

# Box Packer

## Packing Cards and Scrap Report

Box Packers are part of the Other Labourers in Processing, Manufacturing and Utilities unit group which includes labourers, not elsewhere classified, who perform material handling, clean-up, packaging and other elemental activities in processing, manufacturing and utilities. Box Packers are employed by companies that manufacture products such as clothing, footwear, furniture and electrical and electronic products, and by printing and packaging companies. To learn more about this occupation, [click here](#).

Check out the video before completing the tasks. Choose [video](#) or [video with subtitles](#).

### NOC 9619 – Box Packer



Video



Packing Cards for 2-Door Organizer



Scrap Report

### Essential Skills Focus

1 2 3

Document Use



Measurement and Calculation



Essential Skills - Ontario Curriculum Linkages

This activity contains skill-building activities leading up to the demonstration of Essential Skills tasks at skill levels 1 and 2. Teachers and facilitators are encouraged to choose the skill-building activities and/or tasks that meet the needs of the learners.

## 1. Tasks

**Box Packers usually work together on assembly lines. Each Box Packer is responsible for packing different parts or items.**

[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

### Task 1

Look at the packing cards for the 2-Door Organizer. What two parts does Packline Operator Filler #1 pack into the box?

*Document Use*

[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

### Task 2

Look at the packing cards for the 2-Door Organizer. Who is responsible for making sure the end foam is packed?

*Document Use*

**Box Packers need to make sure the items they pack are not broken or damaged.**

[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

## Task 3

If items are broken or damaged they need to be put on the scrap pile. At the end of the assembly line, information about the broken or damaged items is entered into a Scrap Report. Look at the completed Scrap Report.

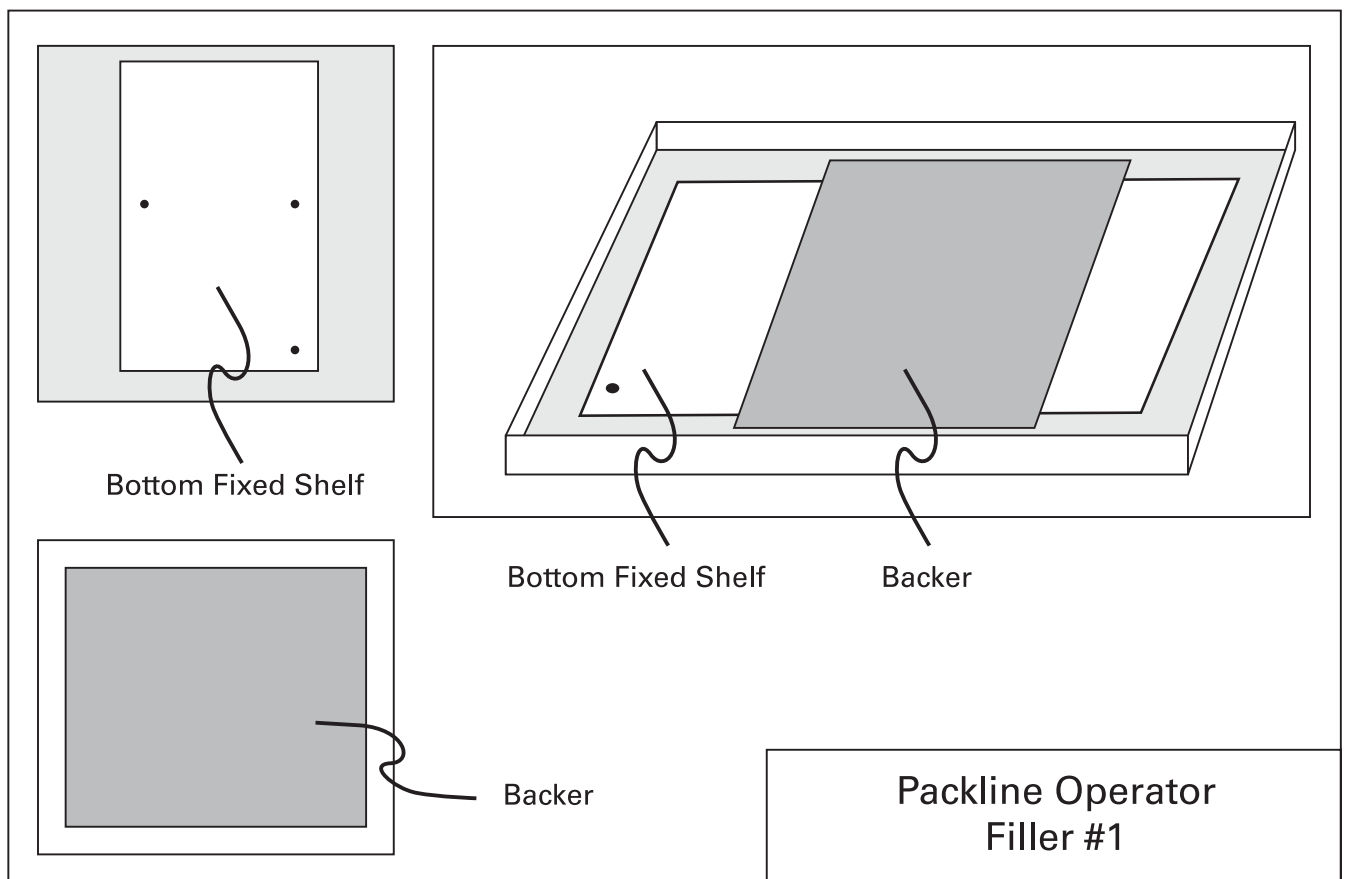
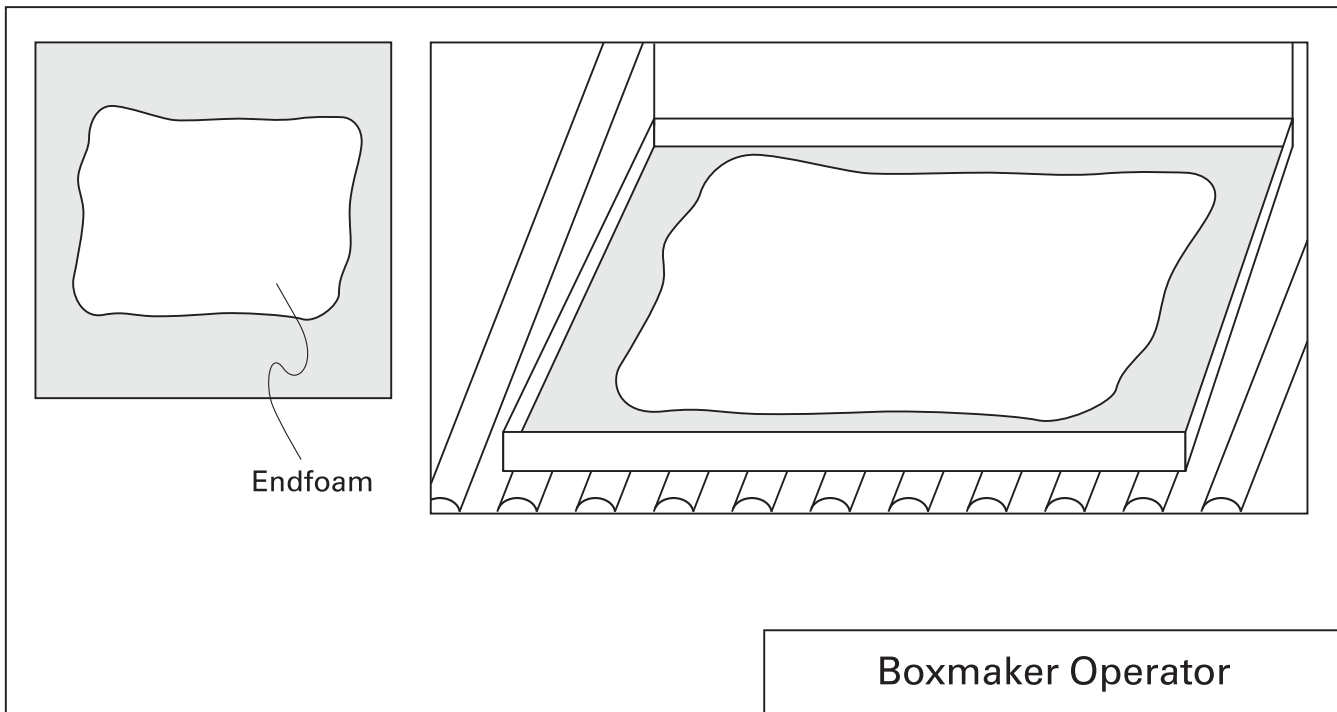
- a) Parts are scrapped for many reasons. How many of part 387MH were scrapped because the boxes were defective?

*Document Use*

[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

- b) How many of part number 387MH were scrapped all together during this shift?

*Measurement and Calculation*





## Scrap Report

Date: 07 / 25 / 20  
Mo Day

### Shift

7am – 3pm	3pm – 11pm	11pm – 7pm	M T W Th F Sa Su
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### Product Line

2-Door Organizer

### Part Number

	387MH				
<b>Board</b>					
Edge rough (chipped on unbanded side)	4				
Wrong size	0				
Out of square	3				
<b>Bore</b>					
Holes out/missing	8				
Groove/route out	6				
<b>Damage</b>					
Part crushed/dented	7				
<b>Edgeband (glue, bevel cut, cut too deep, etc.) Do not include rebands</b>					
Defective stripbanding	0				
Defective edgebanding	0				
<b>Lamination</b>					
Machine scratch	2				
Damaged lamination (rip/torn)	3				
Bubble/wrinkle/incomplete/overlapped	1				
Handling scratches	1				
<b>Packaging</b>					
Defective boxes	5				
Defective hardware	1				

## 2. Answer Key

### Task 1

Look at the packing cards for the 2-Door Organizer. What two parts does Packline Operator Filler #1 pack into the box?

### Answer

**Bottom Fixed Shelf and Backer**

Document Use ②



Check **page 6** for one way to get this answer.

### Task 2

Look at the packing cards for the 2-Door Organizer. Who is responsible for making sure the end foam is packed?

### Answer

**Highlight the name “Boxmaker Operator” on card 1**

Document Use ②



Check **page 7** for one way to get this answer.

### Task 3

If items are broken or damaged they need to be put on the scrap pile. At the end of the assembly line, information about the broken or damaged items is entered into a Scrap Report. Look at the completed Scrap Report.

- a) Parts are scrapped for many reasons. How many of part 387MH were scrapped because the boxes were defective?
- b) How many of part number 387MH were scrapped all together during this shift?

### Answer

**a) 5**

Document Use ②

**b) 41**

Measurement and Calculation ①



Check **page 8** for one way to get this answer.

## 3. Answer Steps

### Task 1

Look at the packing cards for the 2-Door Organizer. What two parts does Packline Operator Filler #1 pack into the box?

Answer     **Bottom Fixed Shelf and Backer**

One way to get this answer...

1. Scan the packing cards for the 2-Door Organizer using the key words "***Packline Operator Filler #1***".
2. Locate the two parts that are being packed.
3. Decide that the Bottom Fixed Shelf and the Backer are the two parts being packed.

Skill Focus     Document Use ②

# Box Packer

## Task 2

Look at the packing cards for the 2-Door Organizer. Who is responsible for making sure the end foam is packed?

Answer     **Highlight the name “Boxmaker Operator” on card 1**

One way to get this answer...

1. Scan the packing cards for the key words “**End Foam**.”
2. Locate the job title responsible for packing the End Foam.
3. Decide that Boxmaker Operator is the person responsible for packing the End Foam.
4. Highlight “Boxmaker Operator.”

Skill Focus     Document Use ②

## Task 3

If items are broken or damaged they need to be put on the scrap pile. At the end of the assembly line, information about the broken or damaged items is entered into a Scrap Report. Look at the completed Scrap Report.

- a) Parts are scrapped for many reasons. How many of part 387MH were scrapped because the boxes were defective?
- b) How many of part number 387MH were scrapped all together during this shift?

Answer     a) 5

              b) 41

One way to get this answer...

Steps for a):

1. Scan the completed Scrap Report for the key words "**packaging**" and "**defective boxes**".
2. Locate the heading "packaging" and the row "Defective Boxes".
3. Locate the number 5 beside "Defective Boxes".
4. Decide that 5 is the number of "Defective Boxes" found during this shift.

Skill Focus     Document Use ②

Steps for b):

1. Identify what is required: the total number of Part #387MH scrapped during the shift.
2. Locate the column "**387MH**".
3. Decide this column is the list of items scrapped.
4. Set up the problem to find the total number of Part #387 scrapped during the shift.
5. Edge rough + Wrong size + Out of Square + Holes out/missing + Groove/route out + Part crushed/dented + Defective stripbanding + Defective edgebanding + Machine scratch + Damaged lamination + Bubble/wrinkle/incomplete/overlapped + Handling scratches + Defective boxes + Defective hardware = total number of Part #387MH scrapped during the shift.
6. Calculate:  $4 + 0 + 3 + 8 + 6 + 7 + 0 + 0 + 2 + 3 + 1 + 1 + 5 + 1 = 41$ .
7. Decide that 41 is the total number of Part #387MH scrapped during the shift.

Skill Focus     Measurement and Calculation ①  
Additional Skills: Document Use ②



# Skill-Building Activities

## Sample Skill-Building Activities for Task 1

### Teacher/Facilitator Notes

The following skill-building activity can be used to help learners work towards the demonstration of Essential Skills in Task 1. Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.

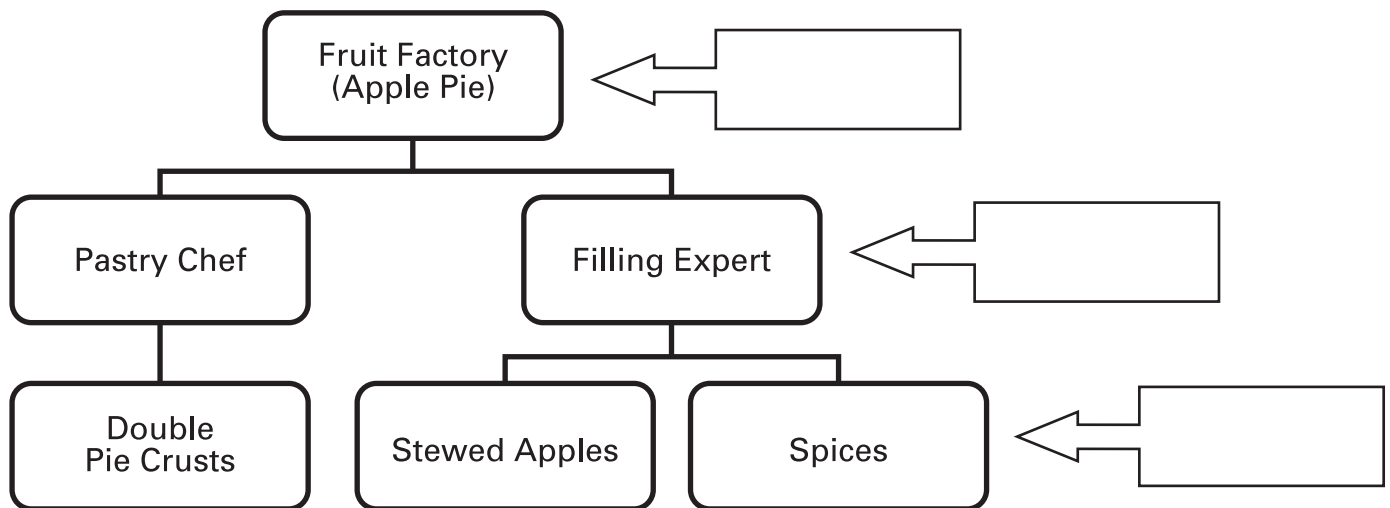
A sample skill-building activity leading up to the demonstration of Essential Skills in Task 1 is listed below.

### Task 1 Skill-Building Activity

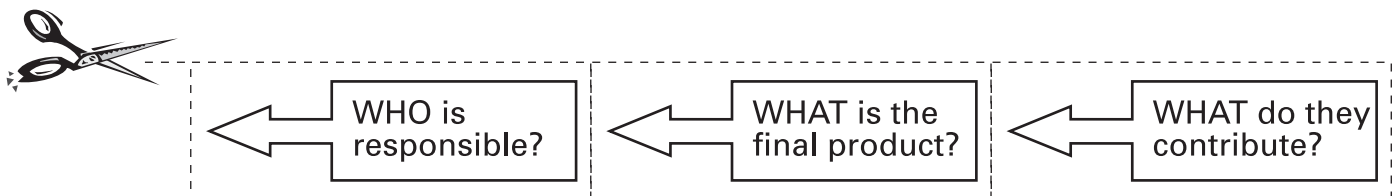
- Read an organizational flow chart to gain understanding of the difference between team members and their responsibilities.

**Example 1:** Read an organizational flow chart to gain understanding of the difference between team members and their responsibilities.

**Part A:** Scan the organizational flow chart below to decide how each item is related to each other.

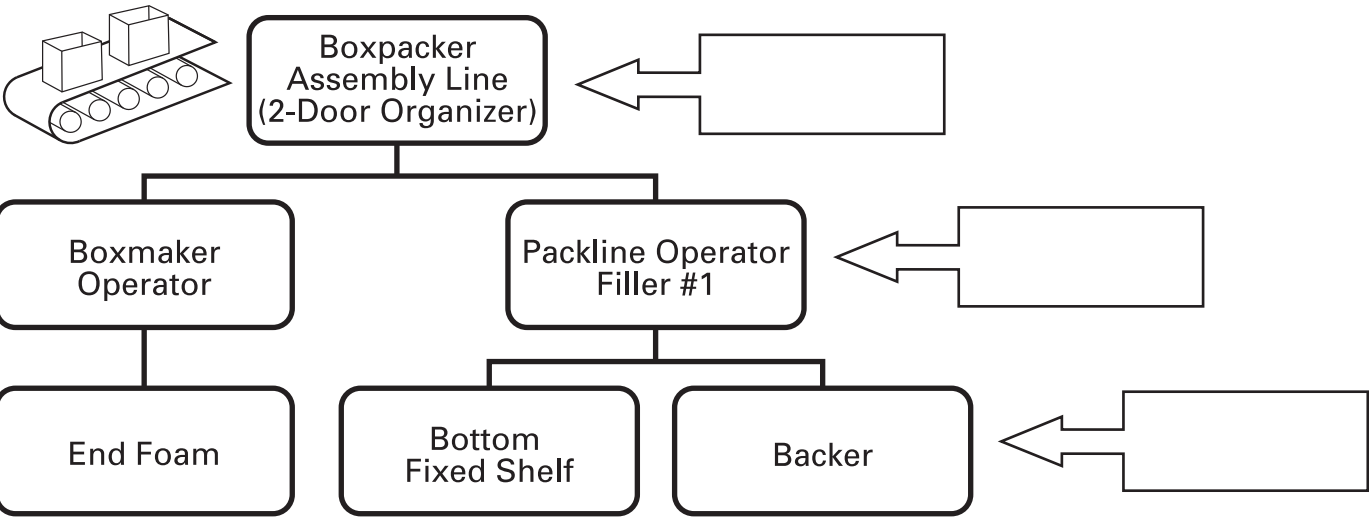


Cut out the arrows below and paste them correctly into the flow chart above.





# Box Packer

**Part B:** Scan the organizational flow chart below to decide how each item is related to each other.




Cut out the arrows below and paste them correctly into the flow chart above.






WHAT do they pack?



WHO is responsible?

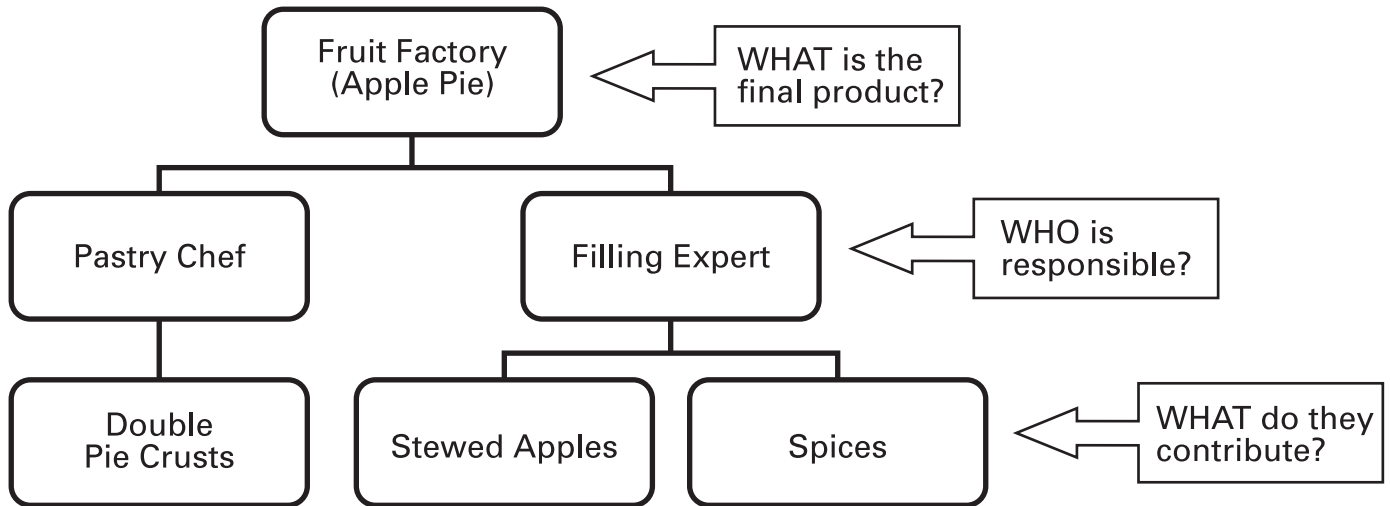


WHAT is the final product?

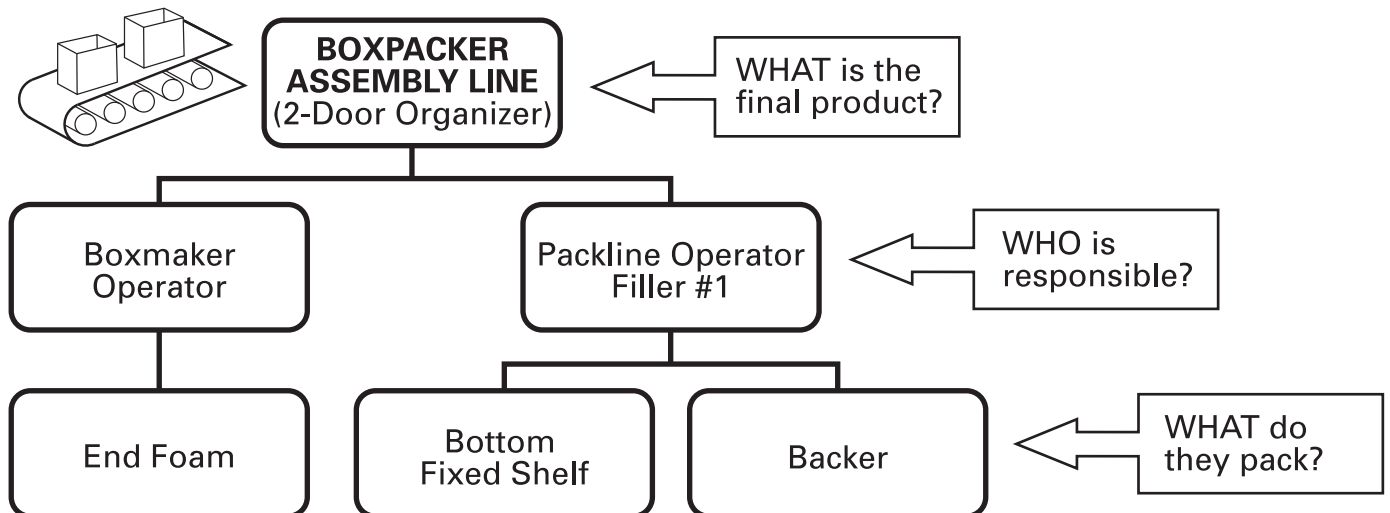
# Box Packer

## Answer Key:

Part A: Scan the organizational flow chart below to decide how each item is related to each other.



Part B: Scan the organizational flow chart below to decide how each item is related to each other.



### TIP

- Encourage learners to utilize and create organizational flow charts to help develop their understanding of new topics.
- Introduce flow charts by using common organizational themes.

[Click here](#) to Return to Task.

# Skill-Building Activities

## Sample Skill-Building Activities for Task 2

### Teacher/Facilitator Notes

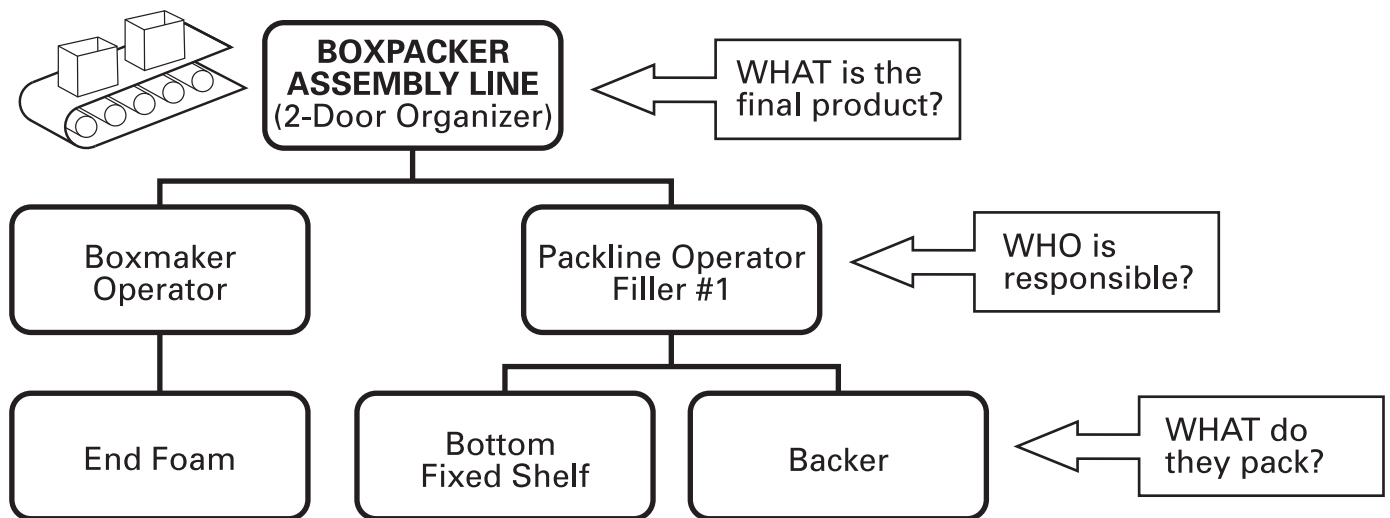
The following skill-building activity can be used to help learners work towards the demonstration of Essential Skills in Task 2. Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.

A sample skill-building activity leading up to the demonstration of Essential Skills in Task 2 is listed below.

### Task 2 Skill-Building Activity

- Scan a flow chart effectively to understand the information contained within.

**Example 1:** Scan a flow chart effectively to understand the information contained within.



Scan the flow chart above (from Skill-Building Activity 1) and answer the following questions:

1. What is the final product? \_\_\_\_\_
2. What are the job titles of the two workers on this assembly line?  
\_\_\_\_\_  
\_\_\_\_\_
3. Who packs the "Bottom Fixed Shelf"? \_\_\_\_\_

# Box Packer

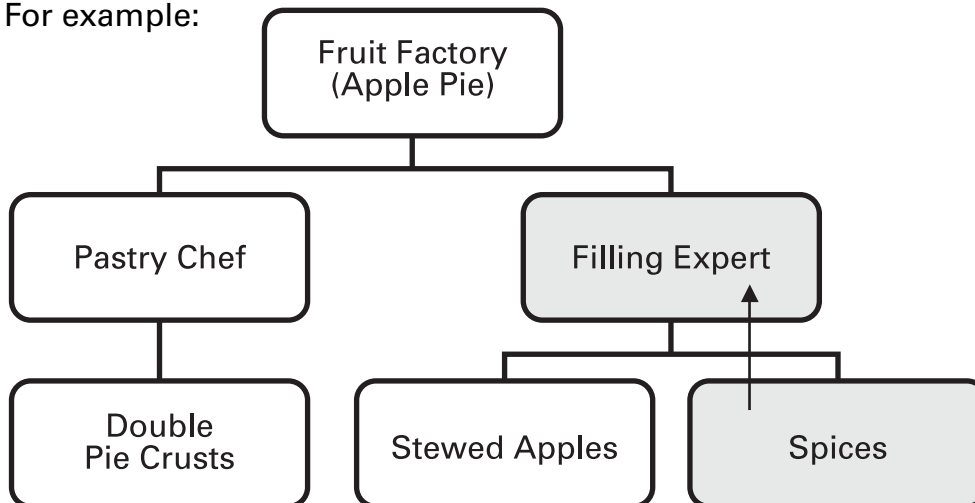
## Answer Key:

1. What is the final product? **2-Door Organizer**
2. What are the job titles of the two workers on this assembly line?  
**Boxmaker Operator**  
**Packline Operator Filler #1**
3. Who packs the "Bottom Fixed Shelf"? **Packline Operator Filler #1**

## TIP

- Encourage learners to refer back to organizational flow charts (and other graphic organizers) frequently to further their understanding of new topics.
- Teach learners to gather information from the flow chart by understanding hierarchical relationships.

For example:



Who is responsible for adding spices to the pie?

**The Filling Expert**

Answer this question by reading the flow chart from the bottom up (instead of from the top down).

[Click here](#) to Return to Task.

# Skill-Building Activities

## Sample Skill-Building Activities for Task 3 a)

### Teacher/Facilitator Notes

The following skill-building activity can be used to help learners work towards the demonstration of Essential Skills in Task 3 a). Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.



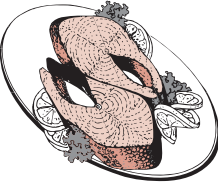


A sample skill-building activity leading up to the demonstration of Essential Skills in Task 3 a) is listed below.

### Task 3 a) Skill-Building Activity

- Scan a chart to locate specific information contained within.

**Example 1:** Scan a chart to locate specific information contained within.

### Lin's Food Log

	Monday	Tuesday	Wednesday
Meat (or Meat Alternative)			
Vegetable			
Starch			

1. What kind of meat did Lin eat on Day 2? \_\_\_\_\_
2. When did Lin eat rice? \_\_\_\_\_
3. Did Lin eat any vegetables on Monday? \_\_\_\_\_

# Box Packer

## Answer Key:

1. What kind of meat did Lin eat on Day 2? **Lin ate a chicken/turkey drumstick**
2. When did Lin eat rice? **Lin ate rice on Wednesday.**
3. Did Lin eat any vegetables on Monday? **No, Lin did not eat any vegetables on Monday.**

### TIP

- Learners can play games such as Bingo and Battleship to gain familiarity with the concept of rows, columns, grids, and co-ordinates.
- Encourage learners to look for tables/charts commonly used in everyday life (calendars, credit card bills, etc.).

[Click here](#) to Return to Task.



# Skill-Building Activities

## Sample Skill-Building Activities for Task 3 b)

### Teacher/Facilitator Notes






The following skill-building activity can be used to help learners work towards the demonstration of Essential Skills in Task 3 b). Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.

A sample skill-building activity leading up to the demonstration of Essential Skills in Task 3 b) is listed below.

### Task 3 b) Skill-Building Activity

- Add single-digit numbers to tally a list of items.

**Example 1:** For each day, tally the cost of food and put the answer in the row labelled "TOTAL". Monday's total has been completed for you.

	Monday	Tuesday	Wednesday
Meat (or Meat Alternative)	 \$5	 \$4	 \$8
Vegetable		 \$1	
Starch			 \$1
Total	\$5		

1. How much did Lin pay on Tuesday? \_\_\_\_\_
2. How much did Lin pay on Wednesday? \_\_\_\_\_
3. Lin paid the same amount on \_\_\_\_\_ and \_\_\_\_\_

# Box Packer

## Answer Key:

1. How much did Lin pay on Tuesday? **Lin paid \$5.**
2. How much did Lin pay on Wednesday? **Lin paid \$9.**
3. Lin paid the same amount on **Monday** and **Tuesday**.

## TIP

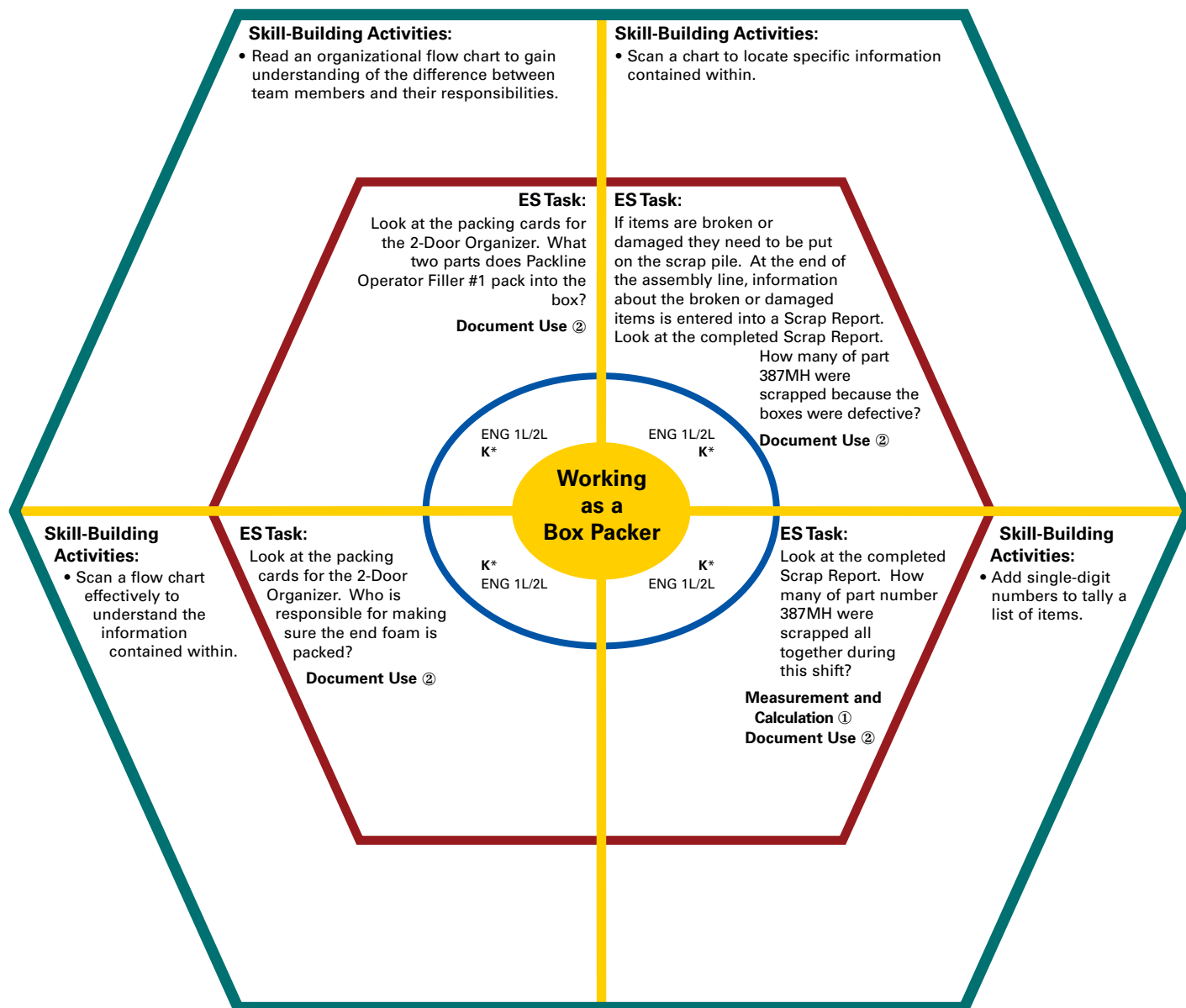
- Teach learners a variety of strategies for tallying a long list of numbers.
- Learners can first group numbers in sums of 10, then add remaining numbers.  
For example:

$$4 + 3 + 8 + 6 + 7 = (4+6) + (3+7) + 8 = 10 + 10 + 8 = 28$$

Encourage students to use calculators effectively. Learners should recognize when and why to use an operation (+, -, X, ÷). For example: “all together,” “sum,” “tally,” and “total” are key words that indicate that addition should be used.

[Click here](#) to Return to Task.

# Essential Skills in Action: Working as a Box Packer



\*K refers to non-credit courses developed by school boards.

Legend:



Skill-Building Activities



Essential Skills Task



Curriculum Code

# Ontario Curriculum – Essential Skills Linkages:

## Box Packer

The course and curriculum expectations linked to each Essential Skills task are shown below. Sample skill-building activities have also been identified.

Students who meet the curriculum expectations below will also have demonstrated the Essential Skills at the level indicated. If students do not meet the curriculum expectations below, teachers can prepare students by scaffolding learning. Begin where students are: with the Skill-Building Activities or Essential Skills Tasks.

**Note: All tasks utilize the same curriculum expectations.**

Course(s)	Curriculum Expectations	Essential Skills Tasks	Skill-Building Activities
English Grade 9 Locally Developed (ENG 1L)	<p><b>DRV1.02</b> – preview the features and organizational patterns of print and non-print text, using appropriate strategies (<i>e.g., use <b>skimming and scanning techniques, identify signal or unfamiliar words</b></i>);</p> <p><b>DRV1.03</b> – connect with the content by using appropriate strategies (<i>e.g., look for <b>bold/highlighted words</b>; preview a visual component of a science or math text such as a graph, table, diagram, or chart and ask questions about what may follow; use a title or headline to anticipate the content</i>).</p> <p><b>DRV2.01</b> – apply the reading process as strategic readers to a variety of student- and teacher-selected authentic texts (<i>e.g., news reports, short fiction, electronic text, brochures, graphs, charts, recipes, manuals</i>);</p>	<p><b>Task 1</b> Box Packers usually work together on assembly lines. Each Box Packer is responsible for packing different parts or items. Look at the packing cards for the 2-Door Organizer. What two parts does Packline Operator Filler #1 pack into the box?</p> <p><b>Document Use ②</b></p>	<ul style="list-style-type: none"> <li>Read an organizational flow chart to gain understanding of the difference between team members and their responsibilities.</li> </ul>
English Grade 9 Locally Developed (ENG 1L)	<p><b>DRV2.02</b> – be familiar with text forms commonly used in everyday life and in the workplace (<i>e.g., maps, memos, schedules, websites, voting ballots, surveys, billboards, flyers</i>);</p> <p><b>DRV3.01</b> – identify and explain how they apply their reading and viewing skills in school, in everyday life, and in the workplace (<i>e.g., read a household bill, study a driver's manual, read a warranty card, read a course calendar, read instructions to complete tasks at home</i>);</p>	<p><b>Task 2</b> Who is responsible for making sure the end foam is packed?</p> <p><b>Document Use ②</b></p>	<ul style="list-style-type: none"> <li>Scan a flow chart effectively to understand the information contained within.</li> </ul>

# Ontario Curriculum – Essential Skills Linkages:

## Box Packer

Course(s)	Curriculum Expectations	Essential Skills Tasks	Skill-Building Activities
English Grade 10 Locally Developed (ENG 2L)	<p><b>ERV1.02</b> – preview the features and organizational patterns of print and non-print texts by selecting and using appropriate strategies (<i>e.g., use <b>skimming and scanning techniques</b>, <b>search for topic-specific words</b></i>);</p> <p><b>ERV1.04</b> – select and use strategies to become familiar with specialized vocabulary (<i>e.g., use a <b>glossary to find meanings of unfamiliar words</b></i>);</p> <p><b>ERV1.10</b> – describe how organizational structures and formats are linked to the audience and purpose (<i>e.g., <b>multi-image screens on television news channels, scripts, 'zines, store flyers, how-to guides</b></i>).</p> <p><b>ERV2.01</b> – apply the reading process as strategic readers to a variety of student- and teacher-selected authentic texts commonly used in everyday life and in the workplace (<i>e.g., <b>skimming text in magazines, short fiction, scripts, electronic text; interpreting data from graphs, tables, timelines; rereading manuals, project plans</b></i>);</p> <p><b>ERV3.02</b> – explain how improving their reading and viewing skills can help them to succeed in school, at work, and in their personal lives;</p>	<p><b>Task 3</b> If items are broken or damaged they need to be put on the scrap pile. At the end of the assembly line, information about the broken or damaged items is entered into a Scrap Report. Look at the completed Scrap Report.</p> <p>a) Parts are scrapped for many reasons. How many of part 387MH were scrapped because the boxes were defective?</p> <p><b>Document Use ②</b></p> <p>b) How many of part number 387MH were scrapped all together during this shift?</p> <p><b>Measurement and Calculation ①</b></p>	<ul style="list-style-type: none"> <li>• Scan a chart to locate specific information contained within</li> <li>• Add single-digit numbers to tally a list of items.</li> </ul>