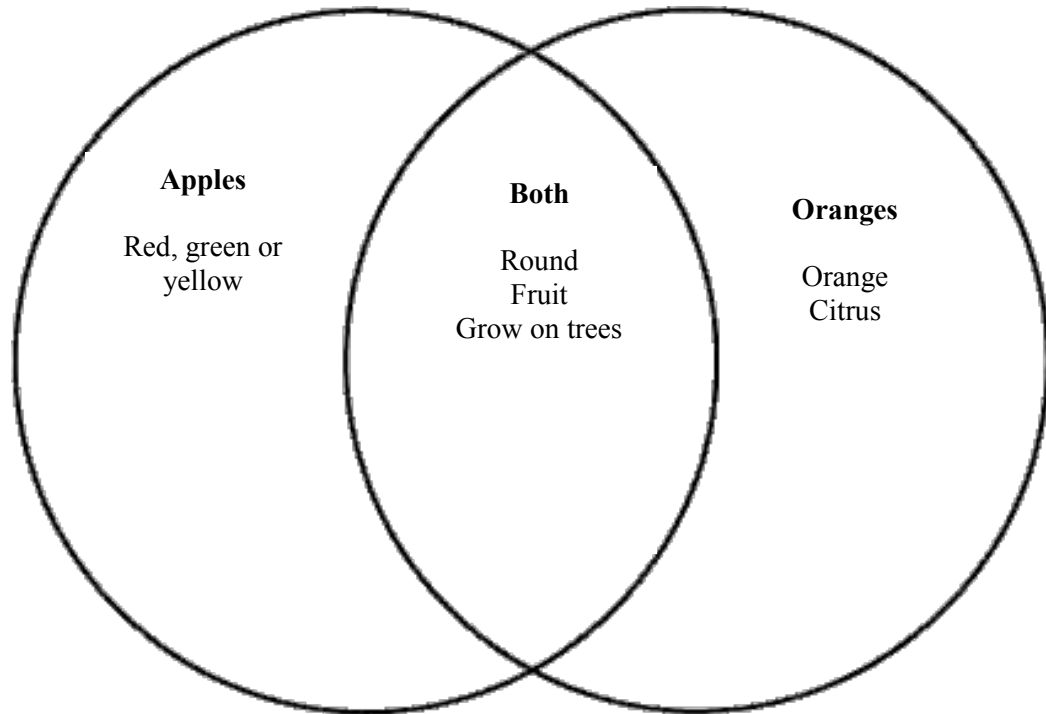




## Venn Diagrams

### Learning Activity #6

A Venn diagram is an organizational tool or chart, made of two overlapping circles for charting the similarities and differences between two things. The following is an example of a Venn diagram comparing apples and oranges.



Notice how the information on the left is only about apples. The information on the right is only about oranges. In the middle, we include the similarities (things that are the same) between the two items.

### Directions:

1. Go back and review the stories of Tim, Nancy, and Manuel. Choose the **two** jobs that interest you the most.
2. Using the template on the next page, write the characteristics of the first job in the first space on the left, and write the characteristics of the second job on the last space on the right.

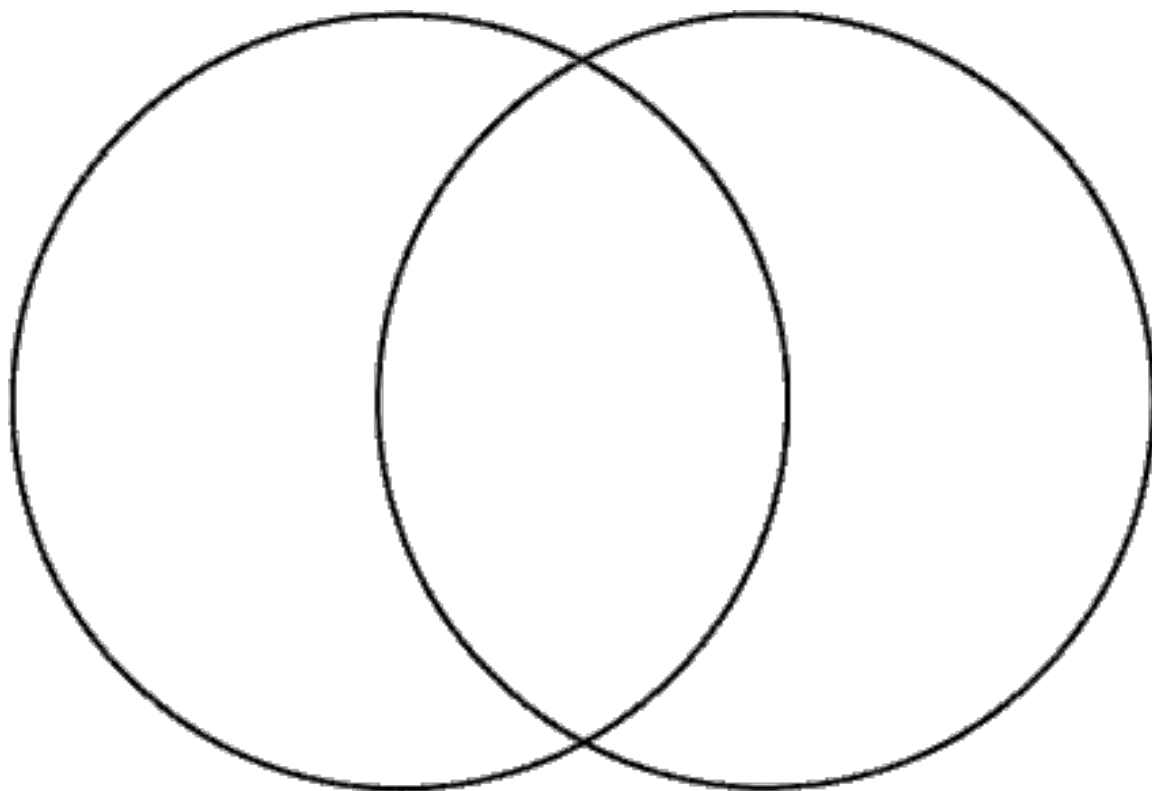
3. Write the characteristics that both items have in common in the space in the center.

4. Look at what you have written. What conclusions can you come to about these two different jobs?

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**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input checked="" type="checkbox"/> Writing  |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

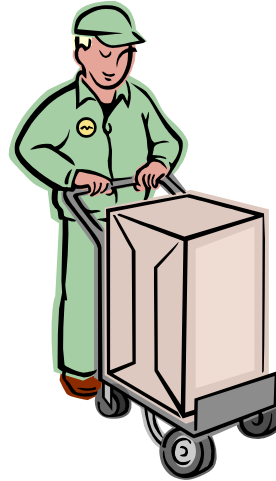
**Thinking Skills**

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> Problem Solving                | <input checked="" type="checkbox"/> Decision Making | <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |   | <input type="checkbox"/> Significant Use of Memory    |   |

## Unit 3 – Job Titles

As we mentioned earlier in this module, there are many different job titles that make up the category of material handlers. Some of these titles could be:

- Hand bundler
- Conveyor belt attendant
- Forklift operator
- Heavy materials handler
- Furniture loader
- Warehouse labourer
- Packer
- Stock helper
- Bin filler
- Freight handler



(from HRSDC.gc.ca/NOC)

It is possible to work in this occupation without any specific diploma. According to census data, in 2006 barely 32% of people in this occupation had a post-secondary education. About 35% of them did not have a high school diploma.

This doesn't mean that you don't need an education, though. There is a regulation in place that states that all lift-truck operators must take a course on the safe use of lift trucks. This same regulation states that all lift-truck operators must be at least 16 years of age.



Many school boards offer a Vocational Education Accreditation in general material handling and lift-truck operations. These courses are an asset when it comes to getting a job.



Remember the Essential Skills from Module 1? One of the Essential Skills was Continuous Learning. This means that you are always updating your knowledge and learning new things. There are many opportunities to do this in the Material Handling field. The following are some of the possible ways you can update your knowledge:

- WHMIS training
- Forklift Drivers license training
- Safety training
- Learning to use new lifting equipment

As with any job, the more training you have the better. Employers want people with solid skills and abilities. If you are willing to learn to use new equipment and try new tasks, you are demonstrating your commitment to continuous learning.

To document the skills you may already have, go to:  
<http://www.servicecanada.gc.ca/eng/about/publication/youth/job.shtml>. Scroll down to Section 2 – What Employers are Looking for and go to Create Your Personal Skills Inventory. Read through the tips to help you with the next activity.



### Keyword Internet Search:

Publication/youth/job  
Look for a website that is from Service Canada.





## What Skills do you Have?

### Learning Activity #7

In this module we talked about the importance of taking any training offered to you. At this point, you need to think about the training and experience you already have, as well as the training you would like to have. For example, if you enjoy playing fast-paced, exciting games like laser tag or video games, you could say “I am observant and react quickly. I work well under pressure”. Now complete the chart below.

Skills/Certificates I already have	Skills/Certificates I'd like to get

The following Essential Skills were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input checked="" type="checkbox"/> Writing  |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |
- Thinking Skills**
- |   |   |  |  |
|---|---|--|--|
| <input type="checkbox"/> Problem Solving                | <input checked="" type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |   | <input type="checkbox"/> Significant Use of Memory |  |

In the last unit you read about three different people working as Material Handlers. It's important to remember that there are many more different types of jobs in this sector. The definition of a material handler is simply someone who moves something from one place to another. This group of workers handle, move, load and unload materials by hand or by using a variety of material handling equipment.

People in this field include those who load coal bins, load railway cars, stock building supplies and lumber, and warehouse workers.

Jobs are available in many areas including:

- Transportation
- Storage and moving companies
- Manufacture and processing companies
- Retail stores
- Wholesale warehouses

The Essential Skills you use in your job will depend on the sector you work in and the job itself. For example, if you work in a warehouse as a forklift driver you will probably use a lot of computer and technology skills. Most forklifts and electric pallet trucks have some degree of computerization.

If you work for a railroad as freight loader, you may find that the Essential Skill you use the most is Working With Others.





## Which title fits? Learning Activity #8

In this module we learned about the many different titles given to someone working in the material handling field. We also learned about the different sectors where you might work. Match the job title on the left to the appropriate sector on the right.

**Box Filler**

**Construction**

**Boxcar Loader**

**Warehouse**

**Conveyor Operator**

**Transportation**

**Forklift Operator**

**Other**

**Furniture Loader**

**Manufacturing/Shipping**

**Hand bundler**

**Factory**

**Logistics Associate**

**Retail**

**Lumber Piler**

**Moving company**

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |   |  |   |
|---|---|--|---|
| <input type="checkbox"/> Problem Solving                | <input checked="" type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input checked="" type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |   | <input type="checkbox"/> Significant Use of Memory |   |

## Unit # 4 – Trends and Job Outlook

### Are you up to the task?

There are many trends and statistics that influence this job.

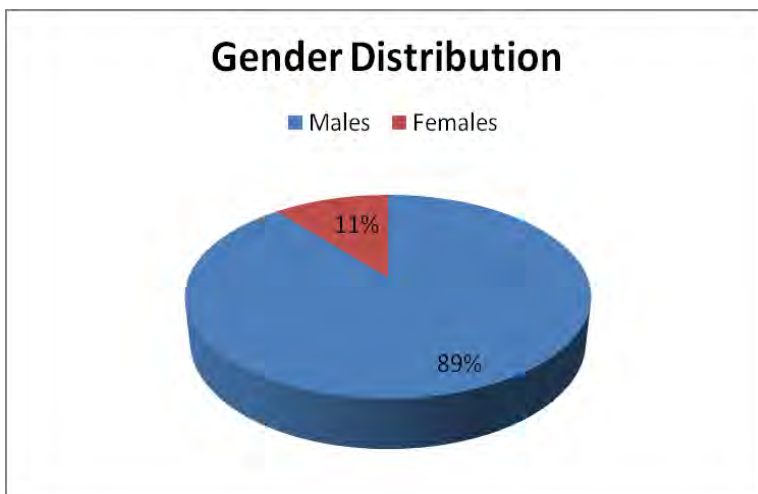
Source: Human Resources Skills Development Canada  
[www.servicecanada.gc.ca](http://www.servicecanada.gc.ca)

Service Canada tells us that more males than females work in the material handling industry and all other related fields.

**A Trend** is the general direction in which something seems to move, or a current style. Trends change and shift regularly; they are not something that stays the same all the time.

These numbers (known as statistics) are generally reported as percentages. 89% are males and 11% are females. This may be because the job often requires much lifting and upper body strength. It may be however, that this job is sometimes traditionally considered a male-dominated field. This

means that there have always been more men working in this job than women. Keep in mind; this is a trend so that doesn't mean women can't work in this field. It simply means that in the past women have not applied or been hired to work in these jobs.



Statisticians may show the percentages in what is called a pie chart (as shown above) to provide a clearer look at the statistics.

**A Pie Chart** is a visual representation of two or more percentages. They often give you a very clear comparison at a glance.



## Gender Gap Learning Activity #9

Answer the following questions in complete sentences.

1. Define the term “male-dominated field”.

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2. List other male-dominated fields.

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3. Why do you think these fields are male-dominated?

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**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input checked="" type="checkbox"/> Writing  |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

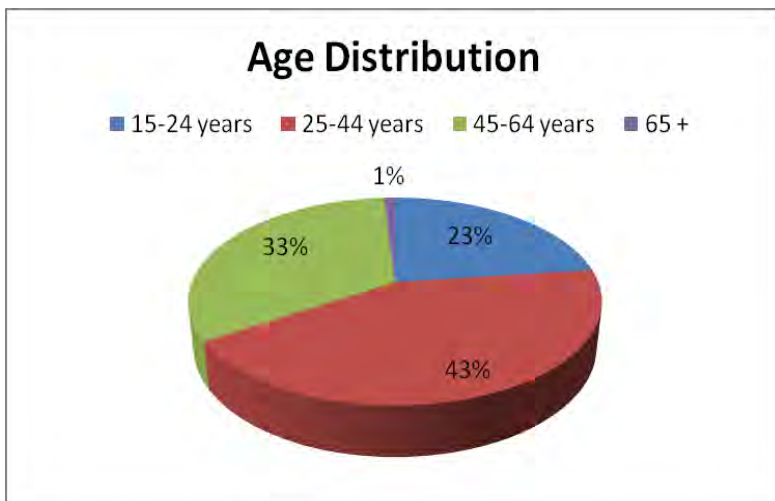
**Thinking Skills**

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory    |  |

Other statistics are also interesting. For example, statisticians (these are the people who collect, study, and analyse statistics) look at employment in terms of age distribution.

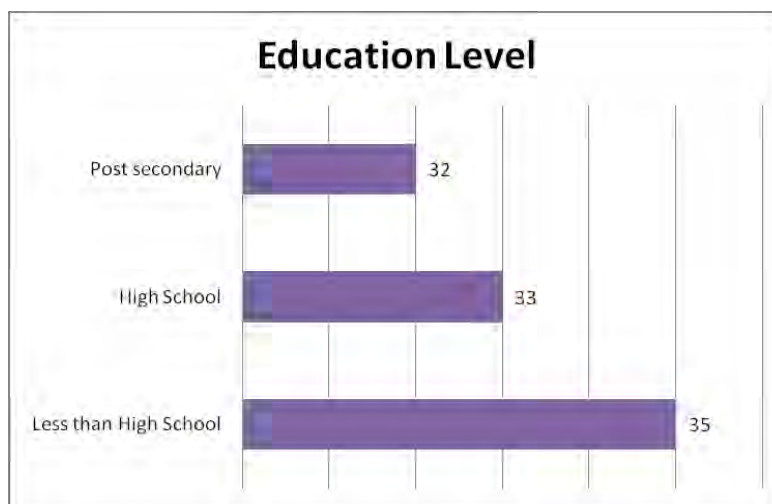
Looking at the pie chart, you can see the distribution of employment by age in material handling jobs.

As you can see, 43% are between 25 and 44 years of age. Only 1 % of people working in this field are over the age of 65. This is a field that requires strength and energy and the statistics about age distribution reflect this.



Another way of showing numbers is by using bar graphs. For example, the bar graph below shows the education levels of persons in material handling jobs. Less than high school and high school percentages differ by only 1 per cent. An equally large percentage has post secondary education.

**A Bar Graph** is a graph that compares two or more things using a bar form. They often have bars of different colours and the different length of bars represent the different percentages.





## Age matters

### Learning Activity #10

Answer the following questions in complete sentences.

1. Where does your age fall in the Age Distribution pie chart? What is the percentage that you fall into?

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2. Do you think your age will help you in finding employment in this field? Why or why not?

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3. According to the bar graph, an almost equal number of people with a high school diploma and those without will be applying for the same job. Who do you think will be hired and why?

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**The following Essential Skills were used to complete this Learning Activity.**

☒ Reading      ☒ Document Use      ☒ Numeracy      ☒ Writing  
☐ Oral Communication      ☐ Working with Others      ☐ Computer Use      ☐ Continuous Learning

**Thinking Skills**

☐ Problem Solving      ☐ Decision Making      ☒ Critical Thinking      ☒ Finding Information  
☐ Job Task Planning & Organizing      ☐ Significant Use of Memory





## Pie Chart Learning Activity #11

Using the data provided, create your own pie chart or bar graph. If possible, have your instructor show you how to do this using a computer.

### Status of Employment

Full time	83%
Part time	17%

A large, empty rectangular box with a black border, intended for the student to draw a pie chart or bar graph based on the provided data.

**The following Essential Skills were used to complete this Learning Activity.**

<input type="checkbox"/> Reading	<input checked="" type="checkbox"/> Document Use	<input type="checkbox"/> Numeracy	<input type="checkbox"/> Writing
<input type="checkbox"/> Oral Communication	<input type="checkbox"/> Working with Others	<input checked="" type="checkbox"/> Computer Use	<input type="checkbox"/> Continuous Learning

#### Thinking Skills

<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Decision Making	<input checked="" type="checkbox"/> Critical Thinking	<input type="checkbox"/> Finding Information
<input type="checkbox"/> Job Task Planning & Organizing		<input type="checkbox"/> Significant Use of Memory	



## The majority Learning Activity #12

Using the data from the charts in this unit, write a paragraph to summarize the majority of workers in the material handling field.

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**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input checked="" type="checkbox"/> Writing  |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |   |   |  |
|---|---|---|--|
| <input type="checkbox"/> Problem Solving                | <input checked="" type="checkbox"/> Decision Making | <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |   | <input type="checkbox"/> Significant Use of Memory    |  |

There are many more numbers we could look at. The possibilities are endless. For those of you deciding whether full or part-time work is for you, the percentages are as follows:

- Full Time 83 %
- Part-Time 17 %

There is a lot to think about when deciding if this is the right career path. We've covered some of them in this module but there are always other things in your life to consider.



**You be the judge. Is this  
the right job for you?**

## Learner Self-Assessment

When you have completed *Module 2 – Introduction to Material Handler*, assess your performance. Check yes or no in the boxes below. In the comments section, you can write down thoughts you have about the section. Use a blank sheet of paper if you need more space.

I started this module on (date) \_\_\_\_\_ and finished on (date) \_\_\_\_\_.

### Material Handler: Module 2 – Introduction to Material Handler

#### Unit 1 – Material Handler Defined

I can list at least five sectors that a material handler could work in.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I have a basic understanding of what a material handler does.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can log on to the Internet and watch a video clip about material handling.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I am able to match material handler tasks with the essential skills.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no

#### Unit 2 – A Day in the life

I can list the factors that affect a person's satisfaction with their job.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I have read and understood the stories of three people who work as material handlers.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can create a Venn diagram to compare 2 or more things.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no

#### Unit 3 – Job Titles

I can list several different job titles under the category of material handling.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I know what qualifications are needed to work as an entry level material handler.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I have a basic understanding of what skills I already possess.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I am able to tell which job titles match the different material handling sectors.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no

## Unit 4 – Trends and Job Outlook

I understand the gender and age distribution statistics and what they mean to me as a worker.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can explain how to use a pie chart and a bar graph.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can make a pie chart or bar graph on a computer.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can write a paragraph summarizing what an average material handler is (age, gender).	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no

**Comments:**

[illegible]

Did you miss anything? If you did, take a minute to go back and review those sections again.

*Now you're getting it! On to Module 3!*



# **LEO** Essential

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## SKILLS • TRAINING

### **Material Handler**

#### **Module 3: Working Conditions and Practices**

- Unit 1      General Working Conditions
- Unit 2      Physical Demands
- Unit 3      Customer Service
- Unit 4      Reading and Writing on the Job

Self Evaluation



## Unit #1 – General Working Conditions

As we learned in Module 2, there are many different places you might work as a material handler. You might work in a retail store, for a moving company, or in a warehouse setting. Your job title could be any of the following: hand bundler, conveyor belt attendant, bin filler, or stock helper.

Because of the diversity of employment possibilities in this field, you will also find that there is a wide range of working conditions as well.

**Working Conditions** means the physical environment in which you work, including the actual space, the quality of ventilation, heat and light and the degree of safety.

### Weather and Temperature

Some people in this career work only indoors, while others work only outdoors. Still, there are many jobs in this field that require you to work both in and outdoors. These jobs include many shipping and receiving jobs where you unload or load trucks, retail jobs where you carry heavy items to a customer's vehicle, and many other examples.

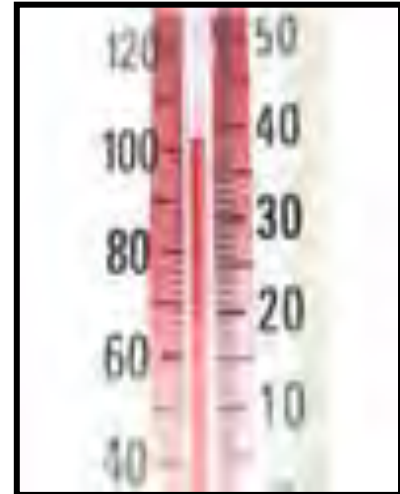


For these jobs, it's important that you are able to work in all types of weather and in changing temperatures. Some weather conditions, like snow or rain, can make it harder to do your job. If you are carrying boxes up a truck ramp in this type of weather, you'll quickly realize that the ramp can be slippery. You need to be solid on your feet in these conditions and have the proper footwear. You don't want to fall while carrying something heavy.

Hot temperatures combined with factors such as high humidity, hard physical work, sweating, fatigue and some medical conditions can put stress on your body's cooling system. Heat stress can happen to anybody, even the young and fit, and heat exposure may occur in all kinds of workplaces. Material handling worksites using heavy equipment are examples of at-risk workplaces.

Heat stress can happen when hot, humid conditions and physical activity overcome your body's natural cooling system. You might suffer cramps and fainting, or even serious heat exhaustion and/or heat stroke.

When it is hot, you need to drink lots of fluids, dress appropriately and recognize the signs of heat stress!



## **Physical Space**

Another part of working conditions is the physical space around you. In some jobs in this field, you work in a large factory or warehouse. In this setting you may have lots of space around you to move. These jobs may also require a lot of walking.

In other areas, such as in a retail stockroom or as a furniture mover, you will need to be comfortable moving around and working in smaller spaces.

For safety reasons, employers encourage staff to keep their workspace neat and to keep things off the floor. It doesn't matter if you work in a large or small space - you will need to be tidy and organized at work.





## Dust

In most material handler settings, you'll also have to deal with environmental factors like dust and dirt. Many of the work environments for material handlers, like factories and warehouses, are dirty and dusty. In some situations, boxes or materials that are in the area will collect dust. This is especially true in a loading and storage area. When you move these materials, you will also be disturbing the dust!

So what's a bit of dust? In this environment dust can:

- Make you sneeze
- Get onto your skin and clothes
- Get into the equipment and possibly jam it
- Cover your personal protective equipment

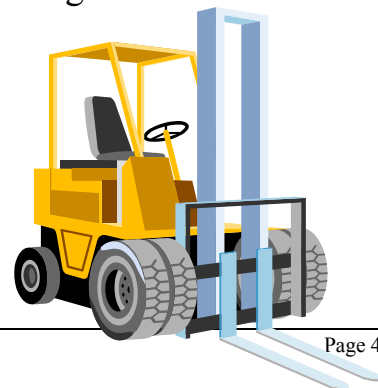


## Noise

If you are working with or near a lot of equipment, you may find that your working conditions include lots of noise. Noise exposure can cause two kinds of health concerns. This can result in auditory and non-auditory effects.

- Non-auditory effects include stress- related physiological and behavioural effects, and safety concerns.
- Auditory effects include hearing impairment resulting from excessive noise exposure.

Some of the material handling machinery can make a great deal of noise. This is why it's important to always wear protective equipment like earplugs



(more on this in Module 6). If you are working near loud equipment like electronic lifting tables, or if a forklift is backing up near you, it can be hard to focus on your job. Imagine counting inventory while listening to the high pitched “beep, beep, beep” of a forklift backing up!

## Co-workers



Since there are such a variety of jobs in this field, you'll find that some of the jobs involve working alone, and some of the jobs involve working with many people around you. Large distribution centres tend to have a larger number of people working at a time. Smaller employers, often retailers or moving companies, tend to have a smaller number of people working at one time. Sometimes, even if you work in a large company or department, you may have a number of smaller teams.

It's important that you get along with your co-workers. As in any job, you need to be professional and respectful of co-workers at all times. You don't have to be best friends, but you do need to work together.

As always, the physical environment depends on where you work. Some environments will appeal more to you than others. Always think about this when considering job opportunities.



## Where do you want to work?

### Learning Activity #1

Discuss your ideal work environment with a partner, or work on your own. What does this environment look like? Write a paragraph describing this environment. Consider size, physical space, level of noise, and any other working conditions that may matter to you.

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In previous activities, the box showing the Essential Skills used for the learning activity has had the Essential Skills marked off. Have you been considering these? Look at the blue box at the bottom of this page. Do you agree with our assessment of the skills used? Explain why you agree or disagree with each skill assessment.

---

---

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |   |  |
|---|--|---|--|
| <input checked="" type="checkbox"/> Reading             | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy                     | <input checked="" type="checkbox"/> Writing  |
| <input checked="" type="checkbox"/> Oral Communication  | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use                 | <input type="checkbox"/> Continuous Learning |
| <b>Thinking Skills</b>                                  |  |   |  |
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making     | <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory    |  |

**Note: In future learning activities, you will have to fill in the blue ‘Essential Skills Used’ boxes at the bottom of each activity by yourself.**

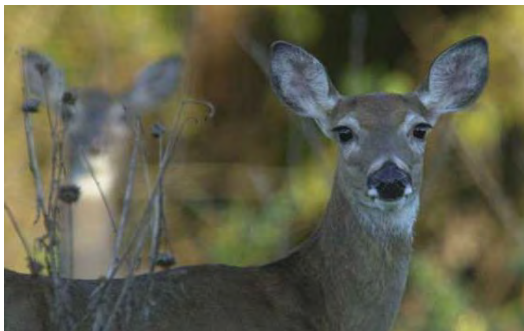
## Unit #2 – Physical Demands

Most of the jobs in the material handling field are physically demanding. Many material handlers spend most of their day standing, walking, and carrying objects. They must also be able to bend, stoop, kneel and crouch. You'll spend a lot of time lifting, moving, and stacking objects.



Many of the positions in material handling involve using lifting equipment, like dollies and hand trucks. Depending on where you work and what your position is, you may use a combination of lifting using equipment and manual lifting techniques.

**Manual lifting** means that you are not using any electronic equipment; you are only using your hands to lift.



Many jobs in material handling require you to be able to lift up to 45 kilograms (100 pounds). That's the size of a large male deer! You need strength and co-ordination to lift this kind of weight.

This unit will discuss the importance of lifting procedures used in the jobs of material handlers. As always, you'll find that there will be some jobs in the field where this is less important, and some jobs in the field where this is more important. This unit will outline the basic requirements for lifting on the job. Individual companies offer a great range of training in this area and it's always best to get as much training as possible. You'll remember that we talked about this in Module #1, when we looked at Essential Skills and discussed the importance of Continuous Learning. Learn safe lifting procedures and remember to follow them!

## What should you do before lifting?

- Check to see if mechanical aids such as hoists, lift trucks, or dollies will help you with the load.
- Get help with awkward or heavy loads.
- Assess the weight of the load.
- Be sure that you can lift the load without hazard.
- Check that the place where you are moving the load is clear of debris and ready for the load.
- Check that the path to the new location is clear.
- Never lift if you are not certain you can do so safely.



**Remember that safety should always  
be your first concern!**



## Can you lift that?

### Learning Activity #2

Answer the following questions. Remember to write in complete sentences.

1. What is manual lifting?

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2. How many pounds does the average material handler need to lift?

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3. List three things you should do before lifting something.

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**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## General tips for lifting

The following are some general tips for lifting. They can be applied anywhere, from carrying your groceries into the house to loading a truck at work.

1. Prepare to lift by warming up your muscles.  
Stretch your legs and back before you lift anything.
2. Stand close to the load and face the way you intend to move.
3. Use a wide stance (feet spread apart) to gain balance.
4. Be sure you have a good grip on the load.
5. Keep your arms straight.
6. Tighten your abdominal muscles.
7. Tuck your chin into your chest.
8. Lift the load as close to your body as possible.

**NOTE: Breathe Naturally**

Holding your breath during exertion may cause you to tense your muscles and put strain on the cardiovascular system. Reduced blood flow to the heart and brain occurs, possibly resulting in dizziness and fainting. Inhale through your nose and exhale slowly through your mouth.





These are only some of the tips for lifting. It's also important to protect your hands against any pinch points. Wearing protective safety gloves (we will talk about those in Module 6) will help keep your hands safe. You also need to make sure that you take your time. Rushing and cutting corners can result in injury and can sometimes create extra work for yourself if you have to go back and do the job again.

There are many different load types that material handlers need to lift and move. This unit will discuss the methods of moving compact loads, drums and barrels, and heavy sacks. You will also learn about team handling, such as hoisting and moving heavy objects like refrigerators. Finally, this unit will look at the mechanical aids used to transport materials.

### **The importance of fitness**

Since many of the material handler jobs require you to be lifting, hauling, and moving all day, you need to be in good physical shape. Many employers encourage their workers to stay healthy by participating in regular exercise programs. To stay healthy, Health Canada's "Physical Activity Guide" recommends 60 minutes of light effort, or 30 minutes of vigorous effort every day.

### **So how can you fit your exercise in?**

There are many ways to be certain that you can get the right amount of exercise every day. You can join a sports team or get a gym membership. If money is short, you can always walk or jog around your neighbourhood.





Other ways to squeeze in a bit more exercise include:

- Using the stairs instead of the elevator
- Walking around the grocery store once before putting anything into your cart
- Walking instead of driving
- Parking far away from the store
- Playing with your kids/pets
- Stretching or exercising during TV commercials
- Taking a quick walk over your lunch break

By staying in good shape, eating well, and getting plenty of sleep, you can be sure that you will be able to meet the physical requirements of this job.

### **Supplementary Learning Activity**

Sleep is very important for your body to be able to work properly. Follow this link to a quiz on sleep:

<http://www.buzzle.com/articles/take-the-insomnia-quiz-are-you-getting-enough-sleep.html>

## NOTE: The Internet

This curriculum contains many websites that you'll be asked to visit.

Please remember that websites are not permanently available. They change all the time. Web addresses change. Contents change.

Some of the links provided may not work. You may need to search for the appropriate site. Use key words. If you're not sure how to do this, ask your instructor for some help.

If you have problems finding the proper website, please ask your instructor for help. Thanks for your patience and understanding.

Remember, not all information on the Internet is true, current, or applicable to you. Look for dates on the website. Always check to see what the source is when researching information. Information from a site called "*Mike the Moving Man* " might not be the best source. You might also find information from another province or the United States, which might have different policies and rules.





## Exercise log

### Learning Activity #3

Over the next week, complete the following exercise log. At the end of the week, fill in your total and compare it to the target. Are you getting enough exercise?

Weekly Exercise Log		
Day	Activity-What did I do?	Duration- In minutes
	Target	= 420 minutes (60 min each day x 7days)
	My Total	= _____

The following Essential Skills were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

#### Thinking Skills

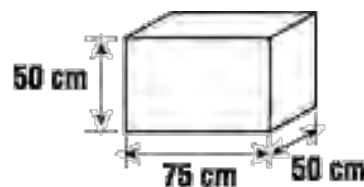
- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Compact Loads

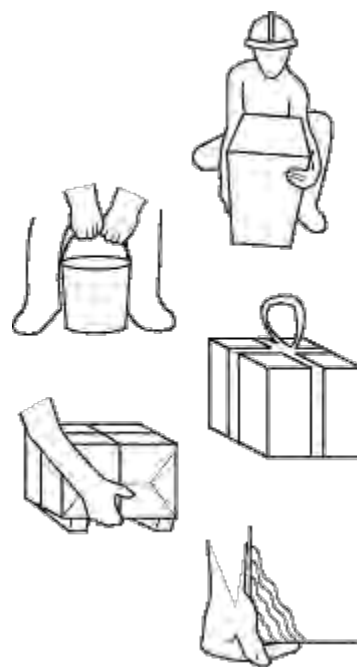
Source: Canadian Centre for Occupational Health and Safety (CCOHS) Material reprinted, cited, or adapted, with permission, from Canadian Centre for Occupational Health & Safety (CCOHS) 135 Hunter street East, Hamilton ON L8N 1M5; Tel: (905) 573-4400; Toll free 1-800-263-8466; Fax: (905) 572-4500

A compact load is a load that you can lift between your knees. When lifting a compact load you need to remember the following:

- Stand close to the load.
- Straddle the load.
- Bend your hips and knees.
- Keep your back straight.
- Grasp the load with your elbows and inside of your thighs.
- Grasp with one hand at the outer, upper corner, over the leading foot and the other hand on the lower, opposite corner.
- Lean forward with your rear arm straight. This position gets the load moving.
- Stand up by thrusting off with your back leg and continuing in an upward and forward direction.
- Keep the load close to your body.
- Use your thigh and leg muscles, not your back, as you lift in one smooth motion.
- Keep your rear arm straight.
- Move off without twisting your body.
- Keep the load at a reasonable height so you can see where you are going.



**Examples of a compact load**



What should you remember when putting a load down?



- Take a wide stance with one foot in front of the other.
- Continue to keep the load close to your body.
- Keep your back straight.
- Bend your hips and knees.
- Set the load down onto the ground.
- Keep the load tilted to avoid bruising or crushing your fingers.
- Carefully remove your fingers from under the load.
- Stand up smoothly, easing muscles.

These tips and techniques should help you lift and put down any compact load. Compact loads may come in all different shapes and sizes. The only thing they may have in common is that they can be lifted between your legs. Some compact loads can weigh more than they appear to. This is why it's important to always test the load before you lift it.

**Remember that safety should always be your first concern!**





## What should you do first?

### Learning Activity #4

The following are the steps you need to follow to lift a compact load safely. These steps are not in order. Put the steps in order from one to ten.

- ☐ Use your thigh and leg muscles, not your back, as you lift in one smooth motion.
- ☐ Keep your back straight.
- ☐ Grasp the load with your elbows and inside of your thighs.
- ☐ Straddle the load.
- ☐ Grasp with one hand at the outer, upper corner, over the leading foot and the other hand on the lower, opposite corner.
- ☐ Stand up by thrusting off with your back leg and continuing in an upward and forward direction.
- ☐ Move off without twisting your body.
- ☐ Bend your hips and knees.
- ☐ Lean forward with your rear arm straight. This position gets the load moving.
- ☐ Stand close to the load.

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Drums and Barrels

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Material reprinted, cited, or adapted, with permission, from Canadian  
Centre for Occupational Health & Safety (CCOHS) 135 Hunter street East,  
Hamilton ON L8N 1M5; Tel: (905) 573-4400; Toll free 1-800-263-8466;  
Fax: (905) 572-4500



A drum is a large container, often filled with liquid. Sometimes this liquid can be a dangerous material. These drums are required to carry safety labels. This is why it is important to read the labels and lift drums and barrels very carefully. Never handle drums and barrels without the proper training. Always remember to use lifting equipment and assistance devices whenever possible.

How should you lift a drum from the ground?

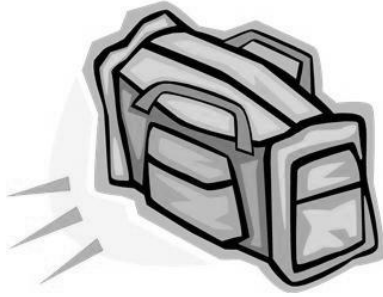
Use mechanical aids if possible and never try to lift or carry a full drum alone.

When two people are lifting a drum use the same technique as for one person, but have two people squatting at either side of the drum.



1. Stand at the end of the drum as seen here.
2. Place one foot forward at the side of the drum, the other behind.
3. Bend your hips and knees. Keep your back straight.
4. Grasp the rim of the barrel about 15 cm from the ground. That's a little bit taller than a pop can.
5. Stand up by thrusting off with your back leg and continuing in an upward and forward direction.
6. Bring your back leg forward, as if you are walking. Be sure to keep close to the drum.
7. Set the drum on its base by moving your back leg forward. Use your body weight as a counter balance.

## Heavy Sacks

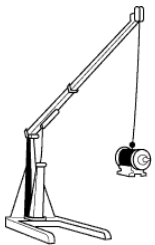


Some material handlers will need to move large or heavy sacks. These should be moved in two steps whenever possible. That means lifting the sack to a table of some sort first. Now lift it to your shoulder. Bulkier sacks are easier to carry on your back. Lift them onto a platform. Once the sack is on the platform, walk backwards into the sack to grasp it before walking away with the sack.

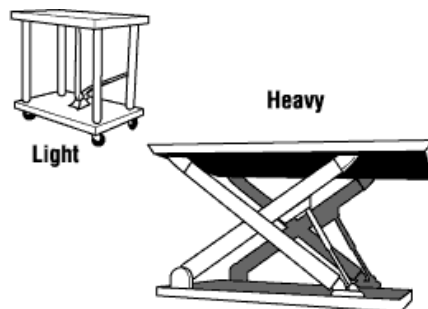
Other material handlers, especially those working in retail outlets and for moving companies will need to be able to hoist and move heavy objects. For this type of task, it's important that you select the right equipment for the task to minimize handling. Pulleys can be used to limit the amount of force needed to move something as heavy as a refrigerator.

Source: Canadian Centre for Occupational Health and Safety (CCOHS) Material reprinted, cited, or adapted, with permission, from Canadian Centre for Occupational Health & Safety (CCOHS) 135 Hunter street East, Hamilton ON L8N 1M5; Tel: (905) 573-4400; Toll free 1-800-263-8466; Fax: (905) 572-4500

Other ways to hoist and move heavy objects include:

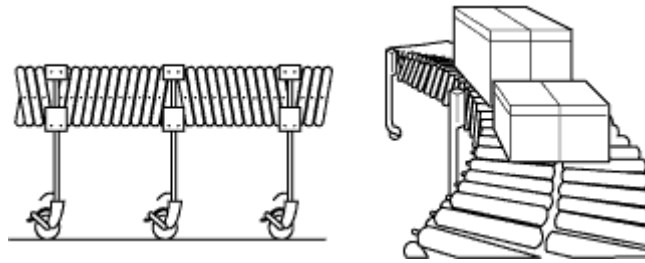


- Use a portable floor crane to lift and move heavy objects.
- Use lift tables to lift objects or to level work.
- Select the lift table according to the weight of the anticipated load.

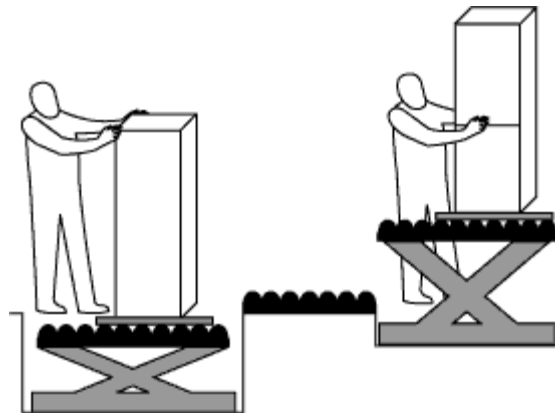


- Use a portable conveyor to move materials.





- Use a combination of lift tables and rollers to move materials horizontally and vertically.



## Team Handling

Source: Canadian Centre for Occupational Health and Safety (CCOHS) Material reprinted, cited, or adapted, with permission, from Canadian Centre for Occupational Health & Safety (CCOHS) 135 Hunter street East, Hamilton ON L8N 1M5; Tel: (905) 573-4400; Toll free 1-800-263-8466; Fax: (905) 572-4500

Team handling means more than one person is involved during the lift. It's important to remember that you should use team lifting whenever possible. Although it sounds like this should make your job much easier, it can sometimes create more problems. This is especially true if you forget to do one of the following things:

- Always use team lifting and carrying if possible.
- Select team members of similar height and strength. This will ensure even distribution of weight.
- Assign a leader to the team. (This step could be one of the most important factors in the success of your task).
- Determine a set of commands to be used such as "lift", "walk", "stop", and "down". Make sure that everyone knows what to do

when the command is given. This works quite well when you work with the same team over a long period. You get familiar with how your co-workers like to work and you use the same terms.

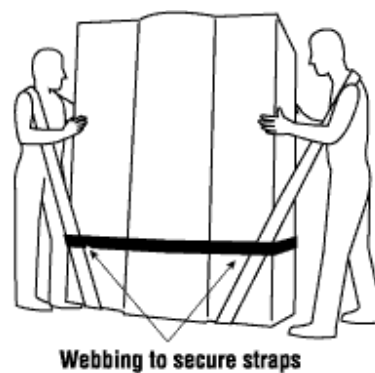
- Follow the commands given by the team leader.
- Practise team lifting and carrying together before attempting the task.

### What should be done when lifting and carrying long objects as a team?

- Use a shoulder pad to reduce compression.
- Carry the load on the same side shoulder.
- Walk in step.

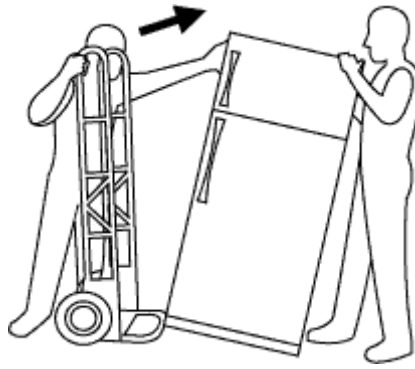


When lifting and moving furniture as a team you should use straps. You will need to adjust the length of the straps according to your height. (Again, it would be good to work with someone the same height as you).

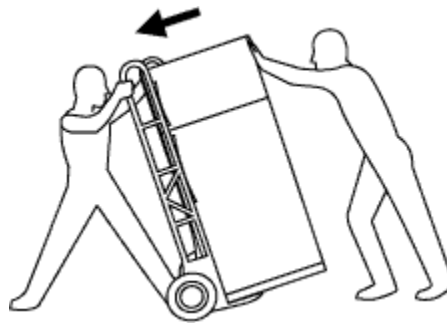


When moving furniture as a team, you should:

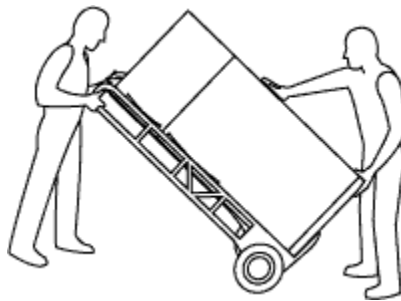
- Use webbing around straps to secure them from slipping off.
- Get help while loading a heavy object on the truck.
- Use your body weight to tilt the object.
- Place the lip of the truck or dolly under the object.



- Tip the truck back with assistance.



- Move off. The assisting person directs the movement.





## What's the difference?

### Learning Activity #5

1. List the differences between lifting an item by yourself, and lifting with a partner. There are several, so try to list as many as you can.

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2. Explain, in your own words, which method of lifting you would prefer: alone, using aids, or in a team.

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3. \_\_\_\_\_ should always be your first priority. Never \_\_\_\_\_ unless you are sure you can do so \_\_\_\_\_. If possible, work with a \_\_\_\_\_ to lift heavy items. Always keep objects \_\_\_\_\_ to your body. Lift carefully and lower \_\_\_\_\_.

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Unit #3 – Customer Service

Customer service is any form of communication or interaction between a company representative or an employee and someone doing business with that company. Customers have certain expectations about how they will be treated. Customers expect to be treated in a respectful and professional manner when dealing with any situation, problem, or complaint.

To be good at customer service you should:

- Be friendly.
- Have a positive attitude.
- Be approachable.
- Have a high energy level.
- Be sensitive to the needs of others.
- Allow your customer to be right (even if they're not).

Customer service is important in many different material handling jobs. Whether you are working on a conveyor line, packaging materials, or in a warehouse loading trucks with stock, you have a customer involved in your work. It's true that you may not always see your customer face-to-face, but your customer must still be a priority.

When you work in an industry where you handle goods, always be aware that these goods will likely end up on a shelf somewhere. You must take care to be certain that these goods will get to the right place in good shape.

In some material handling jobs, as in the furniture moving industry, you will find that you will deal more directly with your customer. In some jobs, particularly in the retail sector, it may be your job to deliver orders to customers or to carry large items to their cars. In all of these cases, it's important to be able to interact well with your customers.





## Who's your customer?

### Learning Activity #6

For each of the following job and workplace scenarios, identify the customer.

\_\_\_\_\_ a factory that ships out products to a warehouse.

\_\_\_\_\_ a large retail store, in the stockroom.

\_\_\_\_\_ a boxcar loader for the railroad.

\_\_\_\_\_ a porter.

\_\_\_\_\_ a fruit packing skidder.

\_\_\_\_\_ a conveyor belt, filling boxes of products.

\_\_\_\_\_ the baggage department of an airline.

\_\_\_\_\_ a moving company.

**The following Essential Skills were used to complete this Learning Activity.**

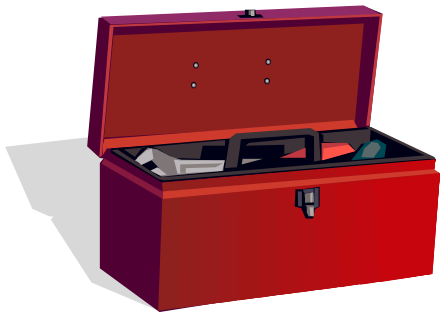
- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

To be successful in your dealings with customers, you must first have a professional attitude. Your professional attitude affects the way you see your job, your co-workers and your customers. You can show your professional attitude in several ways:

- Be respectful of your teammates.
- Be cooperative.
- Don't use foul language.
- Be dressed appropriately for your job.
- Be on time, whether for a delivery or for your shift.
- Be friendly.



If you try to act professionally at all times at work, you'll find that this becomes a habit. These are good habits to adopt because you need to be professional no matter where you work. Think back to Module # 2, where we discussed 'transferable skills'. A professional attitude is a transferable skill. You can use your professional attitude in many areas of your life, work or school.

**Professionalism** is an essential trait both for work and for life. It is that hard-to-define quality influencing a person's appearance and behaviour. This often provides others with a first impression and plays an important role in how a person is seen by his employer, his co-workers and casual contacts---actually, by every person he meets.



## Being Professional Learning Activity #7

Rate your professional attitude. Circle the number that most closely states what you believe. Then add up your score. Your results are shown below.

1 indicates that you strongly disagree with the statement

2 indicates that you disagree with the statement

3 indicates that you agree with the statement

4 indicates that you strongly agree with the statement

I believe that you must be open-minded and consider the ideas of other staff at work.	1	2	3	4
Even on personally difficult days, I would remain pleasant to co-workers and customers.	1	2	3	4
I believe it is important to be honest and admit my mistakes.	1	2	3	4
Challenges can turn into rewarding opportunities.	1	2	3	4
I believe it is important to be customer-oriented, for example, helping a customer before stocking shelves.	1	2	3	4
Being flexible is part of having a positive attitude.	1	2	3	4
I believe it is important to get along with co-workers.	1	2	3	4
Being professional includes using polite language.	1	2	3	4

**Above 30:** You have the right professional attitude.

**20-30:** You have a few areas to improve before working in material handling.

**Under 20:** You may need to think about your attitude when it comes to dealing with people.

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

### Thinking Skills

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making           | <input type="checkbox"/> Critical Thinking | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing | <input type="checkbox"/> Significant Use of Memory |  |  |



Even if you scored well on the last learning activity, you can always review the basics of professionalism and good customer service.

### **The Secret of Good Customer Relations**

Source: Customer Service...it's more than just "Thank you, come again!" ©Literacy Link Eastern Ontario (LLEO), 2000, 203A-837 Princess Street, Kingston, ON K7L 1G8, Telephone: (613) 507-5307 Fax: (613) 507-5174.



Below are ten secrets for creating good relationships with customers:

#### **1. You get back the kind of behaviour you send out.**

- When you send out a friendly signal to others, chances are good they will respond with a friendly gesture of their own.
- The more friendly signals you transmit, (smile, happy voice, upbeat attitude) the more customers will like you.
- The more customers like you, the easier they are to deal with. It all starts with you!

#### **2. You never get a second chance to make a first impression.**

- Unfortunately, negative first impressions are hard to overcome.
- Those who are good at customer relations are constantly alert when customers come into view. They rely on good grooming, friendly non-verbal signals, and warm verbal greetings.

#### **3. Customer service experts are made, not born.**

- Everyone has the potential to be good at customer service. All it takes is training and a desire to help.

**4. You have the right stuff.**

- There is no such thing as a specific personality that will make you outstanding at customer service. Everyone can smile, be polite and have a good attitude.
- No matter what it is, your unique personality is all that you need. Learn how to use the “stuff” you already have.

**5. At times, it is natural for us to feel that others are better than we are.**

- An inferiority complex is the feeling that you are not as good as other people. You feel that other people are better than you.
- When you start to lose confidence, remind yourself that you look better to others than you may think.

**6. Select a good role model.**

- Once you are familiar with your new job, find a co-worker who is outstanding at customer service. Model some of your actions after this person. You might even ask this person to help you.

**7. Make the most of your own personality.**

- Customers will probably respond positively to any unique differences that make you who you are. If you have an accent, or an unusual physical feature, relax and make the most of it.
- Your customers and your boss want you to be yourself. Customers may see what you feel is a disadvantage as an advantage.

**8. When approaching a customer, respect their personal space and allow the customer to become comfortable with you.**

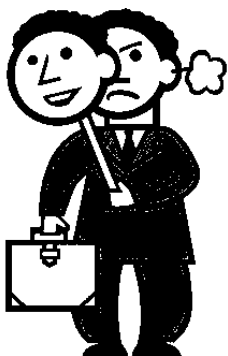
- Some customers maybe shy or quiet by nature and may be uncomfortable at first in a new setting. Your challenge is to make the customer comfortable, so that they will relax. The best plan is to let the customer adjust at his/her own pace.

**9. Consider yourself on stage.**

- In a sense, those who work with customers are performers. They are rated and quite often praised by their audience. The applause you earn will be in the form of:
  - A verbal compliment.
  - A generous tip.
  - A complimentary letter.
  - Repeat business.

**10.A customer will notice how staff treat each other.**

- If there are problems between co-workers, these will spill over to customers through attitudes and in other ways. The way to be good at customer service is to be good as a team member.
- This means being:



- Friendly.
- Helpful.
- Cooperative.

Cooperate with your team members whether they are your favourite people or not. You cannot be angry with a co-worker and friendly with customers at the same time.

A positive and professional attitude will reduce stress in your work life. Research suggests that as much as 80% of all disease may be because of stress. People bring their home problems to work and their work problems home. The following symptoms are directly related to stress:

- Being late.
- Staying home from work.
- Poor job performance.
- Being angry with co-workers/customers.
- Getting ill often.

Try to keep a positive attitude. If you start to smile, soon you will forget what you were frowning about!



### Checklist before Work:

#### DID YOU...

- Get enough rest?
- Have enough to eat?
- Practise good grooming?
- Leave your personal problems at home?
- Put a smile on your face?





## Ready to work

### Learning Activity #8

Review the “Checklist Before Work” on the previous page. Can you think of anything else you can do to prepare to be professional at work? Share with a partner or group if you can, and write down any new ideas you come up with.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## The telephone

Some jobs in the material handling field will involve using the telephone. When a customer calls your company, your voice represents the business. How you handle the call can win him over for life, or send him in search of another company. The caller needs you to be:



### INFORMED AND CAPABLE

You need to find out how to help the caller in the fastest way possible. The caller is not an interruption. Although you may have been busy doing something else when he called, he is not an interruption. When it is your job to answer the telephone, the caller is your PRIORITY.

When speaking to a customer on the telephone, you **MUST**:

- ☎ Be courteous, professional and pleasant.
- ☎ Sound interested.
- ☎ Identify yourself to whoever calls/answers the phone.
- ☎ Speak in a calm voice.
- ☎ Pause when giving information.
- ☎ Speak clearly (this means no drinking, eating or chewing gum while talking on the phone).
- ☎ Be helpful...all the time.
- ☎ Say “good-bye” at the end of the conversation (avoid “bye-bye”, “later” or any other slang phrases).

## Use an Appropriate Volume

Almost everyone can recall a time when they have spoken to someone on the phone and actually had to pull the receiver away from their ear to avoid a painfully loud caller's voice. Sometimes people across the room can hear the conversation word for word!

This is something to remember when using the phone. Speak at a normal volume, in a clear voice. If you suspect that the caller may not be able to hear you, ask if they would like you to speak a little louder. Keep in mind the type of phone you are using. Cell phones and cordless phones sometimes have poor reception.

## Use a Moderate Rate of Speed

If part of your duties includes answering the phone regularly, you may find that you are repeating the same information several times, such as the street address of your company. It almost becomes second nature, and you can do it without really thinking about it. Keep in mind that we tend to speed up when we are reeling off information we know so well.

““We’re relocated at 34 Main Street South across from the Public Library”



We must remember that even if this is the tenth caller today who has asked the same question, it is the first time *this caller* is hearing the answer.

To avoid this, take a deep, calming breath before answering the phone, and then at a moderate rate of speed (normal to slow), take the call. If you are in the middle of a conversation and you realize that you have been speaking quite quickly, ask the caller if s/he needs any of the information repeated or clarified, or if s/he has any questions. Then repeat the information more slowly.

If you are giving information that a caller may want to write down, like an invoice number or pickup location, pause after each section. You may want to suggest that you will be giving a number and the caller may want to get a pen and paper.

## **Telephone Anxiety**

This occurs when we feel anxious, or nervous about talking on the phone. Not everyone enjoys talking to strangers or customers on the phone. Sometimes, we are worried about getting information wrong or not knowing what to say. You may be worried about pressing the wrong button and hanging up on the person.



Telephone anxiety is something that can affect your job if you are required to talk to customers or co-workers on the phone. It's important that you are comfortable because many jobs in the material handling field require you to use a telephone. You will need to be able to communicate with co-workers and customers using the telephone. You need to be able to overcome your telephone anxiety to be successful in the job.

There are ways to overcome telephone anxiety...read on to find out more!





## Telephone Anxiety Learning Activity #9

Answer the following questions. Remember to write in complete sentences and check for correct spelling and grammar.

1. Think about the term “telephone anxiety”. Do you have it?

---

---

---

2. Why are we afraid or anxious when using the phone?

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---

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3. What are some ways to overcome telephone anxiety? Brainstorm and write some suggestions below. If possible, discuss this as a group.

---

---

---

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## How can we overcome telephone anxiety?

1. Be prepared! Have a pen and message pad available. Use the commercial message pads, which are specific to telephone messages. Fill in all the blanks and you will have covered all of the important information.
2. Speak slowly and clearly.
3. Practise. Ask a friend to help you. Script it out. Knowing what you are going to say takes a lot of pressure off.
4. Anticipate. Imagine you are the customer. Why would you be calling your department? What might you want or need to know? Take the time to learn important information, such as names of people, and have this information on hand. Create a sheet of information and keep it handy. This may include an inventory list, shipping and returns procedures, work schedules and extension numbers of staff members, or whatever else people are asking about on a regular basis.
5. If you are unable to answer a question, take the caller's name and number, find the information and call the customer back right away. Then add this information to the sheet mentioned above. Next time someone needs this information, you will have it.
6. If you need to transfer calls, find out who does what on your staff and keep this handy. For example, "Jane in accounting can help you with that, Mr. Jones. I'll transfer your call to her desk. If you'd like to write her extension number in your phone book for future reference, it is extension 4321."

Mastering the telephone is a skill you'll need in different situations. This transferable skill is often needed at work and at home.



## Unit #4 – Reading and Writing on the Job

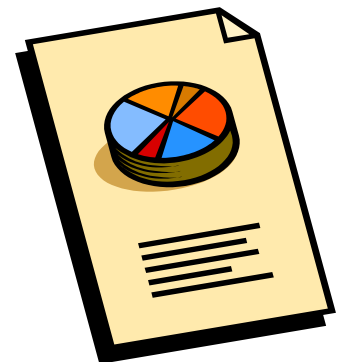
Although this job is often physically demanding, there is also reading and writing involved. The amount of reading and writing can change from job to job, and will vary with each employer. With most jobs in the material handling sector, there will always be some paperwork and record-keeping to be done.



As you look through this module you will focus on the Essential Skills of Writing, Document Use, Reading, and Finding Information. As always, you'll be using other Essential Skills too.

Some of the ways material handlers read and write on the job:

- ◆ Complete activity logs to record tasks completed during the shift and any problems that occurred.
- ◆ Read memos from supervisors with instructions for handling customer inquiries.
- ◆ Write memos to supervisors to document problems, such as receiving damaged products.
- ◆ Read and check invoice receipts.
- ◆ Complete logbook reports.
- ◆ Read notes from co-workers about special orders.
- ◆ Refer to manuals with information on the storage and handling of dangerous goods.



Communication between co-workers is important to a healthy work environment. It's not always possible for people who work in the material handling field to speak face-to-face. They may be busy in different sections of the warehouse all day. They might work different days or different nights.

Written communication, usually in the form of a work log, is necessary to keep each other informed. The shift supervisors or managers usually complete the more formal reports. Most people working in the material handling field don't have to read or write very long reports. For the most part, your daily reading and writing might include reading invoices, writing notes to coworkers and completing your time sheet.

### What is a communication log?



A communication log is a simple way to keep track of activities and communications. Many workplaces where employees work different shifts use some form of communication log. Each workplace will have a different form or procedure for logging information.

Some places will require you to keep detailed notes about anything that occurs on your shift. This could be truck arrivals and departures, shipment details or anything else that happens. However, some workplaces will not require much detail. The amount of information, which details and the design of this communication log will vary from employer to employer. It's your job to know what type of written communication is expected of you.

You also need to know when to fill out the communication log. Most companies will have you fill it out as needed. That means if you are busy loading or unloading a truck, you can finish any paper work when you're done. Sometimes, you will spend the first five hours of your shift moving materials, and then spend two hours completing log sheets. Other times, you may be told to fill out the information on the log sheet as soon as it happens. This might include logging inventory arrivals or any other shipping details.



## Communication Log

### Learning Activity #10

Look at the following sample communication log. Pretend you work in the shipping and receiving department of a retail store. Enter your 'notes' correctly into the log.

Date and time	Truck arrival	Truck departure	Truck ID number	Shipment ID number	Notes	Signature
10/08/2010	✓		16	45618-a	Special order	<i>Tim Johnson</i>

#### NOTES:

- truck number 84 arrived late to pick up shipment #43453 on August 12.
- on August 17 truck 235 left with shipment # 32847 that contained only 6 pieces.
- on August 18 truck 3546 arrived with damaged pieces and the shipment was refused.
- truck 34556 arrived 3 days early with a large shipment and had no ID#.

#### The following Essential Skills were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |
- Thinking Skills**
- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |



## Multiple Choice Learning Activity #11

Answer the following questions by circling the correct answer.

1. How often do material handlers usually write formal reports?
  - a. Every day
  - b. Weekly
  - c. Rarely
  
2. Is *Document Use* an essential skill?
  - a. Yes
  - b. No
  
3. Material handlers will read the following types of texts:
  - a. Memos
  - b. Notes
  - c. Manuals
  - d. All of the above
  - e. None of the above
  
4. Material handlers will write the following types of texts:
  - a. Memos
  - b. Notes
  - c. Manuals
  - d. All of the above
  - e. None of the above
  
5. Reading is not as important as lifting in this field.
  - a. True
  - b. False

6. The following information would be listed on a communication log:
- a. Names
  - b. Dates
  - c. Shipment information
  - d. All of the above
  - e. Only a and c
7. All communication logs are the same.
- a. True
  - b. False
8. Communication logs are used because:
- a. Material handlers don't like to talk to their co-workers
  - b. Bosses want to spy on employees
  - c. Workers work different shifts
  - d. All of the above
9. You write in these logs:
- a. Every day
  - b. Weekly
  - c. Depending on your employer
  - d. Never
  - e. When you feel like it

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making           | <input type="checkbox"/> Critical Thinking | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing | <input type="checkbox"/> Significant Use of Memory |  |  |

In some material handler jobs, you may have to read and write documents, including orders and inventory records. You may also need reading and writing skills when inputting inventory details into a company's computer system and checking computerized records. A person who wants to become a warehouse clerk should also be able to pay close attention to detail, remember required tasks and avoid mistakes when inputting data or reading it.

## Workplace memos

In many material-handling jobs, you will need to read and understand workplace memos. So what are memos? Memo is short for memorandum. They are a form of correspondence usually limited to employees within the same company. Memos typically talk about one subject, and are written in a clear and easy-to-understand way. Memos are usually short in length, not more than one page. Memos are used by companies and employees to send out information.

Memos are generally used to serve one of the following purposes:

- Provide new information.
- Clarify.
- Update information.
- Instruct.

The diagram shows a memo form with the following components and labels:

- Company Name Here**: A label pointing to the top right of the memo form.
- Memo**: The title of the memo, located at the top left.
- To: All Employees**: The recipient of the memo.
- From: Department Manager**: The sender of the memo.
- Date: 13/07/2010**: The date of the memo.
- Re: Employee Parking**: The subject of the memo.
- This is to advise all staff that employees are not permitted to park in the visitor parking lot. Employee parking is behind the warehouse. Any employees parking in the visitor lot will face disciplinary action.**: The body of the memo.

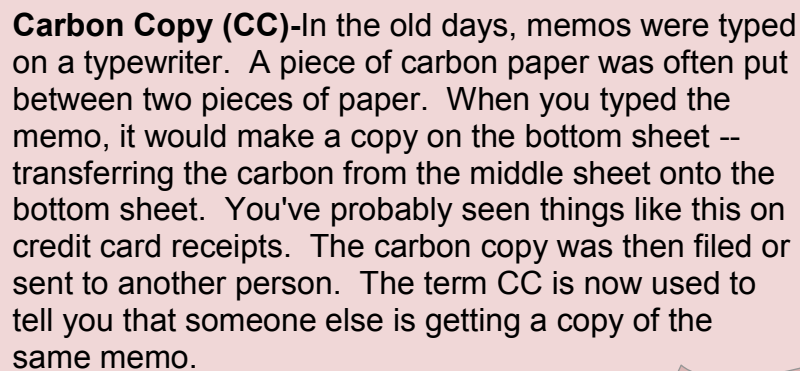
Labels on the right side of the diagram with arrows pointing to the corresponding parts of the memo:

- Who the memo is to**: Points to the 'To' field.
- Who the memo is from**: Points to the 'From' field.
- What the memo is about**: Points to the 'Re' field.
- The memo**: Points to the body of the memo.



The top section of a memo has the basic information the reader needs about the memo. This section will tell you who the memo is from, to whom the memo is addressed, if anyone is receiving a copy of the memo and the date.

Memos are often delivered directly to the reader, maybe attached to your time sheet or in your pay slip. However, in some cases, a posted notice may come in the form of a memo.



**Carbon Copy (CC)**-In the old days, memos were typed on a typewriter. A piece of carbon paper was often put between two pieces of paper. When you typed the memo, it would make a copy on the bottom sheet -- transferring the carbon from the middle sheet onto the bottom sheet. You've probably seen things like this on credit card receipts. The carbon copy was then filed or sent to another person. The term CC is now used to tell you that someone else is getting a copy of the same memo.

Although memos aren't written as formally as a business letter, they are usually serious and informative in tone. The information they contain is generally more important than you'd find in a general workplace posting. Employees should carefully read the contents of any memos and determine how it would apply to them.



## What is the memo telling you?

### Learning Activity #12

Read the following memo and answer the questions on the following page.  
Remember to write in complete sentences.

# Memorandum

**To:** All Warehouse Employees  
**CC:** Don MacDonald, President  
**From:** Mandy Jackson, Human Resources  
**Date:** 01/08/2012  
**Re:** Employment Safety Training

---

During the week of October 10-15th, we will be holding a series of information sessions on employment safety and hazards. All employees working in the warehouse are required to attend one of the sessions. Please arrange with your supervisor to sign up for one of the scheduled sessions.

October 10:	1-4 pm
October 11:	2-5 pm
October 12:	9am-12pm
October 13	9am-12pm & 6pm-9pm
October 14	1-4pm

1. What type of training is being offered?

---

---

2. Do all employees have to attend?

YES                  NO

3. Which day offers training at two different times?

---

---

4. How many sessions must employees attend?

1                  2                  3                  4                  5                  6                  all

5. How do you sign up for the training?

---

---

6. Who wrote the memo?

---

---

---

**The following Essential Skills were used to complete this Learning Activity.**

<input type="checkbox"/> Reading	<input type="checkbox"/> Document Use	<input type="checkbox"/> Numeracy	<input type="checkbox"/> Writing
<input type="checkbox"/> Oral Communication	<input type="checkbox"/> Working with Others	<input type="checkbox"/> Computer Use	<input type="checkbox"/> Continuous Learning

**Thinking Skills**

<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Decision Making	<input type="checkbox"/> Critical Thinking	<input type="checkbox"/> Finding Information
<input type="checkbox"/> Job Task Planning & Organizing		<input type="checkbox"/> Significant Use of Memory	

## Reading maps and warehouse layout

At times, it might be important for you to be able to read a map of your workplace. We see blueprint maps similar to the one pictured below posted at strategic locations in doctors' offices, schools, and workplaces. The purpose of these maps is so people can easily read the information and locate important things.

**Strategic location** means the best spot to post information for people to read.

These maps will often give you a general idea of the location of things like fire extinguishers, emergency exits, and first aid stations.



As a material handler, you may need to drop off materials or find a location to pick up a delivery. To do this, you will need to be able to read this type of map. From this map, you can usually find any entrances, windows, and get a good sense of the layout of the building.



To help you orient yourself, the maps will often have a compass rose in the corner. This will show you which direction is north and which is south.

Depending on where you work, you may need to read road maps as well. If you work as a furniture mover, or in a delivery role, you might find yourself driving to specific locations to drop something off or to pick something up.

Road maps are not that difficult to read once you get some practise. In fact, many people and companies now have GPS units in their vehicles. The GPS unit will help you find your way in an unfamiliar city or neighbourhood.



**GPS (Global positioning system)** is an electronic device that helps people plan a route from one place to another. It has a screen that will display a map with the route highlighted. Some will even have a voice to tell you where to go on your route.



## Where am I? Learning Activity #13



Refer to the map on the previous page to answer the following questions.

1. What type of building does this blueprint map show? \_\_\_\_\_

2. How many fire extinguishers are in the building? \_\_\_\_\_

3. Where is the emergency exit?  
\_\_\_\_\_  
\_\_\_\_\_

4. If you are in the northeast corner, what room are you in?  
\_\_\_\_\_  
\_\_\_\_\_

5. Where are the loading docks?  
\_\_\_\_\_  
\_\_\_\_\_

6. If I injure myself in the shipping area, where is the nearest first aid station?  
\_\_\_\_\_  
\_\_\_\_\_

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Learner Self-Assessment

When you have completed *Module 3 – Working Conditions and Practices*, assess your performance. Check yes or no in the boxes below. In the comments section, you can write down thoughts you have about the section. Use a blank sheet of paper if you need more space.

I started this module on (date) \_\_\_\_\_ and finished on (date) \_\_\_\_\_.

### Material Handler: Module 3 – Working Conditions and Practices

#### Unit 1 – General Working Conditions

I can define and list at least three of the working conditions affecting material handlers.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I am able to discuss my ideal working environment.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no

#### Unit 2 – Physical Demands

I can define manual lifting.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I know what to do before lifting.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can connect the importance of physical fitness and the job of material handling.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can complete an activity log.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I understand the different procedures in lifting compact loads, drums and barrels, and heavy sacks.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I know when, and how, to use team-handling techniques.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no

#### Unit 3 – Customer Service

I can list the qualities of a good customer service professional.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I know when I might need customer service skills as a material handler.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I have a basic understanding of telephone skills.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no



**Unit 4 – Reading and Writing on the Job**

I am able to use a workplace communication log.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can read a workplace memorandum.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
By looking at a map, I am able to locate important pieces of information, such as an emergency exit.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I am comfortable with my reading and writing abilities.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no

**Comments:**

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Did you miss anything? If you did, take a minute to go back and review those sections again.

*Now you're getting it! On to Module #4!*



# LEO Essential

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## SKILLS • TRAINING

### Material Handler

#### Module 4: Measurement

Unit 1      Time  
Unit 2      Measuring Tape  
Unit 3      Calculating Area  
Unit 4      Calculating Volume  
Self Evaluation



## Unit 1 – Time

In addition to reading and writing, it's important to understand measurement to be successful in the material handling field. Not only do you need to track the hours you've worked, but in many cases you will need to figure out how many boxes or pallets will fit into a certain spot. If your truck is only so many feet wide you will need to figure out how many boxes will fit inside. If you are a furniture mover, you may want to measure large pieces of furniture to see if they will fit through small doorways.



### Calculating Time

Most employees keep a record of the hours they work. At the end of each pay period, they hand in this record to their employer. For convenience, times are written in the digital format as shown in the table below, even though we may use the traditional terms when we speak. Keep in mind, some workplaces use military time.

	<b>Digital</b>	<b>Military</b>
Four o'clock p.m.	4:00	16:00 hours
Half past three a.m.	3:30	03:30 hours
Twenty to four p.m.	3:40	15:40 hours
Fourteen minutes after one a.m.	1:14	01:14 hours
Noon	12:00	12:00 hours
Quarter to eight a.m.	7:45	07:45 hours
Midnight	12:00	24:00 hours
Five past six p.m.	6:05	18:05 hours

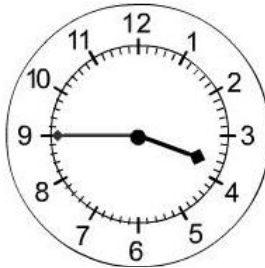
Some jobs in material handling have computerized punch clocks. These machines track your working hours for you. You simply scan an employee card, or insert a time sheet to sign in or out of work. Others have a computerized sign-in system in place. When you enter or leave the work area, the computer tracks your hours.

Some places don't have either system. In this workplace, each employee fills out a time sheet. This is often done every two weeks. It's important for you to be able to do this so that you are paid for the right number of work hours.

To tell time using an analog clock you need to look at the little hand first. This will tell you the hour. If the little hand is on the three (or between the 3 and 4 but not yet touching the four) it is 3 o'clock.

**NOTE: A digital clock is one that displays the time digitally. That means it electronically produces the numbers and displays them. An analog clock is one with a round face and hands that move. Analog and digital clocks require different math skills. Make sure that you can read both kinds of clocks.**

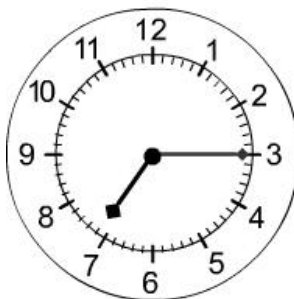
Digital



Analog



The big hand will tell the minute. Each number, one to twelve on the clock, represents five minutes. If the big hand is on the 1, it is five minutes after the hour. If the big hand is on the 9, it is 45 minutes after the hour. The following clock shows that it is 15 minutes past 7 o'clock. The little hand is pointing to the hour (seven) and the big hand is on the 3 which means its 7:15.





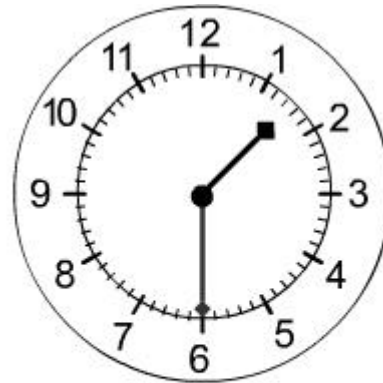
# Telling Time

## Learning Activity #1

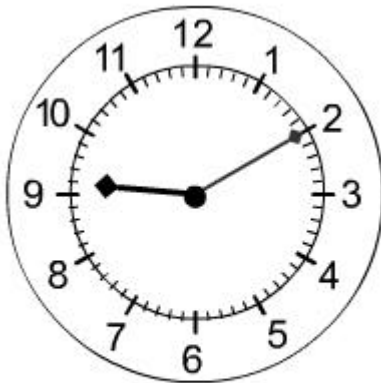
Write the correct time in the boxes below.



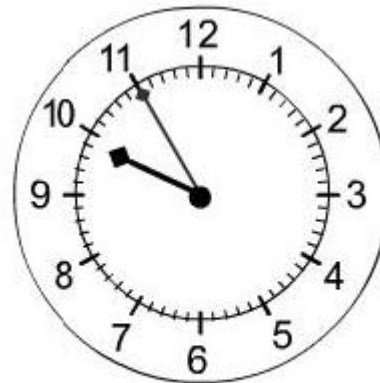
:



:



:



:

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

Most time sheets have a spot to put your name or employee identification number. There are many different styles of time sheets, so it's best to become familiar with the style your company uses. If you're not sure about how to fill it out, ask your supervisor or someone in human resources to explain it to you. You need to fill this document out properly so that you get paid what you are owed!



Look over the sample time sheets. Discuss what information you find on them with your instructor or other learners.

Employee Time Sheet					
Employee Department		Pay Period Ending			
Date	Start Time	Meal Time	End Time	Regular Hrs	Overtime Hrs
February 8, 2010	8:15 AM	12:30 to 1:00	5:30 PM	8.75	0
February 9, 2010	8:00 AM	12:00 to 12:30	6:00 PM	9.5	0
February 10, 2010	8:00 AM	12:30 to 1:00	6:00 PM	9.5	0
February 11, 2010	7:30 AM	11:30 to 12:00	6:30 PM	10.5	0
February 12, 2010	8:30 AM	12:30 to 1:00	5:00 PM	1.75	6.25
February 15, 2010	8:00 AM	12:00 to 12:30	6:00 PM	9.5	0
February 16, 2010	7:30 AM	11:30 to 12:00	6:30 PM	10.5	0
February 17, 2010	8:00 AM	12:30 to 1:00	6:30 PM	10	0
February 18, 2010	8:15 AM	12:30 to 1:30	5:45 PM	9	0
February 19, 2010	8:30 AM	NA	4:00 PM	1	6.5
February 20, 2010	9:00 AM	12:30 to 1:00	2:00 PM	0	4.5
Totals				80	17.25
EMPLOYEE SIGNATURE _____					
SUPERVISOR SIGNATURE _____					
May 21, 2010 DATE					

[Company Name]					
[Street Address]					
[Address 2]					
[City, ST ZIP Code]					
<b>Weekly Time Record</b>					
Employee:					
Manager:					
Employee phone:					
Employee e-mail:					
Week ending: 13.06.2003					
Day	Regular Hours	Overtime Hours	Sick	Vacation	Total
Monday 07.06.2003					
Tuesday 08.06.2003					
Wednesday 09.06.2003					
Thursday 10.06.2003					
Friday 11.06.2003					
Saturday 12.06.2003					
Sunday 13.06.2003					
Total hours					
Rate per hour					
Total pay					
Employee signature _____ Date _____					
Manager signature _____ Date _____					

Time Log Worksheet											
DAY	DATE	START	END	START	END	Begin MI	End MI	Destination	Business Purpose	Lunch?	Lunch
Tuesday	01/01/00										
Wednesday	01/02/00										
Thursday	01/03/00										
Friday	01/04/00										
Saturday	01/05/00										
Sunday	01/06/00										
Monday	01/07/00										
Tuesday	01/08/00										
Wednesday	01/09/00										
Thursday	01/10/00										
Friday	01/11/00										
Saturday	01/12/00										
Sunday	01/13/00										
Monday	01/14/00										
Tuesday	01/15/00										
Wednesday	01/16/00										
Thursday	01/17/00										
Friday	01/18/00										
Saturday	01/19/00										
Sunday	01/20/00										
Monday	01/21/00										
Tuesday	01/22/00										
Wednesday	01/23/00										
Thursday	01/24/00										
Friday	01/25/00										
Saturday	01/26/00										
Sunday	01/27/00										
Monday	01/28/00										
Tuesday	01/29/00										
Wednesday	01/30/00										
Thursday	01/31/00										

## Holidays

Source: Canadian Heritage: pch.gc.ca.

In Canada, **public holidays** are legislated at the national, provincial and territorial levels. Many of these holidays are observed nationwide, but each province and territory has its own holidays as well.

A **statutory holiday** (also known as "general" or "public" holiday) in Canada is legislated either through the federal or a provincial or territorial government. Most workers are entitled to take the day off with regular pay. However, some employers may require employees to work on such a holiday. In that case, the employee must either receive a day off in lieu of the holiday or must be paid at a premium rate — usually one and one half (known as "time and a half") or twice (known as "double time") the regular pay for their time worked that day, in addition to the holiday pay (except for high technology workers in British Columbia). In most provinces, when a statutory holiday falls on a normal day off (generally a weekend), the following work day is considered a statutory holiday. Statistics Canada shows an average of 11 paid statutory holidays per year.



### National Holidays (Canada-wide)

New Year's Day	Jan. 1
Good Friday	April 2
Easter Monday	April 5
Victoria Day	Monday preceding May 25
Canada Day	July 1
Labour Day	first Monday of September
Thanksgiving Day	second Monday of October
Remembrance Day	Nov. 11
Christmas	Dec. 25
Boxing Day	Dec. 26



## Holidays in the provinces and territories

In addition to the national holidays, most provinces have provincial holidays.

<b>Ontario</b>	Family Day	3 <sup>rd</sup> Monday of February
	Civic Holiday	1 <sup>st</sup> Monday of August
<b>Quebec</b>	National Day	June 24
<b>Nova Scotia</b>	Natal Day	1 <sup>st</sup> Monday of August(except in Halifax where it varies year to year)
<b>New Brunswick</b>	New Brunswick Day	1 <sup>st</sup> Monday of August
<b>Manitoba</b>	Civic Holiday	1 <sup>st</sup> Monday of August
	Louis Riel Day	3 <sup>rd</sup> Monday of February
<b>British Columbia</b>	British Columbia Day	1 <sup>st</sup> Monday of August
<b>P.E.I.</b>	Natal Day	1 <sup>st</sup> Monday of August
<b>Saskatchewan</b>	Family Day	3 <sup>rd</sup> Monday of February
	Civic Holiday	1 <sup>st</sup> Monday of August
<b>Alberta</b>	Family Day	3 <sup>rd</sup> Monday of February
	Heritage Day	1 <sup>st</sup> Monday of August
<b>Newfoundland</b>	St. Patrick's Day	Celebrated on the nearest Monday to the holiday 
	St. George's Day	
	Discovery Day	
	Orangeman's Day	
	Regatta Day	
	Memorial Day	July 1 <sup>st</sup>
<b>Northwest Territories</b>	Aboriginal Day	June 21 <sup>st</sup>
	Civic Holiday	1 <sup>st</sup> Monday of August
<b>Yukon</b>	Discovery Day	3 <sup>rd</sup> Monday of August
<b>Nunavut</b>	Nunavut Day	July 9 <sup>th</sup>
	Civic Holiday	1 <sup>st</sup> Monday of August





## Time Sheet

### Learning Activity #2

Fill in your time sheet for the two-week period from June 21- July 2. Your company pays time and a half for working on statutory holidays.

- On Monday, Tuesday, and Wednesday you work from eight-thirty until noon.
- Thursday you work from quarter to nine in the morning until quarter to five in the afternoon. You have a one-hour paid lunch break.
- You are off on Fridays and Saturdays.
- Sundays you work from half past ten until half past six. You have a one-hour paid meal break.
- On June 22, you took the day off without pay to go to a dental appointment.
- On July 1, you were called in to work from eight-thirty until twelve-thirty.

Employee name: _____			
June 21 - July 2/10		Times Worked	Total Daily Hours to be Paid
Week 1	M		
	T		
	W		
	Th		
	F		
	S		
	S		
Week 2	M		
	T		
	W		
	Th		
	F		
	S		
	S		
<b>Total Hours Worked in this pay period:</b>			

The following Essential Skills were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

#### Thinking Skills

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Unit #2 – Measuring Tape

In many instances, a material handler may need to take measurements. It's important that you take your time and measure things properly. If you are moving something large (for example, a fridge) through a doorway, you'll want to be confident that you have measured accurately. You don't want to get halfway through and find out that you are off on your measurements. Many people figure they can just look at a space and be able to judge the size correctly. They call this 'eyeballing it'. This is not a professional or reliable way to measure.



### So how do I use a measuring tape?

Accurate measuring starts with understanding tape measure markings. For this unit, it would be helpful for you to ask your instructor for a tape measure. You can use it as a reference throughout the unit.

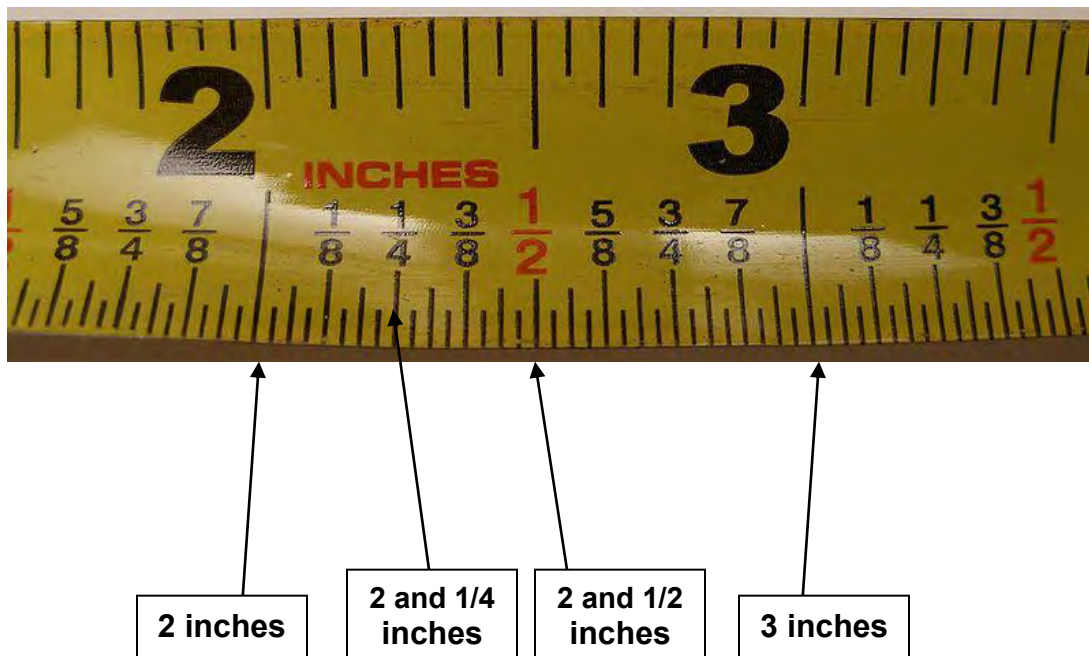


There are many types of tape measures. There are special tape measures used for drawing and carpentry, just as there are certain types of tape measures used to make quilts, clothing or crafts. Material Handlers require accurate measurements. To do this, you have to understand the markings on the tape measure and how to read them.

To begin with, you must know that tape measures use **inches** or **centimetres** to measure things. Some tape measures will use both. The first thing you need to do is figure out what measurement you are working with. Be sure that if you start measuring in inches you stay in inches. None of your calculations will make sense if you switch back and forth between inches and centimetres.

The one-inch mark on a tape measure is broken down into smaller units. The largest of these units is  $\frac{1}{2}$  of an inch, followed by  $\frac{1}{4}$  of an inch, followed by  $\frac{1}{8}$  of an inch, and followed by  $\frac{1}{16}$  of an inch. Each unit of measure is indicated by a line (these are really just pieces of the inch).

Look at the tape measure below and see that there are several lines between the inch marks. This tape measure is divided into  $\frac{1}{16}$ -inch units, represented by lines of varying lengths. The longest line (between the inch lines) marks  $\frac{1}{2}$  an inch (you'll see this halfway between the larger numbers marking the inches), the next longest marks a  $\frac{1}{4}$  inch, followed by shorter ones marking  $\frac{1}{8}$  inch and  $\frac{1}{16}$  inch. If you need to be very accurate then you would use the smallest measure ( $\frac{1}{16}$  inch). For general measurement in material handling, you can usually measure to the nearest half of an inch.



The following table should help you see how one inch can be broken down into smaller pieces, including the half, the quarter, the eighth, and the sixteenth. The table would look the same if we were using metric measurement (centimetres).

1 inch															
$\frac{1}{2}$ inch								$\frac{1}{2}$ inch							
$\frac{1}{4}$ inch				$\frac{1}{4}$ inch				$\frac{1}{4}$ inch				$\frac{1}{4}$ inch			
$\frac{1}{8}$		$\frac{1}{8}$		$\frac{1}{8}$		$\frac{1}{8}$		$\frac{1}{8}$		$\frac{1}{8}$		$\frac{1}{8}$		$\frac{1}{8}$	
$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$	$\frac{1}{16}$

### Tips for successful measuring:

- Use the proper tool (a ruler, a metre stick, or a measuring tape).
- Measure slowly and carefully.
- If you are making several different measurements write down your measurements.
- If you are using a measuring tape, hook the end of the tape onto the item you are measuring.
- If you are measuring in a home, measure any mouldings or door hinges that are present.
- Account for any space that needs to be left around an object.
- Always double-check your measurements.

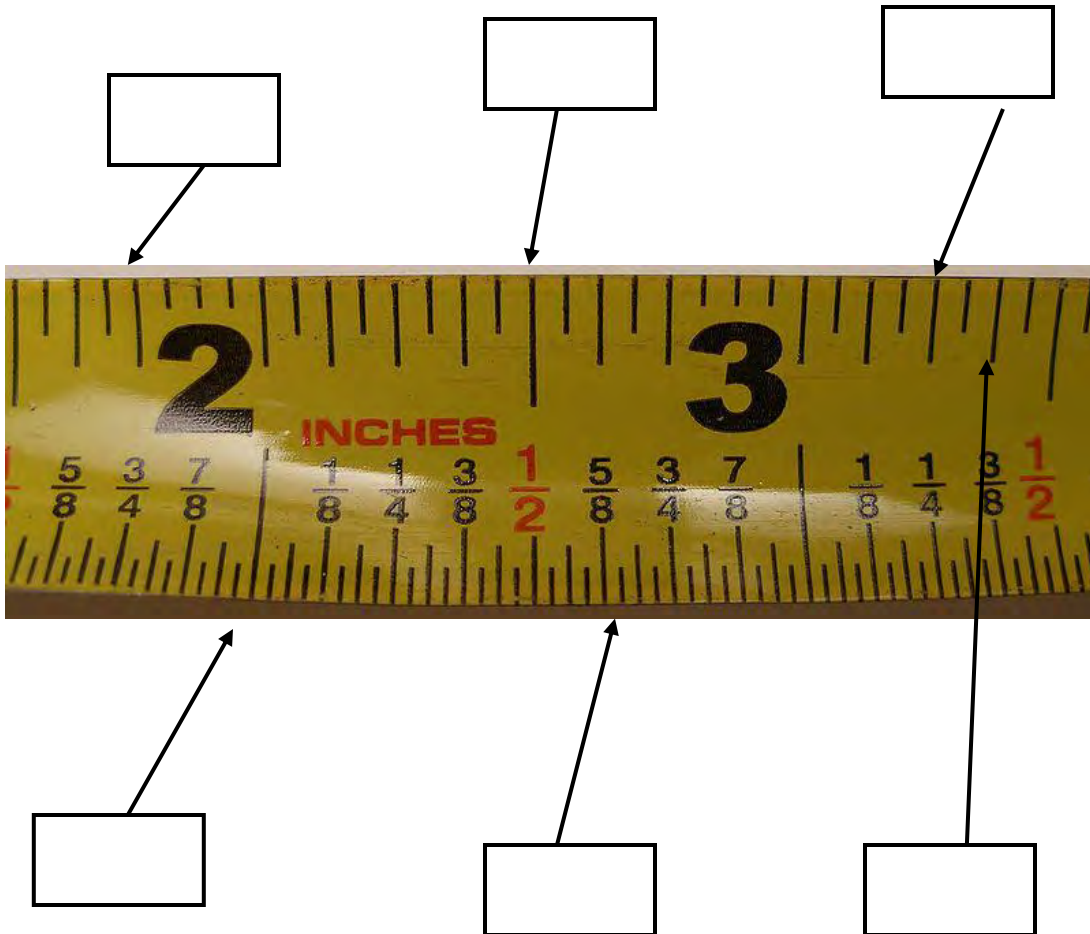


Remember, if you make a careless mistake in measuring, it could cause some problems for you later on. If you are having trouble with measurement, you can ask for help from your instructor.



## Inch by inch Learning Activity #3

Name the inch that the arrows are pointing to.



The following **Essential Skills** were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

### Thinking Skills

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |



## What does this measure?

### Learning Activity #4

Ask your instructor for a measuring tape. Use the measuring tape to measure the following:

1. The length of the classroom \_\_\_\_\_
2. Your desk \_\_\_\_\_
3. The doorway width \_\_\_\_\_
4. The doorway height \_\_\_\_\_
5. The nearest window \_\_\_\_\_
6. A bulletin board \_\_\_\_\_
7. Your book/binder \_\_\_\_\_
8. This paper \_\_\_\_\_
9. Your pencil/pen \_\_\_\_\_
10. The blackboard \_\_\_\_\_

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Unit #3 – Calculating Area

As a material handler, you may need to understand the concept of area, especially if you are in a warehouse loading pallets, or if you are loading trucks. Area is the measurement of the surface of an object (think of wall-to-wall carpeting).

To find the area of a square or rectangle, multiply the length by the width.

The length of the rectangle is 5 centimetres.

The width of the rectangle is 4 centimetres.

The area of the rectangle is 20 cm<sup>2</sup>.

$$\begin{array}{r} 5 \\ \times 4 \\ \hline 20 \end{array}$$

### So what's the little <sup>2</sup> I see after the metre sign?

That means that it is a square metre. The square meter is the **basic unit of area** of the Metric System. Area is length by length, so a square that is 1 meter on each side is 1 square meter.

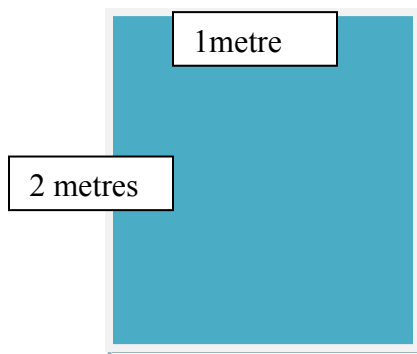
We usually measure area in metric length. That means we use centimetres, or metres. However, in many jobs, your measurement will be made in inches. The way to calculate area is the same; just replace the term metres with inches.

**Measurement abbreviations:** An abbreviation is a short form for something. In measurement, we often use the following abbreviations:

cm	=	centimetre
m	=	metre
in	=	inch

**Some examples:**

Let's pretend that you need to measure the area of the following rooms:

**ROOM #1:**

1 metre length  
2 metres width

$$\begin{array}{r} 1 \\ \times 2 \\ \hline 2 \end{array}$$

The room is 2 m<sup>2</sup>.

**ROOM #2:**

17 inches in length  
119 inches in width

$$\begin{array}{r} 17 \\ \times 119 \\ \hline 2023 \end{array}$$

The room is 2 023 inches<sup>2</sup>.



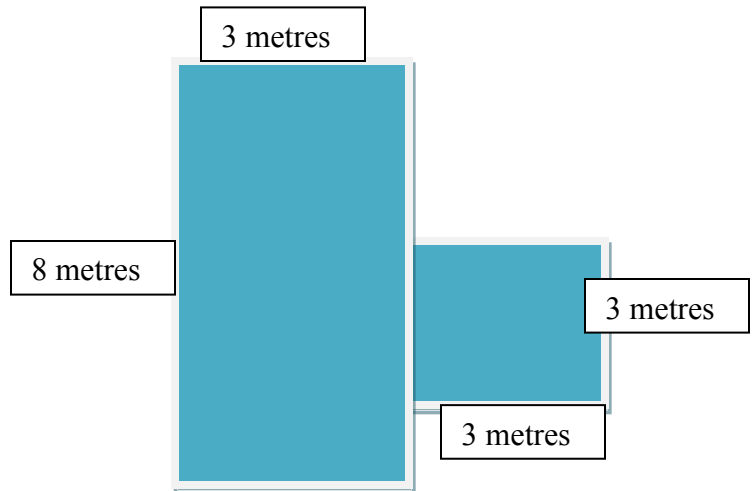
## ROOM #3:

The trick to measuring a room shaped like this is to do it in 2 steps. Start by finding the area of the larger piece first. Then find the area of the smaller part. Finally, add those two areas together.

$$\begin{array}{r} 3 \\ \times 8 \\ \hline 24 \end{array} \qquad \begin{array}{r} 3 \\ \times 3 \\ \hline 9 \end{array}$$

$$24 + 9 = 33$$

The room is 33 metres<sup>2</sup>.



It can be more difficult to measure the area of a larger surface. Just remember that you can always break it down into smaller pieces. In material handling, usually you only need to be able to do basic measurements. Some examples of these measurements may include:

- Measure wood for crate construction.
- Measure the length, width and height of a truck trailer.
- Measure the length, width and height of filled pallets.
- Find out how many pallets of product can fit in the trailer.

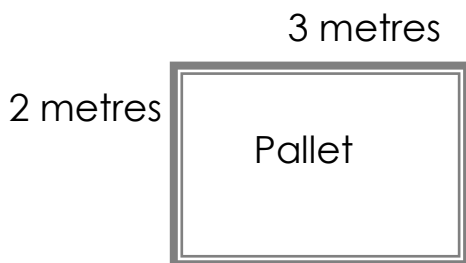
Source: Human Resources and Skills Development Canada NOC code 7452 Material Handlers.

Now, let's pretend you are a material handler. Your task is to place a row of boxes on a pallet. You need to see how many boxes will fit across the pallet.



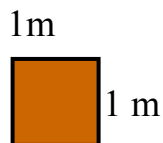
Step 1: First, you need to figure out the area of the pallet. To do this you measure the pallet's length and width. Then you multiply those two numbers.

$$2 \text{ metres} \times 3 \text{ metres} = 6 \text{ metres}^2$$



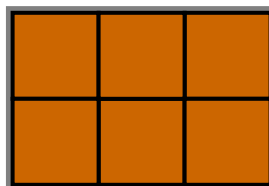
**The area of the pallet is  $6\text{m}^2$ .**

Step 2: The next step is to calculate the area of the boxes you want to place on the pallet. To do this, follow the same steps as you did to measure the pallet (measure the length of the boxes and multiply this by their width).



**The area of each box is  $1\text{m}^2$ .**

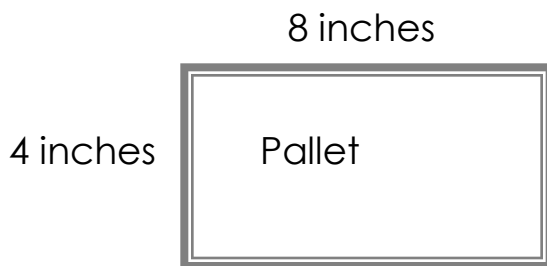
Step 3: We'll pretend the boxes are all the same size. Now divide the area of the pallet by the area of the boxes ( $6$  divided by  $1 = 6$ ). This will give you the number of boxes that will fit across the pallet. If the area of each box is  $1\text{m}^2$ , then you'll see that you could fit six boxes across the pallet.



Let's try one more. Once again, your task is to place a row of boxes on a pallet. You need to see how many boxes will fit across the pallet.

Step 1: First, you need to figure out the area of the pallet. To do this, you measure the pallet's length and width. Then you multiply those two numbers.

$$8 \text{ inches} \times 4 \text{ inches} = 32 \text{ inches}^2$$



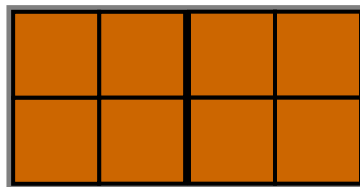
**The area of the pallet is 32in<sup>2</sup>.**

Step 2: The next step is to calculate the area of the boxes you want to place on the pallet. To do this, follow the same steps as you did to measure the pallet (measure the length of the boxes and multiply this by their width).



**The area of each box is 3.75 in<sup>2</sup>.**

Step 3: Now divide the area of the pallet by the area of the boxes (32 divided by 3.75 = 8.533). This will give you the number of boxes that will fit across the pallet. Our answer is 8 and one half boxes. Since we can't cut a box in half, we will fit 8 boxes on this pallet. There will be a bit of room left over, but not enough to fit another box.



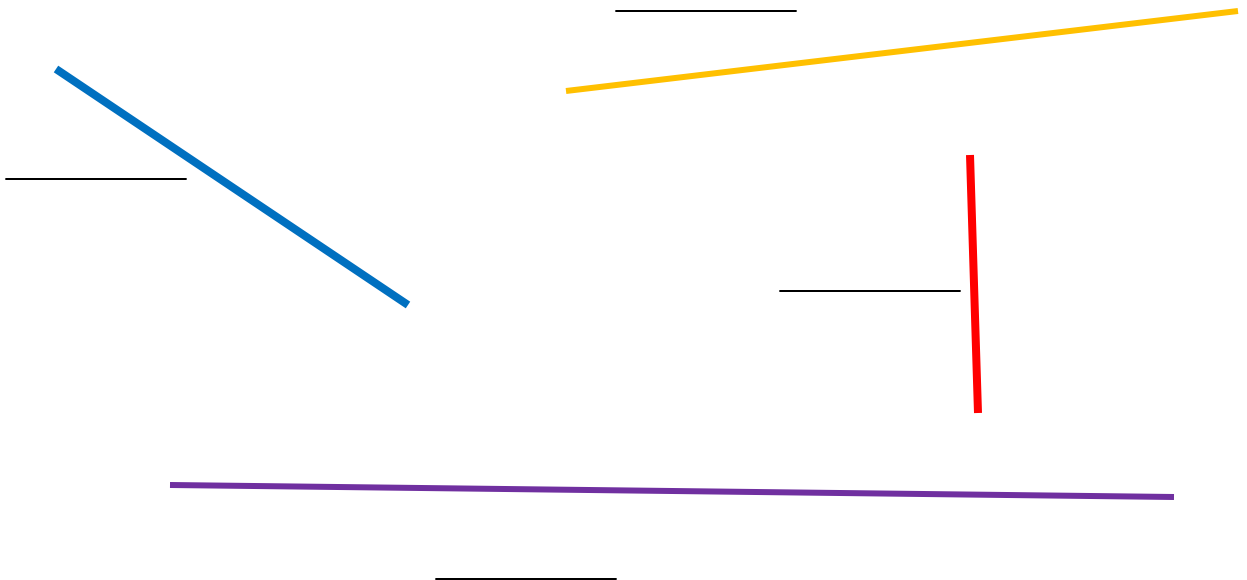


## Measurement

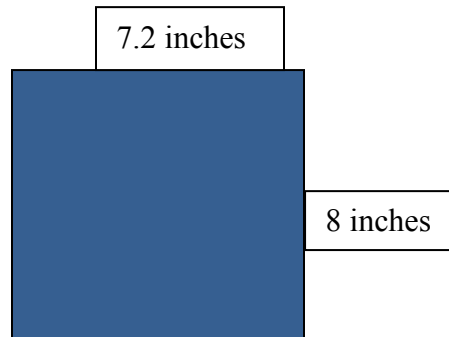
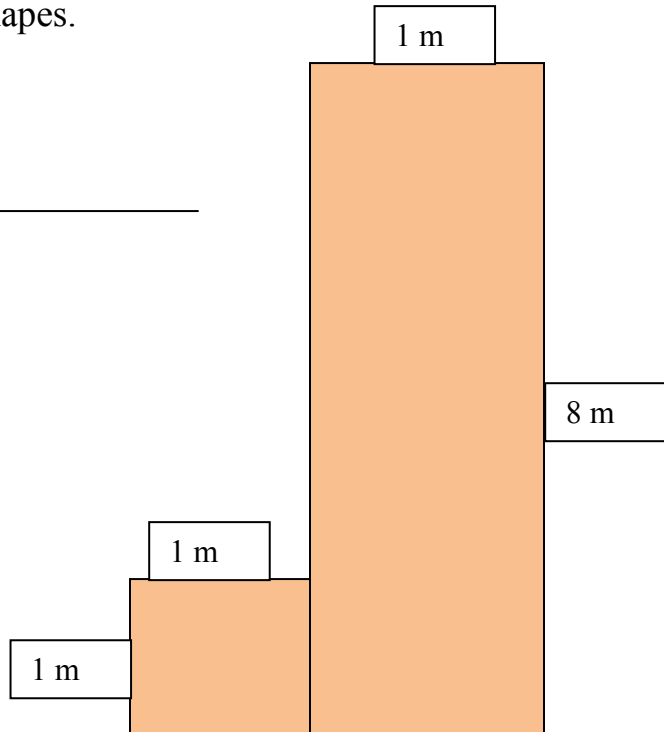
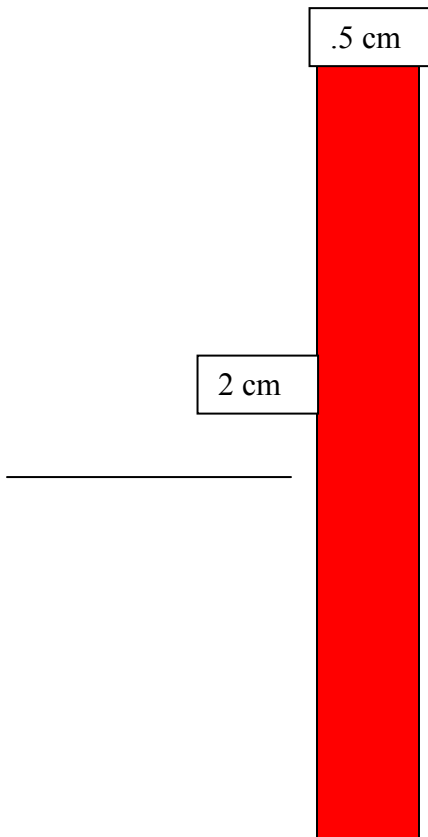
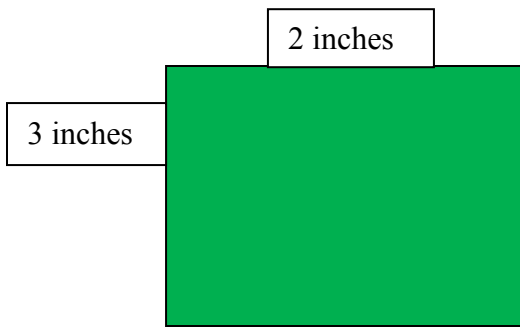
### Learning Activity #5

Answer the following questions. Circle true if the statement is true, and circle false if the statement is false.

- |   |             |              |
|---|-------------|--------------|
| 1. You only need to measure something if you need it to fit exactly.                            | <b>TRUE</b> | <b>FALSE</b> |
| 2. The professionals always eyeball measurements.   | <b>TRUE</b> | <b>FALSE</b> |
| 3. Area is the measurement of the surface of an object.   | <b>TRUE</b> | <b>FALSE</b> |
| 4. You find area by adding the length and width.  | <b>TRUE</b> | <b>FALSE</b> |
| 5. The area of a box that is 12 centimetres wide and 3 centimetres long is 38 cm <sup>2</sup> . | <b>TRUE</b> | <b>FALSE</b> |
| 6. Use a ruler to measure the length of the following lines in centimetres.                     |             |              |



7. Find the area of the following shapes.



The following Essential Skills were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

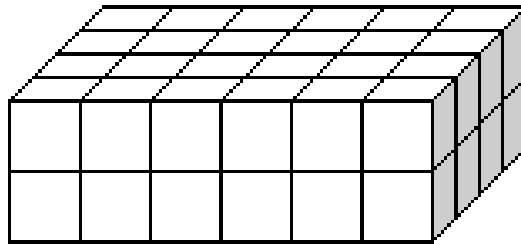
**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Unit #4 – Calculating Volume

Now that you can use your knowledge of area to figure out how many boxes will fit across a pallet, how can you figure out how many boxes you can place in a truck? You need to figure out how to calculate the *volume* of the truck.

Volume measures how much space an object occupies. Sometimes you might hear questions like "what is the capacity of a truck?" or "how much can the box hold?" You can assume that to answer these questions, you will need to calculate their volume.



Volume is measured in cubes (or cubic units). Remember the little <sup>2</sup> that told us the area was in centimetres square? When measuring volume, you will notice a little <sup>3</sup> that will tell us that we are measuring in cubic centimetres.

We can count the cubes, although it is quicker to multiply the length, height and width. The rectangular prism above has a volume of 48 cubic units.

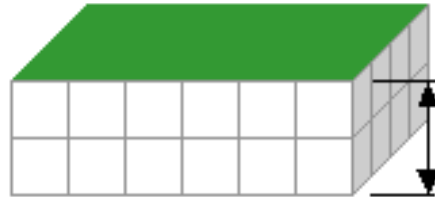
The volume of a rectangular object is  
length x width x height

To find the volume of a box or a truck, we need to begin by calculating the *area* of one side (remember the activity we just completed - length X width). Then we multiply that by its height. It doesn't matter what side we use to find the area, we will reach the same answer in the end. The following examples illustrate this point.

$$\text{Area} = 6 \times 4 = 24$$

$$\text{Volume} = \text{Area} \times 2$$

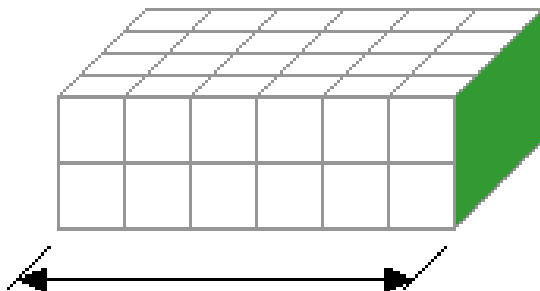
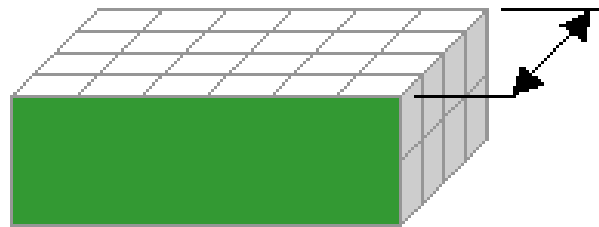
$$\text{Volume} = 24 \times 2 = 48 \text{ cubic units}$$



$$\text{Area} = 6 \times 2 = 12$$

$$\text{Volume} = \text{Area} \times 4$$

$$\text{Volume} = 12 \times 4 = 48 \text{ cubic units}$$



$$\text{Area} = 4 \times 2 = 8$$

$$\text{Volume} = \text{Area} \times 6$$

$$\text{Volume} = 8 \times 6 = 48 \text{ cubic units}$$

Notice how we get the same answer no matter what side we use to find an area!

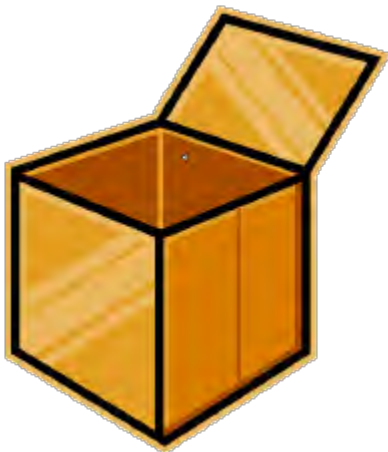
## Units for measuring volume

There are very big differences between units of measure for volume. For example, there are 100 centimetres in 1 meter but there are 1,000,000 (yes, 1 million) cubic centimetres in a cubic meter.

Why the big difference? Because in volume we have not just length, we have length, width, and height. The sugar cube example below shows this.

How much sugar?  $1 \text{ m}^3$  or  $1,000,000 \text{ cm}^3$

Think of filling a very big box (it would be 1 meter wide, 1 meter long, and one meter high) with sugar cubes (with each side 1 centimetre).



Step 1: one row along the bottom of the box would be 100 sugar cubes

Step 2: cover the rest of the base of the box - that would give a total of 100 rows each with 100 sugar cubes.  $100 \times 100 = 10,000$  sugar cubes at the bottom of the big box.

Step 3: Repeat this 99 times until there are layers of 10,000 cubes stacked 100 deep.  $10,000 \times 100 = 1,000,000$  sugar cubes

There are  $1,000,000 \text{ cm}^3$  in  $1 \text{ m}^3$ .  
Be careful not to have too much sugar!

There are other units for measuring volume. Cubic feet, cubic yards, and cubic inches are all used to measure volume. Millilitres, litres, and gallons are used when measuring liquids.



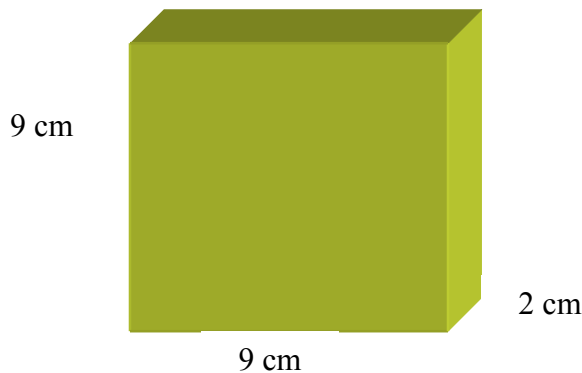
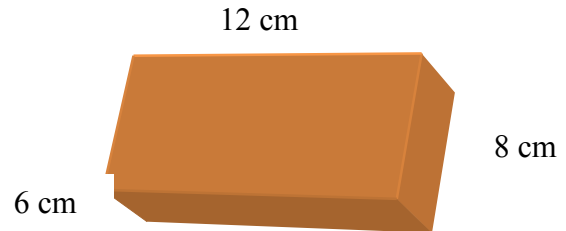
## Some examples of calculating volume:

Volume = Area x Height

Volume = 12 cm x 8 cm x 6 cm

$$= 96 \times 6$$

$$= 576 \text{ cm}^3$$



Volume = Area x Height

Volume = 9 cm x 2 cm x 9 cm

$$= 18 \times 9$$

$$= 162 \text{ cm}^3$$

You have a truck that is 9 metres long, 2 metres wide and 4 metres high. How many pallets ( $2\text{m}^3$  each) would fit in this truck?

Answer:

1. The first step is to figure out the volume of the truck.

$$\text{Volume} = \text{Area} \times \text{height} = 18 \times 4$$

$$\text{Volume} = 72 \text{ m}^3$$

2. The next step is to divide the volume of the truck by the volume of the pallets.

$$72 \text{ m}^3 \text{ divided by } 2\text{m}^3 = 36$$

You could fit 36 pallets into this truck.

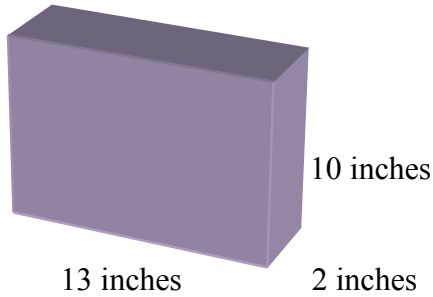




## What's the volume? Learning Activity #6

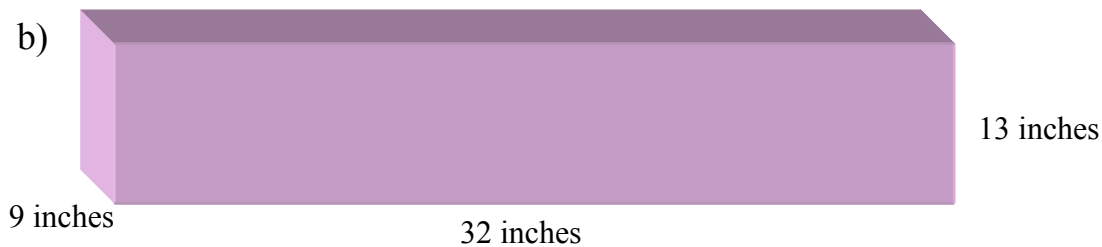
Calculate the volume for the following:

a)



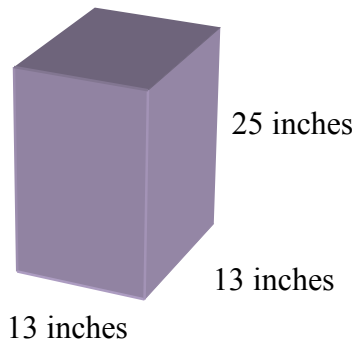
\_\_\_\_\_

b)



\_\_\_\_\_

c)



\_\_\_\_\_

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |



## Will that fit? Learning Activity #7

1. You have a truck that is 11 metres long, 2 metres wide, and 3 metres high. How many pallets ( $2\text{m}^3$  each) would fit in this truck?

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2. You have a box that measures 12 inches by 12 inches. It is 16 inches high. What is the capacity of the box?

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3. How many boxes that are 1.5 m x 1.3 m x 1 m can you fit into a cargo van with a holding area of  $12\text{ m}^2$  and a height of 2.2 metres?

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The following Essential Skills were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

### Thinking Skills

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |



## What will I measure?

### Learning Activity #8

Describe, in your own words, how you might use measurement as a material handler.

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**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

**If you have found any of this unit too challenging or confusing, please speak to your instructor about the possibility of math upgrading. Many people find that they need a review of measurement concepts.**

## Learner Self-Assessment

When you have completed *Module 4 – Measurement*, assess your performance. Check yes or no in the boxes below. In the comments section, you can write down thoughts you have about the section. Use a blank sheet of paper if you need more space.

I started this module on (date) \_\_\_\_\_ and finished on (date) \_\_\_\_\_.

### Material Handler: Module 4 – Measurement

#### Unit 1 – Time

I can tell time on an analog or a digital clock.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can complete a time sheet.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I am aware of the holidays in my province.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no

#### Unit 2 – Measuring Tape

I can explain how to use a measuring tape.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can understand how to break one inch down into halves, quarters, eights, and sixteenths.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can identify the markings on a measuring tape.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no

#### Unit 3 – Calculating Area

I know what area is.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can calculate the area of a square or rectangle.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can figure out how many boxes of a certain size will fit across a pallet.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no

**Unit 4 – Calculating Volume**

I understand what volume is.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I know how to calculate volume.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I am able to calculate the volume of a truck.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I understand how I might use measurement as a material handler.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no

**Comments:**

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Did you miss anything? If you did, take a minute to go back and review those sections again.

*Now you're getting it! On to Module 5!*



# LEO Essential

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## SKILLS • TRAINING

### Material Handler

#### Module 5: Equipment

Unit 1      Manual Equipment  
Unit 2      Lifting Equipment  
Unit 3      Computers  
Self Evaluation



## Unit #1 – Manual Equipment



The type of equipment you use will depend on the sector of Material Handling where you work. As we discussed in Module #2, there are many different jobs in this field and you could end up working in a variety of settings. The type of equipment you encounter on the job will depend entirely on your work setting and duties. The tools and equipment you might use as a furniture mover will be very different from the tools you might use as a warehouse shipper and receiver.

This module is designed to give you an overview of the types of equipment that material handlers use. In no way can this replace proper training through your employer. Some of the equipment you use in this job might even be items you use every day, such as scissors. Other types of equipment can be complicated or even dangerous to use. This is why you always need proper training in their use. Any piece of equipment that is electric (i.e. a power tool) might require that you have training in electric tool safety. This training would be offered to you by your employer and would typically be a couple of hours long. You would cover such things as how to start and stop the piece of equipment safely, how to hold it, how to check the gas & oil, etc.

You may be working in a variety of settings and might not use all the equipment and tools in the area, but you might still be required to work near them. If this is the case, then you need to know a bit about them and as always, you need to know how to be safe on the job site.



**Remember that safety should always  
be your first concern!**



The first category of equipment we will look at will be manual equipment. You may be wondering what manual equipment is. Manual equipment is simply equipment you use with your hands. Manual equipment is sometimes referred to as hand tools. These are tools that many of you are probably already familiar with, including the staple gun, scissors, clip boards, and a utility knife.



## **What are some basic tips when using hand tools?**

Source: Canadian Centre for Occupational Health and Safety (CCOHS)

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- Select the right tool for the job. Using the wrong tool increases the chance of having an accident.
- Inspect each tool for damage before you use it.
- Get properly trained in the safe use of hand tools.
- Use good quality tools.
- Keep tools in good condition at all times.
- Check tools for defects before use. Replace or repair defective tools.
- Keep cutting tools sharp and cover sharp edges with suitable covering to protect the tool and to prevent injuries from accidental contact.
- Replace cracked, splintered, or broken handles on files, hammers, screwdrivers, or sledges.
- Point sharp tools that are lying on benches (eg. scissors, chisels, utility knives) away from aisles. Handles should not extend over the edge of the bench top.



- Maintain tools carefully. Keep them clean and dry. Store them properly after each use.
- Carry tools in a sturdy tool box to and from the worksite.
- Wear safety glasses or goggles and well-fitting gloves. Other personal protective equipment (PPE) you might need could include a dust mask, hearing protectors and safety boots.
- Keep the work environment clean and tidy to avoid clutter which may cause accidents.

## **What should I avoid when using hand tools?**

- Do not use tools for jobs they are not designed to do. For example, do not use a slot screwdriver as a chisel, pry bar, wedge, or punch. Do not use a wrench as a hammer.
- Do not apply excessive (too much) force or pressure on tools.
- Do not cut towards yourself when using cutting tools. If you are opening a box, always cut away from your body.
- Do not wear bulky gloves to operate hand tools.
- Do not throw tools. Hand them, handle first, directly to other workers.
- Do not carry tools in a way that interferes with using both hands on a ladder, while climbing on a structure, or when doing any hazardous work. When working on a ladder or scaffold, tools should be raised and lowered using a bucket and hand line.
- Do not carry a sharp tool in your pocket.
- Do not touch or surprise anyone who is operating a tool. Startling a tool operator could end up causing an accident or injury.





## Hand tools

### Learning Activity #1

Answer the following questions in complete sentences.

1. Do you need to know how to use all of the equipment found in a material handling setting? Why or why not?

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2. After reading this module will you know how to run all the different types of tools and equipment?

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3. Are hand tools simple and easy to use? Explain.

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4. List 3 basic safety tips for handling hand tools.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Utility Knife

Source: Wikipedia, [www.wikipedia.org](http://www.wikipedia.org)

A **utility knife** is also known as an exacto knife, a box cutter, a carpet knife or a Stanley knife. It is a cutting tool used in various trades and crafts for a variety of purposes. The utility knife is designed to be lightweight, easy to carry and to use. They are commonly used in factories, warehouses, and other situations where a tool is routinely needed to open boxes.

A utility knife generally has a simple and cheap holder, typically flat and approximately one inch (25 mm) wide and three to four inches (75 to 100 mm) long. This holder is usually made of metal or plastic.

Some use standard razor blades, while others use double-ended blades. The user can adjust how far the blade extends from the handle. The blade holder is designed to expose just enough edge to cut through one layer of cardboard, to minimize chances of damaging the contents of cardboard boxes. This means that you can use the knife to cut the tape sealing a package without damaging the contents of the package.



When the blade becomes dull, it can be quickly reversed or switched for a new one. Spare or used blades are stored in the hollow handle of some models, and can be accessed by removing a screw and opening the handle. Other models feature a quick-change mechanism that allows the blade to be replaced without tools, as well as a flip-out blade storage tray.

### So what will I use a utility knife for?

The utility knife is probably the piece of equipment that is most used in the material handling field. This is the tool you will use to open boxes. You could also use your utility knife for cutting tape.



## How to use a utility knife

1. Choose the utility knife that is right for the job. There are many different sizes and strengths of knives. You don't need the biggest or strongest knife to cut open a cardboard box. A standard knife will usually be fine for most material handling tasks.
2. Push the button down and gently push the blade forward, or unfold a fixed blade (depending on the type of knife you have). The beauty of the newer utility knives is that you always have it on hand, but never have to have the blade exposed until you need it.
3. When your knife gets dull, reverse the blade, change it or break it off and push a new one forward. The utility knife has various ways of helping you to keep a sharp blade. The smaller knives allow you to break off the old blade and push a new one forward. Some models have a compartment in the handle where you can store new blades.
4. Spray silicon on the nose of the retractable blade if it sticks. Dust can clog the knife a bit, so try a little silicon spray to make its movements smooth.
5. If you are choosing your own knife, always grasp the handle before you buy. The knife has to feel comfortable in your hand if you are going to be using it often. This can help avoid painful muscles at the end of the day.

## What safety precautions do I need to take?

- When not operating the utility knife, either retract the blades or insert the utility knife into a protective sleeve. Some types of utility knives feature a sliding mechanism that operates the knife blade. Other knives come with a protective sheath which can be hung from a belt.
- When cutting an object with a utility knife, aim the blade away from your body to avoid cutting yourself. Make sure that the area where you are cutting is free of people so that if the knife swings out, no one is in its cutting path.
- Be aware of your body parts when using a utility knife. Hands and thighs are the areas most vulnerable to a knife cut. This is because people commonly use their opposite hand or upper leg area to hold the object while cutting with a utility knife. To avoid an accident, place the object either on a work cart, the floor, in a vise, or on a solid object when cutting the item.
- Use the correct cutting blade for the utility knife. Since there are a number of utility knife models available, there are specific blades available for each type. Make sure that the blade fits correctly and is designed for the specific task.





## Utility Knives

### Learning Activity #2

1. Put the following words in alphabetical order.

Utility \_\_\_\_\_

Various \_\_\_\_\_

Factories \_\_\_\_\_

Plastic \_\_\_\_\_

Blade \_\_\_\_\_

Hollow \_\_\_\_\_

Strength \_\_\_\_\_

Metal \_\_\_\_\_

Cardboard \_\_\_\_\_

Sealing \_\_\_\_\_

2. In your own words, define the following:

a) Trades:

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b) Hollow:

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c) Model:

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d) Dull:

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e) Silicon:

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**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |



## Clip board



A **clipboard** is a thin board that is slightly larger than a pad of standard sheets of paper, with a large (typically metal or hard plastic) clip at the top. The board provides support for the pad of paper. You can hold it with one hand and write on it with the other. Clipboards are often used in situations where you may not be able to find a good writing surface. Before the era of personal computers (which brought about word processing and computer graphics), workers could place pieces of text and art that had been clipped with scissors on one sheet of paper and paste the materials to another sheet. This use created the terminology for computer clipboards.

The clipboard is a common item found in warehouses. It is useful when you are recording inventory, filling orders, or logging information. The clipboard gives you a solid surface to write on, a spot to attach a pen, and a place to hold all your papers securely.

In many jobs in the material handling field, you will find a clipboard used for many different purposes. In some cases, it is used to keep track of inventory lists, pickup orders, sign in sheets, and many other things.

You might be surprised to see how commonly clipboards are used. Start noticing things around you and you will certainly notice a few clipboards hanging around.



## Staple gun

Everyone is familiar with the usual type of stapler found in offices and used to staple papers together, right? Well, the staple gun is a similar object. It operates in much the same way. It is just a very heavy duty stapler that's used on home improvement and minor building projects, and in material handling and construction jobs. Put the staples in and squeeze the handle of the staple gun. This releases the staples to bind the objects together. The major difference is that a staple gun doesn't bend the staples into the piece. They go in straight, like a nail.



Standard Staple Gun

A staple gun is also called a powered stapler, or a trigger tacker. It is a hand-held machine used to drive heavy metal staples into wood, plastic, or masonry. Staple guns are used for many different reasons and to put together a variety of materials, including insulation, house wrap, roofing, wiring, carpeting, upholstery, and hobby and craft materials.

Staple guns may be driven by muscle power, electricity, batteries, and compressed air. Power staple guns can set staples at a somewhat quicker rate than hand-powered models, but their main advantage is that they can be used continuously for hours with comparatively little fatigue.

**Compressed Air** is a gas, or a combination of gases, that has been put under pressure. It's being used quite often as a clean and renewable energy source.

There are standard staple guns, and there are also some that have special features, including the following:

- a long, narrow nose that allows the staples to be applied to small hard-to-reach corners and tight spaces.
- wire guides for wiring to ensure that the staples will not pierce the wire.
- a reverse-built ergonomic staple gun called a "forward action" because the handle and the staple's exit point are on the same end of the staple gun. This tool is easier to squeeze and places better pressure at the front of the tool where the staple is ejected.
- some staple guns can shoot brads (nails) instead of staples.

**Ergonomic** means a more efficient and easier to use tool.

Electric Staple Gun



## So why would I use a staple gun?

In material handling, you might use a staple gun to affix a cardboard box to a pallet. You might use it to seal a crate before sending it off somewhere. Finally, you may need to wrap materials around boxes on a pallet for shipping purposes. A staple gun is often used to tack down any loose corners or edges.

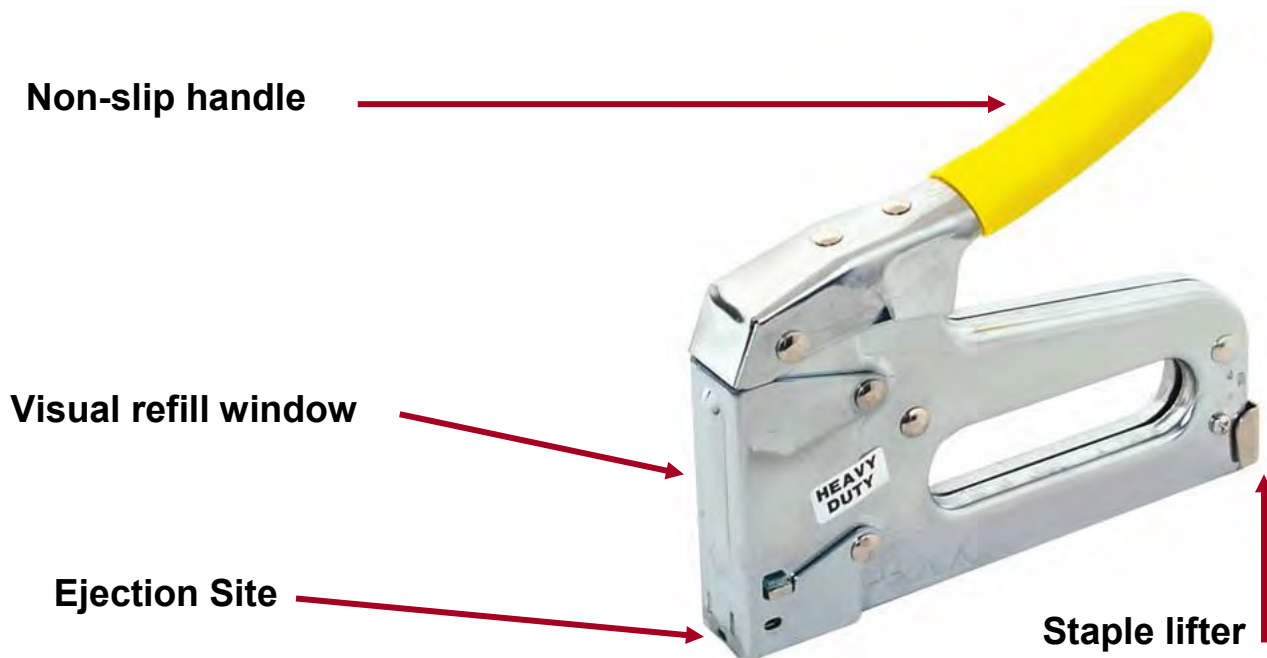
## How do I use a staple gun?

It's very important that you know how to use each type of staple gun. The basic staple gun is easy to use, because it works just like a stapler.

1. Press and hold the latch on the back of the stapler to open the body.
2. Take the tray out and fill it with staples.
3. Now it's ready to use. Just place the staple ejecting end on your piece to be stapled and squeeze the handle of the gun.

The forward action manual gun is used by pushing the handle down, too. The handle is just located near the staple ejection site.

Remember to use an electric staple gun for effortless stapling. There's no need to squeeze or apply any pressure with these guns. They come with a very short cord so you will always need to have an extension cord with your staple gun. You can also go with a rechargeable battery-operated cordless staple gun. They are great but they do run out of steam, so for long-time use one with a cord is better. These guns are reasonably priced these days, so there's no reason to go without this in your tool kit. It's a handy tool that does a lot of different jobs.



## Are there any safety precautions?

It's important to be aware of safety concerns when using any equipment. Most of this information will be covered in Module # 6. Even when you are only working around the equipment, you need to know the safety rules of staple guns.



Things to know:

- ✓ Always put your equipment away properly when you are not using it.
- ✓ Always check equipment before you use it.
- ✓ Never leave a staple gun plugged in.
- ✓ Never point a staple gun at someone.
- ✓ Wear safety goggles or glasses.
- ✓ Keep your fingers (and other body parts) away from the staple ejection site.
- ✓ Don't fire a staple into an electrical cord.
- ✓ If the gun has a safety lock, keep it locked when not in use.

**Staple guns can be very useful on a job site, but you need to remember to use them safely!**



## Tape gun

When you must seal boxes, either to store or to ship, securely packaging the boxes is important. By using packing tape, you can create a strong bond that seals boxes tightly and prevents them from opening. The last thing you want is for a box to come open while it's being shipped or carried.

Use a packing-tape dispenser or tape gun to apply the packing tape to the boxes. This helps make sure the packing tape stays tight on the box. Using a tape dispenser to apply the packing tape simplifies the task and reduces tape waste. Otherwise, you might end up with the tape stuck together or with the tape stuck to your hands.



## How do I use a tape gun/dispenser?

1. Load the packing-tape roll into the tape dispenser, making sure the tape on the roll will unwind toward the dispenser reel. Snap the dispenser closed to secure the roll inside the dispenser.
2. Find the end of the tape on the tape roll, and begin pulling the tape off the roll toward the dispenser reel. Depending upon the kind of dispenser, you might need to thread the end of the tape through a guide toward the blade on the dispenser. Make sure the sticky side of the tape faces down.
3. Pull the end of the tape out toward the cutting blade, and rest the end of the tape just above the blade.
4. Close the box to prepare to seal it.





5. Position the cutting blade part of the tape dispenser onto the box where you would like the tape to start sealing the box.
6. Pull off just enough of the tape to adhere to the box firmly, and place your thumb over the edge of the tape to make sure it stays in place.
7. Move the tape dispenser away from the starting point, pulling it to apply tape along the box. As you move the dispenser, press the tape tightly down onto the box with your other hand, keeping the tape taut.
8. Continue moving the tape dispenser and pressing the tape down on the box until you come to the point where you want the tape to end.
9. Push the tape dispenser blade against the tape to cut the tape off at this point, and press the tape onto the box with your hand to stick it securely.
10. Now you've done it! Your box is ready to ship.





## Tape gun or staple gun

### Learning Activity #3

Each statement refers either the tape gun or the staple gun. Circle the correct tool for each statement.

- Use this to seal boxes intended for shipping.

Staple Gun

Tape Gun

- This may be powered by electricity, muscle, batteries or air.

Staple Gun

Tape Gun

- This is also called a trigger tacker.

Staple Gun

Tape Gun

- You don't need any protective equipment when using this.

Staple Gun

Tape Gun



- This put staples in straight, like a nail.

Staple Gun

Tape Gun

- Fill this with packing tape.

Staple Gun

Tape Gun

- Some have a long narrow nose that allows you to work in small corners.

Staple Gun

Tape Gun

- You might use this to stick a cardboard box to a pallet.

Staple Gun

Tape Gun

- This could be used to tack down loose edges of a wrapped pallet.

Staple Gun

Tape Gun

- Never point this at someone else.

Staple Gun

Tape Gun

- This piece of equipment is not electric.

Staple Gun

Tape Gun

- Wear safety goggles or glasses when using this.

Staple Gun

Tape Gun

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Strapping machine

Source Wikimedia [www.wikipedia.org](http://www.wikipedia.org)

**Strapping**, also known as **bundling**, is the process of applying a strap to an item to combine, hold, reinforce, or fasten it. The strap may also be referred to as *strapping*. Strapping is commonly used in the packaging industry.

Strap is a flexible, flat material. It is usually made from steel or plastic. In many areas, daily newspapers are bundled with plastic strapping.

Steel is the oldest and strongest strapping. It is available in a variety of widths and thicknesses as well as variations in the grade (quality) of steel. Steel is used for heavy-duty holding where high strength and minimal stretch are desired. It is most often used when strapping steel coils, bricks, and pavers.



Polyester and nylon are the strongest plastic strapping products and are used as an alternative to steel strapping in some industries. Polyester provides excellent tension and will stay tight on rigid loads. Its excellent recovery properties help a load absorb impact without strap breakage. It is used to secure cardboard boxes, skids of lumber and other lighter weight construction materials.

There are specialized types available for specific applications. For instance, in cold climates a strap bonded in hot-melt glue is used because it is weatherproof.

Nylon strap has the greatest strength of the plastic straps, however it is rarely used because it is expensive. In the past, nylon strap used to be very popular but over time polyester has replaced its use almost completely.



## So why do we use strapping?

In the material handling field many of the large items you encounter will be in boxes or containers or they will be strapped. This makes it easier to move the items from one place to the next. Imagine moving a skid of bricks one at a time - it might take hours! By strapping the bricks together, we can use a forklift (we'll get to that in the next unit) to move them all at once.



Strapping also allows us to secure things to trucks and flatbeds and transport them quickly and easily.

Other uses for strapping include:

- Bundling items together for handling and shipment such as newspapers, pipe, lumber, and concrete block.
- Attaching items to pallets, skids, and crates.
- Reinforcing wooden boxes, crates, and corrugated boxes.
- Attaching items to flatcars and flatbed semi-trailers.
- Securing a unit load of bricks, packaged glass, and metal parts.
- Closing corrugated boxes and shipping containers.
- Holding bales of agricultural products or textiles.

Strapping is most often used in complete horizontal or vertical bands or rows. *Edge protectors* are used to help spread the load at corners and reduce chances of damage to the load by the strap. Strapping can also be used in loops attached to holding locations on rail cars, skids, etc.

Horizontal

(think of the horizon)

Vertical

(up and down)

There are two major types of equipment used to apply strapping: hand tools and *strapping machines*. A dispenser is used with both types of equipment to dispense the strap. Some strapping machines have a built-in dispenser, while others have a separate dispenser which can automatically load new strapping coils. Dispensers used on strapping machines have multiple pulleys to store strap in a way that can be quickly dispensed. This is important because without them the strapping machine will draw the strap faster than the dispenser can go. Most of the large strapping machines work with a conveyor system.



Most employers offer training, if these machines are something you need to use on the job. It's good to take all of the training offered to you by your employer because you never know when you might use it.

## Carts

Always check to see if you can use one of these carts to transport material before moving something manually. You can load materials onto carts, skids, shelf carts, order picker carts, specialty carts, and dollies. These tools are designed to aid in transporting objects from one area to another. There are many different names used for these items, and each type of cart has its own advantages and disadvantages, but the most important thing for you to know is how to use them safely.



## Dolly

A dolly is used to move heavy loads or large objects. They are a constant fixture in most warehouses and are often used by furniture movers.

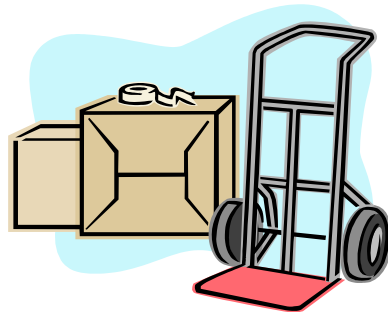
A classic dolly consists of a low platform mounted to a set of wheels. The platform and wheels are reinforced so that the mover's dolly can bear a very heavy load. It is usually low to the ground to ensure overhead clearance will not be an issue when moving through doorways. The last thing you want is to be moving a refrigerator through a doorway and have it knocked down because the top of it hits the door frame. Some dollies have no handles, with users instead pushing the object itself. It is sometimes possible to secure big objects to this kind of dolly with tie downs so that they will not wobble or fall.



Two wheeled versions with a handle which creates an L-shape are sometimes known as *two wheeled dollies or hand trucks*. These mover's dollies are designed to take on smaller loads, and many of them fold up so that they can be easily transported and stored when they are not in use. Hand trucks are especially common in facilities where packages are handled physically, as they can be used to efficiently and rapidly move large and cumbersome boxes around.

There are some safety considerations to keep in mind when using a mover's dolly.

- It is important not to overload the dolly. Most dollies have weight limits printed on the platform for reference for this very reason.
- It is not a good idea to leave objects on dollies while they are trucked or shipped, as they can move and potentially damage other objects being transported at the same time. Tie downs should be used when moving large or fragile items and people should be cautious when moving a dolly across elevation changes or bumps.
- Never use a dolly for any purpose other than moving heavy objects. It is not a toy, a scooter, or a ride. Don't let children play with them.
- Always push the equipment rather than pull it.
- Be sure that your load is securely in place before moving it.
- Check that the path to your destination is clear before beginning to move the load.





## Rolling Platform/Platform cart

A rolling platform, also called a platform cart or a platform bed, is basically a platform with caster wheels attached to the bottom.

This is the cart most commonly found in warehouses across Canada because of their simple design. The design allows them to be used for many different purposes.



The platform can be made out of steel, wood, or aluminum. Each of these materials has characteristics that make it suitable for different applications. Steel is strong and cheap, wood offers protection to the load being carried and is less noisy, and aluminum is light weight and corrosion resistant.

The wheels can be mounted in different patterns allowing the cart to move differently. The most common pattern has 2 swivel casters at the handle end and 2 rigid casters at the other end. This makes it easy to control direction. A variation of this traditional design is 2 swivels at the handle end and 2 larger load wheels at the other end. These wheels are much larger than the caster wheels. The benefit to this pattern is that less force (strength) is needed to push the cart. This is especially important if you've got a heavy load on your cart.

**Caster wheels** are small wheels mounted on a swivel designed to make movement easier.



## Shelf Truck/Shelf cart

A shelf truck looks basically like a shelf on wheels. It is often called a shelf cart. Shelf carts are basically platform carts with additional platforms or shelves mounted above the base platform. The design of this cart makes it ideal for moving many small, lightweight products.

The advantages of using a shelf cart include better ergonomics because you don't need to be bending down to place items on the cart. This means you are less likely to injure your back. Another advantage is that you have, in effect, doubled your platform space with each extra shelf. This would mean fewer trips back and forth if you are moving a large amount of product.



These shelf carts do have limitations. They are limited to the point that the bottom shelf's height ends where the next shelf is placed. This means you can't pile several boxes or tall items on the bottom shelf. Also, it is not a good idea to pile tall products on the top shelf because they could fall over when you move the cart.



## Platform Truck

Towable warehouse carts are also called trailers and platform trucks. They are similar in nature to the platform carts because they both have a basic platform. The platform truck is different because it has a coupler. A coupler is a linking piece that allows you to link more than one cart together. In effect, you could have many carts linked in a chain filled with stock. This could save a great deal of time as you could take fewer trips back and forth.



These carts have more substantial wheels that allow them to be towed at faster speeds, over longer distances, and with greater frequency.

The trailers come with many variations including:

- Some are basically platform carts with the coupler/hitch attached
- Some pivot around a point that allows you to steer
- Some have a fifth wheel to help turn the cart.



The benefit to this type of cart is quite simply that you can hook them together and pull more than one cart at a time. When linked together they look like a train with all its cars.

## Specialty Cart

The final type of cart we'll look at in this module is the specialty cart. These are very specific carts. They are designed to move one specific type of material. These carts include:

- Cylinder carts
- Drum carts
- Appliance trucks
- Bar handling carts
- A-frame trucks

Depending on what type of material you handle, if you work with an odd shaped or awkward-to-move product, the odds are that there is a specific cart built to move it.

## Cart Overview

<b>Cart</b>	<b><i>Several surfaces</i></b>	<b><i>Turns easily</i></b>	<b><i>Heavy load</i></b>	<b><i>Has handles</i></b>	<b><i>Awkward load</i></b>
Dolly			✓	✓	
Platform		✓	✓	✓	
Shelf	✓		✓		
Platform Truck	✓	✓	✓	✓	
Specialty			✓		✓



## True or false Learning Activity #4

1. For each statement, write whether it is True or False.

- a) *The only way to move material is to use a cart.* \_\_\_\_\_
- b) *Small dollies have a several hundred tonne capacity.* \_\_\_\_\_
- c) *A dolly is low to the ground.* \_\_\_\_\_
- d) *Children can have fun riding on carts.* \_\_\_\_\_
- e) *It's sometimes necessary to tie down a load on a cart.* \_\_\_\_\_
- f) *Casters are very big wheels mounted on a swivel.* \_\_\_\_\_
- g) *A platform is only made of steel.* \_\_\_\_\_
- h) *Shelf trucks can hold a large amount of inventory.* \_\_\_\_\_
- i) *You can only link two platform trucks together.* \_\_\_\_\_

2. For each of the above statements that were false, write the correct statement.

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**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

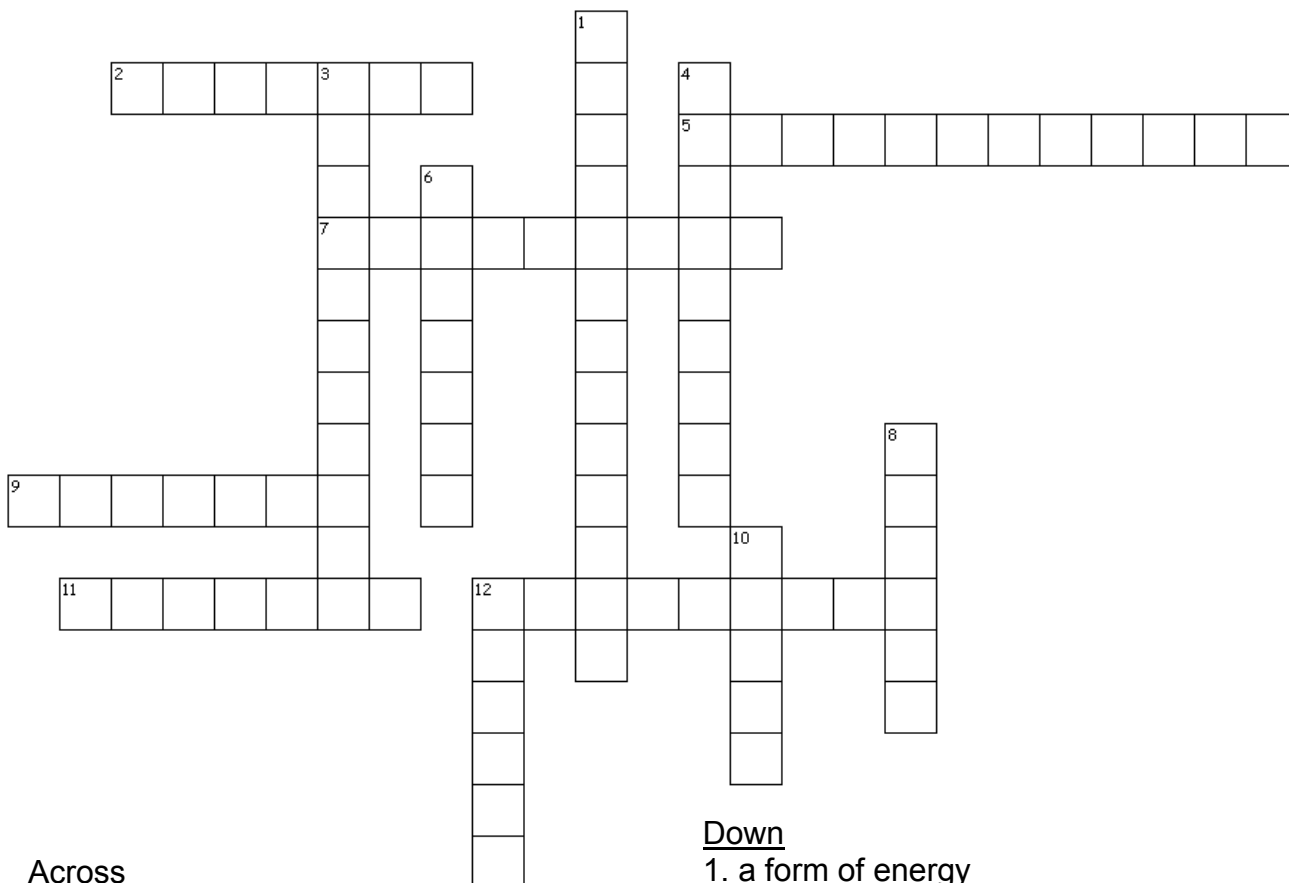
- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |



## Manual equipment crossword puzzle

### Learning Activity #5

Use the given clues from this module to complete the crossword puzzle.



#### Across

2. these go in the staple gun
5. another name for the rolling platform
7. this is also known as a dolly
9. the type of tape used to seal boxes
11. the type of knife used in material handling
12. an item used to hold papers

#### Down

1. a form of energy
3. the utility knife is designed to be this
4. a type of cart designed for a specific type of load
6. the width of a utility knife
8. these go in the utility knife
10. what movers use to move appliances
12. the kind of wheels used on a cart

#### The following Essential Skills were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

#### Thinking Skills

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Unit #2 – Lifting Equipment

The type of lifting equipment that is used in Material Handling varies depending on your tasks and your work environment. The equipment discussed in this module will be heavy-duty equipment related to material handling, including:

- Pallets
- Pump trucks
- Fork Lifts
- Lift table
- Conveyors

This type of equipment is the equipment you'll use in the field but would not find in the average home. This equipment is used to transport heavy material from one place to another.

### Pallets

A pallet is a flat transport structure that holds material. The pallet holds the load so you can lift it with a forklift, pallet jack, front loader or other lifting device.

A pallet is the structural foundation of a unit load which allows handling and storage efficiencies. Goods or shipping containers are often placed on a pallet secured with strapping (as discussed in the last unit), stretch wrap or shrink wrap and then shipped.



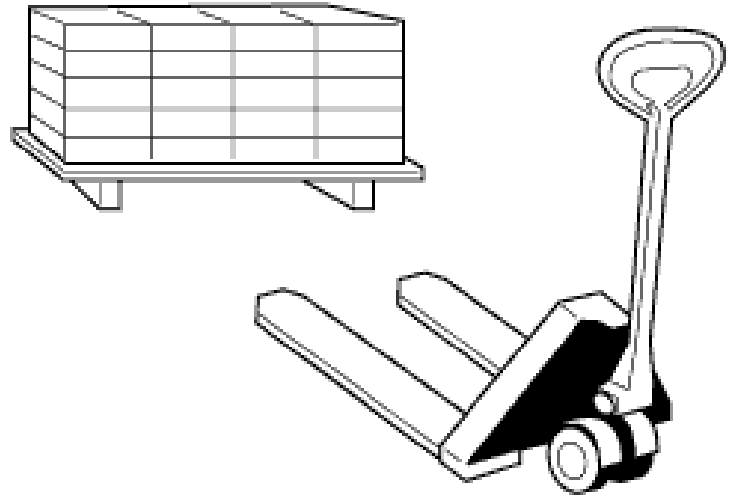
Most pallets are wooden, but can also be made of the following:

- plastic
- metal
- paper

Each material has advantages and disadvantages relative to the others, such as price and strength.

## Why do we use pallets?

We use pallets because they make it easier to move heavy loads. Loads with pallets under them can be hauled by forklift trucks of different sizes, or even by hand-pumped pump trucks. Moving pallets this way is easy on a wide, strong, flat floor, and movement on a concrete floor is excellent. Companies using standard pallets for loading and unloading can have much lower costs for handling and storage, with faster material movement than businesses that do not.



Pallets are built in squares because square or nearly-square pallets help a load resist tipping. No universally-accepted standards for pallet sizes or dimensions exist. Companies and organizations use hundreds of different pallet sizes around the world. While no single size standard governs pallet production, a few different sizes are widely used. They are shown in the following table:

Dimensions, inches	Production Rank	Industries Using
48 × 40	1	Grocery, many others
42 × 42	2	Telecommunications, Paint
48 × 48	3	Drums
40 × 48	4	Military, Cement
48 × 42	5	Chemical, Beverage
40 × 40	6	Dairy
48 × 45	7	Automotive
44 × 44	8	Drums, Chemical
36 × 36	9	Beverage
48 × 36	10	Beverage, Shingles, Packaged Paper

Source: Wikipedia

This chart tells us that the Grocery field uses the most pallets and they are made 48 by 40 inches. We can see by looking at the first column of dimensions that most pallets are approximately the same size and most are square. The smallest pallet is 36 inches square.

## Pump trucks



A pump truck is also known as a pallet jack. In this Unit we will use the terms interchangeably (this means the terms can be used in place of each other as they mean the same thing). A pump truck is a tool used to lift and move pallets. A pump truck is much cheaper than a forklift and a manual pump truck needs only muscle energy to work. You can manually move a pallet full of heavy material by using a pump truck.

A manual pump truck is a hand-powered jack. When moving a pallet with a manual pump truck, you slide the two 'forks' under the pallet. When it is in the correct position, you pull the handle of the pump truck up and down until the pallet is slightly raised off the floor. Once the pallet is off the floor you are able to pull the pump truck to move the pallet. The trick is to not pull the pump truck too fast. You



need to remember that you are towing a heavy load.



Powered pump trucks are also known as powered pallet jacks, electric pallet trucks, and walkies. These are motorized to allow lifting and moving of heavier pallets and stacked pallets. Powered pump trucks generally have a platform for the user to stand on while hauling pallets around a warehouse or loading/unloading trucks. The powered pallet jack is usually

moved by a throttle on the handle to move the truck forward or in reverse and is steered by swinging the handle in the intended direction. Some contain a type of dead man's switch rather than a brake to stop the machine should the user need to stop quickly or leave the machine while it is in use.





## Pallets and pump trucks

### Learning Activity #6

Answer the following questions in complete sentences. Watch your spelling and grammar!

1. In your own words, what is a pallet?

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2. Why are pallets square?

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3. List 3 industries that use pallets.

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4. What is another name for a pump truck?

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5. How do you safely operate a pump truck?

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6. What do you think some safety issues might be when operating a pump truck?

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7. What is a pump truck used for?

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**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making           | <input type="checkbox"/> Critical Thinking | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing | <input type="checkbox"/> Significant Use of Memory |  |  |

## Forklift

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In general, forklifts should only be operated by experienced workers who are trained and certified, or licensed, as professional operators. Some jurisdictions specify that only a “competent” person may operate powered lift trucks and other jurisdictions specify a minimum operator age. It’s important that you consult with your local occupational health and safety authorities as these regulations change from province to province.



In general, most companies have safety rules and regulations in place regarding forklift operation. Most companies will require you to have training before you can drive a forklift. But the following is a list of things you need to be aware of when operating a forklift:

- Know the recommended load limit of the forklift and don’t exceed it.
- Look over the forklift before you use it. Check to see that it’s in good working order.
- Know the blind spots of the truck.
- Only drive at a speed which keeps you safe.
- Keep your arms, hands, feet, and legs inside the confines of a moving forklift.
- Stop when anyone crosses the route being travelled. Lower your load to the floor and wait until it is clear before moving again.
- Wear the appropriate Personal Protective Equipment (PPE) including gloves and work boots that are properly laced.

Lack of training is the biggest cause of forklift accidents in the workplace. Never try to move or adjust any part of the load on the forklift when it is already on the lift. When the forklift is in motion, it's important that there be no other people on the lift or in the general area of the forklift. Accidents can happen very quickly.

### So how do I use a forklift?

Keep in mind that studying this section does not qualify you to drive a forklift. You need to be certified through a training school or through your employer to be able to operate a forklift in most provinces. This section will give you a general idea of how to operate a forklift, but it does not explain everything you will need to know to safely operate a forklift. Driving a forklift takes a bit of practice and is nothing like driving a car. Forklifts are steered by their rear (back) wheels, and can have awkward weight distribution. Again, depending on the province where you are working, you may need a license or specialized training, but here is a brief example of how to drive a forklift.

1. Complete a pre-operations checklist. Your employer should be able to provide you with a list. Look around the forklift for any damage that might prevent the forklift from operating as it is intended. For a sample checklist, go to <http://www.worksafe.nt.gov.au/corporate/docs/prevention/ch0028.pdf>, and print a copy. Keep this copy with your notes.



#### Keyword Internet Search:

Forklift checklist  
Look for a website that is from the Government of Australia.

2. Familiarize yourself with all controls and meter readings. This can be done by reading the operator's manual, or by following the steps you learned in the training course you have taken. Always take time to refresh your memory if it has been a while since you've used a forklift, or if it is your first time driving one since your training.
3. Note the size and shape of what you are lifting, and make sure the forks on the lift you are using are set to the proper width.

4. Observe your working environment. Make sure it's clean and clear of obstacles. Do not operate a forklift in an area of heavy foot or vehicular traffic, or in slippery or otherwise unsafe working conditions.
5. Start the forklift using the key and start button. Move it through the basic operations. There will be knobs and levers that move the forks up and down, steer the vehicle and control the speed.
6. Practice driving the forklift in an open area. Try lifting empty pallets or bags of sand to get used to the controls. Once you are comfortable, you can begin your intended chore.
7. Park the forklift with the fork completely on the ground when you are finished.

### **Forklift tips**

- Get to know your forklift. Make sure you know the load limit. You don't want to try to lift more than your forklift is capable of.
- Wear your seat belt if one is available. Keep your head, arms and other body parts in the truck when it's moving. It's also a good idea to wear protective footwear when operating a forklift.
- Check that the load you are about to move has overhead clearance. You don't want to run into any ceiling beams or low duct work.
- Check for pedestrians who might be in your way before lifting a load.
- Stay alert at all times and prepare



for anything unexpected, like the load shifting or falling.

- Always drive at a slow steady pace.

The following diagram shows you the proper terms for the parts of a forklift. Different types or models of forklifts will have different parts, but this will give you a basic idea of the parts of a forklift. It's good practice to get to know the proper names for the parts of the equipment you are using.

It's hard to explain to your supervisor that the 'doohickey' is sticking against the 'thing-a-magig' so the forklift is not working right! By knowing the proper terms you can be sure that you are explaining any problems or concerns properly.



Source: Wikimedia.



## Forklift certification

### Learning Activity #7



Log on to the Internet and research forklift driving regulations in your province. Some key search words you might want to use include: forklift, safety, licence, (your province).

Now answer the following questions.

1. Is there an age restriction on operating a forklift in your area?

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2. Do you need certification to drive a forklift in your area?

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3. Where can you go to get forklift training?

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4. Is there a cost to this training?

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**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |





## Forklift diagram

### Learning Activity #8

Use the words provided to label the following diagram.



Carriage  
Forks  
Hydraulic system  
Mast operating lever

Crosshead  
Frame  
Lifting chain

Engine compartment  
Mast  
Overhead guard

The following Essential Skills were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |



## Forklift Learning Activity #9

Log on to the Internet and link to the following website:

[http://www.ccohs.ca/oshanswers/safety\\_haz/forklift/accident.html](http://www.ccohs.ca/oshanswers/safety_haz/forklift/accident.html)

Read the section about “Common Factors in Forklift Accidents”.

Answer the following questions based on the text.

1. Name three factors that contribute to forklift accidents.

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2. How do factors of work organization contribute to accidents?

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3. How do you think the age of a forklift might contribute to an accident?

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---

4. Define 'workplace design'.

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---

---

5. How can workplace design contribute to forklift accidents?

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---

6. How could mechanical design features increase the risk of forklift accidents?

---

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**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Lift table

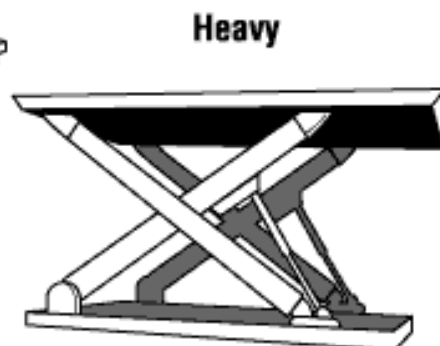
A lift table is a piece of equipment that is used to raise or lower objects. The lift table employs a scissor-like mechanism to raise or lower materials. The purpose of a lift table is to prevent any muscle or back strain caused by bending over to lift materials. The lift table allows work to be correctly positioned at a suitable height for operators. Lift tables will typically raise and lower loads up to many tonnes in weight.



Lift tables can come in many different shapes and sizes and can be built to suit various highly specialized needs. The most common lift table design has hydraulic cylinders and an electrical motor to work the scissor-lifting mechanism. Lift tables can also be driven by pneumatic (compressed air) sources or by a hydraulic foot pump when the load is not heavy. Lift tables come with many different features. They can be mounted in a pit for floor-level loading and can include rotating tops, tilting mechanisms, and other various features to ensure operator safety and ease of use. It's important to always select the lift table according to the weight of the anticipated load and the type of job you are doing.

Common uses of lift tables include:

- Work positioning in assembly operations and manufacturing.
- Load positioning (combined with conveyor systems).
- Materials positioning in machine-feeding applications.
- Pallet loading and unloading typically involving cartons of finished goods.
- Use of lift tables to lift objects or to level work.



## Conveyors

A conveyor system is a common piece of handling equipment that moves materials from one location to another. Conveyors are especially useful when transporting heavy or bulky materials. Conveyor systems allow quick and efficient transportation for a wide variety of materials, which make them very popular in the material handling and packaging industries. Many kinds of conveying systems are available and are used according to the various needs of different industries.

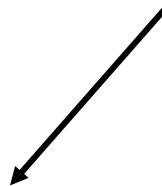


A conveyor belt (or belt conveyor) consists of two or more pulleys with a continuous loop of material - the conveyor belt - that rotates above and below them. One or both of the pulleys are powered, moving the belt and the material on the belt forward. The powered pulley is called the drive pulley, while the unpowered pulley is called the idler. There are two main industrial classes of belt conveyors. The first type is used in general material handling, such as moving boxes along inside a factory. The second kind is used in bulk material handling, and is used to transport industrial and agricultural materials like grain, coal, and ore. This type is generally used in outdoor locations.

In addition there are a number of commercial applications of belt conveyors such as those in grocery stores. Most grocery stores use a conveyor system to get your items from the end of the checkout to the cashier.



**Conveyor Belt**





## Lift tables and conveyors word search

### Learning Activity #10

Find the hidden words listed below.

T	L	K	F	J	Y	R	T	S	U	D	N	I	O	F	H	L	L
I	V	C	D	V	P	N	G	I	S	E	D	Q	D	U	J	G	I
Y	P	M	O	T	O	R	L	N	U	S	F	E	A	T	U	R	E
Y	Y	E	L	L	U	P	G	E	T	A	Y	L	A	I	T	X	U
P	H	A	T	F	J	J	Z	C	O	M	M	E	R	C	I	A	L
U	L	U	Z	M	K	E	X	X	S	I	R	Y	J	P	Z	E	G
R	K	C	S	E	L	I	V	L	L	A	V	C	Y	Y	S	W	V
V	O	Y	K	I	T	S	Z	X	A	Y	F	A	O	I	W	F	M
L	Z	T	P	E	R	A	M	H	H	I	E	E	A	T	T	L	W
C	A	E	A	A	L	O	T	S	Y	N	R	R	T	N	B	O	P
K	C	C	Q	R	C	K	Y	O	I	D	O	T	S	Y	W	L	T
K	B	J	I	U	E	K	S	E	R	N	R	I	S	Q	X	Z	F
Q	N	Y	M	R	I	P	A	I	V	I	A	A	T	U	B	A	I
L	X	T	P	F	T	P	O	G	E	N	R	H	U	A	D	Q	S
T	S	N	Z	F	T	C	M	C	I	C	O	E	C	L	C	N	B
N	V	I	T	F	L	N	E	E	Y	N	S	C	E	E	I	O	I
V	A	R	I	O	U	S	Y	L	N	I	G	Z	M	O	M	C	L
O	F	L	B	K	U	N	K	C	E	T	Z	Y	K	R	U	W	D

commercial  
conveyor  
design  
electrical  
equipment  
feature  
hydraulic

industrial  
industry  
lift  
location  
mechanism  
motor  
operator

packaging  
pulley  
raise  
rotate  
safety  
various

The following Essential Skills were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

#### Thinking Skills

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Unit #3 – Computers

Computers have greatly changed how material handling is done in most industries. Much of the machinery is now computer-operated. This includes forklifts, pump trucks and strapping machines.



Other computer systems have infiltrated the industry. The areas affected include the equipment used for scanning and receiving inventory, record-keeping, and product or stock databases. In this section we will take a quick look at how Material Handlers use computers for these purposes. Once again, this module will not replace any training offered by your employer. If you are not very comfortable using a computer, you may want to look into taking a computer course at your local learning centre.

### Scanning Equipment

Most material handlers use some type of scanning equipment, especially if you work in shipping and receiving. You will need to be comfortable using a handheld computerized scanner. This piece of equipment is very common in a lot of workplaces, such as industries, warehouses or retail outlets. If you work for a moving company, you might use a different kind of technology to track orders and boxes.

Quite simply, you hold the scanner over the barcode of the item you want scanned, then pull the “trigger”. This technology allows you to scan a single item or a box of items, depending on the shipment type. There are many different types and brands of scanning equipment. Some have more complicated features than others. Most scanners will have a full keyboard and an **alphanumeric** display. This means it displays both letters and numbers. The scanners for material handling are usually more rugged than those used in retail operations. Some scanners, like the one pictured here, allow the user to order





products as well as to log inventory. The buttons on the top of the scanner are used to log an order number and the quantities desired. This is the reason for the alphanumeric display and keyboard. Some material handlers will need to learn this application.



For the most part, if you are in a warehouse or a receiving department, your job will likely focus on receiving goods. To do this, you will scan items as you receive them and check your inventory log (read on to learn about this!) to be certain that they match. It's important that your numbers match because it is the difference between your company receiving 100 boxes of parts and your company receiving 1000 boxes of parts!

## **Data Entry**

Material handlers will often need to enter information into a computer system. The length of entry, the type of computer system, and the frequency with which you enter information will depend on your duties and your place of employment. Most of the entries you make as a material handler will be simple entries into pre-formatted programs. These programs will most likely be very specific from job to job. Most material handlers will not be required to create a database, so don't worry if your computer skills are not that advanced yet. The important thing is that you will need to be comfortable inputting information into a computer system. Once again, if you've never used a computer before, you may want to look into classes at your local learning centre.

You may be wondering "what kind of data will I be entering?" The answer depends entirely on your job. Some material handlers will enter a great deal of data, while others may not enter any data. The types of data you may be logging include:

- Dates
- Shipment/Order numbers
- SKU's (Stock Keeping Unit)
- Truck numbers
- Arrival/Departure Times

Some material handlers will only need to log information into paper files. This means you won't have to use a computer to log the information. However, these



types of jobs are becoming few and far between. Most material handling jobs now require you to have some computer knowledge. This is because most jobs in material handling involve using computers. It is easier to track material and shipments using computers. The only problem that may arise when using computers is that you will need to check the numbers you've entered for accuracy and be sure that your spelling is correct.

For the most part, you will be using your handheld scanner, a laptop computer, or a desktop computer to enter this information. You may enter full sentences, but usually a material handler will only enter numbers and short entries of a few words at the most.

## **So why do I enter this information?**

It's important to track this information because all businesses need to track their inventory. Inventory is a company's merchandise, raw materials, and finished and unfinished products which have not yet been sold. Companies need to keep track of their inventory for many reasons.

- Time - The time lags present in the supply chain at every stage from supplier to user requires that a company maintain certain amounts of inventory to use in this "lead time." Basically, it takes time to get the goods from point A to point B.



A → B

- Uncertainty - Inventories are maintained as buffers to meet uncertainties in demand, supply and movements of goods. If one item is suddenly in high demand, a company will need to have extras to deal with consumer need. (Consumer need means many people wanting a product).

## **How do I enter this information?**

You will most likely use a computer to get information or to track changes in stock through a product database. In most cases, you will use the number pad of a computer's keyboard to enter this information (the number pad is the group of numbers in the bottom right corner of a keyboard). Depending on the setup of

your database, you might use the “tab” key (the one with the arrows) to move from box to box.

The following are some sample inventory forms. The forms you might use may look similar to these. Each business will use their own specific form, but these examples will give you an idea of the general format and content of inventory logs.

## Sammy's Staples Inventory Report

Received				Shipped			
Date In	SKU	Amount	Received By	Date Out	Invoice	Amount	Stock Left
10/11/10	1465461	6	H. Jones				
				10/19/10	145	8	3
10/20/10	6154822	9	J.Garcia	10/20/10	146	5	0

## Carol's Custom Crafts Inventory Count Sheet

Name: \_\_\_\_\_

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

Description	Colour	Stock #	Computer Inventory Count	Quantity Shipped	Total Quantity
Wool	Emerald green	548215	64	125	189
Spec. Sticks	Assorted	154515	98	200	298



## Computers and material handling

### Learning Activity #11

Define the following terms in your own words. Be sure to check your spelling and grammar. Your instructor will help you with accessing an online dictionary to help you with this activity.

1. Technology:

---

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2. Inventory:

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3. Database:

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---

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4. Alphanumeric:

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---

---

5. Rugged:

---

---

---

6. Application:

---

---

---

Unscramble the following letters to make words from this module.

a) ptuomcer: \_\_\_\_\_

b) nnniscag: \_\_\_\_\_

c) dnahhdle: \_\_\_\_\_

d) eoarcdb: \_\_\_\_\_

e) yehlooctng: \_\_\_\_\_

f) iesphnmt: \_\_\_\_\_

g) glo: \_\_\_\_\_

h) aadt: \_\_\_\_\_

i) tcark: \_\_\_\_\_

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |



## What's in stock?

### Learning Activity #12

Use the inventory log on the next page to answer the following questions.

a) What company is this inventory log for?

---

b) What is the date on the second entry?

---

c) Can you find a possible typing mistake?

---

d) What day do you think Susan worked?

---

e) How many small rocking chairs are in stock?

---

f) Is the company ordering any benches?

---

g) Which item has the following stock number: 54812?

---

h) Why do you think there is a column for a computer count and a column for a manual count? What is the difference between the two?

---

## Go with the Grain Wood Products



### Inventory Log

Date	Stock #	Item	Computer Count	Manual Count	Order Quantity	Clerk
10/11/10	54812	Sm. Chair	14	14		
10/14/10	51551	Rocking Chair	2	2	16	S.Gillibrand
11/19/10	51588	Bench	20	210	0	R. Blanchard
10/11/10	54612	Cof. Table	17	17	8	
10/14/10	55151	Sm.Table	15	15	19	J.Jameson
11/19/10	51268	End unit	3	3	0	C. Evans

The following Essential Skills were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

#### Thinking Skills

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Learner Self-Assessment

When you have completed *Module 5 – Equipment*, assess your performance. Check yes or no in the boxes below. In the comments section, you can write down thoughts you have about the section. Use a blank sheet of paper if you need more space.

I started this module on (date) \_\_\_\_\_ and finished on (date) \_\_\_\_\_.

### Material Handler: Module 5 – Equipment

#### Unit 1 – Manual Equipment

I can name the equipment used in Material Handling.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can identify several ways to safely use hand tools.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can list the steps to using a utility knife.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I know when to use a staple gun and when to use a tape gun.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can name the different warehouse carts and their characteristics.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I know the uses for a strapping machine.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no

#### Unit 2 –Lifting Equipment

I can name three types of lifting equipment.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I feel that I have an understanding of how pump trucks work.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can name the parts of a forklift.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can explain the forklift regulations in my area/province.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can link to the Canadian Centre for Occupational Health and Safety website and answer questions about forklift accidents.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no

## Unit 3 – Computers

I can discuss how computers affect the Material Handling industry.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I am able to list the different types of computers or computerized equipment used in Material Handling.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can read basic inventory logs.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no

**Comments:**[illegible]

Did you miss anything? If you did, take a minute to go back and review those sections again.



*Almost done...on to Module # 6!*



# LEO Essential

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## SKILLS • TRAINING

### Material Handler

#### Module 6: Health and Safety

- Unit 1      Legislation
- Unit 2      Personal Protective Equipment
- Unit 3      Hazards and Preventative Measures
- Unit 4      WHMIS Overview
- Self Evaluation



## Unit #1 – Legislation



The topics in this module are all about creating and working in a safe and healthy environment. You will read about the legislation or laws you need to know to work as a material handler.

You will learn about the different hazards of this job and what you can do to avoid being injured at work. Finally, you will read about the Workplace Hazardous Material Information System (WHMIS).

**Legislation** means the rules created by the Canadian government.

As always, you'll be using many of the Essential Skills in this module. By the time you are finished, you should be able to understand a worker's obligation to health and safety, list protective equipment used by material handlers, recognize workplace hazards and have a general understanding of WHMIS.



## **So what are the laws that affect Health and Safety?**

You're probably wondering what standards are in place to keep you safe at work. There are many different laws and procedures related to Health and Safety in the workplace. For the job of Material Handler, we will consider the following:

- The Occupational Health and Safety Act
- The Worker's Compensation Act
- Safety Inspections
- Hazard Forms

### **Supplementary Learning Activity**

Use your computer to log on to the Internet. Click on the following site to view the Canadian Centre for Occupational Health and Safety. You'll find links to information about the Health and Safety Act, workplace hazards, and links to resources and newsletters.

[www.ccohs.ca](http://www.ccohs.ca)

## **The Occupational Health and Safety Act**

The Occupational Health and Safety Act and the Canada Labour Code apply to material handling in several ways. This legislation lists all of the rights of the employer and of the employee regarding Health and Safety. It's important to remember that employers and workers share the responsibility for health and safety. As a worker, you need to be aware of your role in staying safe on the job.



Canadian occupational health and safety legislation is primarily based on three fundamental rights of workers:

- the right to be informed of known or foreseeable safety or health hazards in the workplace and the right to training and information on machinery, equipment, working conditions, and processes.
- the right to participate in the prevention of occupational accidents and diseases either as members of joint health and safety committees or as health and safety representatives, and the right to be part of the process of resolving health and safety concerns.
- the right to refuse dangerous work and be protected against dismissal or disciplinary action following a legitimate refusal.

**NOTE: Health and Safety Committees**

Depending on the size of your workplace, you can participate in improving the level of Health and Safety by joining the health and safety committee. Many larger companies have Health and Safety Committees that are made up of both staff and management representatives. If you don't want to be on the committee, you can also provide suggestions through your supervisor or a representative of the committee. This group of people meets to identify and recommend solutions to health and safety problems. They make sure that health and safety concerns are brought into the open and are fixed. They also do regular inspections of the workplace to identify any health and safety issues.

Source: Canadian Centre for Occupational Health and Safety (CCOHS)

Material reprinted, cited, or adapted, with permission, from Canadian Centre for Occupational Health & Safety (CCOHS) 135 Hunter street East, Hamilton ON L8N 1M5; Tel: (905) 573-4400; Toll free 1-800-263-8466; Fax: (905) 572-4500

It's important to know your responsibilities.

Workers are responsible for:

- following the Occupational Health and Safety Act and other regulations
- wearing personal protective equipment
- reporting problems and broken equipment
- not engaging in any pranks or dangerous behaviour



**Worker + Employer = Safer Workplaces**





## What should you do?

### Learning Activity #1

Read the following case studies. For each of the scenarios describe the actions or steps that you as an employee should take.

1. You work for a moving company and your boss asks you to handle a job alone. The job in question involves moving a grand piano down 2 flights of stairs.

---

---

---

2. You work on a loading dock loading freight onto trucks using cranes and hoists. Your co-workers decide to play a joke on another co-worker and attach his belt to the crane.

---

---

---

3. You drive a forklift in a retail store. You notice that one of the buttons is sticking but the forklift seems to be working just fine.

---

---

---

4. You arrive at work one day and begin your duties manually loading a truck. One hour into your shift you notice that you have forgotten your safety footwear.

---

---

---

5. You are driving the forklift in the warehouse. You glance over at your co-worker and realize that she has a small crack in her helmet.

---

---

---

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |



## **Whose job is it?**

### **Learning Activity #2**

Read the following workplace scenarios. Then list whether the worker or employer is responsible to act for each scenario.

---

The conveyor belt breaks down in the middle of your shift.

---

You notice that your hard hat is cracked.

---

The forklift has been broken for 2 days.

---

There are no working fire extinguishers in the warehouse.

---

Your co-worker piles several boxes full of freight on a high shelf.

---

The loading dock has old pallets and machinery lying around.

---

You drop a pallet on your foot.

---

Your supervisor mentions casually at lunch that there are new safety procedures posted near the punch clock.

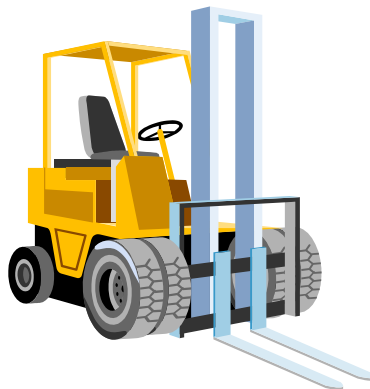


---

There are 6 of you working in the same area.  
There are dangerous chemicals being lifted  
with a crane above your heads. There are  
only 5 pairs of goggles.

---

While lifting a heavy box you feel your back  
give out.



**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making           | <input type="checkbox"/> Critical Thinking | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing | <input type="checkbox"/> Significant Use of Memory |  |  |

## The Worker's Compensation Act

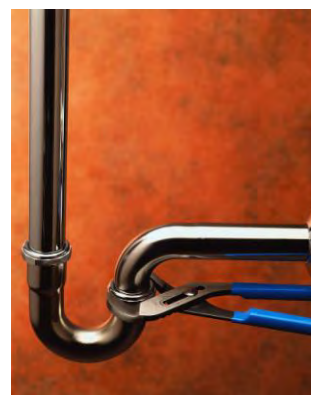
The Worker's Compensation Act helps workers who are injured at work or who get sick as a result of their work environment. This act outlines the rules and regulations about benefits, medical care and rehabilitation services to people who get hurt on the job or those who contract an occupational disease.

**Occupational diseases** are related to exposure to physical, chemical or psychological hazards. They usually develop over a period of time. For example: cancer from inhalation of asbestos or fumes.

Before Canada had workers' compensation laws, workplace accidents were dealt with entirely under the common law. That meant that workers could sue employers with some probability of success only if they could prove employer negligence.

In some provinces the program responsible for workplace safety also has a preventative role. In Ontario, this program is called the [Workplace Safety and Insurance Board](#) (WSIB).

In British Columbia, the occupational health and safety program is run by the provincial government. However, in most provinces it remains solely concerned with insurance. It is paid by employers based on their payroll, industry sector and history of injuries (or lack thereof) in their workplace, sometimes known as "injury experience".



To learn more about this, log your computer onto the Internet and type the following as keywords:

*Health and Safety and Ministry of Labour.*

## Safety Inspections

Source: Food Counter Attendant, Kitchen Helper and Related Occupations Essential Skills Training.  
©Literacy Link Eastern Ontario (LLEO), 2005, 203A-837 Princess Street, Kingston, ON K7L 1G8,  
Telephone: (613) 507-5307 Fax: (613) 507-5174.

Occupational health and safety regulations require regular workplace inspections. The purpose of an inspection or safety tour is to identify unsafe conditions and practices and to recommend the right actions to correct any problems.

Inspections may be carried out by a designated worker or team with a mix of personnel such as employees, supervisors and managers. Generally, the legislation sets out procedures for designating a person or persons to carry out workplace inspections.

In large companies, inspections are usually undertaken in accordance with a schedule agreed on by their Joint Health and Safety Committee and the employer. However, small workplaces don't require a committee, and may have a Health and Safety representative from the staff to do inspections, usually every 3 months or so as required. Generally a form checklist is used.



Inspection reports are communicated to all levels of the organization. Posting inspection reports on the bulletin board, reviewing at staff meetings, and sending a copy to management for review are all good communication methods.



Whenever you have a health or safety concern,  
be sure to follow up to ensure corrective action is taken.

## Hazard Forms

Most large companies have a standard form to be filled out when an employee spots a hazard that needs to be addressed. The basic information required usually includes the name of the employee, the date, and a description of the hazard.

It is very important that employees fill out these forms so that employers know what equipment needs to be fixed or replaced. Your boss is not always using the same machinery as you - so it makes sense that he/she may not know when something is broken, worn out, or damaged.

### Hazard Report Form - Example

Name:	Date:
Location:	
Equipment:	
Description of the hazard:	
Suggested corrective action:	
Signature:	
Supervisor's remarks:	
Corrective action taken:	
Signature of Supervisor:	Date:



## Hazard to Report Learning Activity #3

1. You work in a very large and busy distribution centre. You arrive at work one day to find that the screws holding the wheel on the pallet truck are coming loose. Fill out the hazard form below as the employee.
2. Now take the part of the supervisor and write in what you would do to address the hazard.

Name:	Date:
Location:	
Equipment:	
Description of the hazard:	
Suggested corrective action:	
Signature:	
Supervisor's remarks:	
Corrective action taken:	
Signature of Supervisor:	Date:

### The following Essential Skills were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

### Thinking Skills

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Unit #2 – Personal Protective Equipment

Personal Protective Equipment (PPE) is used for your safety. Using it does not guarantee that accidents won't happen, but it does keep you safer if and when there is an accident.

You will most likely be required to wear certain PPE on the job. The type and kind of equipment will depend on where you are working and what job you are doing. Some positions, such as a loader on a construction site, will require you to wear more PPE than others.

Among the PPE discussed in this module are:

1. Hard hats
2. Gloves
3. Face Shields
4. Safety footwear
5. Hearing protection



Depending where you work, you may need to use other protective equipment such as protective clothing, or respiratory devices. It is important that you always use the protective equipment required for your job. At times, the PPE may seem too hot or heavy, but it is necessary to use it to keep you safe.

It is also important for you to make sure that your PPE fits correctly and that you know how it should fit. For example, safety goggles that slip halfway down your nose may not provide any protection for your eyes. When doing your job, it is important to be aware at all times that if your PPE is not fitting properly, it is not doing its job.



## Personal Protective Equipment Learning Activity #4

Answer the following questions in complete sentences.

1. List 3 types of personal protective equipment.

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2. Why should you use PPE?

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3. Explain why it is important for your PPE to fit you properly.

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**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## The Hard Hat

You may have to wear a hard hat every time you enter a certain area, like an area where people might be working overhead. For example, workers may be hauling material using hoists. Sometimes it will seem like you have to wear a hard hat even if you aren't doing anything "dangerous". However, you must follow this rule because there is dangerous stuff going on around you.

It is important that you ALWAYS wear your hard hat properly. It can only protect you if you wear it the right way. If you are not sure of which way is the "right" way, you can always ask your supervisor. Head injuries are very serious. They can change the way you think, your memory, your ability to walk and talk, and they can even kill you. The best way to prevent a head injury is to wear a hard hat.

## Know Your Hard Hat

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Tel: (905) 573-4400; Toll free 1-800-263-8466; Fax: (905) 572-4500



There are 2 main parts to the hard hat - the shell and the suspension system.

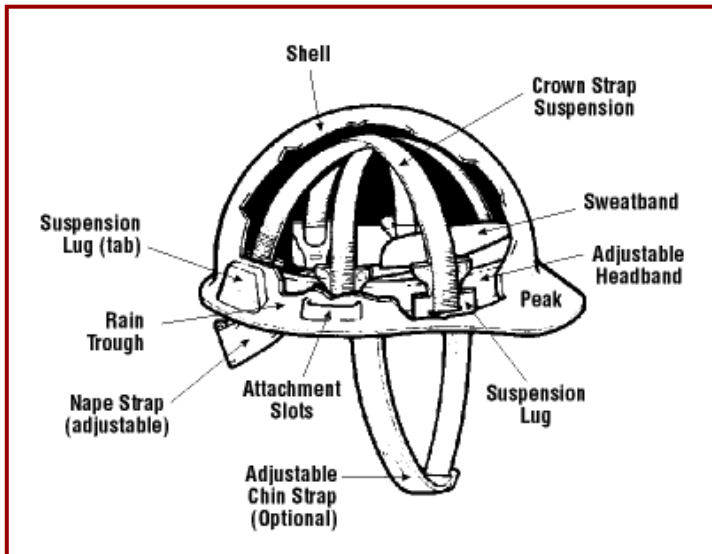
The shell is rigid and light, and is shaped to deflect falling objects. Correct maintenance is important. Never paint the shell because this can make it more likely to become brittle and crack. If you need to mark your hard hat for identification reasons, always use reflective marking tape to do so.

### Do:

- ✓ Inspect and replace a shell that shows signs of wear, scratches or gouges. Shells that are exposed to heat, sunlight, and chemicals can become stiff and brittle. Tiny cracks can develop. Over time, hats can become dull in colour or have a chalky appearance.
- ✓ Replace headwear when cracks begin to appear.
- ✓ Replace headwear that has been struck, even if you can't see any damage.



- ✓ Replace headwear if its protective abilities are in doubt.



The suspension system is made up of straps and a sweatband. This system inside your hard hat holds the shell away from your head and acts as a shock-absorber.

It also holds the shell in place and allows air to flow freely. This part of the hard hat is just as important as the outer shell and needs just as much care and attention.

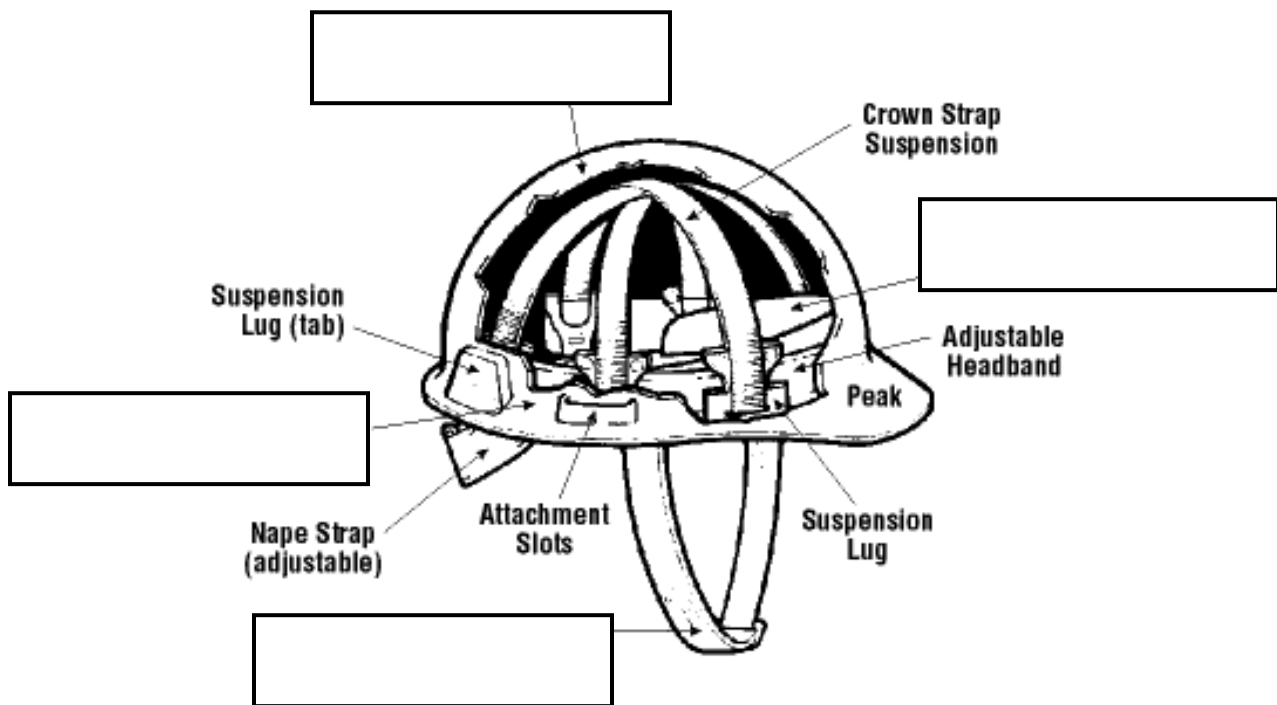
### Do:

- ✓ Adjust the headband size so that it will stay on if you bend over. Make sure it's not so tight that it leaves a mark on your forehead.
- ✓ Make sure that the suspension is in good condition. Always look for cracked or torn pieces or other signs of wear.
- ✓ Never put anything between the suspension and the shell. There must be a clearance (some space) inside the hard hat while it's being worn. In case of a blow to the head, that space will absorb the shock.



## My Hard Hat Learning Activity #5

1. Label the following diagram with the words provided in the box below.



**Shell, Rain trough, Sweatband, Chin Strap**

2. How should you mark your hard hat to distinguish it from others? Why?
- 

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Gloves

Many jobs in the field of material handling can be hard on your hands. When you are handling boxes, pallets, or other materials all day you can do a great deal of damage to your hands. Splinters, cuts, and calluses can develop. You might be required to wear gloves to protect your hands.

Gloves vary from job to job. If you are using knives or sharp blades, you will need strong gloves, often made of metal mesh. Other jobs will require a different kind of hand protection including:

- Finger guards
- Cots and thimbles
- Hand pads
- Mitts
- Gloves of various types



The type of protective gloves you are required to wear will depend on the job you are doing. There are some duties within the sector that do not require you to wear any gloves, such as recording invoices. There are also duties for which it is optional to wear gloves, such as manual loading of freight.

It is important to know that, when using some machinery, it is better not to wear gloves. When using any type of machine where the glove could get stuck or caught, it is better not to wear them.

Also, it is a good idea not to wear rings, watches, earrings and necklaces when operating certain types of machinery. Your company may have rules about what you can wear. Following these rules will help keep you safe.

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You must choose hand protection that protects you from the hazard(s) of a specific job and adequately meets the specific tasks involved in the job (such as flexibility or dexterity). If you can't do your job properly while wearing the gloves, they may not be the right fit for the job. It could be very dangerous if you are driving a forklift and can't push the buttons because of the gloves you are wearing.

Keep in mind; it's very important to follow all the guidelines put in place by your employer and to wear the proper gloves for each task.

**Guidelines** are general rules and recommendations put in place for you to follow.

**REMEMBER: If you have any questions about this – ask your supervisor.**

The following are some tips to consider when using protective gloves on the job:

- ✓ Follow the manufacturer's instructions for care of your gloves.
- ✓ Be aware that some materials may cause reactions in some workers, such as allergies to latex. If you are allergic to latex- use alternatives where possible.
- ✓ Be certain that your gloves fit properly.
- ✓ Don't wear gloves with metal parts near electrical equipment.
- ✓ Do not use worn or torn gloves.
- ✓ Clean gloves as instructed by the supplier.
- ✓ Inspect and test gloves for defects before using.



It's important to test all rubber gloves for leaks by inflating them (see figures below).

Figure 1

Hold cuff as illustrated, with thumbs inside, stretch cuff slightly.

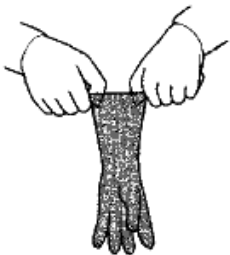


Figure 2

Swing glove outward and over towards the face, two or three times, trapping air inside.

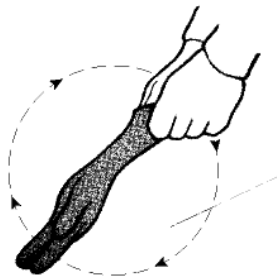


Figure 3

Squeeze inflated portion of glove with left hand, causing rubber to expand and magnify any defect.



Many protective gloves will also have strong grips on them or strips of leather. Not only will these gloves protect your hands from damage, they will help you to better grip the material you are handling. This can help prevent slips and dropping of products.

Remember-different gloves will be used for different tasks. It's important to be sure that you're wearing the right kind of glove for the job at hand....





## What's missing?

### Learning Activity #6

The following is a cloze activity. That means an activity in which words are removed from a passage. It's your job to fill in the blanks.

The following are some tips to consider when using protective gloves on the job:

- ✓ Follow the manufacturer's \_\_\_\_\_ for care of your gloves.
- ✓ Be aware that some \_\_\_\_\_ may cause reactions in some workers such as allergies to \_\_\_\_\_. If you are allergic to latex- use \_\_\_\_\_ where possible.
- ✓ Be certain that your gloves \_\_\_\_\_ properly.
- ✓ Don't wear gloves with metal parts near \_\_\_\_\_ equipment.
- ✓ Do not use \_\_\_\_\_ or \_\_\_\_\_ gloves.
- ✓ \_\_\_\_\_ gloves as instructed by the supplier.
- ✓ Inspect and \_\_\_\_\_ gloves for defects before \_\_\_\_\_.



**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

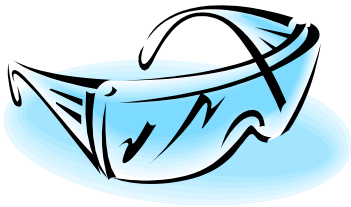
## Face Shields

Eye and face protection is very important. Eyes can easily be damaged in a material handler job setting. Factories can be dusty, objects can fall from up high, and liquid containers may break open and splash.

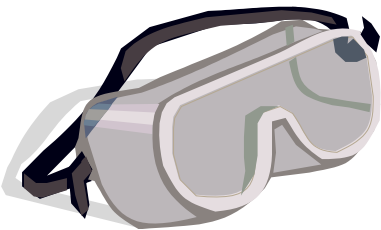
Most eye injuries in the workplace could be prevented if employees wore the right eye protection. Some examples of eye or face injuries include:

- Dust, dirt or metal entering the eye
- Chemical splashes
- Objects swinging or falling into the face

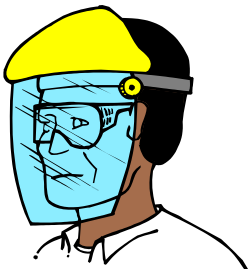
Just as there are many different types of work gloves available there are many kinds of face shields available to be used in the material handling industry. These are divided into three main categories: glasses, goggles, and shields. Each one is used for a different reason.



Glasses protect the wearer from direct head-on injury.



Goggles wrap around and seal against your face so that no substance can get in from the side.



Shields offer full eye and face protection.

Depending on your job, you may be asked to wear one of these pieces of PPE.

When considering suitable eye protection, workers need to ask themselves the following questions:

- What hazards will this protect me from?
- Does it fit properly?
- Can I do my job safely while wearing it?
- Is this compatible with other PPE needed for the job?

It is really important that you are certain that your safety glasses, goggles, or face shield fit properly. Eye size, bridge of your nose, and temple length all vary. Safety glasses are not one size fits all. You need to wear your safety glasses so that the temples fit comfortably over your ears. The frame should be as close to the face as possible and supported by the bridge of your nose.

Safety glasses, goggles and face shields need maintenance. Like any other piece of equipment or machinery you need to take care of them if you want them to work properly. Scratches can make it hard to see and they can weaken your lenses.

You must:

- ✓ Clean your safety glasses every day.
- ✓ Store your safety glasses in a clean, dry place where they cannot fall or be stepped on.
- ✓ Replace scratched, broken, bent or ill-fitting glasses.
- ✓ Replace damaged parts only with identical parts from the original manufacturer to ensure the same safety rating.



Remember ~ if you take care of your glasses, they will take care of you!





## Glasses, Goggles, or Face Shield?

### Learning Activity # 7

Read the following tasks. Circle which type of PPE would be used for each.

1. Move household appliances and furniture.
  - a) Glasses
  - b) Goggles
  - c) Face Shield
  - d) None
  
2. Weigh boxes.
  - a) Glasses
  - b) Goggles
  - c) Face Shield
  - d) None
  
3. Manually move 4 boxes of cleaners.
  - a) Glasses
  - b) Goggles
  - c) Face Shield
  - d) None
  
4. Use a pump cart to load and move 3 barrels of a relatively harmless chemical.
  - a) Glasses
  - b) Goggles
  - c) Face Shield
  - d) None
  
5. Unload a large truck and open each box to count contents.
  - a) Glasses
  - b) Goggles
  - c) Face Shield
  - d) None

6. Wrap a pallet using the automatic shrink wrap machine.
- a) Glasses
  - b) Goggles
  - c) Face Shield
  - d) None
7. Attach rigging hooks and guide load to truck.
- a) Glasses
  - b) Goggles
  - c) Face Shield
  - d) None
8. Complete an injury incident report form.
- a) Glasses
  - b) Goggles
  - c) Face Shield
  - d) None

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Safety Footwear

Most material handling jobs are in environments where you may be at risk of foot injury. You can avoid this by wearing protective footwear.

Safety footwear is designed to protect feet against a wide variety of injuries.

The following table shows some possible foot injuries and their causes:



Injuries	Common Causes
Crushed or broken feet, amputations of toes or feet	Feet trapped between objects or caught in a crack, falling heavy objects, moving vehicles (lift trucks, bulldozers, etc.), conveyor belts (feet drawn between belt and roller)
Punctures of the sole of the foot	Loose nails, sharp metal or glass objects
Cuts or severed feet or toes	Chain saws, rotary mowers, unguarded machinery
Burns	Molten metal splashes, chemical splashes, contact with fire, flammable or explosive atmospheres
Electric shocks	Static electricity, contact with sources of electricity
Sprained or twisted ankles, fractured or broken bones because of slips, trips or falls	Slippery floors, littered walkways, incorrect footwear, poor lighting.

Source: Canadian Centre for Occupational Health and Safety (CCOHS)

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**CSA** stands for Canadian Standards Association. It is a not-for-profit organization that sets the standards for things like safety boots. Visit their website at [www.csa.ca](http://www.csa.ca)

Safety shoes or boots are the most common type of foot protection. They typically have impact-resistant toes, metal insoles, and heat-resistant soles. When buying safety footwear, look for the Canadian Safety Association Green Patch label. Ensure that the boots have the proper rating for the hazard and the proper sole for the working conditions.

Look for the following when buying safety shoes:

- ☑ The inner side of the shoe must be straight from the heel to the end of the big toe.
- ☑ The shoe must grip the heel firmly.
- ☑ You must have freedom of movement for your toes.
- ☑ Walk in new footwear to ensure it is comfortable.
- ☑ Make allowances for extra socks or special arch supports when buying boots.
- ☑ Boots should fit snugly around the heel and ankle when laced. Don't expect boots that are too tight to stretch with wear. Lace up boots fully. High-cut boots provide support against ankle injury.
- ☑ Have both feet measured when buying shoes. Feet normally differ in size. (Buy shoes to fit the bigger foot.)
- ☑ Consider using shock-absorbing insoles where the job requires walking or standing on hard floors.



## How do I care for my footwear?

- Buy proper footwear.
- Use a protective coating to make footwear water-resistant.
- Inspect footwear regularly for damage.
- Repair or replace worn or defective footwear.
- Replace footwear regularly, regardless of damage.

If you are required to wear safety boots  
on the job, make sure that you get a pair  
that fit well and are comfortable!  
Your feet will thank you!





## How did this happen?

### Learning Activity # 8

Complete the table by completing the column with common causes to match the injury listed.

Injuries	Common Causes
Crushed or broken feet, amputations of toes or feet	
Punctures of the sole of the foot	
Cuts or severed feet or toes	
Burns	
Electric shocks	
Sprained or twisted ankles, fractured or broken bones because of slips, trips or falls	

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

#### Thinking Skills

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Hearing Protection

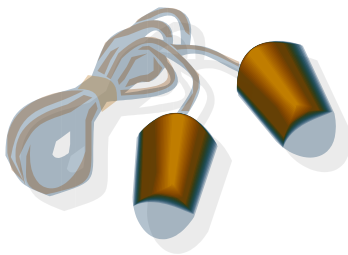
Workers wear hearing protection to reduce the amount of noise reaching the ears. Not every job in material handling will require hearing protection. The need for hearing protection depends on a number of factors such as the loudness of noise (decibels), the length of the employee's exposure to the noise, and whether the noise level changes between the employee's various work areas.

People should wear some sort of hearing protection if the noise level at your workplace is over 85 decibels. When effective hearing protectors are worn, they can greatly reduce the risk of damaging your hearing.



**A decibel** is a unit for measuring the power or intensity of sound.

Some of the more common types of hearing protection include:



- Single-use earplugs which are self-forming when properly inserted.
- Pre-formed or moulded earplugs which are professionally fitted for each individual.
- Earmuffs which create a seal around the ear.

The effectiveness of hearing protection is reduced greatly if the hearing protectors do not fit properly or if they are worn only part time during periods of noise exposure. Hearing protectors should not be changed or modified if they are going to work well.

Remember, radio headsets are not substitutes for hearing protectors and should not be worn instead of hearing protectors.

Select hearing protection that is:

- Correct for the job.
- Provides adequate protection. Check the manufacturer's guidelines.
- Comfortable enough to be accepted and worn.

Follow manufacturers' instructions. With ear plugs, for example, the ear should be pulled outward and upward with the opposite hand to enlarge and straighten the ear canal. Insert the plug with clean hands.



Ear protectors must be used **ALL THE TIME** to get their full benefit.



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### **Always:**

- ✓ Follow the manufacturer's instructions.
- ✓ Check hearing protection regularly for wear and tear.
- ✓ Replace ear cushions or plugs that are no longer pliable.
- ✓ Replace a unit when head bands are so stretched that they do not keep ear cushions snugly against the head.
- ✓ Wash ear muffs with a mild liquid detergent in warm water, and then rinse in clear warm water. Ensure that sound-proofing material inside the ear cushions does not get wet.
- ✓ Use a soft brush to remove skin oil and dirt that can harden ear cushions.
- ✓ Squeeze excess moisture from the plugs or cushions and then place them on a clean surface to air dry. (Check the manufacturer's recommendations first to find out if the ear plugs are washable).

### **Supplementary Learning Activity**

Use your computer to log on to the Internet. Click on the following site to view some real-life examples of how decibels of everyday noise are rated. For example, a dishwasher is rated at 80 decibels.

<http://www.industrialnoisecontrol.com/comparative-noise-examples.htm>



## PPE overview

### Learning Activity # 9

1. Which item of PPE is the most important to be wearing for the following scenarios? Rate them in order of importance with 1 as the most important.

a) You are manually loading a truck by moving boxes from a conveyor belt to the truck.

- ☐ *Safety boots*
- ☐ *Glasses/Goggles*
- ☐ *Hard hat*
- ☐ *Gloves*

b) You are filling warehouse orders for customers and confirming these orders on a checklist.

- ☐ *Safety boots*
- ☐ *Glasses/Goggles*
- ☐ *Hard hat*
- ☐ *Gloves*

c) You are part of a team connecting hoses to unload liquid petroleum.

- ☐ *Safety boots*
- ☐ *Glasses/Goggles*
- ☐ *Hard hat*
- ☐ *Gloves*

d) You are operating hauling equipment to unload grain.

- ☐ *Safety boots*
- ☐ *Glasses/Goggles*
- ☐ *Hard hat*
- ☐ *Gloves*

e) You are piling lumber in a lumber yard.

- ☐ *Safety boots*
- ☐ *Glasses/Goggles*
- ☐ *Hard hat*
- ☐ *Gloves*

f) You are loading freight with a pump truck, while cranes load freight overhead.

- ☐ *Safety boots*
- ☐ *Glasses/Goggles*
- ☐ *Hard hat*
- ☐ *Gloves*

[illegible]

- ☐ Problem Solving
- ☐ Decision Making
- ☐ Critical Thinking
- ☐ Finding Information
- ☐ Job Task Planning & Organizing
- ☐ Significant Use of Memory

## Unit #3 – Hazards and Preventative Measures

Manual materials handling means moving or handling things by lifting, lowering, pulling, or carrying. This is always a hazardous job, but the level of risk depends on several things:

**Hazardous** means something that could harm you.

- What kind of material you are handling.
- What is involved in the task.
- The length of time you will be spending on a task.
- The conditions at your worksite.

The hazards associated with working in material handling jobs usually fall into six categories:



1. Biological
2. Chemical
3. Ergonomic
4. Physical
5. Safety
6. Psychological

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## Biological

This may or may not be a hazard for people working in material handling. The possibility of this hazard depends on where you work.



Some biological hazards are a result of the droppings left by animals. There is a potential for infection caused by birds or rodents if you work in an old building.

The best way to protect yourself from the hazards is to wash your hands often, and to wear all required PPE, especially your gloves and mask.

## Chemical

Material handlers may be exposed to a variety of chemicals and other hazardous materials at work. Some of this exposure is from the material you are handling, and some is from equipment used at your worksite.

Again, the possibility of this hazard depends on where you work. For example, if you work as a labourer in a retail warehouse, you are probably not going to come into contact with any chemical hazards. On the other hand, if you work at a worksite where chemical containers are stored or handled, the odds are good that you will be exposed to this hazard regularly.



Some examples of chemical hazards include:

- Solvents, cleaners, and glue.
- Plastic fumes from shrink wrap, bag sealers, and strapping welders.
- Use of battery powered equipment (battery acid can burn the skin and eyes).
- Use of fuel powered vehicles (propane, gasoline, and diesel), which includes exposure to carbon monoxide, carbon dioxide, and exhaust from trucks during loading and unloading.



The best way to protect yourself from chemical hazards on the job is to be aware of what it is you are working with. Be sure to read the Material Safety Data Sheet (MSDS) for each chemical you handle. (MSDS's will be discussed in the next unit of this module.) And, remember to wear your protective equipment and always follow policies and procedures put in place by your company.

## Ergonomic

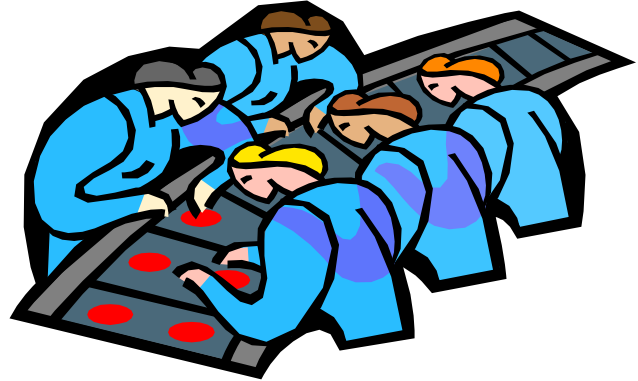
There are many situations when working as a material handler where the physical demands of the job involve force, repetitive movement, and other hazardous positions.

These include:

- Standing for long periods of time.
- Lifting.
- Working in awkward positions (this includes twisting, bending and turning).
- Repetitive manual tasks (packing small parts into a box).
- Pushing and pulling hand carts.

**Repetitive movement or motion** means that you move the same way over and over again for long periods of time.

If you work at a conveyor belt, repetitive motions may be a concern. For this job you usually bend, lift, reach, and move quickly and in the same way for a long period of time. These body motions are particularly dangerous and can cause back injury even when not combined with handling loads.



There are several ways to reduce your risk of a lower back injury, including:

- ✓ Decreasing the weight of handled object to more appropriate limits.
- ✓ Changing the type of movement. (Lowering objects causes less strain than lifting. Pulling objects is easier than carrying. Pushing is less demanding than pulling).
- ✓ Alternating heavy tasks with lighter ones.

### **Supplementary Learning Activity**

The following link will take you to a website about repetitive motion injuries. You can read about prevention and treatment of injuries.

[http://www.emedicinehealth.com/repetitive\\_motion\\_injuries/article\\_em.htm](http://www.emedicinehealth.com/repetitive_motion_injuries/article_em.htm)



Others steps to reduce the risk of injury include:

- Eliminate deep shelves to avoid bending.
- Have enough space for your entire body to turn.
- Locate and place objects within easy reach.
- Ensure that there is a clear and easy access to the load.
- Use slings and hooks to move loads without handles.
- Balance contents of containers.
- Use rigid containers if possible.
- Take regular breaks.
- Stretch.
- Stop working if you think you have hurt yourself.
- Adopt good work practices.





## Stretch yourself

### Learning Activity # 10

Log on to the Internet and research different kinds of stretches that someone in the material handling field could do to help prevent injuries at work. Share this information with your instructor or fellow learners.

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Design a workplace poster to encourage stretching for prevention for your fellow employees. Do this using a computer if one is available.

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Physical



People who work in material handling may be required to work in different environments. This might mean that one day you are working inside and the next you are working outside. Because of this, you may be exposed to extreme temperatures - think about loading trucks manually in January in Winnipeg!

The other extreme would be working in the heat of the summer. It can get up to 30 degrees Celsius in many areas of Canada during the hot summer months. Also, in the summer you will be exposed to UV rays.

When it's hot and humid, workers tire more quickly and become more prone to injury. On the other hand, colder temperatures decrease the flexibility of muscles and joints, which makes it harder to do the work.



It's important to dress appropriately for the weather conditions...and don't forget to wear your PPE. Remember, it can get hot under some of that equipment, too.



## Safety

When working in this field it's important to always work safely around machines and equipment. Each machine will most likely have its own safe work procedures and precautions. It's your job to know these procedures.

## So what are the dangerous situations you might find yourself in at work?

- Conveyor belts can pinch bodies or catch dangling objects such as straps.
- Objects or body parts can be crushed if caught in the moving parts of any equipment.
- Floors can be cluttered with boxes or be slippery from being washed.
- Ladders and platforms could be in hallways.
- Hand tools and power tools can present hazards.
- Equipment might be left lying around.



You must always use correct procedures when using any tools or equipment. Be aware of all of the safety hazards around your work environment. By noticing what possible hazards you might face, you can identify ways to make your workplace safer. If you use hand tools in your job, be certain to put everything away neatly when you are finished with them. A good rule of thumb to remember is that a clean work area is a safe work area.

## Psychological

Sometimes there are psychological hazards that may affect a job. Some people find it very hard to work in busy environment and to meet deadlines. Many jobs in material handling will have time constraints. Trucks must be unloaded quickly so they can be reloaded and on their way. Conveyor belts move very quickly and you have to work fast to keep up.



Also, many of the jobs in today's economy involve shift work. Shift work could mean that you rotate the hours you work from one week to the next. You might

work overnights, or 2 days on and 3 days off. Regardless of the shift you work, it's important to get your body used to the irregular hours. This type of shift work can affect your eating and sleeping. If you work overnights it can be a challenge to eat meals at "normal" times. It can also be very hard to sleep during the day because of the sunshine or noise outside.

Noise is a hazard in some environments. Trucks and equipment can make a lot of noise. When you have to listen to the noise for hours and hours it can make a person anxious and irritable. Be sure to wear your protective ear plugs to minimize this problem.

It's important to remember that these hazards may affect some people more than others. They may not affect some people at all. Staying physically fit is important in this career. You need to take care of your body by eating and sleeping well. This may help you to overcome any of the psychological hazards of your job. Remember- a healthy body is a healthy mind.



## Name that hazard

### Learning Activity # 11

Match the following hazards with their causes.

- |                   |       |                                |
|-------------------|-------|--------------------------------|
| 1. Biological     | _____ | A. A diesel truck idling       |
| 2. Safety         | _____ | B. Too many boxes in a hallway |
| 3. Ergonomic      | _____ | C. Pigeons                     |
| 4. Biological     | _____ | D. Standing all day            |
| 5. Chemical       | _____ | E. Using a bag sealer all day  |
| 6. Physical       | _____ | F. Mouse Poop                  |
| 7. Psychological  | _____ | G. Noise                       |
| 8. Chemical       | _____ | H. Stress                      |
| 9. Ergonomic      | _____ | I. Wet floors                  |
| 10. Safety        | _____ | J. Loading freight in August   |
| 11. Psychological | _____ | K. Working a conveyor belt     |

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Unit #4 – WHMIS Overview

### WHMIS Pre-test

You may have already taken a WHMIS test, or maybe you've heard the term and have a general idea about what it is. Answer the following questions to see how much you already know about WHMIS.

1. What does WHMIS stand for?

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2. You have to use an industrial cleaner at work. What do you need to know about it to use it safely?

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3. Where will you find safety information?

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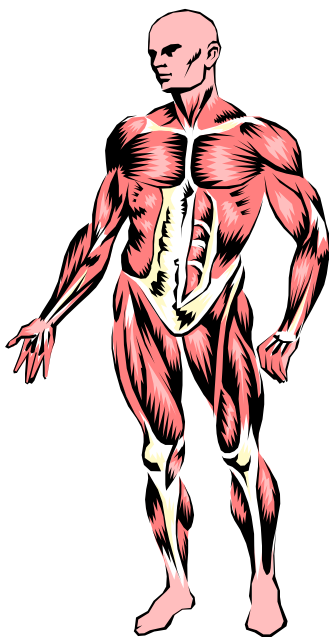
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4. Identify what the following symbols mean.



5. Identify on the body where chemicals can enter your body.



Even if you've scored perfect on this pre-test, you should continue reading this unit to learn all the exciting information that may lead to keeping you safe on the job.



## Introduction

Source: Skilled Trades Helper Essential Skills Training. ©Literacy Link Eastern Ontario (LLEO), 2004, 203A-837 Princess Street, Kingston, ON K7L 1G8, Telephone: (613) 507-5307 Fax: (613) 507-5174.

WHMIS (pronounced whim-iss) stands for the Workplace Hazardous Material Information System. WHMIS is a Canada-wide system designed to protect the health and safety of working Canadians by providing information about hazardous materials on the job. WHMIS addresses the worker's "right to know".

**WHMIS is an acronym.** An **acronym** (pronounced AK-ruh-nihm,) is an abbreviation of several words in such a way that the abbreviation itself forms a word.

There are 3 main parts to WHMIS:

1. Labels
2. Material Safety Data Sheets (MSDSs)
3. Worker education and training












WHMIS deals with the preservation of life and health against hazardous substances encountered at work. The industry, labour and government representatives who worked together to create WHMIS were working to protect Canadians from injury or illness on the job.

## WHMIS is the Law

For over four years, people from the federal (Canada), provincial (Ontario, BC, PEI), and territorial (Yukon) governments, worked with people from organized labour, to create WHMIS. The WHMIS legislations are laws in every province and territory in Canada. Federal and provincial legislation make WHMIS a Canada-wide program.

## Hazardous Material

The Hazardous Products Act says that any product, material, or substance which falls into any of the six hazard classes described below is a **controlled product**.

Controlled Products Regulations Schedule II – Hazards Symbols Annexe II du Règlement sur les produits contrôlés – Signaux de danger	
Classes and Divisions Catégories et divisions	Hazard Symbols/Signaux de danger
Class A – Catégorie A Compressed Gas/Gaz comprimés	
Class B – Catégorie B Flammable and Combustible Material/Matières inflammables et combustibles	
Class C – Catégorie C Oxidizing Material/Matières comburantes	
Class D – Catégorie D Poisonous and Infectious Material/Matières toxiques et infectieuses	  
1. Materials Causing Immediate and Serious Toxic Effects/Matières ayant des effets toxiques immédiats et graves	
2. Materials Causing Other Toxic Effects/Matières ayant d'autres effets toxiques	
3. Biohazardous Infectious Material/Matières infectieuses	
Class E – Catégorie E Corrosive Material/Matières corrosives	
Class F – Catégorie F Dangerously Reactive Material/Matières dangereusement réactives	
Controlled Products Regulations – Schedule III Label Border/ Annexe III du Règlement sur les produits contrôlés – Bordure de l'étiquette	

**You can find hazardous substances in the workplace in the following forms:**

### 1. Solid

- Dust: made by grinding, crushing, or handling. Fine particles of dust can remain suspended in the air.
- Fumes: formed when a volatized solid, such as metal, condenses in cool air. This occurs in welding operations.
- Smoke : formed when a material containing carbon is burned.



### 2. Liquid

- Mist: suspended droplets formed when gases move into a liquid state, or when a liquid is broken by splashing or foaming e.g. paint mist from spraying.
- Vapour: gaseous forms of substances which are normally a solid or liquid. You may find vapours in cleaning agents and paint thinners.

### 3. Gas

- **Gas**: substances that do not exist as a solid or liquid at room temperature and pressure. They tend to spread out and occupy the entire space you are in, e.g. carbon monoxide, methane, oxygen.



**All of these different forms of substances can contaminate workplace air.**

## Chemicals can enter your body through:

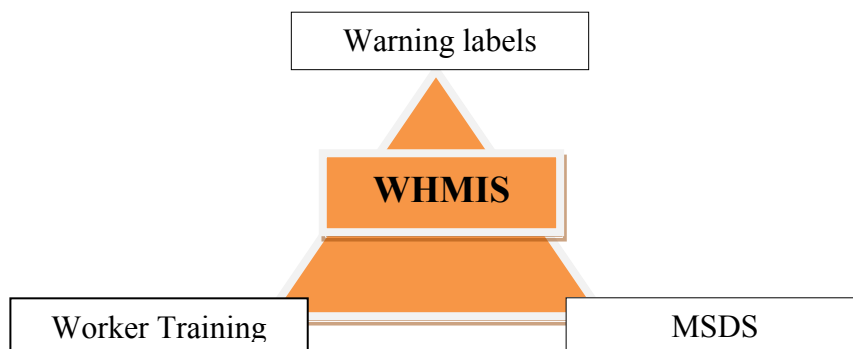
- Your lungs, if you breathe fumes, mist or dust.
- Your skin, if liquid or dust touches, spills on you, or splashes.
- Your mouth, if you eat without washing your hands after handling chemicals or if you accidentally swallow chemicals.
- Your eyes, if chemicals splash on you or are in the air.

## Getting Information Out

Everyone has a right to know about hazardous material in their workplace. WHMIS gives people the means to find out that information. It does this in three ways:

1. Warning labels on containers of hazardous materials.
2. Material Safety Data Sheets (MSDSs) providing further, detailed information.
3. Worker Training on how to use the information contained on the labels and MSDSs.

All of these requirements are of equal importance for the success of WHMIS. Labelling containers and providing MSDSs would accomplish little if workers were not trained about the significance of the information contained on the labels and MSDSs. Similarly, training would be of little use if labelled containers and MSDSs were not available to provide detailed information about the products.



## Labels

The label is the first and most basic form of WHMIS hazard warning to workers. It is easily recognized, appears on the container of a controlled product, and provides basic information about the risks associated with the use of the material inside the container. WHMIS requires two kinds of labels: supplier labels and workplace labels.

If chemicals are placed in another container, this new container must have a label on it. If two or more chemicals are mixed together, it could cause a serious reaction.

**All containers must have a label. If there is no label:**



**Stop – and do not touch the container.**

**Tell your supervisor right away.**



## Vocabulary Word Search

### Learning Activity # 12

Find the following vocabulary words in the word search.

D	F	J	U	L	S	G	K	M	S	A	T	M	T	U
S	E	Z	N	T	I	Z	H	J	E	V	K	C	D	Z
A	E	L	K	J	M	Q	A	G	V	N	S	Y	O	V
F	D	D	L	O	H	E	U	L	H	A	Z	A	R	D
E	Z	I	S	O	W	H	A	I	T	L	E	B	A	L
T	X	A	L	Y	R	I	T	H	D	A	X	R	V	X
Y	G	C	H	O	R	T	P	Q	R	C	G	T	G	V
F	C	W	K	E	S	L	N	Q	X	I	J	J	X	M
W	J	J	T	Q	W	D	B	O	I	M	A	E	H	V
E	B	A	Z	O	Z	I	F	W	C	E	J	C	D	O
B	M	D	R	H	X	H	A	B	M	H	A	O	K	P
H	E	K	K	E	B	R	B	G	C	C	B	N	J	M
W	E	L	P	W	Q	S	N	K	M	D	N	R	D	W
R	K	A	E	O	G	C	K	B	N	K	P	J	E	P
K	U	P	Q	R	E	D	F	T	T	G	Q	H	V	Y

**Controlled  
Gas  
Hazard**

**Label  
Liquid  
Material**

**Safety  
Solid  
WHMIS**

The following Essential Skills were used to complete this Learning Activity.

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Reading                        | <input type="checkbox"/> Document Use              | <input type="checkbox"/> Numeracy          | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication             | <input type="checkbox"/> Working with Others       | <input type="checkbox"/> Computer Use      | <input type="checkbox"/> Continuous Learning |
| <b>Thinking Skills</b>                                  |  |  |  |
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making           | <input type="checkbox"/> Critical Thinking | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing | <input type="checkbox"/> Significant Use of Memory |  |  |

## Material Data Sheets (MSDSs)

The MSDS is the second level of the WHMIS information delivery system. While the label on the container provides the vital warning information to those on the spot, the MSDS contains additional details important for handling emergencies or clean-ups. Much of the information provided on the MSDS is of a technical nature. It is addressed primarily to engineers, fire fighters, and emergency coordinators.



Nevertheless it is useful for everyone in the workplace to understand how the information on the MSDS can be used to protect health and safety.

For each controlled product likely to be encountered on the job, Ontario employers must have an MSDS available at their site for workers.

While it probably won't be your job to read and understand the MSDS's, you do need to have an understanding of the information, the reasons why you might need this information, and where you might find these forms on a job site.

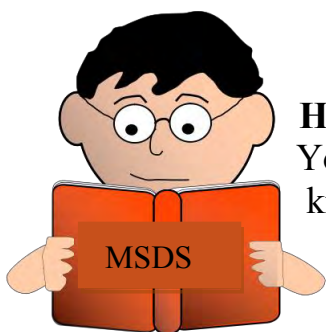
<b>MATERIAL SAFETY DATA</b>	
<b>SECTION 4 - FIRST AID</b>	
<b>act:</b>	Flush with large amounts of water for at least 15 minutes. Do not
<b>act:</b>	Wash affected area gently with soap and water. Skin cream or ointment
<b>:</b>	Do not induce vomiting; drink plenty of water.
<b>n:</b>	Remove affected person to clean fresh air.
	**If any of the symptoms persist, seek medical attention immediately.
<b>SECTION 5 - FIRE FIGHTING MEASURES</b>	
<b>at:</b>	Non-combustible
<b>ing media:</b>	Use extinguishing media appropriate to the surrounding fire.
<b>hazards:</b>	None
<b>ing equipment:</b>	Wear full bunker gear including positive pressure self-contained breathing apparatus.
<b>SECTION 6 - ACCIDENTAL RELEASE MEASURES</b>	
<b>cedures:</b>	Avoid creating airborne dust. Follow routine housekeeping procedures. Use HEPA filtered equipment. If sweeping is necessary, use a dust suppression system. <u>Do not use compressed air for clean-up.</u> Personnel should wear approved respirator. Avoid clean-up procedures that could result in exposure.
<b>SECTION 7 - HANDLING AND STORAGE</b>	
	Limit use of power tools unless in conjunction with local exhaust ventilation. Frequently clean the work area with HEPA filtered vacuum or HEPA filtered air. Avoid accumulation of debris. <u>Do not use compressed air for clean-up.</u>
	This product is stable under all conditions of storage. Store in original container.



## What Information is on an MSDS?

### Product Identification and Use

You will find identification of the product by generic name, trade name, brand name, common name, chemical name, code name, or code number. You also find a description of product use.



### Hazardous Ingredients

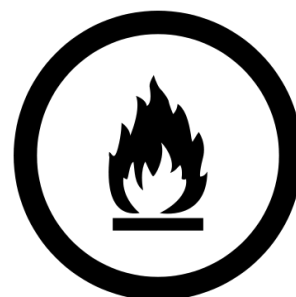
You will find the names, concentrations and other details of known hazardous ingredients, and of other ingredients which the employer or supplier suspects may be hazardous or whose dangers to the body are unknown.

### Physical data

You will find the physical properties of the material, such as physical state (gas, solid, or liquid), odour, and appearance.

### Fire or Explosion Hazard

You will find the flashpoint of the material, and upper and lower flammable limits.



### Reactivity Data

This provides the details of stability and reactions to light, heat, moisture, and vibration.

### Toxicological Properties

Shows the adverse health effects from exposure.



### Preventative Measures

Offers instructions for safe use, handling and storage.



## First Aid Measures

Instructions for initial treatment of anyone exposed or overexposed to the material.

## Preparation Information

Name, address, and telephone number of the person, group, or department which prepared the MSDS and the date of preparation.



## Worker Training and Education

The third part of the WHMIS information delivery system is the worker education program. Its purpose is to teach workers how to use the information on the labels and MSDSs so that they can protect themselves. In fact, increasing workers' knowledge of the hazards of the materials they work with is the main aim of WHMIS.

The information provided by labels  
and MSDSs will be of little use unless  
workers can  
**understand it and apply it!**



## **Controlled Products**

A worker who works with a controlled product is any person who stores, handles, uses, or disposes of a controlled product or a person who supervises another worker performing these activities.

The employer has the general duty under the Occupational Health and Safety Act to provide workers with the information, instruction, and supervision necessary to protect their health and safety.

Workers need to:

- Have access to hazard information.
- Be able to understand it.
- Follow required procedures and precautions.
- Not be shy when it comes to asking a question or pointing something out.

## **Worker Responsibilities Regarding Training**

As a worker you:

1. Must take and learn the information on controlled products which the employer must give you.
2. Must tell the employer when information about a controlled product is not good enough to keep the workers healthy and safe.
3. Should work with the employer through the health and safety representatives to make the training program as good as possible.
4. Should understand something completely and if not, should ask for it to be explained until it is understood.



## WHMIS post test

### Learning Activity # 13

1. What are the three ways that WHMIS contributes to worker safety?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. What is a class E product?

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3. Name the 3 forms a dangerous substance can take.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. What are the four ways that chemicals can enter your body?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

5. Explain, in your own words, why it is important that a firefighter have the MSDS sheets for a warehouse on fire.

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6. List four pieces of information you would find on an MSDS sheet.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_

7. In your opinion, why do workers need to learn about controlled products?

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**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Learner Self-Assessment

When you have completed *Module 6 – Health and Safety*, assess your performance. Check yes or no in the boxes below. In the comments section, you can write down thoughts you have about the section. Use a blank sheet of paper if you need more space.

I started this module on (date) \_\_\_\_\_ and finished on (date) \_\_\_\_\_.

### Material Handler: Module 6 – Health and Safety

#### Unit 1 – Legislation

I can find and discuss the laws and legislations that might affect this career.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can complete a hazard report form.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can explain my obligation to workplace safety.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no

#### Unit 2 – Personal Protective Equipment

I can name 5 pieces of PPE.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can explain the importance of specific PPE and why you need it for certain tasks.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I understand how to take care of my PPE.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I know how injuries might happen on the job site.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no

#### Unit 3 – Hazards and Preventative Measures

I can identify and explain the 6 types of job hazards.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I have designed a workplace poster about health and safety.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I understand the dangerous situations I might find myself in at work.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no

#### Unit 4 – WHMIS Overview

I can explain what WHMIS stands for and give a basic explanation of what it means.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can list the 3 main areas to WHMIS.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I know how chemicals might enter my body at work.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I know what an MSDS is and can list some of the information I might find on it.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no

**Comments:**

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Did you miss anything? If you did, take a minute to go back and review those sections again.



*Almost done...on to Module # 7!*

# **LEO** Essential

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## SKILLS • TRAINING

### **Material Handler**

#### **Module 7: Job Skills**

Unit 1      Job Applications  
Unit 2      Cover Letters  
Unit 3      Resumes  
Unit 4      The Interview  
Self Evaluation



## Unit #1 – Job Applications

Now that we have learned about Essential skills and the job of Material Handler, we need to look at the skills you will need to find a job.

In today's business world, some companies want potential employees to hand in a resume, while some have general application forms that you are asked to fill out. Most application processes finish with a formal interview. This allows the employer to decide if you are well suited to the job.

### Application Forms

There are many important terms to understand when filling out an application form. Most employers will not have someone on hand to help you fill out the application form, so it is important to understand the terms before you make the first contact. Application forms generally follow a set order and ask for the same information.

**Personal information** will include your name, address, and phone number.

**Education information** will include any courses you've taken, when and where you graduated (grade level/high school/University/College).

**Work experience** will show what jobs you've held and with what companies. Details about your specific job duties may be included.

Other sections may include volunteer work, references, and employment goals.







## Application forms

### Learning Activity #1

Match the words in the first column with the description in the second column.

- |                                 |  |
|---------------------------------|--|
| 1. Surname                      | _____ The person who is applying             |
| 2. Given name(s)                | _____ Will you move?                         |
| 3. Applicant                    | _____ When you worked there                  |
| 4. Are you willing to relocate? | _____ Did you finish school?                 |
| 5. Course of study              | _____ Your employer now                      |
| 6. Did you graduate?            | _____ Last name                              |
| 7. Position sought              | _____ People who can recommend you           |
| 8. Employment experience        | _____ Why you left the job                   |
| 9. Former employers             | _____ The job you had                        |
| 10. Present employer            | _____ Previous employers                     |
| 11. Position held               | _____ The job you are looking for            |
| 12. Duties/Responsibilities     | _____ Work history                           |
| 13. Period of employment        | _____ Subjects you studied at school         |
| 14. Final salary                | _____ First and middle names                 |
| 15. Reason for leaving          | _____ The things you did in your job         |
| 16. References                  | _____ Other info to show you can do this job |
| 17. Skills/Achievement          | _____ How much you were making               |
| 18. Additional information      | _____ Other skills/things you've done        |

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

#### **Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Other Information

The application form may also ask you to provide information about the following:

- Legal eligibility to work in Canada.
- Social Insurance Number.
- Type of employment desired (full-time, part-time, summer).
- Willingness to work shifts, overtime, weekends.
- Possession of a driver's license.
- Languages spoken or written.
- Computer knowledge.
- How you found out about the job.
- Previous employment with the company.
- Date you could start working.

### Supplementary Learning Activity

If possible, work with a partner or a group of learners to brainstorm all the tips and tricks to successfully filling out an application form. Some of your answers may include things like:

- Fill out every section
- Use blue or black pen

## Unit #2 – Cover Letters

Many prospective employers view the cover letter as a way of getting their first impression of you. After all, this is usually the first contact you've had with them. The cover letter reveals:

How well you communicate

- What your experience and qualifications are.
- Your level of professionalism.
- Clues to your personality.
- How detail-oriented you are.



To make the best first impression, you need to know what a cover letter is and to put some thought into it before you start writing. You also need to understand what to include - and what not to include.



A cover letter is an introduction or a sales pitch. It gives the reader a taste of what is to come by highlighting the aspects of your background that will be most relevant to the person reading your resume. A cover letter also shows that you can organize your thoughts and express yourself clearly and appropriately; in other words, it reflects your **COMMUNICATION SKILLS**.

Remember the nine essential skills we talked about in previous chapters? Your cover letter will show an employer the following:



- Writing
- Reading
- Computer Use
- Thinking skills (job task planning and organizing)
- Continuous Learning

Cover letters are typically one-page documents. They have a beginning, middle and an end. Usually an introduction saying who you are and why you are writing, followed by a sales pitch of what you have to offer and then a closing ~ in which you propose steps for further action. Usually the further action is your request to meet with them for an interview.

## The Format

Cover letters generally have three parts: the beginning, the middle and the end.

### The beginning

- In this section you can tell employers who you are, why you are writing, and how you heard about the job.



### The middle/sales pitch

- This is the time to “*sell yourself*.” Sound positive and confident (even if you don’t always feel that way!).
- In this section you can explain the reasons why the reader should see you as a suitable candidate.

- You provide an overview of your qualifications (then go into them more specifically in your resume).



**End**

- At this point you thank the reader for reading your letter or considering you for a job.
- The final element is usually a polite request for the employer to contact you to set up a meeting.



Finish with a “Sincerely” or “Best Regards” and **DON’T FORGET TO SIGN IT!**





## What's wrong with this?

### Learning Activity #2

The following cover letter is poorly written. Read the cover letter and list the changes you would make to it.

July 8<sup>th</sup>, 2010

Contact Name

Title

Company Name

Address City, Province, Postal Code

Dear Contact Person:

I'm writing to express my interest in the Warehouse Labourer position listed on Monster.com. I have experience working in a team setting and have the physical abilities to perform the job. I'd like to request an interview. I think I will be an asset to your organization.

My course in Material Handling has taught me the importance of being dependable and punctual. I work well under pressure and can work independently or with supervision.

Thank you for your consideration. Don't forget, I'm a good candidate for this job.

Later,

John Doe

Changes to be made:

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### **Supplementary Learning Activity**

Now you're ready to write your own cover letter and resume. Work with your instructor to write your own cover letter. If you need more help, most literacy agencies have resources about resumes and cover letters. Ask to borrow some of these.

Don't forget to proofread your letter. Typos and spelling mistakes can create a negative impression.

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Unit #3 – Resumes

Having a well-written resume is very important. Most employers will accept a resume as an application for a job. Many resumes are passed over because they are untidy, disorganized or hard to read. In order for a resume to catch the employer's attention, it must be professional, neat and to-the-point.



Resumes come in many shapes and forms. A resume that specifies the skills and qualifications of an individual is more valuable than one that simply lists all past work experience. Employers are looking for TRANSFERABLE SKILLS. These skills are transferable to many areas. (Remember ~ we talked about these in Chapter 2). For example, a job candidate who has experience working as a sales clerk at the mall will be able to transfer their sales skills to a job as warehouse order filler.

There are three main kinds of resumes:

- Chronological
- Functional
- Combination

The type of resume you need will depend on your experience and the type of job you are applying for.



## The Chronological Resume

This resume style focuses on your work history. It begins with your current or last job and moves backwards until you reach the start of your work history. The information included will be:

- Job titles
- Company information
- Work dates
- Work responsibilities



This resume style is very common. It is easy for employers to understand your entire work history. This is best for people who have had steady work and don't have large gaps in their work history. People who have jumped from job to job or who have been unemployed for long periods should avoid this style.

## The Functional Resume

This style of resume focuses on your skills and abilities instead of your work history. This resume is organized around your specific skills and strengths. There are no dates included in the style so it is excellent for people with patchy work history or who have done a great deal of jumping from job to job. This style is also appropriate for people who have learned many skills outside of the workplace. This resume draws attention to your skills, rather than your work experience.

## The Combination Resume

This resume is a combination of the **chronological** and the **functional** resume. This style starts the same way as the functional style as it organizes your skills into areas of strengths instead of listing all your jobs. It also includes a list of your job titles, employers and dates. This style is useful for highlighting your strengths and your job history. It is very appropriate for people who have many skills to offer and for those who want to fit what they have learned from past jobs into a new field.

Other things to remember when writing your resume include the following:

- No fancy paper, parchment paper, or coloured paper.
- No pictures.
- Keep it to one or two pages.
- Update your resume regularly.
- Tailor each resume to match the job you are applying for.
- Avoid jargon and slang.
- Have someone else proofread your resume.

### **Supplementary Learning Activity**

The following website is a great link to information about resume writing. If you have access to the internet follow the link and read on to learn more.

<http://www.tcu.gov.on.ca/eng/career/resume.html>

In addition, most learning centres already have materials to help you prepare your resume and cover letter. Ask your instructor if your learning centre has these resources. If none is available, your local library is also a good place to look for this information.



## Resumes

### Learning Activity #3

Answer the following questions in complete sentences.

1. List three of your transferable skills.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. List the three types of resumes.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3. Which type of resume will you use? Why?

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**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Interviews

The employment interview is one of the most important events in the average person's experience. An interview is a meeting between a job seeker and an employer. The purpose of this meeting is to see if there is a match between the person and the job.

The key to success is preparation. It is next to impossible to completely rehearse for an upcoming interview, however the more interviews you endure, the easier they will become. It is normal to be nervous.



### What is the employer looking for?

Source: Skilled Trades Helper Essential Skills Training. ©Literacy Link Eastern Ontario (LLEO), 2004, 203A-837 Princess Street, Kingston, ON K7L 1G8, Telephone: (613) 507-5307 Fax: (613) 507-5174

Employers are looking for workers who have the following qualities:

#### Enthusiasm

Employers are looking for people with:

- ✓ A high energy level
- ✓ A zest for life
- ✓ An interest in many things

#### Honesty

Be honest in your professional life. Always. Never lie on a resume or in an interview.

#### Loyalty

Do not say negative things about former employers. This could make a potential employer wonder what you would say about them if you left the job.

#### Professional Development

An employer appreciates an employee who updates their skills. Continuous learning is important in any career.

**Stability**

Employers prefer employees who are stable. Frustration and hard times occur in every job. Hang in through these times. Avoid being emotional at work.

Finally, during an interview, employers are looking for answers to the following questions:

- Do you have what it takes to get the job done?
- Will you get along with your co-workers?
- Will you have good work habits and stay on the job?

The interview does not give the employer a lot of time to learn all about you so their first impression of you will make a big difference. Your resume has already shown that you have the skills. Now, you need to show that you have the personality to fit in at their workplace.



## How could you ask me that?

### Learning Activity #4

Brainstorm and write a list of possible questions an employer might ask during an interview. For examples of some common interview questions, go to [http://www.gov.mb.ca/healthyliving/youth/services/interview\\_preparing.html](http://www.gov.mb.ca/healthyliving/youth/services/interview_preparing.html).

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



#### Keyword Internet Search:

Youth interview questions  
Look for a website that is from the Government of Manitoba.

Employers sometimes ask some very difficult questions. You need to be prepared to answer these questions. The following are some possible interview questions. Try to answer each one. Write your answers in complete sentences and remember to check your spelling and grammar. If possible, review your answers with your instructor or other learners.



1. Why do you want to work here/in this field?

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2. What do you know about our company?

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3. Why did you leave your last job?

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4. Where do you see yourself in 5 years?

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5. Name your greatest strengths and weaknesses.

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**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## **Easy Steps to Making a Good Impression**

- Write down the time, date and place of the interview.
- Know the name and position of the person you will be meeting.
- Plan to arrive 10 minutes early.
- Bring your resume to the interview.
- Have a clean, professional outfit.
- Do not smoke before the interview.
- Research the company beforehand.
- Ask questions about the job.
- Bring a list of references.
- Thank the interviewer for their time.



## Personal Presentation

It is important to present a positive image during a job interview. Verbal techniques are simply things that are spoken aloud. Nonverbal techniques are things that are not spoken, like a handshake. Use both verbal and non-verbal techniques during an interview to help form a positive impression.

**NON VERBAL is an acronym** (remember, we had an acronym in module 6 too). In this case, each letter in the word nonverbal represents a word or expression. The N stands for Nearness, the O stands for Open, etc.

The letters in NON VERBAL form an acronym. Remember to consider these key ideas:

### Nearness

- Leave at least 30-36 inches of space between yourself and the interviewer.

### Openness

- Interviewers can pick up clues about us from our expressions and our tone of voice. Try to relax and be open and receptive.

### Not Nervous

- Do not let the interviewer see that you are nervous. Avoid fidgeting in your chair, or tapping your feet.



### Value Yourself

- Go into the interview knowing the strengths and qualities you offer. You will appear self-confident.

### Eye Contact

- Keep eye contact with the interviewer. Don't stare, but don't look away too much, as you will appear distracted.

**Read Other**

- Read the interviewer's body language. Pay attention to the interviewer's body language, facial expressions and tone of voice. This should help you to determine how the interviewer feels about you.

**Be Enthusiastic**

- Remind yourself that you are lucky to be sitting in the interview. Show the interviewer that you are excited to have an opportunity to work for them.

**Agreement**

- When the interviewer is talking, nod your head at his natural pauses. Nodding shows that you are listening to what is being said to you.

**Lean Forward**

- When you lean forward slightly, you are showing the interviewer that you are interested in what they have to say. You are giving the message that you respect them and want to know what they can share with you.

## YOU'VE GOT THE JOB...NOW WHAT?

There are many important things to remember to maintain your employed status. Here is a list of some of the things you can do to help you keep your job.

- ◆ Be dependable.
- ◆ Work well with your supervisor.
- ◆ Know when to ask questions.
- ◆ Cooperate with co-workers.
- ◆ Carry out your responsibilities.
- ◆ Take pride in what you do.
- ◆ Show initiative: learn new skills and take on new tasks.
- ◆ Look your best for work every day.
- ◆ Control your emotions.
- ◆ Become part of the organization.



## Learner Self-Assessment

When you have completed *Module 7 – Job Skills*, assess your performance. Check yes or no in the boxes below. In the comments section, you can write down thoughts you have about the section. Use a blank sheet of paper if you need more space.

I started this module on (date) \_\_\_\_\_ and finished on (date) \_\_\_\_\_.

### Material Handler: Module 7 – Job Skills

#### Unit 1 – Job Applications

I understand the terms and vocabulary used on an application form.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I know the difference between education information and work experience.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no

#### Unit 2 – Cover Letters

I can write an effective cover letter.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I know why I need a cover letter.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I am able to edit and proofread a cover letter.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no

#### Unit 3 – Resumes

I can list the 3 types of resumes and name some of their differences.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can find and explore Internet resources about resumes.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I know what my transferable skills are.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no

#### Unit 4 – The Interview

I understand what an employer is looking for during an interview.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I am able to brainstorm questions that an employer might ask during an interview.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no

I can list the nonverbal techniques you can use in an interview.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no
I can name ten ways to help keep a job.	<input type="checkbox"/> yes	<input type="checkbox"/> yes but I need more practice	<input type="checkbox"/> no

**Comments:**

[illegible]

Did you miss anything? If you did, take a minute to go back and review those sections again.

*Congratulations you've completed this training package!  
Now you can put your Essential Skills knowledge to work!*

***Well Done!***





**Material Handlers**

**Practitioner Guide**



## To the Practitioner:

### Introduction

The job profile for Material Handlers on which this curriculum is based, covers mostly ES levels 1 to 2, with more complex tasks fitting into ES level 3. Further information regarding the Essential Skills profiles can be found at the following website:

[http://www.hrsdc.gc.ca/eng/workplaceskills/essential\\_skills/general/home.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml)

When working with this curriculum and presenting it to a learner or group of learners, it is important to understand and emphasize that the intent and focus is the acquisition of transferable Essential Skills.

We do not claim to have written the ‘ultimate tool’ for teaching your learners to become Material Handlers. It is a start. The intention and the hope is that your learners will work through these pages of readings, learning activities and demonstrations, and then be able to enter the workforce in entry-level positions. Some students may work through it for interest only. Some may only want to do sections of it.

This curriculum will not provide by itself the sole method of instruction of the required Essential Skills for employment. Learners will still require your instruction and, possibly, other resources and activities to support this material. If you find that learners are struggling with a concept or idea, take them out of the curriculum and offer supplementary work until they understand it. Put them back into the curriculum when they are ready.

The curriculum, learning activities and demonstrations were written in a way that would allow for group work or one-on-one. A combination of the two is the ideal, with group work allowing for discussion and teamwork.

Most of the information you will need to know in order to teach this curriculum is found within the modules written for the learners. This guide gives additional information, as well as guidelines for evaluating the learning activities.

Many of the activities rely on you and the learner researching and downloading information from the Internet. Use the Internet as a tool. Use the Internet to supplement the material provided to create the best learning environment for your students.





### Remember: Websites Change and Links are Lost

This curriculum contains many websites that you'll be asked to visit. Please remember that websites are not permanently available. They change all the time. Web addresses change. Content changes.

Some of the links provided may not work. You may need to search for the appropriate site. Use key words. You may see a text box reminder like the one below.



### Keyword Internet Search:

*Canada's Labour Market Information*  
Look for a website that is from the Government of Canada.

### The Information You Find

**Remember:** Not all information on the Internet is true, current, or applicable to you. Look for dates on the website. Always check to see what the source is when researching information. Information from a site called Joe's Material Handler Stuff might not be the best source. You might also find information from another province or the United States, which could have different policies and rules.

Take notes, and if need be, call a local Material Handler company to confirm what you've read.

### Favourites

If you are working on a computer that you are allowed to mark favourites on, it's helpful to do so. You could possibly visit so many sites, that you'll lose track of them. Be sure to ask your instructor if it's permitted.

## Learner

The Learner folder includes the Curriculum Cover page, Acknowledgements page and the Modules.

Modules (or Chapters) are numbered sequentially and each builds on the information from the previous. Within each Module are Units (Topics) which relate to a theme attached to the Module. The header of the content pages identifies the Module number and name (left side) and the Unit number and name (right side). The header for a Learner Activity identifies the Module number and name only.

Units may also have Sub Units (Sub Topics). These deal with more details of the Unit.

Learning Activities are tasks the learner is to complete. These are throughout each Module and refer to the material covered in the preceding Unit or Sub Unit. The Learning Activities allow the learner to practice the new skills and to identify the Essential Skills needed to complete the task (see Essential Skills Boxes for more information). The learner should pass completed Learning Activities to you to be evaluated using the Answer key provided.

**Note: Some agencies copy the learning activities in advance to pass to the learner so the original stays clean.**

The Learner Self Assessment is located at the end of most Modules. This tool allows the learner to reflect on the content of the Module and decide if more work on certain topics would be beneficial. The Learner Self Assessment is not scored but may be used as a tool for discussion with the learner (e.g. about progress or areas of difficulty).

## Practitioner

This folder contains the Practitioner Guide and Answers (to the Learning Activities). It is recommended you read the Practitioner Guide before the learner begins the curriculum.

The Answers contain the suggested answers for all the Learning Activities. The completed Essential Skills boxes for the Learning Activities in the later Modules are also included in this file.

## Learning Activities

The Answers file contains the answers to all the learning activities. Along with the specific answers, the objectives of the learning activity are included. (e.g.; the object of the question is to offer an opinion, no matter what that opinion is).

The developers of the curriculum discussed the issue of marking. There is no marking scheme with the training. You will decide what the questions will be worth. Just remember that students will be marked differently based on their current skill level. You, the instructor, know your student's strengths and weaknesses. Mark accordingly. For example, if your student needs to work on spelling, then gradually change how you handle spelling mistakes. At the beginning of the material, underline the spelling mistakes. As that student progresses, require more self-editing. The most important thing to look for is answers that are complete and show that the student has considered the question carefully.

The choice is yours as to how to grade learners' work. As the writers, we believe that it depends on the learner. Some may choose a percentage mark for each learning activity. Others feel that offering a grade of *Excellent*, *Satisfactory*, and *Unfinished* would be more meaningful than a numerical mark. Still others feel that a discussion of errors and steps to improvement is sufficient. The important thing to remember is that learning is a progression and the purpose is for the learner to acquire the skills before he/she receives a certificate. For example, a learner may not be able to read and answer questions in the first or second module but may have sufficiently acquired the skill by the fifth or sixth and therefore adequately "pass" the curriculum.

When learning activities ask for an opinion, then no matter what the opinion is, if the learner writes one, then the answer is correct. If, while marking it, you believe the information in the opinion is wrong, do not take marks away for being incorrect, but rather write a note to the learner or discuss with them a more suitable answer.

Wherever possible, learners are asked to write in their own words. If they do not follow that prompt, technically, the answer is wrong. Following written instructions is a large part of what is being taught.

Feel free to adapt or omit certain activities to suit the needs of your learners. But, please note that any certificate of recognition or completion awarded at the end should indicate these changes.

## Learner Self-Assessment

At the end of each module is a learner self-assessment. This is meant as a tool for learners to self-assess the skills and tasks that they are guided to do in the curriculum. It can be useful for a practitioner to sit with a learner and go over the completed self-assessment with them, in order to help learners develop the skill of being able to honestly self-assess. It can be used as the basis for a verbal test of sorts (i.e., “I know that there are nine Essential Skills and can name at least two.”)

## Demonstrations

Demonstrations are ‘chunky’ activities or tasks that require a number of Essential Skills to complete. They are based on topics from the curriculum. The learner can complete a demonstration to show the ability to complete the tasks while using the required Essential Skills. These may be the evidence needed to demonstrate a learner is ready to move on to the next phase (e.g. more training, employment).

Demonstrations are a form of exit assessment. The demonstrations include matrices for evaluating the learner’s performance.

Demonstrations include the Essential Skills and Complexity Levels required to complete the tasks. The learner and practitioner can discuss the demonstrations, timelines, etc. The demonstrations also include information for the practitioner and the learner.

## Essential Skills Boxes

The Essential Skills boxes are found at the end of each Learning Activity.

<b>The following Essential Skills were used to complete this Learning Activity.</b>			
<input type="checkbox"/> Reading	<input type="checkbox"/> Document Use	<input type="checkbox"/> Numeracy	<input type="checkbox"/> Writing
<input type="checkbox"/> Oral Communication	<input type="checkbox"/> Working with Others	<input type="checkbox"/> Computer Use	<input type="checkbox"/> Continuous Learning
<b>Thinking Skills</b>			
<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Decision Making	<input type="checkbox"/> Critical Thinking	<input type="checkbox"/> Finding Information
<input type="checkbox"/> Job Task Planning & Organizing		<input type="checkbox"/> Significant Use of Memory	

The intention of the Essential Skills boxes is to get the learner thinking about the Essential Skills by placing them in a familiar context (such as completing an activity). It is also hoped that the learner will be able to identify the Essential Skills being used to complete tasks and come to understand that these skills are

transferrable. The Essential Skills boxes also provide the opportunity for the learner and you to define the Essential Skills and how they are used.

In the early Modules, the Essential Skills the learner uses to complete the Learning Activity are identified by the checked box.

In the later Modules, the learner should identify the Essential Skills used to complete the Learning Activity by placing a check mark in the box next to the skill.

**The following Essential Skills were covered in this Learning Activity.**

- |   |  |  |   |
|---|--|--|---|
| <input checked="" type="checkbox"/> Reading             | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy                  | <input type="checkbox"/> Writing                        |
| <input type="checkbox"/> Oral Communication             | <input type="checkbox"/> Working with Others     | <input checked="" type="checkbox"/> Computer Use   | <input type="checkbox"/> Continuous Learning            |
| <b><u>Thinking Skills</u></b>                           |  |  |   |
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making         | <input type="checkbox"/> Critical Thinking         | <input checked="" type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |   |

## DISCLAIMER:

The materials in this publication have been compiled from sources believed to be reliable and to represent the best current opinions on the subject, as of the publication date. Every effort has been made to ensure the validity of the material. Neither LLEO nor any quoted sources are responsible for any errors or omissions. They are also not liable for any loss, claim, or demand arising from any use, misuse, or reliance upon the information. This manual is intended to help practitioners provide basic guidelines for safe practices inside a literacy setting. Do not assume, therefore, that all necessary warnings, precautionary measures, and legal standards are contained in this document and that other or additional measures may not be required.



**Material Handler  
Essential Skills Curriculum**

**Answers**

# Module 1: Essential Skills and Material Handlers

## Unit 1 – Essential Skills for Material Handlers

### Module 1 – Unit 1

#### Learning Activity #1 – Material Handlers Essential Skills Profile

1.     - followed the link to the Essential Skills profile  
       - printed off a copy of the profile
2.     - checked appropriate checkboxes if able to find and print profile
3.     - found the Reader's Guide located on the Essential Skills website  
       - skimmed through the Reader's Guide to better understand profiles  
       - highlighted tasks that learner identified as possible areas where they might require help  
       - communicated with instructor any areas of concern

## Unit 2 – NOC

### Module 1 – Unit 2

#### Learning Activity #2 – NOC

1.     - followed the link to the NOC #7452 website
2.     - listed any eight examples of job titles from the NOC

#### Possible answers include:

bin filler	stockpiler
coal handler	storage worker – material handling
conveyor console operator	truck loader
forklift truck operator	warehouseman/woman
freight handler (except air transport)	
furniture mover	
lumber piler – building supplies	
material handler	
railway car loader	

3. - wrote two or three points about the job of Material Handler

Possible answers include:

This unit group includes workers who handle, move, load and unload materials by hand or using a variety of material handling equipment. They are employed by transportation, storage and moving companies, and by a variety of manufacturing and processing companies and retail and wholesale warehouses.

Material handlers (manual) perform some or all of the following duties:

- Load, unload and move products and materials by hand or using basic material handling equipment
- Move household appliances and furniture onto and off moving trucks or vans
- Perform other material handling activities such as counting, weighing, sorting, packing and unpacking.

Material handlers (equipment operators) perform some or all of the following duties:

- Operate winches and other loading devices to load and unload materials onto and off trucks, railway cars and loading docks of warehouses and industrial establishments
- Operate industrial trucks, tractors, loaders and other equipment to transport materials to and from transportation vehicles and loading docks and to store and retrieve materials in warehouses
- Connect hoses or pipes and operate equipment to load and unload liquid petroleum, chemical or other products into or from tank cars, tank trucks or storage tanks
- Operate equipment to dump materials such as coal, ore and grain into or to remove materials from railway cars, trucks or other vehicles
- Operate conveyors and equipment to transfer grain or other materials from transportation vehicles to elevators, bins or other storage areas



- May perform other activities, such as opening containers and crates, filling warehouse orders, assisting in taking inventory and weighing and checking materials.

# Module 2: Introduction to Material Handler

## Unit 1 – Material Handler Defined

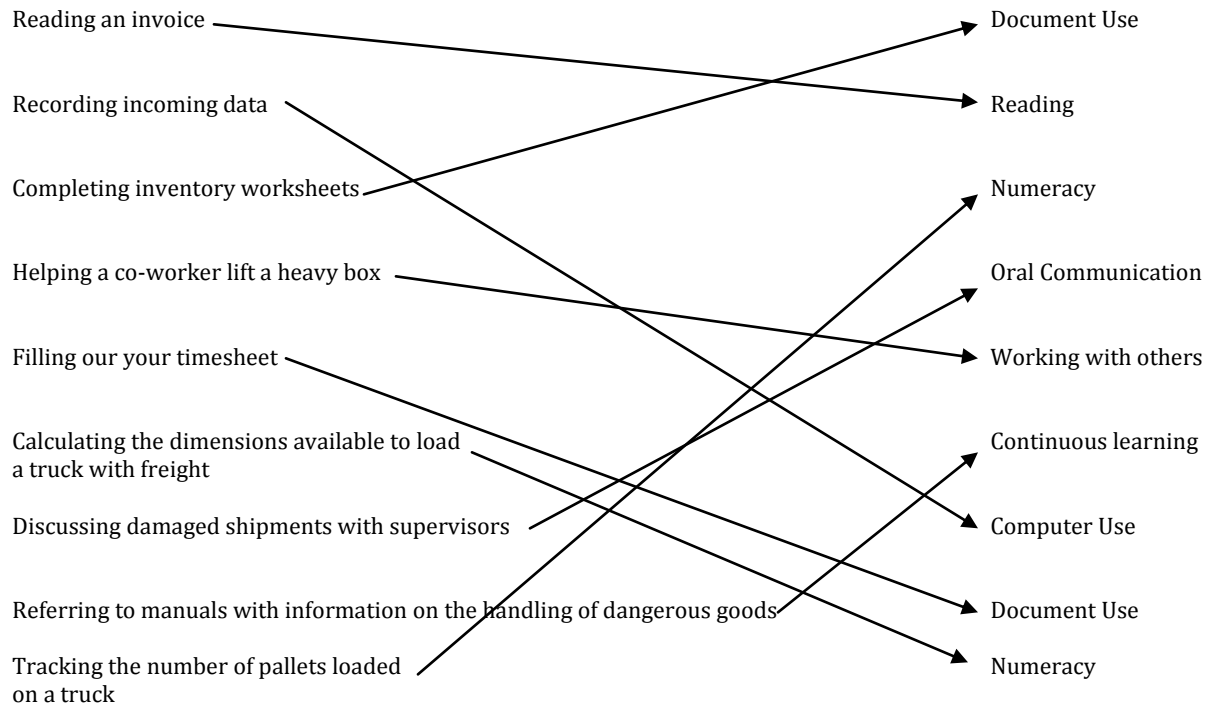
### Module 2 – Unit 1

#### Learning Activity #1 - What are you hoping to learn?

1. Answers will vary. It is hoped that learners will think about the term material handling and define it in their own words, in a way that makes sense to them. Students should be encouraged to proof read their answers and to check their spelling with a dictionary.
2. The objective of this activity is to ask students to think about their own experiences with material handling. Some of the answers may include: furniture, boxes, groceries, store merchandise, fragile items, people, electronic equipment, gardening materials and lumber. There are no wrong answers since each learner's experience will be different.
3. Answers will vary, but may include the following: good balance, forklift training, working with others, computer training, a valid driver's license, and good communication skills.

**Module 2 – Unit 1****Learning Activity #2 - Which essential skill is this?**

This is meant to be a fun activity as well as an introduction to the idea that each task in Material Handling is related to a specific Essential Skill.



## Unit 2 – A Day in the Life

### Module 2 – Unit 2

#### Learning Activity #3 - Does this job fit my personality?

Answers will vary. Learners are asked to answer Yes or No to 10 questions. It is hoped that they will answer Yes to most or all of the questions.

### Module 2 – Unit 2

#### Learning Activity #4- Sequencing Tim's Day

1. Get gas.
2. Check that all equipment is ready to go.
3. Load the big, heavy boxes.
4. Load the fragile breakables.
5. Check the map to be sure of the destination.
6. Drive to drop off location.
7. Lunch break.

### Module 2 – Unit 2

#### Learning Activity #5- What should Nancy do?

9, 4, 3, 5, 6, 7, 1, 2, 8, 10.

### Module 2 – Unit 2

#### Learning Activity #6- Venn Diagrams

Answers will vary. Some answers you are looking for include: customer service, lifting, wearing safety equipment, using a computer, tracking inventory, working with co-workers, using lifting equipment.

## Unit 3 – Job Titles

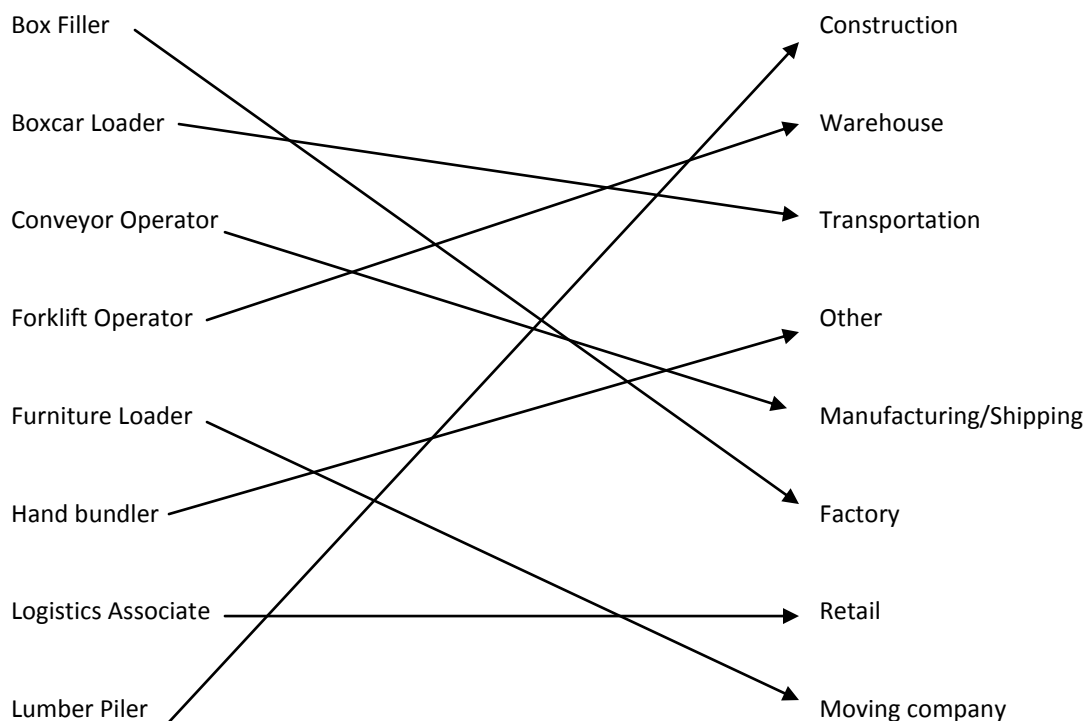
### Module 2 – Unit 3

#### Learning Activity #7- What skills do you have?

Answers will vary, but may include: WHMIS training, first aid certificate, fork lift licence, heavy equipment licence. It might be helpful to have some of the publications from Service Canada listed under Helping Youth Find a Job available to your students.

### Module 2 – Unit 3

#### Learning Activity #8- Which title fits?



## Unit 4 – Trends and Job Outlook

### Module 2 – Unit 4

#### Learning Activity #9- Gender gap

1. Answers will vary. It is hoped that learners will think about the term male-dominated field and define it in their own words, in a way that makes sense to them. Students should be encouraged to proof read their answers and to check their spelling with a dictionary.
2. Answers may include: construction, truck driving, medical professions, or mechanics.
3. Answers will vary.

### Module 2 – Unit 4

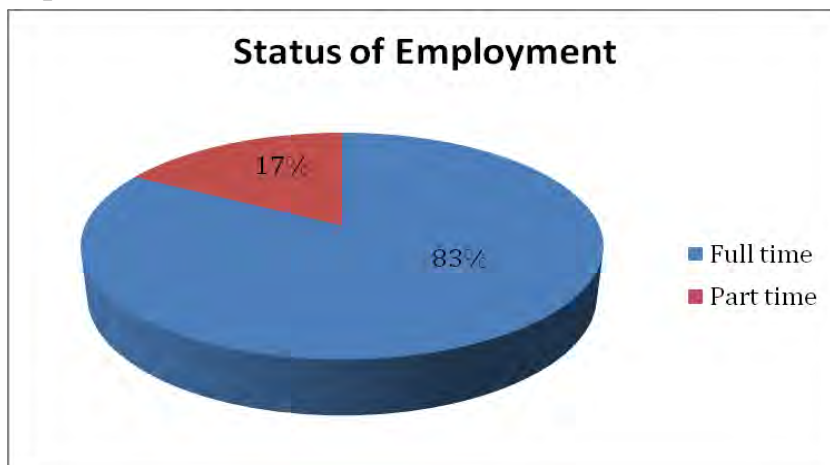
#### Learning Activity #10- Age matters

1. Answers will vary.
2. Answers will vary. Younger students should indicate that their youth will help them get a job because they will be prepared to deal with the physical demands of the job.
3. Answers will vary.

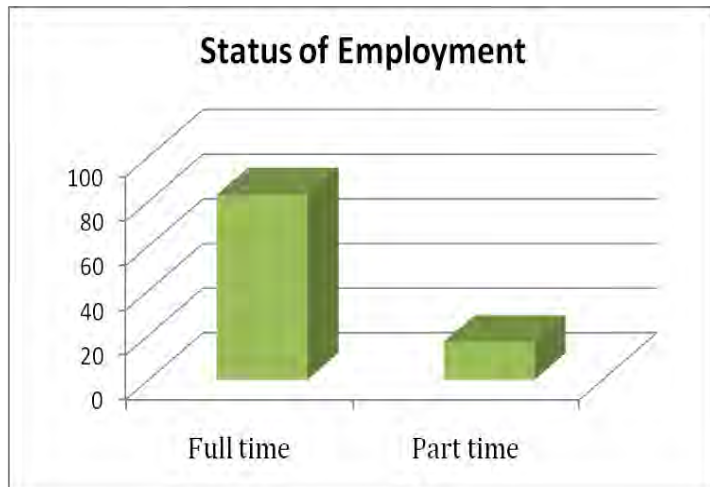
### Module 2 – Unit 4

#### Learning Activity #11- Pie Chart

The pie chart should look like this:



The bar graph should look like this:



## Module 2 – Unit 4

### Learning Activity #12- The majority

Answers will vary. Students should be encouraged to write 5-8 complete sentences summarizing the skills, gender, and age distribution of the ‘majority’ of material handlers. Students should be encouraged to proof read their answers and to check their spelling with a dictionary.

# Module 3: Working Conditions and Practices

## Unit 1 – General Working Conditions

### Module 3 – Unit 1

#### Learning Activity #1 – Where do you want to work?

Answers will vary. Students should be encouraged to consider all aspects of a work environment and their answers should be approximately 5 -8 complete sentences. Students should be encouraged to proof read their answers and to check their spelling with a dictionary.

## Unit 2 – Physical Demands

### Module 3 – Unit 2

#### Learning Activity #2 – Can you lift that?

1. Answers will vary. It is hoped that learners will think about the term manual lifting and define it in their own words, in a way that makes sense to them. Students should be encouraged to proof read their answers and to check their spelling with a dictionary.
2. 100 pounds.
3. Answers should include three of the following:
  - Check to see if mechanical aids will help you lift the load.
  - Get help with awkward or heavy loads.
  - Assess the weight of the load.
  - Be sure that you can lift the load without hazard.
  - Check that the place you are moving to is clear of debris and ready for the load.
  - Check that your path to the new location is clear.
  - Never lift if you are not certain you can do so safely.



The following Essential Skills were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input checked="" type="checkbox"/> Writing  |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory    |  |

## Module 3 – Unit 2

### Learning Activity #3 – Exercise log

Answers will vary. Students should be encouraged to analyze their complete log to determine if they are getting enough exercise.

The following Essential Skills were used to complete this Learning Activity.

- |   |  |  |  |
|---|--|--|--|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Document Use | <input checked="" type="checkbox"/> Numeracy | <input checked="" type="checkbox"/> Writing  |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use        | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Module 3 – Unit 2

### Learning Activity #4 – What should you do first?

- 9 Use your thigh and leg muscles, not your back, as you lift in one, smooth motion.
- 4 Keep your back straight.
- 5 Grasp the load with your elbows and the inside of your thighs.
- 2 Straddle the load.
- 6 Grasp with one hand at the outer, upper corner, over the leading foot and the other hand on the lower, opposite corner.
- 8 Stand up by thrusting off with your back leg and continuing in an upward and forward direction.

- 10 Move off without twisting your body.
- 3 Bend your hips and knees.
- 7 Lean forward with your rear arm straight. This position gets the load moving.
- 1 Stand close to the load.

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Module 3 – Unit 2

### Learning Activity #5 – What’s the difference?

1. Answers will vary. Answers should include some of the following:  
With a partner - one person should be the leader, you need basic commands, you need to walk in step, practice lifting together.
2. Answers will vary.
3. Safety, lift, safely, partner, close, slowly.

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input checked="" type="checkbox"/> Writing  |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Unit 3 – Customer Service

### Module 3 – Unit 3

#### Learning Activity #6 – Who’s your customer?

Warehouse, customers, railroad, hotel guests, store customers, store customers, people traveling, person moving.

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory    |  |

### Module 3 – Unit 3

#### Learning Activity #7 – Being professional

Answers will vary. It is hoped that learners will seriously consider each question and answer it honestly. A score under 20 indicates that the learner may need to work on his/her people skills or “soft skills”.

The following Essential Skills were used to complete this Learning Activity.

<input type="checkbox"/> Reading	<input checked="" type="checkbox"/> Document Use	<input checked="" type="checkbox"/> Numeracy	<input type="checkbox"/> Writing
<input type="checkbox"/> Oral Communication	<input type="checkbox"/> Working with Others	<input type="checkbox"/> Computer Use	<input type="checkbox"/> Continuous Learning

#### Thinking Skills

<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Decision Making	<input checked="" type="checkbox"/> Critical Thinking	<input type="checkbox"/> Finding Information
<input type="checkbox"/> Job Task Planning & Organizing		<input type="checkbox"/> Significant Use of Memory	

### Module 3 – Unit 3

#### Learning Activity #8 – Ready to work

Answers will vary but may include: make sure you are prepared (materials, lunch), dress appropriately, be on time (set your alarm clock).

The following Essential Skills were used to complete this Learning Activity.

<input type="checkbox"/> Reading	<input checked="" type="checkbox"/> Document Use	<input type="checkbox"/> Numeracy	<input checked="" type="checkbox"/> Writing
<input checked="" type="checkbox"/> Oral Communication	<input checked="" type="checkbox"/> Working with Others	<input type="checkbox"/> Computer Use	<input type="checkbox"/> Continuous Learning

#### Thinking Skills

<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Decision Making	<input checked="" type="checkbox"/> Critical Thinking	<input type="checkbox"/> Finding Information
<input type="checkbox"/> Job Task Planning & Organizing		<input type="checkbox"/> Significant Use of Memory	

### Module 3 – Unit 3

#### Learning Activity #9 – Telephone anxiety

1. Answers will vary. It is hoped that students will answer the question honestly. Students should be encouraged to proof read their answers and to check their spelling with a dictionary.
2. Answers will vary.
3. Answers will vary.

The following Essential Skills were used to complete this Learning Activity.

- ☐ Reading
 ☐ Document Use
 ☐ Numeracy
 ☒ Writing  
☒ Oral Communication
 ☒ Working with Others
 ☐ Computer Use
 ☐ Continuous Learning

**Thinking Skills**

- ☐ Problem Solving
 ☐ Decision Making
 ☒ Critical Thinking
 ☐ Finding Information  
☐ Job Task Planning & Organizing
 ☐ Significant Use of Memory

## Unit 4 – Reading and Writing on the Job

### Module 3 – Unit 4

#### Learning Activity #10 – Communication Log

Date and time	Truck arrival	Truck departure	Truck ID number	Shipment ID number	Notes	Signature
10/08/2010	✓		16	45618-a	Special order	Tim Johnson
12/08/2010	✓		84	43453	Late arrival	Carol White
17/08/2010		✓	235	32847	6 pieces	Carol White
18/08/2010	✓		3546		Damaged-refused	Carol White
	✓		34556	none		Carol White

The following Essential Skills were used to complete this Learning Activity.

- ☐ Reading
 ☒ Document Use
 ☐ Numeracy
 ☒ Writing  
☐ Oral Communication
 ☐ Working with Others
 ☐ Computer Use
 ☐ Continuous Learning

**Thinking Skills**

- ☐ Problem Solving
 ☐ Decision Making
 ☐ Critical Thinking
 ☐ Finding Information  
☐ Job Task Planning & Organizing
 ☐ Significant Use of Memory

## Module 3 – Unit 4

### Learning Activity #11 – Multiple choice

1. C
2. A
3. D
4. D
5. B
6. D
7. B
8. C
9. C

The following Essential Skills were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

#### Thinking Skills

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Module 3 – Unit 4

### Learning Activity #12 – What is the memo telling you?

1. Employment safety and hazards.
2. Yes.
3. October 13.
4. 1.
5. Arrange with your supervisor.
6. Mandy Jackson, Human Resources.

The following Essential Skills were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input checked="" type="checkbox"/> Writing  |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

#### Thinking Skills

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

**Module 3 – Unit 4****Learning Activity #13 – Where am I?**

1. Warehouse.
2. 4.
3. South wall.
4. An office.
5. Northwest corner.
6. In front of the office in the North east corner.

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input checked="" type="checkbox"/> Numeracy | <input checked="" type="checkbox"/> Writing  |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use        | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |   |
|---|--|--|---|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input checked="" type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |   |

# Module 4: Measurement

## Unit 1 – Time

### Module 4 – Unit 1

#### Learning Activity #1 – Telling time

10:40, 1:30, 9:10, 9:55.

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |



**Module 4 – Unit 1****Learning Activity #2 – Time sheet**

Employee name: _____ Joe Georges _____			
June 21 - July 2/10		Times Worked	Total Daily Hours to be Paid
Week 1	M	8:30-12:00	3.5
	T		
	W	8:30-12:00	3.5
	Th	8:45-4:45	8
	F		
	S		
	S	10:30-6:30	8
Week 2	M	8:30-12:00	3.5
	T	8:30-12:00	3.5
	W	8:30-12:00	3.5
	Th	8:45-4:45	8
	F		
	S	STAT	6
	S	10:30-6:30	8
<b>Total Hours Worked in this pay period:</b>			55.5

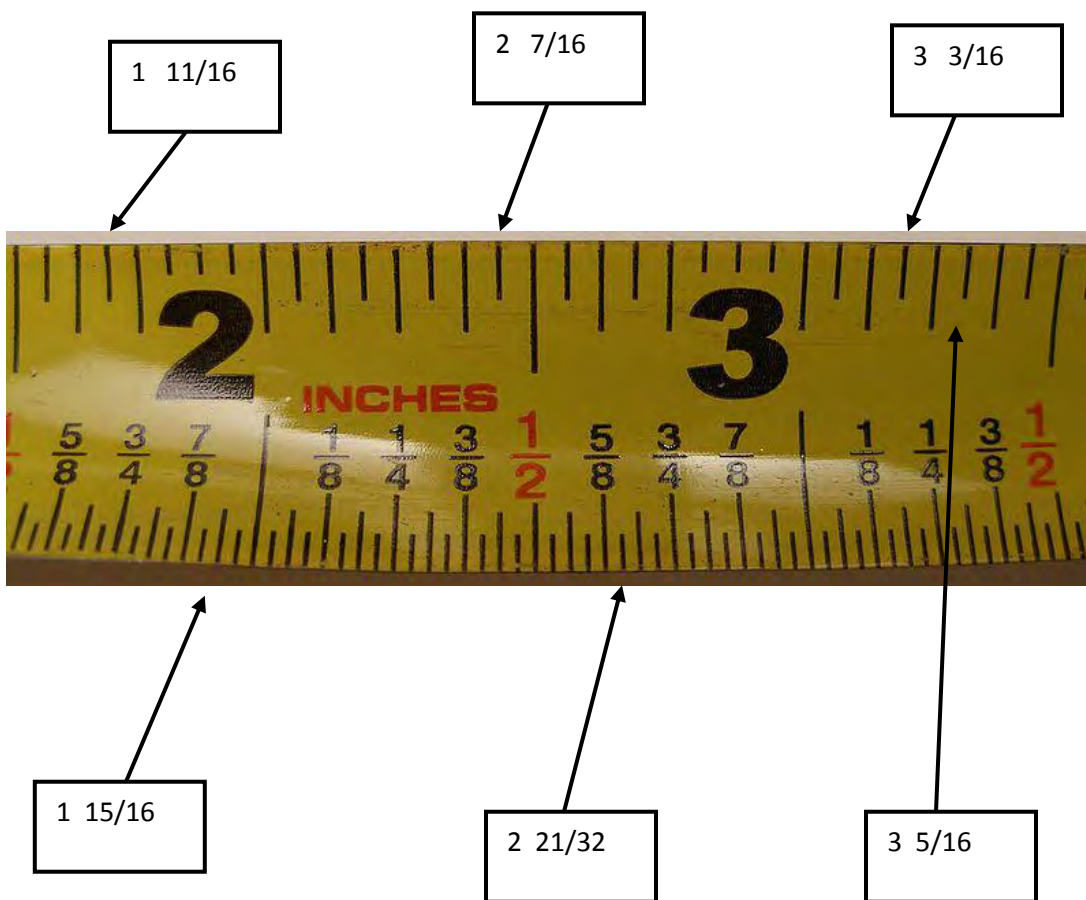
**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |  |  |
|---|--|--|--|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Document Use | <input checked="" type="checkbox"/> Numeracy | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use        | <input type="checkbox"/> Continuous Learning |
- Thinking Skills**
- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making           | <input type="checkbox"/> Critical Thinking | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing | <input type="checkbox"/> Significant Use of Memory |  |  |

## Unit 2 – Measuring Tape

### Module 4 – Unit 2

#### Learning Activity #3 – Inch by Inch



The following Essential Skills were used to complete this Learning Activity.

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Reading                        | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy                  | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication             | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use              | <input type="checkbox"/> Continuous Learning |
| <b>Thinking Skills</b>                                  |  |  |  |
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making         | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

**Module 4 – Unit 2****Learning Activity #4 – What does this measure?**

Answers will vary.

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input checked="" type="checkbox"/> Numeracy | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use        | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

**Unit 3 – Calculating Area****Module 4 – Unit 3****Learning Activity #5 – Measurement**

1. False.
2. False.
3. True.
4. False.
5. False.
6. 5.5, 9, 3.4, 13.2.
7.  $6 \text{ in}^2$ ,  $1 \text{ cm}^2$ ,  $9 \text{ m}^2$ ,  $57.6 \text{ in}^2$ .

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input checked="" type="checkbox"/> Numeracy | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use        | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Unit 4 – Calculating Volume

### Module 4 – Unit 4

#### Learning Activity #6 – What's the volume?

- a)  $260 \text{ in}^3$ .
- b)  $3744 \text{ in}^3$ .
- c)  $4225 \text{ in}^3$ .

The following Essential Skills were used to complete this Learning Activity.

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input checked="" type="checkbox"/> Numeracy | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use        | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

### Module 4 – Unit 4

#### Learning Activity #7 – Will that fit?

- 1. 33.
- 2. 2304 cubic inches.
- 3. 13.

The following Essential Skills were used to complete this Learning Activity.

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input checked="" type="checkbox"/> Numeracy | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use        | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

**Module 4 – Unit 4****Learning Activity #8 – What will I measure?**

Answers will vary. It is hoped that students will realistically consider what they might measure as a material handler.

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input checked="" type="checkbox"/> Writing  |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory    |  |

# Module 5: Equipment

## Unit 1 – Manual Equipment

### Module 5 – Unit 1

#### Learning Activity #1 – Hand tools

1. Answers will vary.
2. Students should answer no to this question because simply reading through the curriculum will not enable them to use all the different types of tools and equipment. It's important for learners to experience some hands-on training, particularly when using tools.
3. They can be, but they can also be very complicated and hard to use. The students' answers may reflect their prior knowledge of tools.
4. Answers should include 3 of the following:
  - Inspect each tool prior to use.
  - Cover sharp edges of cutting tools.
  - Replace broken tools. Point sharp tools away from people.
  - Carry tools in a sturdy tool box.
  - Keep the work environment clean.

The following Essential Skills were used to complete this Learning Activity.

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Reading                        | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy                  | <input checked="" type="checkbox"/> Writing  |
| <input type="checkbox"/> Oral Communication             | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use              | <input type="checkbox"/> Continuous Learning |
| <b>Thinking Skills</b>                                  |  |  |  |
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making         | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

### Module 5 – Unit 1

#### Learning Activity #2 – Utility knives

Blade.

Cardboard.

Factories.

Hollow.

Metal.

Plastic.

Sealing.

Strength.

Utility.

Various.

2. Answers will vary.

The following Essential Skills were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input checked="" type="checkbox"/> Writing  |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Module 5 – Unit 1

### Learning Activity #3 – Tape gun or staple gun

Tape gun.

Staple gun.

Staple gun.

Tape gun.

Staple gun.

Tape gun.

Staple gun or tape gun.

Staple gun.

Tape gun.

Staple gun.

Tape gun.

Staple gun.

The following Essential Skills were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

**Module 5 – Unit 1****Learning Activity #4 – True or false**

1.

- a) False.
- b) False.
- c) True.
- d) False.
- e) True.
- f) False.
- g) False.
- h) True.
- i) False.

2. Answers will vary.

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input checked="" type="checkbox"/> Writing  |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

**Module 5 – Unit 1****Learning Activity #5 – Manual equipment crossword puzzle**

Across

- 3. Staples.
- 5. Platform cart.
- 7. Hand truck.
- 9. Packing.
- 11. Utility.
- 12. Clipboard.

Down

- 1. Compressed air.
- 3. Lightweight.
- 4. Specialty.
- 6. One inch.
- 8. Blades.
- 10. Dolly.
- 12. Caster.

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory    |  |



## Unit 2 – Lifting Equipment

### Module 5 – Unit 2

#### Learning Activity #6 – Pallets and pump trucks

1. Answers will vary. Students should be encouraged to use a dictionary to check correct spelling.
2. They are square because the shape helps a load resist tipping.
3. Answers may include any 3 of the following: grocery, telecommunications, paint, drums, military, cement, chemical, beverage, dairy, automotive, paper.
4. Pallet jack.
5. You slide the forks under the pallet and pull the handle up and down until the load is lifted off the floor.
6. Answers will vary.
7. Moving heavy material and pallets.

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Reading                        | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy                     | <input checked="" type="checkbox"/> Writing  |
| <input type="checkbox"/> Oral Communication             | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use                 | <input type="checkbox"/> Continuous Learning |
| <b>Thinking Skills</b>                                  |  |   |  |
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making     | <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory    |  |

**Module 5 – Unit 2****Learning Activity #7 – Forklift certification**

1. Answers will vary. Students should be encouraged to use the Internet to locate information specific to their place of residence. Each province has different regulations.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |  |  |
|---|--|--|--|
| <input checked="" type="checkbox"/> Reading | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy                | <input checked="" type="checkbox"/> Writing  |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input checked="" type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |   |
|---|--|--|---|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making           | <input type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing | <input type="checkbox"/> Significant Use of Memory |  |   |

## Module 5 – Unit 2

### Learning Activity #8 – Forklift diagram



The following Essential Skills were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

#### Thinking Skills

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Module 5 – Unit 2

### Learning Activity #9 – Forklift

Students are required to log on to the Internet and link to a provided website. Students are then asked to read a specific section on forklift accidents and answer questions about this text.

1. Answers will vary.
2. Answers should include 3 of the following:
  - Lack of training/ improper training of workers who operate forklift trucks.
  - Production factors such as speed or stress.
  - Lack of proper tools, attachments and accessories.
  - Improper assignment of forklifts and operators.
  - Poor maintenance of forklifts.
  - Age of forklifts.
3. It may need repair, parts may wear out.
4. Workplace design means how a workplace is set up.
5. Answers should include the following factors:
  - Narrow aisles.
  - Crowded, cluttered aisles.
  - Obstructions at intersections and doors.
  - Volume of traffic in work area.
  - Walking and working in the general area of forklift operations.
  - Other workplace conditions such as noise, odours, toxic gases, dust, or poor lighting.
  - Many ramps with different surfaces.
  - Condition of loading dock.
6. Answers should include:
  - Malfunction of brakes.
  - Malfunction of steering.
  - Malfunction of clutch, shift linkage, or transmission.
  - Malfunction of mast assembly.
  - Leaks in hydraulic systems or transmission.
  - Safety devices lacking, inadequate, or malfunctioning.

- Emissions from forklifts.
- "Blind spots" or obstructions blocking driver's view.
- Poor layout of controls and displays.

The following Essential Skills were used to complete this Learning Activity.

- |   |  |  |  |
|---|--|--|--|
| <input checked="" type="checkbox"/> Reading | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy                | <input checked="" type="checkbox"/> Writing  |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input checked="" type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |   |
|---|--|--|---|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making           | <input type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing | <input type="checkbox"/> Significant Use of Memory |  |   |

## Module 5 – Unit 2

### Learning Activity #10 – Lift tables and conveyors word search

Students can circle the words in the grid.

The following Essential Skills were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making           | <input type="checkbox"/> Critical Thinking | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing | <input type="checkbox"/> Significant Use of Memory |  |  |

## Unit 3 – Computers

### Module 5 – Unit 3

#### Learning Activity #11 – Computers and material handling

1. Answers may vary. Students should be encouraged to proof read their answers and to check their spelling with a dictionary.
2.
  - a) Computer.
  - b) Scanning.
  - c) Handheld.
  - d) Barcode.
  - e) Technology.
  - f) Shipment.
  - g) Log.
  - h) Data.
  - i) Track.

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input checked="" type="checkbox"/> Writing  |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory    |  |

### Module 5 – Unit 3

#### Learning Activity #12 – What's in stock?

- a) Go with the Grain Wood Products.
- b) October 14, 2010.
- c) The manual count of 210 benches.
- d) The 14<sup>th</sup>.

- e) 2.
- f) No.
- g) The small chair.
- h) To be able to double check the computer count.

**The following Essential Skills were used to complete this Learning Activity.**

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory    |  |

# Module 6: Health and safety

## Unit 1 – Legislation

### Module 6 – Unit 1

#### Learning Activity #1 – What should you do?

Answers will vary. Students should be encouraged to use their knowledge of the legislation discussed in the module (The Occupational Health and Safety Act).

The following Essential Skills were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input checked="" type="checkbox"/> Writing  |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |   |   |  |
|---|---|---|--|
| <input checked="" type="checkbox"/> Problem Solving     | <input checked="" type="checkbox"/> Decision Making | <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing | <input type="checkbox"/> Significant Use of Memory  |   |  |

### Module 6 – Unit 1

#### Learning Activity #2 – Whose job is it?

Both.  
Worker.  
Employer.  
Employer.  
Worker.  
Employer.  
Worker.  
Both.  
Both.  
Worker.

The following Essential Skills were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |   |   |  |
|---|---|---|--|
| <input type="checkbox"/> Problem Solving                | <input checked="" type="checkbox"/> Decision Making | <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing | <input type="checkbox"/> Significant Use of Memory  |   |  |



## Module 6 – Unit 1

### Learning Activity #3 – Hazard to report

Name: <i>Garret Brown</i>	Date: <i>October 28, 2011</i>
Location: <i>Loading dock 1</i>	
Equipment: <i>Pallet truck</i>	
Description of the hazard: <i>The screw holding the wheels on is coming loose.</i>	
Suggested corrective action: <i>Tighten screws.</i>	
Signature: <i>G Brown</i>	
Supervisor's remarks:	
Corrective action taken: <i>Screw tightened on all pallet trucks.</i>	
Signature of Supervisor: <i>C. Evans</i>	Date: <i>October 30/11</i>

#### The following Essential Skills were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input checked="" type="checkbox"/> Writing  |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |
- Thinking Skills**
- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory    |  |

## Unit 2 – Personal Protective Equipment

### Module 6 – Unit 2

#### Learning Activity #4 – Personal Protective Equipment

1.
  - Hard hats.
  - Gloves.
  - Face shields
  - Safety footwear.
  - Hearing protection.
2. To be safe on the job and to avoid injury.
3. Answers may vary.

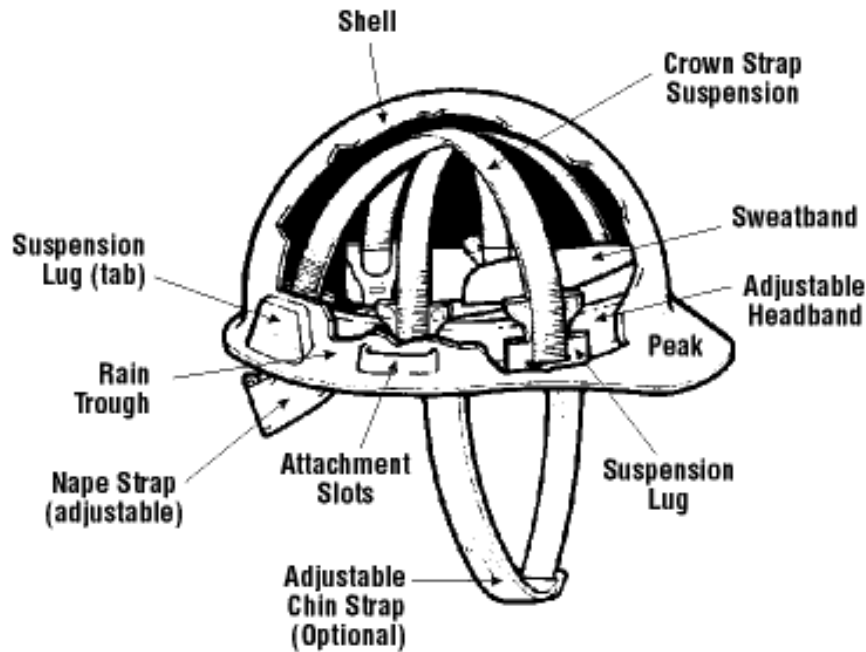
The following Essential Skills were used to complete this Learning Activity.

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Reading                        | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy                  | <input checked="" type="checkbox"/> Writing  |
| <input type="checkbox"/> Oral Communication             | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use              | <input type="checkbox"/> Continuous Learning |
| <b>Thinking Skills</b>                                  |  |  |  |
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making     | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Module 6 – Unit 2

### Learning Activity #5 – My hard hat

1.



2. Use reflective tape, paint may cause the hat to crack or become brittle.

The following Essential Skills were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input checked="" type="checkbox"/> Writing  |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

#### Thinking Skills

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Module 6 – Unit 2

### Learning Activity #6 – What's missing?

Instructions.

Materials, latex, alternatives.

Fit.

Electrical.  
Worn, torn.  
Clean.  
Test, using.

The following Essential Skills were used to complete this Learning Activity.

<input type="checkbox"/> Reading	<input checked="" type="checkbox"/> Document Use	<input type="checkbox"/> Numeracy	<input type="checkbox"/> Writing
<input type="checkbox"/> Oral Communication	<input type="checkbox"/> Working with Others	<input type="checkbox"/> Computer Use	<input type="checkbox"/> Continuous Learning

**Thinking Skills**

<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Decision Making	<input checked="" type="checkbox"/> Critical Thinking	<input type="checkbox"/> Finding Information
<input type="checkbox"/> Job Task Planning & Organizing	<input type="checkbox"/> Significant Use of Memory		

## Module 6 – Unit 2

### Learning Activity #7 – Glasses, goggles, or face shield

1. d.
2. d.
3. a or b.
4. a.
5. d.
6. a.
7. b.
8. d.

The following Essential Skills were used to complete this Learning Activity.

<input type="checkbox"/> Reading	<input checked="" type="checkbox"/> Document Use	<input type="checkbox"/> Numeracy	<input type="checkbox"/> Writing
<input type="checkbox"/> Oral Communication	<input type="checkbox"/> Working with Others	<input type="checkbox"/> Computer Use	<input type="checkbox"/> Continuous Learning

**Thinking Skills**

<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Decision Making	<input type="checkbox"/> Critical Thinking	<input type="checkbox"/> Finding Information
<input type="checkbox"/> Job Task Planning & Organizing	<input type="checkbox"/> Significant Use of Memory		

## Module 6 – Unit 2

### Learning Activity #8 – How did this happen?

Injuries	Common Causes
Crushed or broken feet, amputations of toes or feet.	Feet trapped between objects or caught in a crack, falls of heavy objects, moving vehicles (lift trucks, bulldozers, etc.), conveyor belts (feet drawn between belt and roller).
Punctures of the sole of the foot.	Loose nails, sharp metal or glass objects.
Cuts or severed feet or toes.	Chain saws, rotary mowers, unguarded machinery.
Burns.	Molten metal splashes, chemical splashes, contact with fire, flammable or explosive atmospheres.
Electric shocks.	Static electricity, contact with sources of electricity.
Sprained or twisted ankles, fractured or broken bones because of slips, trips or falls.	Slippery floors, littered walkways, incorrect footwear, poor lighting.

**The following Essential Skills were used to complete this Learning Activity.**

- ☐ Reading
 ☒ Document Use
 ☐ Numeracy
 ☐ Writing  
☐ Oral Communication
 ☐ Working with Others
 ☐ Computer Use
 ☐ Continuous Learning

**Thinking Skills**

- ☐ Problem Solving
 ☐ Decision Making
 ☐ Critical Thinking
 ☐ Finding Information  
☐ Job Task Planning & Organizing
 ☐ Significant Use of Memory

## Module 6 – Unit 2

### Learning Activity #9 – PPE Overview

1.
  - a. safety boots, gloves, hard hat, glasses.
  - b. safety boots, gloves, hard hat, glasses.
  - c. glasses, boots, gloves, hard hat.
  - d. hard hat, boots, glasses, gloves.
  - e. gloves, boots, hard hat, glasses.
  - f. hard hat, boots, gloves, glasses.
2. Answers will vary. Students should be encouraged to back up their choice with informed reasons and even examples. Students should also be encouraged to use a dictionary to check their spelling and grammar.

**The following Essential Skills were used to complete this Learning Activity.**

- |   |   |                                       |  |
|---|---|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input checked="" type="checkbox"/> Writing  |
| <input type="checkbox"/> Oral Communication | <input checked="" type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making           | <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing | <input type="checkbox"/> Significant Use of Memory |   |  |

## Unit 3 – Hazards and Preventative Measures

### Module 6 – Unit 3

#### Learning Activity #10 – Stretch yourself

Answers will vary. Students are required to log on to the Internet to do some research, and then to share this information with their classmates or instructor. They are also required to design a poster, using a computer if possible.

The following Essential Skills were used to complete this Learning Activity.

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> Reading                       | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy                | <input checked="" type="checkbox"/> Writing  |
| <input checked="" type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input checked="" type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

#### Thinking Skills

- |   |  |   |   |
|---|--|---|---|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory    |   |

### Module 6 – Unit 3

#### Learning Activity #11 – Name that hazard

1. C.
2. B.
3. D.
4. F.
5. A.
6. J.
7. H.
8. E.
9. K.
10. I.
11. G.

The following Essential Skills were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

#### Thinking Skills

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Unit 4 – WHMIS

### Module 6 – Unit 4

#### Learning Activity #12 – Vocabulary Word search

Students will find the words hidden in the word search.

The following Essential Skills were used to complete this Learning Activity.

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Reading                        | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy                  | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication             | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use              | <input type="checkbox"/> Continuous Learning |
| <b>Thinking Skills</b>                                  |  |  |  |
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making         | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

### Module 6 – Unit 4

#### Learning Activity #13 – WHMIS post test

1. Labels, Material safety data sheets, and worker training/education.
2. Corrosive material.
3. Solid, liquid, gas.
4. Your lungs, your skin, you mouth, your eyes.
5. Answers will vary but should basically state that the firefighters need to know what kinds of chemicals may be on site in case of explosions.
6. Answers should include 4 of the following:
  - Product identification and use.
  - Hazardous ingredients.
  - Physical data.
  - Fire or explosion hazard.
  - Reactivity data.
  - Toxicological properties.
  - Preventative measures.
  - First aid measures.
  - Preparation information.



7. Answers will vary.

The following Essential Skills were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input checked="" type="checkbox"/> Writing  |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory    |  |

# Module 7: Job skills

## Unit 1 – Job applications

### Module 7 – Unit 1

#### Learning Activity #1 – Application forms

- 3   The person who is applying.
- 4   Will you move?
- 13  When you worked there.
- 6  Did you finish school?
- 10  Your employer now.
- 1  Last name.
- 13  People who can recommend you.
- 15  Why you left the job.
- 11  The job you had.
- 9  Previous employers.
- 7  The job you are looking for.
- 8  Work history.
- 5  Subjects you studied at school.
- 2  First and middle names.
- 12  The things you did in your job.
- 18  Other info to show you can do this job.
- 14  How much you were making.
- 17  Other skills/things you've done.

The following Essential Skills were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |
- Thinking Skills**
- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input type="checkbox"/> Critical Thinking         | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory |  |

## Unit 2 – Cover Letters

### Module 7 – Unit 2

#### Learning Activity #2 – What’s wrong with this?

- Contact and Warehouse are spelled wrong.
- Never use ‘don’t forget’ or ‘later’.
- Other answers may vary.

The following Essential Skills were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input checked="" type="checkbox"/> Writing  |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |
- Thinking Skills**
- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory    |  |

## Unit 3 – Resumes

### Module 7 – Unit 3

#### Learning Activity #3 – Resumes

1. Answers will vary.
2. Chronological, Functional, Combination.
3. Answers will vary.

The following Essential Skills were used to complete this Learning Activity.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input checked="" type="checkbox"/> Document Use | <input type="checkbox"/> Numeracy     | <input checked="" type="checkbox"/> Writing  |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others     | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory    |  |

## Unit 4 – Interviews

### Module 7 – Unit 4

#### Learning Activity #4 – How could you ask me that?

Answers will vary.

The following Essential Skills were used to complete this Learning Activity.

- |  |   |                                       |  |
|--|---|---------------------------------------|--|
| <input type="checkbox"/> Reading                       | <input checked="" type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input checked="" type="checkbox"/> Writing  |
| <input checked="" type="checkbox"/> Oral Communication | <input checked="" type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Problem Solving                | <input type="checkbox"/> Decision Making | <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Finding Information |
| <input type="checkbox"/> Job Task Planning & Organizing |  | <input type="checkbox"/> Significant Use of Memory    |  |

<b>Demonstration Activity:</b> <i>Job Advertisement Demonstration</i>		<b>Date:</b>
<b>Learner:</b>	<b>Practitioner:</b>	
<b>Learner Goal:</b> <input type="checkbox"/> Employment <input type="checkbox"/> Education/Training <input type="checkbox"/> Independence	<b>Purpose of Assessment:</b> <input type="checkbox"/> Ongoing <input type="checkbox"/> Exit	
<b>Description:</b> The learner will create job advertisements for two different jobs in the Material Handling field. The jobs should be in different sectors. The learner will use the internet to research job advertisements for this field and will use writing skills to create two job advertisements. If a computer is available, the learner will type the document.		
<div style="border: 1px solid blue; padding: 10px;"> <p><b>The following Essential Skills were used to complete this Demonstration Activity:</b></p> <p> <input checked="" type="checkbox"/> Reading           <input checked="" type="checkbox"/> Document Use           <input type="checkbox"/> Numeracy           <input checked="" type="checkbox"/> Writing         </p> <p> <input type="checkbox"/> Oral Communication           <input type="checkbox"/> Working with Others           <input checked="" type="checkbox"/> Computer Use           <input type="checkbox"/> Continuous Learning         </p> <p><u>Thinking Skills</u></p> </div>		
<b>Guidelines:</b> As this is the first demonstration of the curriculum, it is important that the learner understand the value of demonstrating acquired skills in an activity.		
The learner should complete the following steps:		
<ol style="list-style-type: none"> <li>Using the internet, visit the Human Resources Skills Development Job Bank at <a href="http://www.jobbank.gc.ca">http://www.jobbank.gc.ca</a></li> <li>Search the site for sample job advertisements in the Material Handling field. Read these advertisements carefully.</li> <li>Create your own style or template and write job advertisements for 2 different jobs in 2 different sectors of Material Handling.           <div style="margin-left: 40px;">             The sectors include:             <ul style="list-style-type: none"> <li>• Transportation</li> <li>• Warehouse</li> <li>• Storage and moving companies</li> <li>• Manufacture and processing companies</li> <li>• Retail stores</li> </ul> </div> </li> <li>Organize your writing, so that it is easy for someone else to read and to understand. You should include information you feel is important to the job. This may include physical requirements, essential skills, and working conditions. Include any other</li> </ol>		

<p>information you find relevant, based on your internet research.</p> <p>5. If a computer with Word Processing capabilities is available, type the document.</p> <p>6. Review your work to check for spelling and grammar mistakes before handing it in to your instructor.</p>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Computer with printer and word processing program</li> </ul>	<p><b>Assistance Allowed:</b></p> <ul style="list-style-type: none"> <li>• The learner may ask questions to clarify the assignment instructions.</li> <li>• This may be the learner's first experience with self-assessing, so the learner may need you to assist with the process.</li> </ul>
<p><b>Evaluation Method:</b></p> <ul style="list-style-type: none"> <li>• The instructor and learner should discuss and agree on an appropriate length of time to complete the demonstration.</li> <li>• The learner should complete a self-assessment of his/her work (attached), before handing it in to the practitioner.</li> <li>• The learner and instructor should review and discuss the results of the demonstration, and Essential Skills areas that need to be improved.</li> </ul> <p><b>Results:</b></p>	
<div style="border: 1px solid blue; padding: 10px;"> <p><b>The learner achieved the following Essential in this Demonstration Activity:</b></p> <p> <input type="checkbox"/> Reading           <input type="checkbox"/> Document Use           <input type="checkbox"/> Numeracy           <input type="checkbox"/> Writing         </p> <p> <input type="checkbox"/> Oral Communication           <input type="checkbox"/> Working with Others           <input type="checkbox"/> Computer Use           <input type="checkbox"/> Continuous Learning         </p> <p><u><a href="#">Thinking Skills</a></u></p> </div>	
<p><b>Comments:</b></p>	
<p>_____</p> <p><b>Learner's Signature</b></p>	<p>_____</p> <p><b>Practitioner's Signature</b></p>

## Job Advertisement Demonstration

### Learner's Self-Reflection

I have the skills to use the internet for research.	Yes <input type="checkbox"/> No <input type="checkbox"/>
I was able to find Job Bank ads for Material Handlers.	Yes <input type="checkbox"/> No <input type="checkbox"/>
I was able to read what skills were needed for each job.	Yes <input type="checkbox"/> No <input type="checkbox"/>
I was able to design a template/format for my own advertisement.	Yes <input type="checkbox"/> No <input type="checkbox"/>
I know some skills needed to work in the Material Handling field.	Yes <input type="checkbox"/> No <input type="checkbox"/>
I organized my writing so it is clear and easy to read.	Yes <input type="checkbox"/> No <input type="checkbox"/>
I checked for spelling, punctuation and grammar mistakes.	Yes <input type="checkbox"/> No <input type="checkbox"/>
I typed my document, if I had access to a computer with a word processing program.	Yes <input type="checkbox"/> No <input type="checkbox"/>
I looked over my work to “self-assess” it before showing it to my instructor.	Yes <input type="checkbox"/> No <input type="checkbox"/>

Comments:

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<b>Demonstration Activity:</b> <i>Safe Shipment</i>		<b>Date:</b>
<b>Learner:</b>	<b>Practitioner:</b>	
<b>Learner Goal:</b> <input type="checkbox"/> Employment <input type="checkbox"/> Education/Training <input type="checkbox"/> Independence	<b>Purpose of Assessment:</b> <input type="checkbox"/> Ongoing <input type="checkbox"/> Exit	
<b>Description:</b> The learner will complete several tasks related to Material Handling by first reading a memo from a Supervisor and completing the tasks outlined in the memo. These tasks include reading an invoice, determining shipment measurements, preparing a shipping form, and listing safety issues, concerns and procedures related to this task.		
<div style="border: 1px solid blue; padding: 10px;"> <p><b>The following Essential Skills were used to complete this Demonstration Activity:</b></p> <p> <input checked="" type="checkbox"/> Reading           <input checked="" type="checkbox"/> Document Use           <input checked="" type="checkbox"/> Numeracy           <input checked="" type="checkbox"/> Writing         </p> <p> <input type="checkbox"/> Oral Communication           <input type="checkbox"/> Working with Others           <input checked="" type="checkbox"/> Computer Use           <input checked="" type="checkbox"/> Continuous Learning         </p> <p><u><a href="#">Thinking Skills</a></u></p> </div>		
<b>Guidelines:</b> The learner should complete the following steps. <ol style="list-style-type: none"> <li>1. Read the attached Memo from your <i>Warehouse Supervisor</i> (this will outline your demonstration instructions).</li> <li>2. Write a list of safety concerns, issues, and procedures to consider when manually lifting boxes. Type this list if you have access to a computer.</li> <li>3. Read the attached invoice.</li> <li>4. Use the information listed in the invoice to complete the attached Shipping Form.</li> </ol>		
<b>Resources:</b> Calculator Memo from Supervisor Shipping Form Invoice	<b>Assistance Allowed:</b> The learner may ask questions to clarify the assignment instructions. Using a calculator for the demonstration would be appropriate.	
<b>Evaluation Method:</b> <ul style="list-style-type: none"> <li>• The instructor and learner should discuss and agree on an appropriate length of time to complete the demonstration.</li> <li>• The learner will complete the self-evaluation form (attached).</li> <li>• The learner and instructor should review and discuss the results of the demonstration, and Essential Skills areas that need to be improved.</li> </ul>		



**Results:**

The learner achieved the following Essential in this Demonstration Activity:

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Document Use        | <input type="checkbox"/> Numeracy     | <input type="checkbox"/> Writing             |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Working with Others | <input type="checkbox"/> Computer Use | <input type="checkbox"/> Continuous Learning |

**Thinking Skills**

**Comments:**

\_\_\_\_\_  
**Learner's Signature**

\_\_\_\_\_  
**Practitioner's Signature**

# MEMO

**To:** Learner

**From:** Albert Johnson, Warehouse Supervisor, Safe Shipment International

**Date:** 19-Nov-10

**Re:** Shipment

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Your task today is to prepare a shipment to Evans Paint Parts. You'll find the detailed invoice attached. The order is already boxed in our standard size boxes (each box is 12" by 12"). Manually stack these boxes on 36" by 48" skids (the maximum height of this skid is 60").

Don't forget to completely fill out the proper Shipping Form.

Finally, due to the high incidence rate of job-related injury we have experienced lately, I'd like you to take time to consider safety procedures while you complete your tasks today. Write a list of safety concerns, procedures or issues you need to be aware of while you complete the following task (manually loading a truck).

If you have access to a computer, please type this list.

## Invoice



Safe Shipments International

Date 11/20/2010

Safe Shipments International  
52 Elm Street  
Toronto ON F7H 1J4  
Phone 404-922-0000  
Fax 404-922-0001  
safes@webhost.com

**SHIP TO** Evans Paint Parts  
  
4714 Main Street Suite 2  
Kingston ON K3L 2Y1  
Phone 613-546-5244  
Customer ID 5452666 E

**BILL TO** Evans Paint Parts  
  
4714 Main Street Suite 2  
Kingston ON K3L 2Y1  
Phone 613-546-5244  
Customer ID 5452666 E

Order Date	Order Number
11/20/2010	5147524-13A

Item #	Description	Quantity	Special Shipping needs	Weight
54581	48 Large Rollers	6 boxes		12 lbs
54771	88 Fine Brushes #122	22 boxes		44 lbs
52147	36 Trays	18 boxes		10lbs
21455	221 Stir sticks	60 boxes		3.5 lbs
58744	28 1- Gallon paint jugs	14 boxes		240.1 lbs
54111	112 large brushes	4 boxes		59 lbs

# Shipping Form



Safe Shipments International

Date :

Safe Shipments International  
52 Elm Street  
Toronto ON F7H 1J4  
Phone 404-922-0000  
Fax 404-922-0001  
safes@webhost.com

SHIP TO

BILL TO

Order Date	Order Number

Item #	Product Quantity	# of boxes
	Total # boxes	
	Total weight	
	Total # Skids	

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

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

Please contact Customer Service at 404-922-0000 with any questions or comments.

***Thank you for your business!***

**Safe Shipment Demonstration****Learner's Self-Reflection**

I was able to follow the directions given in the Memo.	Yes <input type="checkbox"/> No <input type="checkbox"/>
I checked for spelling, punctuation and grammar mistakes.	Yes <input type="checkbox"/> No <input type="checkbox"/>
I created a complete list of safety issues and concerns and typed this list, if I had access to a computer.	Yes <input type="checkbox"/> No <input type="checkbox"/>
I completed each section of the Shipping Form.	Yes <input type="checkbox"/> No <input type="checkbox"/>
I was able to transfer the data from the Invoice to the Shipping Form.	Yes <input type="checkbox"/> No <input type="checkbox"/>
I calculated the number of skids require to ship the products.	Yes <input type="checkbox"/> No <input type="checkbox"/>
I was able to calculate the weight of the shipment.	Yes <input type="checkbox"/> No <input type="checkbox"/>
I looked over my work to “self-assess” it before showing it to my instructor.	Yes <input type="checkbox"/> No <input type="checkbox"/>

Comments:

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